

# **Craig Ormerod Associates Ltd.**

## **Subject Overview: Geography (Y10)**

### **YEAR 10** (five sessions per two weeks)

#### **Autumn Term (September - December): *UK Landscapes: Rivers and Glaciers***

Pupils will be introduced to the structure of drainage basins and rivers. They will develop an understanding of the physical processes of erosion, transportation, weathering and deposition, and use them to analyse how a range of physical river landforms are created. Pupils will study features in the upper, middle and lower courses of the river, using a variety of resources including maps, photographs and hydrographs. They will also examine case studies of specific flood events and learn how to minimise future risk.

Pupils will analyse the formation, movement patterns, erosion and deposition of glaciers, and place their findings within the wider context of previous Ice Ages. Pupils will be able to use exemplars to describe and explain the creation of corresponding features, such as corries and drumlins.

Finally, pupils will investigate the impact of tourism on various heritage sites, using the Lake District National Park as a case study.

#### **Spring Term (January - April): *Resources***

Pupils investigate the nature of the demands place on our planet's resources. During their studies, pupils will establish an overview of key energy sources such as water and energy, before examining the circumstances surrounding food insecurity in countries such as Spain and Bangladesh.

#### **Summer Term (May - June): *Ecosystems***

Pupils study the inter-relationships between living and nonliving elements of a region, using tropical rainforests and sub-zero climates as case studies. There is also a field work element to this unit of learning.

### **YEAR 11** (Five sessions per two weeks)

#### **Autumn Term (October - December): *Urban Issues and Challenges***

Pupils compare the growth of urban areas in low and high-income countries, using a range of criteria to collate their data. Case studies of each type are researched on an individual basis.

Spring Term (January - March): ***Changing Economic World***

Pupils examine the nature of economic development in contrasting parts of the world. They will learn how to quantify and qualify development, as well as how to recognise the varying causes and consequences of uneven development. Disparities between low and high-income countries are also re-examined in this unit.

Summer Term (March - June): ***The Living World***

Pupils begin their study of the world's ecosystems. Case studies include the Costa Rican tropical rainforest and the Alaskan wilderness. Pupils will examine the adaptation of vegetation and animal life to both soil and climate, as well as identifying the unique challenges posed by these extreme environments and how they are managed. Pupils will also begin in-class structured and personalised revision during the latter stages of this GCSE course.