nt:	graph Topic/ subject	Year Group: 10 Assessme nt Objective s	Knowledge acquisition	Skill building Intent	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autu mn 1	UK Physical landscape s- Rivers	A)1, A02, A03 and A04	Location of major upland/lowland areas and rivers Long and cross profiles Fluvial processes	Students will learn: The location of upland river landscapes in the UK The process which shape a river landscape How landforms are created at different points a long the river profile How rivers can be managed to prevent flooding To use a hydrograph to analyse floods	Literacy: Analysis and evaluation Interpretation of diagrams Identification of features in photos/OS maps Explanation of processes Extended writing in 6 and 9 mark practice questions Numeracy: Interpretation of data maps (describe/explain): Country/World Interpretation of diagrams Ordnance survey maps Grid references Using key/symbols	Exam style assessment Teacher assessed and then self evaluation and assessment. Reflection on grade, strengths and weaknesses and areas for development	SEND: Scaffolding Help sheets and diagrams for landforms Physical modelling to improve understanding Identification of subject vocabulary: Rivers, erosion, hydraulic action, attrition, solution, abrasion, transportation, traction, solution, suspension, saltation, deposition, weathering,

			 River Tees/Severn example Causes of flooding Hydrographs Costs and benefits of management strategies Hard engineering Soft engineering Banbury Flood Alleviation Scheme example 		 Distances Relief Interpretation of hydrographs Creation of graphs/charts/ tables SMSC: Appreciation of different viewpoints to river management techniques Effects of flooding on societies around the UK Decision making regarding commitment of money and resources to protect the UK 		management, soft engineering, hard engineering Differentiation for low reading age: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able
Autu mn 2	Changing Economic World	A)1, A02, A03 and A04	Classification of different parts of the world according to their level of economic development Understanding of different Measures of Development	Students will learn: How development is measured To evaluate the usefulness of indicators Explain why development varies significantly around the world Explain how countries move through levels of	Numeracy: Interpretation of data maps (describe/explain): Country/World Measure of development data tables and graphs Interpretation Describe Explain	Exam style assessment Teacher assessed and then self evaluation and assessment. Reflection on grade, strengths and weaknesses and areas for development	SEND: Scaffolding Vocabulary sheet Identification of subject vocabulary: HIC, NEE, LIC, demographic, population, development, gap, tourism,

		Demographic Transition Model Causes of uneven development: Physical, economic and historical Consequences of uneven development Explain and demonstrate application of strategies to reduce the development gap Case study: Nigeria OR China NEE experiencing rapid economic development Different sectors Role of TNCs International aid Environment al impacts Effects on quality of life	demographic development Identify the causes, effects, impacts and issues in a country that has experienced rapid economic growth	 Identify Averages/range Interpretation of tables, graphs, charts, population pyramids SMSC: Understanding of different levels of development and quality of life across the world. Considering consequences of our day to day actions on the wider world Gratitude of the quality of life we experience in the UK Literacy: Evaluation/analysis of issues 		intermediate technology, physical, economic, environmental Differentiation for low reading age: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able
 UK physical	AO1, AO2,	Develop understanding of the	Students will learn:	Literacy:	Exam style assessment	SEND: Scaffolding

	landscape s: Glacial landscape s	AO3, AO4	physical geography around the UK Develop a detailed case-study based knowledge and understanding of glacial landforms and processes and the impact on the landscape A thorough overview of glacial landscape development	-The key glacial processes and changes in and after an ice age - How glaciers move - The processes operating in and around a glacier - How glacial landforms are produced by erosion and deposition - How glacial landscapes are used and managed for economic purposes - How conflicts may emerge over glacial environments	Example and case study articles or extracts Extended writing in 6 and 9 mark practice questions Numeracy: Interpretation of tables, graphs, charts Identification of features in photos/OS maps Ordnance survey maps Grid references Using key/symbols Distances Relief SMSC: Consideration of NIMBY viewpoints vs development opportunities in glacial environments Environmental stewardship	Teacher assessed and then self evaluation and assessment. Reflection on grade, strengths and weaknesses and areas for development	Identification of subject vocabulary: Glacier, ice age, tourism, ablation, accumulation, nevee, ice, snow, pyramidal peak, drumlin, abrasion, plucking, u shaped valley, ribbon lake, deposition, moraine, erratics, transportation Differentiation for low reading age: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able SEND:
ng 2	economic world 2:	AO1, AO2,	economy Deindustrialisation	causes of economic change.	JIVISC.	assessment	Scaffolding Vocabulary sheets

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The UK	AO3 AND	Post-industrial	Deindustrialisation and	Understanding of the UK	Teacher assessed and	Article are
Economy	AO4	economy	decline of traditional	economy and how will	then self evaluation	highlighted and
		North-South divide	industry	effect pupils future	and assessment.	shortened
		UK place in the wider	Different levels of industry			
		world	Post- industrial economy –	Knowledge of career	Reflection on grade,	Identification of
			service and research	prospects within the UK	strengths and	subject vocabulary:
			industries		weaknesses and areas	Industrial,
			 University of 	Knowledge of future	for development	post-industrial,
			Southampton	transport developments	l loi development	'
			Science Park			quaternary, hi-tech,
			 Cobalt Business Park 	Consideration of the		investment,
				UKs connection to the		multiplier effects,
			Impacts of Industry	world		rich/poor divide,
			Torr Quarry,			industry, transport,
			Somerset	Literacy:		quarrying,
				Evaluation/analysis of		environment,
			Social and economic changes	issues		contamination,
			to rural landscape	Example and case study		pollution
			l to rararianascape	articles or extracts		
			Development of UK	articles of extracts		Differentiation for
			infrastructure	Extended writing in 6		low reading age:
			South-west 'super	and 9 mark practice		Work books for
				questions		students provide
			highway' • London Crossrail	questions		differentiation of work
						with:
			Liverpool2/London Catavara			- Vocabulary tables for
			Gateway	Numeracy:		learners for spelling and
			Expansion of	Interpretation of tables,		developing literacy skills
			Heathrow	graphs, charts		- Cross words, word
			•			searches and literacy
			l			games built in to the work books
			Strategies to resolve			- Extended reading tasks
			North-South divide			for more able
			 Lancashire LEP 			Tot more able
			• HS2			

				Liverpool2 UK place in the wider world			
Sum mer 1	Fieldwork	AO1, AO2, AO3, AO4	3.3.2 Fieldwork Principles Fieldwork investigation	Students will learn how to use and apply: Enquiry question Primary/Secondary data Presenting data Analysis & conclusions Practice questions Preparation, completion and writeup of fieldwork investigation.	Literacy: Analysis and evaluation Extended writing for 6 and 9 marks Numeracy: Description of types of data Demonstrate various data presentation techniques SMSC: Personal responsibility regarding completion of fieldwork	Exam style assessment Teacher assessed and then self evaluation and assessment. Reflection on grade, strengths and weaknesses and areas for development	SEND: Scaffolding Vocabulary sheets Article are highlighted and shortened Identification of subject vocabulary: Quantitative, qualitative, data, presentation, choropleth Differentiation for low reading age: Work books for students provide differentiation of work with: - Vocabulary tables for learners for spelling and developing literacy skills - Cross words, word searches and literacy games built in to the work books - Extended reading tasks for more able

Sum	Preparatio	Guided	Guided Revision				
mer	n for mock	Revision					
2	exam						