

## GCSE GEOGRAPHY CURRICULUM OVERVIEW 2023 24

### YEAR 9 SUMMER TERM - YEAR 10 AUTUMN TERM

UNIT 1 LIVING WITH THE PHYSICAL ENVIRONMENT: PHYSICAL LANDSCAPES IN THE UK – COASTS & RIVERS					
No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
<p>The coast is shaped by a number of physical processes 5 HOURS</p>	<p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• Wave types and characteristics</li> <li>• Coastal processes:               <ul style="list-style-type: none"> <li>○ weathering processes: mechanical, chemical</li> <li>○ mass movement: sliding, slumping and rock falls</li> <li>○ erosion: hydraulic power, abrasion and attrition</li> <li>○ transportation: longshore drift deposition. Why sediment is deposited in coastal areas</li> </ul> </li> </ul>	<p><a href="#">Lesson resources</a></p> <p><a href="#">Types of Waves</a> – Time for Geography</p> <p><a href="#">Marine Erosion Processes</a> – Time for Geography</p> <p><a href="#">Weathering and Mass Movement</a> – Time for Geography</p>		<ul style="list-style-type: none"> <li>• Match up key words with their correct definition.</li> <li>• Examine the factors affecting wave formation and type. Use maps to examine fetch and consider areas of the UK coastline with larger fetch. Link this to erosional processes to consider how fetch and erosion are linked.</li> <li>• AFL tasks to assess understanding of wave types/characteristics: true/false quizzes; identify types of waves from photographs; complete low-tariff exam questions on wave characteristics.</li> <li>• Dual coding activities for students to demonstrate understanding of processes by drawing them eg drawing labelled and annotated diagrams of erosional processes.</li> <li>• Label longshore drift diagrams; enquiry-based activity to explore why/how a pebble has moved along the coast.</li> <li>• Task for higher attainers: consider/explain the factors affecting the rate of processes.</li> </ul>	<p>KITS tests at start of every lesson</p>
<p>Distinctive coastal landforms are the result of rock type,</p>	<p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• How geological structure and rock type influence coastal forms</li> </ul>	<p><a href="#">Lesson resources</a></p>		<ul style="list-style-type: none"> <li>• Match up key words with their correct definition.</li> </ul>	<p>KITS tests at start of every lesson</p>

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<p>structure and physical processes</p> <p>6 HOURS</p>	<ul style="list-style-type: none"> <li>• Characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves, arches and stacks</li> <li>• Characteristics and formation of landforms resulting from deposition: beaches, sand dunes, spits and bars</li> <li>• An example of a section of coastline in the UK to identify its major landforms of erosion and deposition</li> </ul>	<p><a href="#">Erosional landforms</a> – Time for Geography</p> <p><a href="#">Formation of a wave-cut platform</a> – Time for Geography</p> <p><a href="#">Formation of a sea stack</a> – Time for Geography</p> <p><a href="#">Sand dune formation</a> – Time for Geography</p>		<ul style="list-style-type: none"> <li>• Dual coding activity where students demonstrate their understanding by drawing diagrams of key words/processes/landforms.</li> <li>• Examine maps of UK geology and discuss possible effects on rate of erosion</li> <li>• Annotate photographs of landforms to explain their formation.</li> <li>• Place statements into the correct order to explain the formation of landforms, followed by a dual-coding or written activity to consolidate knowledge.</li> <li>• Use OS maps to identify coastal landforms and perhaps link this to maps of UK geology to make connections to rock type</li> </ul>	
<p>Different management strategies can be used to protect coastlines from the effects of physical processes</p> <p>6 HOURS</p>	<p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• The costs and benefits of the following management strategies: <ul style="list-style-type: none"> <li>○ hard engineering: sea walls, rock armour, gabions and groynes</li> <li>○ soft engineering: beach nourishment and re-profiling, dune regeneration</li> <li>○ managed retreat: coastal realignment</li> </ul> </li> <li>• One example of a coastal management</li> </ul>	<p><a href="#">Lesson resources</a></p> <p><a href="#">Soft engineering (beach management)</a> – Time for Geography</p> <p><a href="#">Soft engineering (sand dune management)</a> – Time for Geography</p> <p><a href="#">Hard engineering approaches</a> – Time for Geography</p>	<p>Consider an area under threat of marine processes and consider the alternative management strategies that might be used</p> <p>Examine the challenges of coastal management and sea level rise, using the <a href="#">Time for Geography resource</a></p>	<ul style="list-style-type: none"> <li>• Definition of each term.</li> <li>• Descriptions of different management strategies: students match these with photos to visually identify them.</li> <li>• Categorise information about the strategies into positive and negative and assess their effectiveness.</li> <li>• Consider the costs/benefits of each strategy.</li> <li>• Assess opinions.</li> <li>• Idea of ‘virtual’ fieldwork using google earth and related photographs/OS map</li> </ul>	<p>KITS tests at start of every lesson</p> <p>Coastal landscapes in UK summative assessment</p>

