

# YEAR 10 GEOGRAPHY COURSE SYLLABUS 2025-2026



## Course Outline Geography Year 10

*Inspiring excellence, empowering global minds*

### Overview

The Humanities Department Syllabi at GEMS Wesgreen International Secondary School strive to enable students to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental, historical and political issues so as to reinforce and stimulate curiosity and imagination about local and wider environments. The Curriculum provides a strong foundation to enable students to foster an understanding of, and concern for, the interdependence of all humans, all living things and the earth on which they live. To foster in students a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the earth's resources through his/her personal life-style and participation in collective environmental decision-making.

### Learning Outcomes

The aims of all subject's state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the Humanities Syllabus are to encourage and enable students to:

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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## Unit Overviews

This 2-year course planner is an example of one possible model to teach each of the units within the International GCSE Geography (modular) qualification. It follows the specification in topic order. This planner assumes certain options are chosen and other options should be swapped-in as appropriate. The course planner summarises what can be covered in each term to enable completion of the content and preparation for assessment at the end of each year. It assumes that each year is split into 2 terms.

### Term 1

This unit brings together physical geography and people-environment processes and interactions. The examination is divided into two sections. Section A – learners choose two out of three topics from: river environments, coastal environments, hazardous environments.

#### **Unit 1 – Topic 1: River environments      Approximate length 6 weeks**

Topic 1: River environments – features of the global hydrological cycle (including drainage basins), the physical processes that give rise to distinct river landforms and detailed case studies of river management in a developed and a developing or emerging country.

#### Specific National Curriculum Objectives Covered:

- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyze and interpret places and data

#### **Unit 2 – Coastal environments      Approximate length: 6 weeks**

In this unit, students draw inferences about the physical and human landscape by interpreting map evidence (including patterns of relief, drainage, settlement, communication and land use) and identify and draw graphical techniques in geography.

#### Specific National Curriculum Objectives Covered:

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- Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

### Term 2

#### **Unit 3 - Hazardous environment**

**Approximate length: 6 weeks**

Topic 3: Hazardous environments - the characteristics and distribution of different types of natural hazards, the measurement and impacts of hazards, and detailed case studies of the management of an earthquake in a developed and a developing or emerging country.

##### Specific National Curriculum Objectives Covered:

Describe and give reasons for the rapid increase in the world's population. Show an understanding of over-population and under-population Understand the reasons for contrasting rates of population change.

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

#### **Section B**

**Approximate length: 2 weeks**

Section B - learners are required to undertake a geographical investigation involving fieldwork and research, in one natural environment.

##### specific National Curriculum Objectives Covered:

Learners choose one out of three fieldwork related questions from: river environments, coastal environments, hazardous environments.

##### Specific National Curriculum Objectives Covered:

- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

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## Assessment

**Formative:** Throughout the units, the students will complete graded work, quizzes/tests and investigation activities which allows the teacher to assess the students' attainment and inform their planning.

**Summative:**

Throughout the school year, students will complete exam papers which allows the teacher to assess and evaluate their learning.

### Paper 1: 1 hour 10 minutes

## Content and assessment overview

<b>Unit 1: Physical Geography</b>	<b>Unit code: 4WGE1/01*</b>
Externally assessed Written examination: 1 hour and 10 minutes Availability: June and November 70 marks	40% of the total International GCSE (Modular)
<b>Content overview</b> <ul style="list-style-type: none"><li>• River environments</li><li>• Coastal environments</li><li>• Hazardous environments</li></ul> including fieldwork from one of these topics.	
<b>Assessment overview</b> <b>Section A</b> Learners choose <b>two</b> out of three questions on: river environments, coastal environments, hazardous environments. <b>Section B</b> Learners choose <b>one</b> out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments. The questions in Unit 1 assessment are a combination of multiple-choice, data-response, short open-response and extended open-response questions.	

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Geography/2023/specification-and-sample-assessments/international-gcse-in-geography-modular-specification.pdf>

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