

# Subject Long Term Plan Year 10 2022-23

## Temperance Term

W/C	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HALF TERM
<b>Area of Study</b>	<b>The Challenge of natural hazards</b>							
<b>Key Objective</b>	Natural hazards pose major risks to people and property.	Earthquakes and volcanic eruptions are the result of physical processes.		The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Management can reduce the effects of a tectonic hazard.	Global atmospheric circulation helps to determine patterns of weather and climate.	Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.	
<b>Core Learning</b>	Definition of natural hazard.  Types of hazard. Factors affecting hazard risk:	Plate tectonics theory: Global earthquake and volcano distribution: Types of plate boundary: Constructive. How this boundary causes earthquakes and volcanoes. Types of plate boundary: Destructive and conservative. How these boundaries cause earthquakes and volcanoes.		Categorising effects and responses: Primary and secondary effects. Immediate and long-term responses. Examples: Chile + Nepal. Reasons why people live in tectonic areas:	Reducing the risk of tectonic hazards: Monitoring Prediction Protection. Planning.	Global atmospheric circulation model: The three cells. Pressure belts. Surface winds. The Coriolis effect.	Global distribution of tropical storms: Link to the global atmospheric circulation model. Sequence, formation, and development of tropical storms: Causes. Structure and features. Impact of climate change on their distribution, frequency, and intensity.	
<b>Opportunities for Challenge</b>				Assess differences in impacts between LICs and HICs	Assess differences in Responses between LICs and HICs			
<b>Assessment</b>		Tectonics Test		9 Mark Q				

W/C	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	CHRISTMAS
<b>Topic</b>	<b>The challenge of natural Hazards</b>						
<b>Key Objective</b>	Tropical storms have significant effects on people and the environment. Named Example: Typhoon Haiyan		The UK is affected by a number of weather hazards	Extreme Weather events in the UK have impacts on human Activity	Climate change is the result of natural and human factors and has a range of effects.	Managing climate change involves both mitigation and adaptation.	
<b>Core Learning</b>	Effects and responses to a named tropical storm: Typhoon Haiyan, The Philippines. Reducing the effects of tropical storms: Monitoring. Prediction. Protection. Planning		UK weather hazards: Evidence that weather in the UK is becoming more extreme. An extreme weather event in the UK: Beast From the East. Location. Causes.	An extreme weather event in the UK: Beast from the East. (Part 2) Effects Management strategies to reduce risk.	Evidence of climate change: Natural causes of climate change: Orbital changes. Volcanic activity. Solar output. Human causes of climate change: Use of fossil fuels. Agriculture. Deforestation. Effects of climate change: On people. On the environment.	Mitigation against climate change: Alternative energy production. Carbon capture. Planting trees. International agreements. Adaptation against climate change: Change in agricultural systems. Managing water supply. Reducing risk from rising sea levels.	
<b>Challenge</b>		Compare Haiyan to Hurricane Katrina		Significance of different factors in management of impacts			
<b>Assessment</b>		Short answer Exam Qs		9 Mark Exam Q		End of Unit test	

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## Justice Term

W/C	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	HALF TERM
Topic	<b>Living World</b>						
Key objective	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.	Tropical rainforest ecosystems have a range of distinctive characteristics.	Deforestation has economic and environmental impacts.		Tropical rainforests need to be managed to be sustainable.		
Core learning	Interrelationships within a natural system. Producers, consumers, decomposers, food chain, food web and nutrient cycling. Impacts of changing one component of an ecosystem: Slapton Ley reed beds. Distribution and characteristics of large-scale natural global ecosystems:	Physical characteristics of tropical rainforests: Interdependence of features of tropical rainforests: Climate, water, soils, plants, animals, and people. Issues related to biodiversity. Adaptations of life in tropical rainforests: • Plant adaptation. Animal adaptation.	Changing rates of tropical rainforest deforestation: Causes of deforestation in the Malaysian rainforest. • Subsistence and commercial farming. • Logging. • Road building. • Mineral extraction. • Energy development. • Settlement. Population growth.	Impacts of deforestation in the Malaysian rainforest. • Economic development. • Soil erosion. • Contribution to climate change.	Value of tropical rainforests to people and the environment: Managing the rainforest sustainably: • Selective logging and replanting. • Conservation and education. • Ecotourism. • International agreements about the use of tropical hardwoods. Debt reduction.		
Challenge			DME – looking at opinions of differing groups.				
Assessment		Short answer exam Q paper				Short answer & 6 mark Exam Q assessment	

W/C	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	EASTER
Topic	<b>Living World</b>						
Key objective	Cold environments (polar and tundra) have a range of distinctive characteristics.		Development of cold environments creates opportunities and challenges.		Cold environments are at risk from economic development.		
Core learning	Physical characteristics of cold environments: Interdependence of features of cold environments: Climate, water, soils, plants, animals, and people. Issues related to biodiversity. Adaptations of life in cold environments: • Plant adaptation. Animal adaptation.		A case study of Alaska to illustrate development opportunities in cold environments: • mineral extraction • energy • fishing • tourism Challenges of developing cold environments: • extreme temperature • inaccessibility provision of buildings and infrastructure.		The value of cold environments as wilderness areas and why these fragile environments should be protected. Strategies used to balance the needs of economic development and conservation in cold environments: • use of technology • role of governments • international agreements conservation groups.		
Challenge			Comparison between Alaska and differing cold environments (e.g Svalbard)		Evaluation of the environmental cost of developing cold environments against their economic value		
Assessment			Short answer question knowledge check			End of Unit test	