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	<p>scheme in the UK to show:</p> <ul style="list-style-type: none"> <li>○ the reasons for management</li> <li>○ the management strategy the resulting effects and conflicts</li> </ul>	<p><a href="#">The challenges of sea level rise and coastal management</a> – Time for Geography</p>	<p>Examine the effectiveness of different strategies in protecting a specific area of UK coastline</p>	<ul style="list-style-type: none"> <li>• The reasons for management (images/reports of erosion/ flood events/value of coastal area)</li> </ul>	
<p>The shape of river valleys changes as rivers flow downstream 4 HOURS</p>	<p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• The long profile and changing cross profile of a river and its valley</li> <li>• Fluvial processes: <ul style="list-style-type: none"> <li>○ erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion</li> <li>○ transportation – traction, saltation, suspension and solution</li> <li>○ deposition – why rivers deposit sediment</li> </ul> </li> </ul>	<p><a href="#">Lesson resources</a></p> <p><a href="#">River erosion processes</a> – Time for Geography</p> <p><a href="#">River transport processes</a> – Time for Geography</p>		<ul style="list-style-type: none"> <li>• Visual/Animation – Create a definition box with appropriate terminology</li> <li>• Visual/Animation/Modelling/Use of OS maps to describe and explain. Use of annotated diagrams.</li> <li>• Build up an annotated map (with photographs) to identify the key features within a UK setting.</li> <li>• Dual coding to draw and label processes of erosion, transportation and deposition.</li> <li>• Draw graphs to show long and cross profiles of a river and label this with different distinct features (eg changing gradient).</li> <li>• Consider how processes operate in different upper, middle and lower course of the river and why eg how the rate of deposition/erosion changes from source to mouth</li> </ul>	<p>KITS tests at start of every lesson</p>
<p>Distinctive fluvial landforms result from different physical processes 5 HOURS</p>	<p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• Characteristics and formation of landforms resulting from erosion: interlocking spurs, waterfalls and gorges</li> </ul>	<p><a href="#">Lesson resources</a></p> <p><a href="#">Formation of waterfall and</a></p>		<ul style="list-style-type: none"> <li>• Match up key words with their correct definition.</li> <li>• Dual coding activity where students demonstrate their understanding by</li> </ul>	<p>KITS tests at start of every lesson</p>

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	<ul style="list-style-type: none"> <li>• Characteristics and formation of landforms resulting from erosion and deposition: meanders and ox-bow lakes</li> <li>• Characteristics and formation of landforms resulting from deposition: levées, flood plains and estuaries</li> <li>• An example of a river valley in the UK to identify its major landforms of erosion and deposition</li> </ul>	<p><a href="#">gorge</a> – Time for Geography</p> <p><a href="#">Floodplains</a> – Time for Geography</p>		<p>drawing diagrams of key words/processes/landforms.</p> <ul style="list-style-type: none"> <li>• Annotate photographs of landforms to explain their formation.</li> <li>• Place statements into the correct order to explain the formation of landforms, followed by a dual-coding or written activity to consolidate knowledge.</li> <li>• Use photographs and OS maps for students to identify landforms.</li> <li>• Build on graph-making task from previous section (on long profiles) and add landforms to the graph to show where they would be found on a river.</li> <li>• Task for higher attainers: consider the factors which could affect the rate of landform formation</li> </ul>	
<p>Different management strategies can be used to protect river landscapes from the effects of flooding 6 HOURS</p>	<p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• How physical and human factors affect the flood risk – precipitation, geology, relief and land use</li> <li>• The use of hydrographs to show the relationship between precipitation and discharge</li> <li>• The costs and benefits of the following management strategies:</li> </ul>	<p><a href="#">Lesson resources</a></p> <p><a href="#">Hard engineering approaches to river management</a> – Time for Geography</p> <p><a href="#">Problems of hard engineering and softer alternatives</a> – Time for Geography</p>	<p>Consider an area that has recently been affected by flooding and consider the potential strategies that might be used to reduce the flood risk</p>	<ul style="list-style-type: none"> <li>• Examine the human and physical factors affecting flood risk. Students could present on one factor in groups, and build knowledge from each presentation.</li> <li>• Use an example of a hydrograph and annotate to illustrate the key features.</li> <li>• Use visual images to describe the different techniques of hard and soft engineering</li> <li>• Discussion about the costs/benefits of each strategy</li> </ul>	<p>KITS tests at start of every lesson</p> <p>River landscapes in UK summative assessment</p>

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	<ul style="list-style-type: none"> <li>○ hard engineering: dams and reservoirs, straightening, embankments, flood relief channels</li> <li>○ soft engineering: flood warnings and preparation, flood plain zoning, planting trees and river restoration</li> <li>● One example of a flood management scheme in the UK to show:             <ul style="list-style-type: none"> <li>○ why the scheme was required</li> <li>○ the management strategy</li> <li>○ the social, economic and environmental issues</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>● The reasons for management (link to a real event, visual images/reports)</li> <li>● Description of techniques</li> </ul>	
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