

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<p><b>Autumn</b></p> <p><b>Half Term 1</b></p>	<p>Paper 1: The Living World – Ecosystems, Tropical Rainforests and Hot Deserts</p> <p>Ecosystems</p> <ul style="list-style-type: none"> <li>An overview of global ecosystems</li> <li>Food webs and chains</li> <li>A UK small scale ecosystem (pond)</li> </ul> <p>Tropical rainforests</p> <ul style="list-style-type: none"> <li>Location and reasons they occur at the equator</li> <li>Nutrient cycle and interdependence of plants and animals</li> <li>Adaptations to the climate</li> <li>Causes of deforestation (focus on Malaysia) Effects of deforestation</li> <li>Sustainable management</li> </ul> <p>Hot deserts</p> <ul style="list-style-type: none"> <li>Location and reasons they occur at the tropics</li> <li>Nutrient cycle and interdependence of plants and animals</li> <li>Adaptations to the climate</li> <li>Opportunities and challenges of economic development (focus on the Sahara)</li> <li>Desertification causes, effects and sustainable management (focus on the Sahel)</li> </ul>	<ul style="list-style-type: none"> <li>Key words test</li> <li>Pupils will complete a practice question each week, identified on our teacher year-plan.</li> <li>Evaluation Q – opportunities for economic development vs cost to the environment</li> <li>Short answer questions on each section – 2019 paper</li> <li>Evaluation Q – desertification</li> <li>End of topic test – Paper 1 Section B 2020</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have already covered weather and climate which they will build on for understanding the reasons for the location of tropical rainforests and hot deserts. Pupil will practice use of climate graphs.</li> <li>Key themes include place knowledge, processes, sustainability and diversity.</li> <li>Skills – map and graph interpretation, use of figures to develop points.</li> </ul>	<ul style="list-style-type: none"> <li>Key word glossaries and test</li> <li>Guided readings on palm oil/sustainable management of tropical rainforests and the Great Green Wall.</li> <li>For 9-mark evaluation questions – pupils will discuss question and plan before answering, using talk tactics.</li> </ul>

<p><b>Autumn</b> <b>Half Term</b> <b>2</b></p>	<p>Paper 2: Challenges in the Human Environment Section A: Urban Issues and Challenges</p> <p>‘Rio de Janeiro and Urbanisation’</p> <ul style="list-style-type: none"> <li>• Studying what urbanisation is</li> <li>• Using at atlas, maps and globes to study migration and mega-cities</li> <li>• Studying Rio de Janeiro as a case study including: <ul style="list-style-type: none"> <li>- Location and importance</li> <li>- Reasons for growth</li> <li>- Social and economic opportunities and challenges</li> <li>- Environmental opportunities and challenges</li> <li>- Improving life for the urban poor</li> <li>- Improving the environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Key words test</li> <li>• Pupils will complete a practice question each week, identified on our teacher year-plan.</li> <li>• 9-mark question- ‘To what extent has urban planning improved the quality of life for Rio’s urban poor?’</li> </ul>	<ul style="list-style-type: none"> <li>• Skills developed will include answering exam questions, using figures and using map skills- sketch map and OS skills</li> <li>• Place and location knowledge will also be developed by using a case study.</li> </ul>	<ul style="list-style-type: none"> <li>• Key word test based on glossary (provided)</li> <li>• Long answer question (9 marks) including SPaG marks. This will be modelled as first “human” 9-mark question using “I do, we do, you do” approach.</li> <li>• 9-Mark evaluation question to be discussed before pupils answer using talk tactics.</li> </ul>
<p><b>Spring</b> <b>Half Term</b> <b>3</b></p> <p><b>Spring</b> <b>Half Term</b> <b>4</b></p>	<p>Paper 2: Challenges in the Human Environment Section A: Urban Issues and Challenges</p> <p>‘Manchester and Sustainability’</p> <p>Studying Manchester as a case study Use Sportcity as a case study for urban change</p> <p>Studying the impacts of urban change- social, economic and environmental opportunities and challenges Study sustainable urban living</p> <p>‘Rio and Manchester Revision’</p>	<ul style="list-style-type: none"> <li>• Pupils will complete a practice question each week, identified on our teacher year-plan.</li> <li>• 9 mark question: ‘To what extent has urban change created social and economic opportunities?’</li> <li>• Year 10 Exam week – Paper 1 – Natural Hazards and Living World.</li> <li>• Urban Issues end of unit exam- past paper (Paper 2: Section A)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop knowledge of Manchester, how it has changed over time and the impact this has.</li> <li>• Place and locational knowledge will be improved.</li> <li>• Pupils will gain understanding about place and diversity across different scales- within Manchester and between Manchester and Rio</li> <li>• Map skills will be including link to KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• 9-mark question including SPaG. Pupils will discuss using talk tactics before writing</li> <li>• Exam question practice from past papers- understanding questions</li> <li>• Key vocabulary: sustainability, economic, environmental, social, opportunities,</li> </ul>

