



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 10      **Subject:** Geography      **Topic:** Challenge of Natural Hazards

**Context:** *This is the first topic for paper 1 of the GCSE geography course. The unit focuses on tectonic and atmospheric hazards considering their causes, consequence and management. It then moves on to looking at climate change and its consequences as well as strategies which can be taken to mitigate for or adapt to this threat*

## Learning Journey

**Prior Learning:** *Students will have covered some of the key concepts in this unit as part of their KS3 curriculum so should already have a solid foundation to build on. This includes a focus on tectonic hazards in year 7 and an introduction to climate change and atmospheric hazards in year 8.*

Learning Sequence							Endpoint
Main learning Steps	Students are introduced to what natural hazards are and the different ways in which they can be classified.	Students develop their understanding of the causes and consequences of earthquakes and how these hazards can be managed.	Students develop their understanding of atmospheric circulation and how this relates to tropical storms. They will consider why such events happen, how they affect people and what can be done to manage them.	Students will look at the concept of hazard risk and the reasons people may opt to live in places at risk. This includes simple concepts like poverty but also more complex ideas like fatalism and place attachment.	Students will study extreme weather with a particular focus on the UK, considering the impact of extreme weather events and the extent to which such events are becoming more frequent.	Students will finish the unit looking at climate change. They will examine natural and human causes, effects and possible ways this threat can be managed.	Students will be able to explain the causes and consequences of a variety of different hazards using case studies to support their thinking. They will also know ways in which such hazards can be managed.
Assessment		Students will have two detailed case studies relating to the 2015 Nepalese Earthquake and the 2016 New Zealand Earthquake.	Students will have a detailed case study outlining the events of Typhoon Haiyan in 2013.	Students will be developing their extended writing thinking about how connectives can be used to show deeper understanding.	Students will have a detailed case study about the 2014 Somerset Levels floods.	Students complete a diamond 9 to develop their ability to assess the significance of different factors (evidence for climate change)	Students complete a 35 minute end of unit test taken from a past GCSE paper. This will assess core themes and skills developed through this unit.

Where will we use these ideas again?

In Paper 2, unit 2 (ecosystems) students will look at how atmospheric circulation affects climate zones. They will also think more widely about the implications of climate change on the environment and people as a recurring theme throughout both papers 1 and 2.



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 10

**Subject:** Geography

**Topic:** The Living World

**Context:** *This is the second topic for paper 1 of the GCSE geography course. The unit focuses on the key human and physical interactions within different ecosystems. There is a particular emphasis on rainforests and hot desert environments, where we will explore their characteristics, the opportunities and challenges they present, the impact of humans on these environments and how we can manage these ecosystems more sustainably.*

## Learning Journey

**Prior Learning:** *Students will have some understanding of ecosystems and how they function from their KS3 studies, notably their unit on Africa in year 8. This unit introduced the idea of ecosystems at a macro scale (biomes) and considered how nutrient cycles, food chains and food webs help to shape the way they operate. The previous unit on Hazards also introduced atmospheric circulation which is a key idea in understanding the location of different ecosystems around the World.*

Learning Sequence						Endpoint
Main learning Steps	Students are introduced to what ecosystems are, the scales at which they exist and how biotic and abiotic components shape their character.	Students develop their understanding of different human and physical factors which can affect an ecosystem and cause it to change.	Students will explore the key characteristics of Earth's main biomes, reviewing the associated climate, flora and fauna.	Students complete a detailed study of rainforests as an example of a biome. They will look at character, impact of human activity and approaches to sustainable management.	Students complete a detailed study of hot deserts as an example of a biome. They will look at their character, challenges and opportunities and how the threat of desertification on desert fringes can be addressed.	Students will be able to explain the characteristics of different ecosystems and how they operate. They will also know how humans interact with these environments and how their impact can be minimised.
Assessment	Students will look at how Epping forest operates as an example of a small-scale ecosystem.	Students explore how the re-introduction of Wolves to Yellowstone affected the food webs and wider physical environment.	Students will have a table outlining the key characteristics of Earth's major biomes.	Students will apply their learning to a case study on the rainforests of Malaysia.	Students will apply their learning to a case study on the Thar Desert.	Students complete a 30 minute end of unit test taken from a past GCSE paper. This will assess core themes and skills developed through this unit.

**Where will we use these ideas again?** The ideas of ecology which are developed in this unit will be revisited in year 11, particularly through the unit of "The Challenge of resource management." This will require students to consider the issues we face as our supplies of water, food and energy are placed under increasing strain and how trying to meet the demand of these resources can put additional pressure on different ecosystems.



# Walthamstow School for Girls: Humanities Faculty

**Year group:** 10      **Subject:** Geography      **Topic:** UK Physical Landscapes

**Context:** This is the third topic for paper 1 of the GCSE geography course. The unit focuses on the key processes which shape different UK landscapes with a particular emphasis on rivers and coasts. We will also explore how these processes create a range of erosional and depositional landforms. Finally, it will explore the ways that people interact with river and coastal landscapes, managing these locations to limit their negative impacts on people. This will include a visit to Walton on the Naze.

## Learning Journey

**Prior Learning:** This unit focuses on the ways in which river and coastal processes have contributed to the shape of the UK's landscapes. Students have started to explore this through the KS3 curriculum where there are discreet units on rivers and coasts. They have also looked at the fundamentals of geology in KS3 which will help students understand the relative rates at which different types of rock might erode.

Learning Sequence							Endpoint
Main learning Steps	Students are introduced to the main upland and lowland regions of the UK as well as locating the main water ways.	Students are introduced to rivers, looking at their key features, processes and how these create different landforms.	Students examine the hydrological cycle (water cycle) and factors which can affect this resulting in flooding.	Students will investigate how rivers can be managed to prevent flooding.	Students are introduced to coastal environments, the processes that shape these landscapes and the resultant landforms created.	Students will review a variety of different strategies which can be used to manage coastal environments and protect them from erosion.	Students will understand the core river and coastal process and how these shape the landscape. They will also understand the approaches taken to manage these landscapes.
Assessment		Students will apply their learning to a case study on the river Tees, identifying different feature and landforms along its course.	Students will have the opportunity to practice developing A02 by answering some "explain" style questions on causes of flooding.	Students will apply their learning to a case study on the river Tees, identifying different strategies used to manage this river.	Students will apply their learning to a case study on Swanage identifying different landforms along this stretch of coastline.	Students will apply their learning to a case study on Walton on the Naze examining how this coast is protected. This will include a visit to the area.	Students complete a 30 minute end of unit test taken from a past GCSE paper. This will assess core themes and skills developed through this unit.

**Where will we use these ideas again?** The core learning here will underpin the first fieldwork investigation students complete for paper 3. Students who continue their studies on to A level will be expected to study fluvial and marine landscapes. In terms of spatial awareness, there is some overlap with paper 2 unit "urban issues and challenges" which requires students to have some UK based knowledge of place.