Year 10 - Unit 1				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Dynamic Development	**Knowledge**: **What is development and how can it be measured?** • Definition of 'development' and the ways in which countries can be classified • Global distribution of ACs, EDCs and LIDCs. • Economic and social measures of development **What has led to uneven development?** • Human and physical factors influencing global uneven development. • Factors that make it hard for countries to break out of poverty **How has an LIDC developed so far?** • Case Study – Zambia – Economic development, Rostow's model, Millennium Development Goals and factors that have affected its development. **What global connections influence its development?** • International trade, such as potential reliance on copper and the issues this can cause • Benefits and problems of trade and Trans National Company (TNC) investment for development. • Advantages and disadvantages of international aid or debt relief for its development. **What development strategy is most appropriate?** • Advantages and disadvantages of one top-down (Kariba Dam) and one bottom-up strategy (Room to Read) in the country.	Students are able to define development. Students will be able to name a range of economic and social development indicators and be able to describe how they change and how this effects the level of development. At the highest level students will understand that indicators are linked. They will know what HDI is and be able to competently explain why this is a good measure of development to use alone. Students will be aware of a range of factors which affect a countries level of development and be able to competently categorise this in a variety of ways, Students will be able to answer case study questions effectively using a range of information and place specific detail to support their answer. Students will be able to explain and justify Zambia's level of development against the Rostow model.	Links in with the 'Development and globalisation unit' and builds on current learning.	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	Understanding: Will understand what development is and how it can be measured. Will understand the factors that have led to some countries being more developed than others For a named country (Zambia) pupils will have a deep understanding of the countries level of development, how it has reached this stage and how it is planning to move forward They will understand the complexities of aid and the benefits and drawbacks that different types of aid can have on a country that receives it. **Skills:** The requirements for exam questions at different mark tariffs Graphical skills – being able to use a range of different types of graph (bar, line, pie etc) and being able to extract and interpret data Cartographic data – being able to describe distributions on maps, flow line maps and use maps on a variety of scales, Numerical and statistical skills Venn diagrams Use of visual images	Students will be able to evaluate Zambia's effectiveness of achieving the MDGs Students will be able to show a clear understanding of the barriers to development and be able to explain these in detail. Students will have a clear understanding of the different types of aid and evaluate the effectiveness of each.		

Year 10 - Unit 2				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Distinctive landscapes	**Knowledge**: **What is a landscape?** • Differences between built and natural landscapes. **Where are the physical landscapes of the UK?** • Distribution of upland, lowland and glaciated landscapes in the UK. • Characteristics of these distinctive landscapes **What physical processes shape landscapes?** • The geomorphic processes that are involved in shaping landscapes • The formation of coastal landforms • The formation of river landforms **What are the characteristics of your chosen landscapes?** • Case study of two landscapes in the UK, one coastal landscape and one river **Understanding:** Understand the difference between human (built) and physical (natural) landscapes Understand the factors that have shaped our landscapes over time Understand a range of coastal and river landforms and their formation Understand the factors that have led to the formation of one coastal and one river environment **Skills:** The requirements for exam questions at different mark tariffs	Students are able to define built and natural environments and identify examples of these. Students will know the difference between upland and lowland areas and be able to describe the distribution of these in the UK using key terminology Students will be able to define the different geomorphic processes and be able to explain how these interact at a range of coastal and river landforms in order to create/shape them. Students will be able to identify and explain the features that are needed in order for these different landforms to take shape. Students will be able to answer case study questions effectively using a range of information and place specific detail to support their answer.	Year 7 – Upland and lowland landscapes Year 7 – Amazon – river landforms	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle River Processes – River Tees CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	Graphical skills – being able to use a range of different types of graph (line, pie etc) and being able to extract and interpret data Cartographic data – being able to describe location Numerical and statistical skills Use of visual images			

