

STMLC	Year Group 10
Subject Geography	Exam board and specification AQA GCSE Geography (8035)

Autumn Term 1	<p><u>Tectonic hazards</u></p> <p>Students begin by considering the range of natural hazards that pose a risk to humans. Students then study the distribution of earthquakes and volcanoes, considering the role of different plate margins. They move on to studying the primary and secondary effects and responses to contrasting earthquakes in Nepal and Chile. Students must then consider why people live near tectonic hazards and how planning, prediction and protection can manage the hazards.</p>
Autumn Term 2	<p><u>Weather hazards</u></p> <p>This unit of work focuses on the impact of climatic hazards and climate change. The students will begin by considering the causation of tropical storms before analysing the effects and responses to Typhoon Haiyan. Climate change and its impact on humans is then studied at a global and national scale. Finally, students will look at the impact and responses to extreme weather in the UK.</p>
Spring Term 3	<p><u>The living world</u></p> <p>This unit starts by considering how ecosystems exist at a range of scales and how their biotic and abiotic components interact. The unit then progresses to study tropical rainforests in detail, firstly studying the characteristics and adaptations of biotic factors of the rainforests. Students will study the economic and environmental impacts of rapid deforestation, which is affecting large areas of tropical rainforests. Finally, the topic considers sustainable management options for Tropical Rainforests.</p>
Spring Term 4	<p><u>The living world</u></p> <p>This unit develops students understanding of the interactions of living and non-living component through the study of hot environments. Firstly, they must be able to describe the distinctive characteristics and adaptations in hot deserts. Then study to opportunities and challenges that these environments provide to the local and national populations. They will end the unit by studying the sustainable management options for the hot desert.</p>
Summer Term 5	<p><u>Coasts</u></p> <p>Students will investigate the physical processes of erosion, weathering and mass movement which shape the coastal environments and distinctive landforms that form along the coast by both erosion and deposition. Students will then look at the different management strategies used to protect the coastlines. They will compare the effectiveness of both hard and soft engineering, and complete the unit with the examinations of examples of this from across the UK.</p>
Summer Term 6	<p><u>Rivers</u></p> <p>Students continue studying the UK's diverse landscape have been formed through their study of rivers. Students begin the unit by studying the main river processes, erosion, transportation and deposition. They will consider how the river and their valleys change as they move downstream. The students will study the different landforms associated with each stage of the river valley. Finally students will consider the management schemes that can protect environments from river flooding, this has a particular emphasis on the Somerset Levels.</p>
Home learning	Will be set once a week during your double lesson. This will be a mixture of past papers, revision activities, independent learning tasks, and quizzes. Instructions will be posted on insight.
One thing to do	Read WideWorld magazine in the school library
How technology can support you	To support your studies by reading the news daily, to complete quizzes and practice exam questions.
By the end of KS4 you will be able to	Compare and contrast places on a variety of scales. You will be able to apply your geographical knowledge to new situations and resources. You will use a wide range of subject specific vocabulary competently.

