Year 10 GEOGRAPHY Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Units of Work	Natural Hazards	Changing Economic World	Physical landscapes of the UK: Rivers	Physical Fieldwork	Resource Management (Food focus)	Natural Hazards
Ethos Links	Sustainability: How can communities adapt to natural hazards in ways that promote long-term environmental and social sustainability? STEM: How do scientists and engineers use technology and data to predict, monitor, and respond to natural hazards?	Sustainability: How can economic development be achieved in a way that protects the environment and supports future generations? STEM: How do data analysis and technological innovation help us understand and reduce the development gap between countries?	Sustainability: How can river management strategies balance the needs of people and the environment in a sustainable way? STEM: How do scientists and engineers use technology and modelling to predict and manage river flooding?	Sustainability: How can fieldwork help us understand the impact of human and physical processes on sustainable environments? STEM: How do geographers use data collection, digital tools, and analysis to investigate real-world geographical questions?	Sustainability: How can food production and consumption be made more sustainable to meet the needs of future generations? STEM: How are science and technology transforming global food supply systems and tackling food insecurity?	Sustainability: How can communities adapt to natural hazards in ways that promote long-term environmental and social sustainability? STEM: How do scientists and engineers use technology and data to predict, monitor, and respond to natural hazards.
Learning End Points	By the end of this unit students will know and understand: **The global distribution and causes of tectonic hazards**, including plate boundaries and processes. **The primary and secondary effects** of earthquakes and volcanic eruptions, and how responses vary between countries of different development levels. **The formation and impacts of tropical storms**, including the role of climate change	By the end of this unit students will know and understand: The global pattern of development and how it is measured using a range of social and economic indicators. Factors influencing development, including historical, environmental, economic, and political causes. Strategies to reduce the development gap, such as	By the end of this unit students will know and understand: **The long profile and cross profile of a river**, and how these change from source to mouth. **Fluvial processes** (erosion, transportation, deposition) and how they shape river landforms such as waterfalls, meanders, ox-bow lakes, levees, and floodplains. **The causes, effects, and management of river flooding**, including hard and soft engineering strategies. **A UK river case study** showing landforms and management strategies in context.	By the end of this unit students will be able to undertake two geographical enquiries and demonstrate their understanding of: **The difference between physical and human geography fieldwork**, and the types of questions each investigates. **How to formulate a geographical enquiry**, including hypothesis development and risk assessment. **The importance of sampling strategies**, data reliability, and	By the end of this unit students will know and understand: The global distribution of food, water and energy resources is uneven. The changing demand and provision of resources in the UK create opportunities and challenges. The global distribution of food supply and demand, and the reasons for inequalities.	By the end of this unit students will know and understand: **The global distribution and causes of tectonic hazards**, including plate boundaries and processes. **The primary and secondary effects** of earthquakes and volcanic eruptions, and how responses vary between countries of different development levels. **The formation and impacts of tropical storms**, including the role of climate change in

	in their frequency and intensity. **The causes and consequences of extreme weather in the UK**, with reference to a recent example. **How hazard risk is influenced by factors such as urbanisation, poverty, and climate change**, and how risk can be reduced through prediction, protection, planning, and education.	aid, fair trade, debt relief, and tourism. Case study of an LIC or NEE showing how economic development has improved quality of life and the challenges that remain. The changing UK economy, including the shift from manufacturing to services, regional disparities, and sustainable transport solutions.	**The impact of human activity and climate change** on river systems and flood risk.	ethical considerations in fieldwork. **How to analyse and interpret primary and secondary data**, identifying patterns, relationships, and anomalies. **How to draw evidenced conclusions and evaluate the success and limitations of a fieldwork investigation.**	The impacts of food insecurity, including famine, undernutrition, soil erosion, and social unrest. Strategies to increase food supply, such as irrigation, the Green Revolution, biotechnology, and appropriate technology. A case study of a large-scale agricultural development, including its advantages and disadvantages. A case study of a local sustainable food project, showing how small-scale solutions can improve food security.	their frequency and intensity. **The causes and consequences of extreme weather in the UK**, with reference to a recent example. **How hazard risk is influenced by factors such as urbanisation, poverty, and climate change**, and how risk can be reduced through prediction, protection, planning, and education.