Year 10 - Unit 3				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Urban Futures	**Knowledge**: **How is the global pattern of urbanisation changing?** • How urban growth rates vary in parts of the world with contrasting levels of development. • World cities and megacities – characteristics and distribution **What does rapid urbanisation mean for cities?** • Understand the causes of rapid urbanisation in LIDCs and its consequences • Understand the causes and consequences of contrasting urban trends in ACs **What is life like for people in a city?** • Case studies – Istanbul or Lagos and Birmingham • Location and importance, migration, ways of life, challenges that affect life in the city **How can cities become more sustainable?** • For each city one initiative to make it more sustainable **Understanding:** Understand that urban growth rates differ around the world and what factors have led to this Understand the impacts of rapid urbanisation in LIDCs and ACs Understand what live is like in 2 contrasting cities Understand the importance of sustainability and examples of sustainable developments in the 2 contrasting cities **Skills:**	Students will have a good level of understanding of what urbanisation is and why it takes place. They will understand why different places have different levels of urbanisation and be able to link this to the countries classification and be able to give reasons why this pattern occurs. Students will be able to explain the impacts of rapid urbanisation and be able to explain what is happening in the UK where most of the population already lives in urban areas. Students will understand the difference between mega cities and world cities and be able to give some named examples of each and be able to describe and account for their distribution. For 2 contrasting areas (One AC and one EDC or LIDC) studnets will be able to use detailed place specific knowledge to answer a range of questions on areas such as location and importance, migration, ways of life, challenges that affect life in the city Students will understand what sustainable initiatives are and why	Sustainability studied in several units at KS3 to include: Year 7 – Settlement and the Amazon Year 8 – Engaging in conservation, Hot and cold environments Year 9 – Development and globalisation and plastics Year 7 settlement Year 9 – Development and globalisation	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	The requirements for exam questions at different mark tariffs Graphical skills – being able to use a range of different types of graph (bar, line, pie, proportional circles, chloropleth maps etc) and being able to extract and interpret data Cartographic data – being able to describe distributions on maps, flow line maps and use maps on a variety of scales, population pyramids Numerical and statistical skills Use of visual images	they are important for the future growth of cities. They will have one place specific example for each of the case studies and be able to apply their place specific knowledge to a range of geographical questions from describe to evaluate.		

Year 10 - Unit 4				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Changing climates	**Knowledge**: **What evidence is there for climate change?** • The pattern of climate change • The range and reliability of evidence relating to climate change **Is climate change a natural process?** • Outline the causes of natural climate change • Investigate the natural greenhouse **Why is climate change a global issue?** • Explore a range of social, economic and environmental impacts of climate change worldwide • Explore a range of social, economic and environmental impacts of climate change within the UK **Understanding:** Understand the different types of evidence for climate change that are available to us Understand the causes and effects of climate change and that not all effects are negative. Understand the greenhouse effect and how that is linked to climate change Understand the impacts of climate change at both a global and UK level **Skills:** The requirements for exam questions at different mark tariffs Graphical skills – being able to use a range of different types of graph (chloropleth, line, pie etc) and being able to extract and interpret data	Students will be able to describe how the climate has changed in the past and understand that this occurs in cycles. They will be able to explain the difference between glacial and interglacial periods on Earth. Students will have a detailed understanding of the range of techniques used to determine past climates and be able to evaluate the effectiveness of the methods Students will understand that climate change is a natural process and the humans are enhancing it. Students will be able to explain a range of natural and human causes of climate change and have a detailed understanding of the greenhouse effect and the issues that this poses. Students will have a detailed understanding of the impacts of climate change both in the UK and Worldwide. They will understand that there are both positive and negative impacts to climate change depending on location and that an effect that may be negative in one place could be positive in another.	Building on Year 8 Climate change module	GCSE Pods Case Study revision sheet Knowledge organiser OCR B Text book Seneca Kerboodle Climate Change – David Attenborough CGP OCR B GCSE Geography revision question cards Recommended: CGP OCR B GCSE Geography revision guide

	Cartographic data – being able to describe distributions on maps, use maps on a variety of scales Numerical and statistical skills Use of visual images			