## 2015-2016 Scheme of Work proforma for The Causeway School website

| Subject Geography | Year 10 |
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Please complete the SoW proforma below for all subjects and courses for publication on the Website this summer.

| Course/ Year | Key Topics | What will ALL students learn? | What will the most able students learn? | What is the key piece of Assessment/Rich task? |
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| Term 1 | Population | Know reasons why population is growing in the world<br><br>Describe why some countries have high/low birth rates<br><br>Know the main stages of the demographic transition model<br><br>Know what population pyramids are and what they show<br><br><br><br>Describe the main problems with rapid population growth on rural, urban areas and on the country as a whole<br><br>Describe the ways that the population can be reduced/controlled<br><br>Case study: Chinas one child policy Describe how they implemented the one child policy and the problems of it | Classify reasons into social, economic and political<br><br><br><br>Explain what happens at each stage and why giving examples of countries in the world<br><br>Explain how population pyramids can predict future problems or issues in that country<br><br><br><br><br><br>Evaluate the benefits and the problems of the policy | • Mini quizzes<br>• Factual knowledge tests |

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| | | | Case study: Indonesia transmigration policy (an example of non birth control)<br><br>Why was it introduced, how it was carried out, evaluate the success of it and the problems | |
| Term 2 | Population | Ageing populations<br>Why are governments concerned<br><br>Examples of strategies being used in UK and France (pro natalist policy) to try and help with ageing populations<br><br>Migration: Causes, types and impacts<br><br>Describe the effects of migration on the country of origin and host country<br><br>Case studies:<br><br>Polish to UK migration (movements of people within the EU)<br><br>Mexico to USA<br><br>Describe the causes (Push and Pull factors) and the impacts it has on both countries (positive and negative) | Explain the benefits of an ageing population<br><br><br><br>Explain and example of forced migration (Rwanda and Uganda) and know the main causes of this | • End of unit test (GCSE paper) |
| Term 2 | Tourism | Know how tourism has increased and be able to give reasons why<br>Know the different environments that | Evaluate the success of Blackpool's strategies in promoting increased tourism | • Mini quizzes<br>• Frequent knowledge |

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| | | favour tourism and give reasons why-lining in particular to UK and give examples of actual places.<br><br>Know the tourism life cycle model and be able to explain what each stage shows<br><br>Case study: Blackpool (UK coastal resort)<br>Know why the area was popular with tourists (human and physical)<br>Understand factors that have led to the decline of Blackpool<br>Know all the different strategies used to try and improve tourism<br><br>Know the benefits and problems of mass tourism<br><br>Case study: Kenya<br>Know why tourists like to visit Kenya (human/physical)<br>Know the effects tourism has on Kenya (people/ environment/ economy)<br><br>Know why tourists like to visit extreme environment.<br><br>Case study: Antractica<br>Be able to describe ways Antarctica is being managed to ensure tourism does not damage it | Explain strategies that are being implemented to make tourism more sustainable in Kenya | based tests<br>• End of unit test using GCSE paper<br>• Complete mock papers (human geography) |

| | | Know what ecotourism/ sustainable tourism is<br><br>Case study: Kapawi Eco lodge (Ecuador)<br><br>Be able to describe how ecotourism is benefitting the locals and the environment | | |
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| Term 3 | The development gap | Know the different classifications of the world<br><br>Different development indicators eg: HDI, GNI, life expectancy, birth rate etc<br><br>Describe how water can affect a countries level of development<br><br><br>Obstacles to development: Natural hazards, political, historical, economic<br><br>Case study:<br>Natural hazard and how this affects the countries level of development- particularly on poor countries<br><br><br>Trade and development- how trade can create obstacles to a countries development | Explain why some indicators are more important than other and why wealth isn't always best as a measurement of development- refer to real countries<br><br><br><br><br>World map showing the location of areas that suffer hazards and compare with a map showing developed and developing countries<br><br>Detailed case study of either Haiti/ Aisan Tsunami focusing on the effects of the hazard on | • Mini quizzes<br>• Frequent knowledge based tests |

|  |  | Faitrade- what it is and how it helps the farmers in producing countries<br><br>Case study: fair-trade footballs/bananas | the long term development of that country<br><br><br><br><br><br><br><br><br>Explain key term: trade blocs, trading groups, tariffs, quotas, subsidies and how this impacts developing countries |  |
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| Term 4 | The development gap | Different types of aid, describe the main features of each<br><br>What are the problems with giving aid for the long term<br><br>Case study: Malawi elephant toilet Describe what it is and how it works. Type of aid. Benefits for locals and environment. Evaluate the | Evaluate the advantages and disadvantages of each aid<br><br><br><br>Contrast different forms of aid (bilateral which led to third world debt) | • End of unit test from GCSE paper<br>• Regular GCSE practice |

|  |  | appropriateness of this type of aid |  |  |
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|  |  | Closing the EU gap, why are there contrasts in development in EU |  |  |
|  |  | Describe the causes and the ways the EU is trying to close the gap |  |  |
|  |  | Case study: Romania and Germany Two contrasting EU countries, describe the causes of the different levels of development (physical/human) |  |  |
|  |  | Skills: To compare two development indicators on scattergraphs and explain why they are linked |  |  |
|  |  | Describe the distribution of rich/poor countries on maps |  |  |
| Term 5 | Coasts | Differences between constructive and destructive waves Factors that lead to increase in erosion Different types of erosion Formation of landforms caused by erosion: Headlands and bays, caves, arches, stacks and stumps Describe how landforms are caused by deposition- spits, bars, tombolos Coastal issues in the UK and | Explain in detail the formation of different landforms of erosion and deposition. Will be refer to processes of erosion to explain the formation Will know real life examples of different coastal landforms A specific examples of how the UK is preparing for projected sea level rises/ flooding- Thames Flood Barrier | End of unit tests. |

| | | management of it<br>Differences between hard and soft engineering, advantages and disadvantages of each<br><br>Know 4 case studies for this unit Bangladesh, Studland Bay, Holderness, Christchurch Bay<br><br><br><br>Skills:<br>Recognise landforms of erosion and deposition from OS maps.<br>Measure distances along OS maps | Detailed case studies:<br>Coastal flooding: Bangladesh- causes, effects and responses<br>Studland Bay- sand dunes- environmental characteristics and dune formation. How the area can be managed sustainably<br>Case study of cliff collapse- Holderness coastline- causes and the effects (both environmental/ economic/ social)<br>Christchurch Bay- Coastal management- evaluation of hard and soft engineering | |
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| Term 6 | Controlled assessment | Students will complete their 20 hour controlled assessment in this term. This will include background research and a fieldwork day Complete a 2000 word write up including an introduction, methodology, data presentation, interpretation, conclusion and | | |

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