	By the end of this unit students will develop their ability to: **Interpret and analyse a range of hazard-related data**, including maps, graphs, and satellite imagery (e.g. earthquake distribution, tropical storm paths). **Use and evaluate evidence** to explain patterns and impacts of tectonic and weather hazards. **Apply map skills**, including using grid references and scale, to locate hazard-prone areas and assess risk. **Construct and interpret climate graphs** and hazard timelines to identify trends and anomalies.	By the end of this unit students will develop their ability to: **Interpret development indicators** (e.g. GNI, HDI, life expectancy) and assess their reliability and limitations. **Analyse choropleth maps, scatter graphs, and development data** to identify global patterns and anomalies. **Use and evaluate data** to explain the causes and consequences of uneven development. **Interpret and compare economic data** for LICs, NEEs, and HICs using case studies. **Apply decision-making skills** to evaluate strategies for reducing the development gap (e.g. aid, trade, investment).	By the end of this unit students will develop their ability to: **Interpret and annotate river cross-sections and long profiles** using OS maps and field sketches. **Analyse hydrographs** to understand river discharge and flood risk. **Use and evaluate data** from fieldwork or secondary sources to assess river processes and management effectiveness. **Apply map skills**, including grid references, scale, and contour interpretation, to identify river features and landforms. **Construct and interpret graphs and diagrams** (e.g. bar charts, line graphs, hydrographs) to represent river data.	By the end of this unit students will develop their ability to: **Design and carry out a fieldwork investigation**, including selecting appropriate methods and equipment. **Use a range of data collection techniques**, such as questionnaires, environmental quality surveys, traffic counts, and river measurements. **Present data effectively** using graphs, maps, sketches, and GIS tools. **Interpret and analyse fieldwork data**, identifying trends and supporting or refuting hypotheses. **Evaluate the reliability and validity of fieldwork methods and findings**, suggesting improvements for future investigations.	By the end of this unit students will develop their ability to: **Interpret and analyse maps and graphs** showing global patterns of food production and consumption. **Evaluate data and evidence** to assess the effectiveness of food security strategies. **Use statistical and graphical data** (e.g. bar charts, pie charts, flow diagrams) to explain trends in food supply and demand. **Apply decision-making skills** to compare different approaches to managing food resources. **Interpret satellite images and GIS data** to understand land use and agricultural practices.	By the end of this unit students will develop their ability to: **Interpret and analyse a range of hazard-related data**, including maps, graphs, and satellite imagery (e.g. earthquake distribution, tropical storm paths). **Use and evaluate evidence** to explain patterns and impacts of tectonic and weather hazards. **Apply map skills**, including using grid references and scale, to locate hazard-prone areas and assess risk. **Construct and interpret climate graphs** and hazard timelines to identify trends and anomalies.

	Evaluate the effectiveness of hazard management strategies using case study evidence and decision-making frameworks.					**Evaluate the effectiveness of hazard management strategies** using case study evidence and decision-making frameworks.
Key Vocabulary	• Adaptation • Asthenosphere • Climate change • Disaster management: monitoring, prediction, preparation and protection • Global atmospheric circulation • Hazard risk • Lithosphere • Mitigation • Natural hazards: tectonic, geological, hydrometeorological • Plate margins: destructive, constructive, conservative • Quaternary period and epochs • Tectonic plates: oceanic and continental	• Birth rate • Death Rate • De-industrialization • Demographic transition model • Development • Development gap • Globalisation • Human development index • Industrial structure • Infant mortality • Information technology • Intermediation technology • Intentional aid • Life expectancy • Literacy rate • Microfinance loans • North south divide • Science and business parks • Trade • Service industry • Tourism • Transnational corporations • Uneven development	• Discharge • Flood • Fluvial processes: erosion/deposition/transportation • Gradient • Hydrograph • Landforms of erosion and deposition on rivers • Long profile and cross profiles • Precipitation • Soft engineering and hard engineering strategies	• Anomalies • Bias • Conclusion • Data analysis • Data collection • Data presentation • Discrete vs continuous data • Environmental quality survey • Evaluation • Field sketch • Geographical enquiry • GIS • Land use • Primary data • Questionnaire • Risk assessment • Sampling methods: random, stratified, systematic • Secondary data	• Agribusiness • Carbon footprint • Domestic supplies • Energy mix • Food miles • Fossil fuels • Organic farming • Resource management • Resource security, insecurity, supply, surplus, consumption, demand, deficit, transfer	• Adaptation • Asthenosphere • Climate change • Disaster management: monitoring, prediction, preparation and protection • Global atmospheric circulation • Hazard risk • Lithosphere • Mitigation • Natural hazards: tectonic, geological, hydrometeorological • Plate margins: destructive, constructive, conservative • Quaternary period and epochs • Tectonic plates: oceanic and continental