

# Geography Year 10 Curriculum Overview 2025-26



## **Year 10 Overview**

AQA GCSE Geography is split into three papers. To aid students with their knowledge and understanding and synoptic skills, we interleave topics from all three papers over the two-year course. Paper 1 is 'Living with the physical world.' This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. In Year 10 we study 'physical landscape in the UK: River landscapes in the UK' and 'The living world: Ecosystems and tropical rainforests and cold environments.'

Paper 2 is 'Challenges of the human environment.' This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. In Year 10 we study 'urban issues and challenges' and 'the changing economic world' for Paper 2.

Paper 3 is 'Geographical applications.' The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. In Year 10 we study 'fieldwork.' Fieldwork is an essential aspect of geography. It ensures that students are given the opportunity to consolidate and extend their geographical understanding by relating learning to real experiences of the world as well as unseen fieldwork.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p><b>Challenges in the human environment</b></p> <p>Urban issues and challenges</p>	<p>Students will look at the global pattern of urban change and will look at urban trends in different parts of the world including High Income Countries and Low-Income Countries. Migration and natural increase will also be studied and the effect these have on different populations.</p> <p>Students will investigate a case study of a major city in a Low-Income Country or Newly Emerging Economy to illustrate: the location and importance of the city, regionally, nationally and internationally, the causes of growth: natural increase and migration, how urban growth has created opportunities and how urban growth has created challenges.</p> <p>Students will look at an example of how urban planning is improving the quality of life for the urban poor. There will be an emphasis on a case study of a major city in the UK to illustrate: the location and importance of the city in the UK and the wider world, the impacts of national and international migration on the growth and character of the city, how urban change has created opportunities and how urban change has created challenges</p> <p>Urban regeneration will be investigated and the impact that regeneration can have on an area including brownfield and greenfield sites.</p> <p>Finally, students will study sustainable living and look at a case study of sustainable living in London to highlight the importance of sustainability in today's society.</p>	<p>Fortnightly deliberate exam practice</p> <p>Urban issues and challenges</p> <p>GCSE end of topic test.</p>
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p><b>Living with the physical environment</b></p> <p>The living world: Ecosystems and Tropical rainforests</p>	<p>Urban topic will run into HT2</p> <p>Students will study a variety of small scale ecosystems and their interrelationships between producers, consumers, decomposers, the food chain, food web and nutrient cycling. A large-scale ecosystem of a tropical rainforest will also be studied in detail and we will look at the physical characteristics, animal adaptations and the biodiversity within a specific tropical rainforest. The human interactions in a tropical rainforest will also be investigated and the impact of deforestation on the fragile environment will be investigated. We will look at strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and</p>	<p>Fortnightly deliberate exam practice</p> <p>Living World end of topic test</p>

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	<p>The living world: Cold environments</p>	<p>education, ecotourism and international agreements about the use of tropical hardwoods and debt reduction.</p> <p>The physical characteristics of a cold environment will be studied as students will gain an understanding of the interdependence of climate, permafrost, soils, plants, animals and people. We will look at how plants and animals adapt to the physical conditions and issues related to biodiversity.</p> <p>A case study of a cold environment will be studied to illustrate: development opportunities in cold environments: mineral extraction, energy, fishing and tourism and the challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure.</p> <p>Strategies used to balance the needs of economic development and conservation in cold environments will be investigated – the use of technology, role of governments, international agreements and conservation groups.</p>	
<p><b>14-18 (Spring 1)</b></p>	<p><b>Living with the physical environment</b></p> <p>Physical landscapes in the UK: River landscapes in the UK</p>	<p>Living World will still be taught into HT3</p> <p>Students will look at how the shape of river valleys change as rivers flow downstream. This will include investigating the long profile and changing cross profile of a river and its valley including the fluvial processes: erosion, transportation and deposition. Students will look at distinctive fluvial landform results from different physical processes. This will include investigating characteristics and formation of landforms resulting from erosion, erosion and deposition and deposition. Finally, for the topic, students will look at different management strategies can be used to protect river landscapes from the effects of flooding. This will include investigating: how physical and human factors affect the flood risk; the use of hydrographs to show the relationship between precipitation and discharge and the costs and benefits of hard and soft engineering management strategies.</p>	<p>Fortnightly deliberate exam practice River landscapes end of topic test</p>
<p><b>19-24 (Spring 2)</b></p>		<p>Continuation of River Landscapes</p>	

