

Subject Vision — Why Geography Matters

Our Vision

Year 10 marks the formal beginning of the GCSE programme of study, bridging the broad geographical literacy of Key Stage 3 with the rigorous, specification-driven demands of Edexcel A (9-1) GCSE Geography.

By the end of Year 10, every pupil should be able to explain how landscapes form and change, analyse the processes driving urbanisation and development across the globe, evaluate strategies for managing natural resources, and construct extended, evidence-based geographical arguments at 4-mark, 8-mark and 12-mark level.

GCSE Key Concepts

- ▶ **Place** — deep case-study knowledge: Birmingham, São Paulo, Holderness, the River Dee, California, China.
- ▶ **Space** — global distribution of urbanisation, energy resources and rock types; urban land-use mapping.
- ▶ **Process** — urbanisation, coastal and river processes, energy production and consumption.
- ▶ **Evaluation** — weighing costs and benefits of contested management strategies.

Curriculum Journey — Learning Sequence by Term		
AUTUMN	SPRING	SPRING–SUMMER
Changing World Cities & Urban Fieldwork	Resource Management	Changing Landscapes of the UK
Paper 2, Topic 1 — Birmingham (HIC) vs São Paulo (LIC/NEE), with the Sutton fieldwork visit embedded	Paper 2, Topic 3 — rising resource demand, the UK energy mix, renewable vs non-renewable futures	Paper 1, Topics 1.1–1.10 — UK geology, coasts (Holderness) and rivers (River Dee)
How Year 10 Fits the GCSE Cities comes first because it connects to pupils' lived urban experience and establishes the LIC/HIC comparative framework underpinning the whole GCSE — with early fieldwork experience for Paper 3. Resource Management follows, building the evaluative writing the course demands. The Landscapes unit is placed last as it requires the greatest process-diagram fluency and case-study precision. Every unit explicitly reactivates KS3 knowledge before extending it, and the full breadth is revisited and deepened in Year 11.		

Assessment Information

How Pupils Are Assessed

Assessment builds mark-scheme literacy in Edexcel A command words (State → Define → Explain → Assess → Evaluate):

- ▶ 10-mark knowledge tests within units — retrieval of key terms and case-study facts
- ▶ PATHS 8-mark ASSESS and EVALUATE questions in every unit
- ▶ Full summative unit assessments using exam-style questions
- ▶ Feeding Forward lessons — green pen PATHS response after every summative

Formal Assessment by Unit

- ▶ Changing World Cities: knowledge tests (urbanisation, UK cities); 8-mark EVALUATE — 'Birmingham vs São Paulo: which city most improved quality of life?'; full unit assessments on Birmingham and São Paulo
- ▶ Resource Management: 8-mark ASSESS — 'Assess the UK's approach to managing its energy resources'; end-of-unit assessment on the energy mix and sustainability
- ▶ Changing Landscapes of the UK: 8-mark ASSESS — 'Examine how coastal processes create distinctive landforms'; 8-mark EVALUATE on coastal management strategies; full coastal and rivers assessments

★ PATHS Marking Framework			
Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.			
	Element	What it means	Example in this year
P	Positive Comment	A specific, sincere comment on a genuine strength of the work — never generic praise.	“Your Holderness paragraph used two accurate erosion-rate statistics and linked them to geology.”
A	Attainment Mark / Grade	A clear mark, level or working grade showing where the work sits against expectations.	Raw mark and mark-scheme level (e.g. 6/8, Level 2), plus a working grade.
T	Target to Improve	One single, specific, prioritised geographical target — never a list.	“Reach an explicit, justified judgement rather than restating both sides.”
H	How-to Instructions	Concrete, do-able steps telling the pupil exactly how to act on the target.	“Redraft your conclusion: state which strategy is most effective, give your criterion, then acknowledge the counter-case in one sentence.”
S	Student Response	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	Green pen response in the Feeding Forward lesson, checked at the next marking cycle.