

# Landau Learner Curriculum Overview

Subject: RSS

Director of Learning: RSS

Year: 10

Curriculum organisation				
Year 10 students experience five Geography sessions across the two week timetable. The curriculum is designed to build on knowledge from KS3 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global, national and local geographical issues.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1: Climate Change	Term 2: Development	Term 3: Water	Term 4: Weather and Climate	Term 5: Ecosystems
<p>Glacial and interglacial periods</p> <p>Natural and human-enhanced greenhouse effect and link to global warming</p> <p>Consequences of climate change including Farming and food supply, Wildlife and habitats, Water and water supplies, where people live and population movement, tourism and tourist destinations.</p> <p>Attitudes to climate change.</p> <p>Local, national and global initiatives to reduce the impact of climate change.</p>	<p>Social and economic development categorised into Low Income Countries (LICs), (NICs) and (HICs).</p> <p>Causes and consequences of globalisation.</p> <p>Reasons for the location of multinational companies and consequences for the host country – Toyota (HIC) and Apple (NIC) case studies.</p> <p>Patterns and impacts of global trade including imports, exports, trade partnerships/blocs, tariffs and 'fair trade'</p> <p>Short-term emergency aid and long-term development aid</p>	<p>Global trends in water supply and demand. The concepts of water footprints and water security.</p> <p>Links between population change, economic growth, consumerism and increasing demands for water.</p> <p>Over-abstraction and water transfer schemes.</p> <p>Unsustainable use of water on people, the economy and environment including impacts on countries at contrasting levels of development.</p> <p>International issues facing future water management across national boundaries.</p>	<p>Characteristics of the UK climate including regional variations.</p> <p>The influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea.</p> <p>The location and distribution of distinctive climate zones across the globe.</p> <p>Distribution and location of air pressure systems. Typical weather patterns and extreme weather hazards including drought and the seasonal distribution of cyclone/hurricanes.</p> <p>Two contrasting extreme weather events located outside of the UK. One event must relate to a dominant long-lasting high pressure system. One event must relate to an intense low pressure system.</p>	<p>The location and distribution of biomes at a global scale and their relationship to climate zones.</p> <p>The physical processes that link living/biotic components (plants, animals, decomposers) and non-living/abiotic components (temperature, light, moisture)</p> <p>The concept of biodiversity.</p> <p>The characteristics and management of one small scale ecosystem in the UK.</p> <p>Use and modification of ecosystems and environments in order to obtain food, energy and water resources.</p> <p>The effects of the damage to a named ecosystem at the local scale, to include the effect on biodiversity, and at the global scale.</p> <p>Strategies for conservation and sustainable management of ecosystems.</p>
<p><b>Link to prior learning</b></p> <p>Climate change in year 8</p>	<p><b>Link to prior learning</b></p> <p>Development and globalisation in year 8</p>	<p><b>Link to prior learning</b></p> <p>Understanding of the water cycle from KS2 and KS3.</p>	<p><b>Link to prior learning</b></p> <p>Links to KS2 and Weather and Climate taught in year 7.</p>	<p><b>Link to prior learning</b></p> <p>Links to 'Forests under threat' taught in year 8</p>

Equipment needed for sessions:	What can you do to support your child?
<ul style="list-style-type: none"> <li>- Geography exercise book</li> <li>- Fully equipped pencil case including a calculator.</li> </ul>	<ul style="list-style-type: none"> <li>- Wider reading around geographical issues e.g. Newspaper articles</li> <li>- Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them.</li> <li>- Encourage them to complete the homework tasks.</li> </ul>
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> <li>- Marking of written is carried out on a regular basis in line with the College policy</li> <li>- Three assessment windows throughout the year</li> <li>- Regular peer and self-marking.</li> </ul>	