

**Key Stage 4 Year  
10 Curriculum**

**Course title: Geography B GCSE**

**Exam board: Edexcel**

**Specification code: 1GB0**

<b>Autumn 1 (September- October)</b>	<p><b>India</b> This topic follows on from the previous topic 'Development dynamics' and focuses on how India has developed and the importance of its site, situation, colonial ties to the UK in helping the country to develop. India has been chosen because students will study a topic called 'Challenges of an urbanising world' later in the year where they will be required to study a city in an emerging country. Mumbai is chosen as it allows students to revisit India and draw upon their existing knowledge to understand the role Mumbai has played in the country's rapid economic growth. Students explore the differences in levels of development between the core and peripheral regions and how development has affected the country in both a positive way and negative way. India's role on the international stage is also explored and evaluated.</p>
<b>Autumn 2 (October- December)</b>	<p><b>Tectonics</b> Students investigate why the causes and impacts of tectonic activity and management of tectonic hazards vary with location. Students will build upon their prior knowledge from studying this topic in their middle/first schools and in their science lessons and will be introduced to far greater technical detail relating to the science and structure of the earth. They will learn to describe the earth's internal layers (including asthenosphere) and their properties e.g. temperature, density, composition and physical state.</p>
<b>Spring 1 (January to February)</b>	<p><b>Challenges of an Urbanising world</b> Students will build upon their prior knowledge of urbanisation and understand in far greater depth why cities expand in the way they do and what processes cause this. For example, along railway lines and rivers. Land use models are introduced to help explain how cities have grown. Megacities are studied and the processes which cause these cities to have populations over 10 million.</p>
<b>Spring 2 (February to March)</b>	<p><b>Mumbai</b> The city of Mumbai is studied in detail and students will explore the site, situation and function of this major city in the state of Maharashtra. They will explore the specific reasons behind its rapid growth, the dominant sectors in its economy and the specific challenges experienced by the people of Mumbai. Top down and bottom-up strategies are studied, and students will use the command words 'assess' and 'evaluate' to explore the effectiveness of these in tackling the many challenges a city of this size faces.</p>

<p><b>Summer 1 (April to May)</b></p>	<p><b>UK Physical Landscapes</b> This topic fits into the Paper 2 – UK Geographical Issues exam. In this physical geography topic, students will have the opportunity to develop their knowledge of the three major rock types to understand how they have shaped the UK’s physical landscape. They will learn about the distinctive uplands of northern Scotland and the lowlands of southeast England which are divided by the Tees-Exe line.</p> <p>Students will go on to learn investigate the role of glaciation, tectonic activity and humans in shaping the landscape before moving on to study a variety of UK landscapes and features such as Chalk and Clay landscapes, Limestone scenery and the Granite tors of Dartmoor.</p>
<p><b>Summer 2 (May-July)</b></p>	<p><b>Rivers and Rivers fieldwork</b> Students will draw upon their knowledge and understanding of rivers and extend this by going into greater depth as to how and why the river and its valley change with distance downstream. The aim of this topic is to be able to use far more technical vocabulary (buzzwords) e.g. Instead of simply using the word erode, students will refer to the specific processes e.g. hydraulic action, abrasion etc. They will be able to explain the formation of waterfalls, meanders, oxbow lakes and deltas, to name a few.</p> <p>In addition to studying the cause and effects and the methods of managing floods, students will use the command word ‘assess’ to make a judgement about which are the greatest impacts or the most successful/unsuccessful responses.</p>
<p><b>Summer 2 (cont) (July)</b></p>	<p><b>The UK’s evolving Human landscape</b> This unit studies the processes of change in UK cities and global factors such as globalisation which have affected them. It explores why population, economic activity and settlements are key elements of the human landscape. Students explore the impact of globalisation, trade, investment and migration on UK cities. Students will also study the interdependence between the city and surrounding rural areas.</p>