	<p>Revise urban issues and challenges including practice questions</p> <p>Urban Issues exam and feedback</p> <p>Successful Learners Programme: revision strategies: quizzing, flash cards and brain dumps.</p>		<ul style="list-style-type: none"> <li>• Population pyramid and DTM interpretation skills improved previously done in KS3</li> <li>• The theme of sustainability will be studied with examples linking to prior learning in KS3 and KS4.</li> </ul>	<p>challenges and evaluation</p>
<p><b>Summer</b></p> <p><b>Half Term</b></p> <p><b>5</b></p>	<p>Paper 1: Challenges in the Physical Environment</p> <p>Section C: Physical Landscapes in the UK - rivers</p> <ul style="list-style-type: none"> <li>• Pupils will gain an insight into the landscapes of the UK, focusing on our rivers.</li> <li>• Fluvial processes of erosion, transportation and deposition will provide the basis for understanding how different river landforms form (such as meanders and waterfalls)</li> <li>• OS maps will be used to support pupil understanding and give pupils opportunities to develop their skills</li> <li>• Flooding and flood hydrographs will be studied; including the case study of Banbury flood management</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will complete a practice question each week, identified on our teacher year-plan.</li> </ul>	<p>Subject themes include; processes, map skills and locational knowledge</p> <p>A range of skills will be embedded throughout this topic including OS map skills, graph skills (drawing and analysis flood hydrographs)</p>	<ul style="list-style-type: none"> <li>• Key word glossary and key word test.</li> <li>• Practice of reading figures – the flooding questions often have a text-based figure to interpret.</li> <li>• Oracy activity to practice river landform explanations – bullseye.</li> </ul>

<p><b>Summer</b></p> <p><b>Half Term</b></p> <p><b>6</b></p>	<p>Physical Landscapes in the UK - coasts</p> <ul style="list-style-type: none"> <li>• Pupils will complete their learning on Paper 1, by studying coastal landscapes;</li> <li>• Waves and tides</li> <li>• Processes: weathering, erosion, transportation and deposition</li> <li>• erosional and depositional landforms</li> <li>• coastal management and the example of Mablethorpe on the Holderness Coast.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will complete a practice question each week, identified on our teacher year-plan.</li> <li>• Year 10 End of Year Exam will cover Natural Hazards, Living World and Urban Issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject themes include; sustainability, interaction and conflict/risk/management</li> <li>• Pupils will be given two week's worth of revision lessons, to prepare them effectively for their end of year exam.</li> <li>• OS map skills will be developed, by looking at coastal features.</li> </ul>	<ul style="list-style-type: none"> <li>• Key word glossary and key word test.</li> <li>• Practice of reading figures – the coastal management questions often have a text-based figure to interpret.</li> <li>• Oracy activity to practice coastal landform explanations – bullseye.</li> </ul>
--	---	---	--	---