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## Courage Term

W/C	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	HALF TERM
<b>Topic</b>	<b>Physical landscapes in the UK</b>						
<b>Key objective</b>	The UK has a range of diverse landscapes. The coast is shaped by a number of physical processes.	Distinctive coastal landforms are the result of rock type, structure, and physical processes.	Different management strategies can be used to protect coastlines from the effects of physical processes.	The shape of river valleys changes as rivers flow downstream.	Distinctive fluvial landforms result from different physical processes.	Different management strategies can be used to protect river landscapes from the effects of flooding.	
<b>Core learning</b>	<p>An overview of the location of major upland/ lowland areas and river systems.</p> <p>Wave types and characteristics.</p> <p>Coastal processes:</p> <ul style="list-style-type: none"> <li>weathering processes – mechanical, chemical</li> <li>mass movement – sliding, slumping and rock falls</li> <li>erosion – hydraulic power, abrasion, and attrition</li> <li>transportation – longshore drift</li> <li>deposition – why sediment is deposited in coastal areas.</li> </ul>	<p>How geological structure and rock type influence coastal forms.</p> <p>Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.</p> <p>An <b>example</b> of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p>	<p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> <li>hard engineering – sea walls, rock armour, gabions and groynes</li> <li>soft engineering – beach nourishment and reprofiling, dune regeneration</li> <li>managed retreat – coastal realignment.</li> </ul> <p>An <b>example</b> of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> <li>the reasons for management</li> <li>the management strategy</li> <li>the resulting effects and conflicts.</li> </ul>	<p>The long profile and changing cross profile of a river and its valley.</p> <p>Fluvial processes:</p> <ul style="list-style-type: none"> <li>erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion</li> <li>transportation – traction, saltation, suspension and solution</li> <li>deposition – why rivers deposit sediment.</li> </ul>	<p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.</p> <p>Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.</p> <p>Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.</p> <p>An <b>example</b> of a river valley in the UK to identify its major landforms of erosion and deposition.</p>	<p>How physical and human factors affect the flood risk – precipitation, geology, relief and land use.</p> <p>The use of hydrographs to show the relationship between precipitation and discharge.</p> <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> <li>hard engineering – dams and reservoirs, straightening, embankments, flood relief channels</li> <li>soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration.</li> </ul> <p>An <b>example</b> of a flood management scheme in the UK to show:</p> <ul style="list-style-type: none"> <li>why the scheme was required</li> <li>the management strategy</li> <li>the social, economic and environmental issues.</li> </ul>	
<b>Challenge</b>			Evaluation of the effectiveness of different management strategies	Hjulstrom curve and Bradshaw as models of river process.		Evaluation of the effectiveness of different management strategies	
<b>Assessment</b>			Coasts Unit Test				

W/C	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	SUMMER
<b>Topic</b>	Year 10 Exams		Fieldwork				

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Key objective	Revision	Fieldwork Trip	Suitable question for geographical enquiry. Selecting, measuring and recording data appropriate to the chosen enquiry	Selecting appropriate ways of processing and presenting fieldwork data Describing, analysing and explaining fieldwork data	Reaching conclusions Evaluation of geographical enquiry	
<b>Core learning</b>	Revision	Fieldwork techniques and experience.	<p>The factors that need to be considered when selecting suitable questions or hypotheses for geographical enquiry.</p> <p>The geographical theory or concept underpinning the enquiry.</p> <p>Appropriate sources of primary and secondary evidence, including locations for fieldwork.</p> <p>The potential risks of both human and physical fieldwork and how these risks might be reduced.</p> <p>Difference between primary and secondary data.</p> <p>Identification and selection of appropriate physical and human data.</p> <p>Measuring and recording data using different sampling methods.</p> <p>Description and justification of data collection methods.</p>	<p>Appreciation that a range of visual, graphical and cartographic methods is available.</p> <p>Selection and accurate use of appropriate presentation methods.</p> <p>Description, explanation and adaptation of presentation methods</p> <p>Description, analysis and explanation of results of fieldwork data.</p> <p>Establish links between data sets.</p> <p>Use appropriate statistical techniques.</p> <p>Identification of anomalies in fieldwork data.</p>	<p>Draw evidenced conclusions in relation to original aims of the enquiry.</p> <p>Identification of problems of data collection methods.</p> <p>Identification of limitations of data collected.</p> <p>Suggestions for other data that might be useful.</p> <p>Extent to which conclusions were reliable.</p>	
<b>Challenge</b>				Evaluation of different data analysis and presentation methods.		
<b>Assessment</b>	Year 10 internal exams		Short Answer Exam Qs	Short Answer Exam Qs	Unit test	