

Subject	Geography		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
10	<p><b>AQA GCSE specification</b>  <b>Changing Economic World (Development Gap).</b>  - Different ways of classifying parts of the world according to their level of economic development and quality of life.  - Different economic and social measures (including GNI and HDI) and their limitations  - The Demographic Transition Model  - Causes of uneven development: physical, economic and historical.  - Consequences of uneven development: disparities in wealth and health, international migration.  - Strategies to reduce the development gap (e.g. fairtrade, investment), including an example from a Jamaica.  <b>Urban Issues and Challenges - Rio and Birmingham.</b>  - The global pattern of urban change and urban trends in HIC's and LIC's.  - Migration (push and pull factors) and natural increase  - The emergence of megacities  - Opportunities and challenges in LICs and NEEs - Case study of Rio de Janeiro to include; it's location and importance at different scales, causes of growth, opportunities (including social and economic) and challenges (including slums, water supply, health and education services, unemployment and environmental issues).  - An example of how urban planning is improving the quality of life for the urban poor.  - Urban change in cities in the UK - Case study of Birmingham to include; Location and importance, impacts of migration, opportunities (to include social, economic and environmental), challenges (to include, social and economic e.g. deprivation, environmental and the impact of urban sprawl and commuter settlements).  - An example of an urban regeneration project (Brindley Place)  - Urban sustainability to include water and energy conservation, recycling and green space and how urban transport strategies are used to reduce traffic congestion.</p>	<p><b>UK Physical Landscapes - Rivers</b>  - How the shape of a river valley changes downstream (long and cross profile) and fluvial processes (erosion, transportation and deposition).  - Characteristics and formation of landforms of erosion (interlocking spurs, waterfall and gorges), resulting from erosion and deposition (meanders and ox-bow lakes) and deposition (levees, floodplains and estuaries).  - The River Tees as a case study of landforms  - Physical and human factors affecting flood risk  - Hydrographs  - Costs and benefits of flood management strategies including hard engineering (e.g.dams) and soft engineering (soft engineering).  - Banbury as an example of a flood management scheme.</p>	<p><b>Flooding fieldwork follow up (steps outlined below);</b>  1. Suitable question for geographical enquiry - theory, location, risk assessment  2. Selecting, measuring and recording data - Primary and secondary data, methods used  3. Presenting fieldwork - visual, graphical and cartographic methods  4. Describing, analysing and explaining fieldwork data - use of statistical techniques  5. Reaching conclusions - Answering aims of the enquiry  6. Evaluation</p> <p><b>UK Physical Landscapes - Coasts</b>  - Physical processes (including weathering, mass movement, erosion, transportation and deposition)  - Landforms - structure and rock type, characteristics and formation resulting from erosion (headlands and bays, cliffs, wave cut platforms, caves, arches and stacks) deposition (beaches, sand dunes, spits and bars).  - Case study - Swanage  - Costs and benefits of management strategies to include; hard engineering (e.g. sea walls), soft engineering (e.g. beach nourishment) and managed retreat.  - Case study of Lyme Regis to show management reasons and resulting effects and conflicts.</p>