The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Geography
Year Group	Year 10
Intent	**Successful and resilient learners:** who are developing a,

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broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global
growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography

Confident individuals: who are developing a,

deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions
stronger focus on forming valid generalisations and abstractions

Responsible citizens: who develop and demonstrate,

lasting awareness of the world around us
sensitivity and empathy towards all others
tolerance and independent thinking
preparedness for an active citizen's role in a changing world

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<tr><td>Narrative</td><td colspan="5">In Year 10 students continues the units of Component 1 Our Natural World (Changing Climate, Distinctive Landscapes and Sustaining Ecosystems) and study the first 2 units of Component 2 People and Society (Urban Futures and Dynamic Development). They finish Year 10 by completing the Physical Fieldwork component of the course. Students are introduced to or develop a wide range of skills (see below) alongside the knowledge and understanding required in each topic. During the year students will practise and complete a variety of exam questions as part of their assessments culminating in the mock exam towards the end of the year where they will complete a complete exam paper.</td></tr>
<tr><td>Half term</td><td>Autumn 1</td><td>Autumn 1/2</td><td>Spring 1/2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>Knowledge (topics studied)</td><td>Changing Climate</td><td>Distinctive Landscapes</td><td>Sustainable Ecosystems</td><td>Urban Futures</td><td>Dynamic Development</td></tr>
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Key skills	**Select and construct** maps, using appropriate scales and annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Study** atlas maps, choropleth maps, and thematic maps. **Select and construct** appropriate graphs and charts using appropriate scales and annotations to present information. **Study** line graphs, and pie charts. **Demonstrate** an understanding of number, area, and scale.	Select and **construct** maps, using appropriate scales and annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Describe, interpret,** and **analyse** geo-spatial data presented in a GIS framework. **Study** atlas maps, choropleth maps, and thematic maps. **Select** and **construct** appropriate graphs and charts, using appropriate scales and annotations to present information.	**Study** atlas maps, and thematic maps. **Extract, interpret, analyse**, and **evaluate** information. **Study** bar graphs, line graphs and thematic maps. Demonstrate an understanding of number, area and scale. **Calculate** and understand percentages and percentiles. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	Select and **construct** maps, using appropriate scales and annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Describe, interpret,** and **analyse** geo-spatial data presented in a GIS framework. **Study** atlas maps, choropleth maps, and thematic maps. **Select** and **construct** appropriate graphs and charts, using appropriate scales and annotations to present information.	Select and **construct** maps, using appropriate scales and annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Describe, interpret,** and **analyse** geo-spatial data presented in a GIS framework. Study thematic maps. **Select** and **construct** appropriate graphs and charts, using appropriate scales and annotations to present information. **Study** bar graphs, line graphs, scatter graphs, pie charts,

	Calculate and understand percentages and percentiles. **Interpret** tables of data. **Make predictions; interpolate and extrapolate** trends from data. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	**Study** bar graphs, line graphs, and proportional symbols. Demonstrate an **understanding** of number, area, and scale. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.		**Study** bar graphs, line graphs, and proportional symbols. Demonstrate an **understanding** of number, area, and scale. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	and proportional symbols. Demonstrate an **understanding** of number, area, and scale. **Understand** and correctly use proportion, ratio, magnitude and frequency. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.

Cultural capital	Opportunity to investigate evidence for climate change including how the Earth's climate has changed over the last 2.6 million years, evidence for climate change from various sources, natural causes of climate change, the greenhouse effect, the impact of human activity on climate change, the global impacts of climate change and the consequences of climate change for the UK.	Investigate why over half the world's population live in urban areas including comparing urbanisation around the world, describing the global spread of megacities and world cities, why people live in cities and why they keep growing and the good and bad consequences of urbanisation. Investigate the challenges and opportunities for cities today including the importance of Birmingham and Istanbul, the patterns of migration, the ways of life in cities, the challenges of living in	Investigate why natural ecosystems are important including links between components of an ecosystem, global distribution of ecosystems and the variety of climates, plants, and animals in these ecosystems. Investigate why tropical rainforests matter including their characteristics, the global value of rainforests, human impacts on rainforests and sustainable management of rainforests for tourism. Investigate polar environments	Investigate why over half the world's population live in urban areas including comparing urbanisation around the world, describing the global spread of megacities and world cities, why people live in cities and why they keep growing and the good and bad consequences of urbanisation. Investigate the challenges and opportunities for cities today including the importance of Birmingham and Istanbul, the patterns of migration, the ways of life in cities, the challenges of living in	Investigate why some countries are richer than others including the global spread of ACs, EDCs and LIDCs, economic and social development, links between measures of development, how uneven development has come about and the obstacles to development for countries today. Investigate if low-income developing countries are likely to stay poor including Zambia as an example of a low-income developing country, how the country has developed, if it has met its targets for

		those cities and initiatives to make cities more sustainable.	including their characteristics, interdependence of the ecosystem, impacts of human activity, sustainable whaling, and planning for a sustainable future for the Arctic.	those cities and initiatives to make cities more sustainable.	development, trade, aid and investment, and the impact of development strategies in Zambia.
Careers Opportunities	Opportunity to discuss change in careers linked to climate change, e.g., jobs and careers that may be negatively impacted, new jobs and careers that may develop from technological change.	Opportunity to discuss careers linked to coastal management/engineering.	Opportunity to discuss careers in tourism e.g., ecotourism in Costa Rico, and sustainable development.	Opportunity to discuss variety of career opportunities in cities studied, i.e., Birmingham and Istanbul.	Opportunity to discuss career opportunities in development.
Assessment	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.