

YEAR 10 EVM CAMBRIDGE SYLLABUS 2024-2025



Course Outline

EVM 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 subjects' 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 below describe the educational purposes of a course in Environmental Management for the Cambridge IGCSE examination.

The aims are to enable candidates to acquire:

- knowledge of natural systems which make life possible on Earth
- an understanding that humans are part of these systems and depend on them
- an appreciation of the diverse influences of human activity on natural systems
- an awareness of the need to manage natural systems
- an understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs
- a sense of responsibility and concern for the welfare of the environment and all organisms
- an awareness of their own values concerning environmental issues
- an awareness of the values of others
- a willingness to review their own attitudes in the light of new knowledge and experiences
- a sound basis for further study, personal development and participation in local and global environmental concerns.

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Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries, and major cities

Place Knowledge

- understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - 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
 - human geography relating to: population and urbanization; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

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

Unit Overviews

Term 1

Unit 1 - Rocks and minerals

Approximate length: 3 weeks

This unit provides information about the structure of the Earth and the natural processes that operate on it. Knowledge of the Earth's natural resources is useful to a full understanding of content in later units; for

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example, elements of knowledge of soils is useful to the agricultural parts of Unit 3, and managing the land sections in Unit 4. Case studies, practical tasks and investigations are included where appropriate. Case studies can be particularly useful for the teaching of several aspects of the syllabus through a specific environmental management example.

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.
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Unit 2 - Energy and the Environment

Approximate length: 3 weeks

In this unit, students will examine information of the Earth's natural energy resources is useful to a full understanding of content on fossil fuel formation ,energy resources and the generation of electricity, energy demand and the sustainable use of energy resources.

Specific National Curriculum Objectives Covered:

- Understanding human geography relating to: population and urbanization; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
- 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 and environmental 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
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Term 2

Unit 3 - Agriculture and the Environment

Approximate length: 3 weeks

In this unit students will examine information of the elements of soils is useful to the agricultural and managing the land. Case studies, practical tasks and investigations are included where soil analysis. Topics will include Soil composition, Soils for plant growth, types of agriculture, Increasing agricultural yields and the sustainable use of the land.

Specific National Curriculum Objectives Covered:

- Understanding human geography relating to: population and urbanization; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
- 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 and environmental context for understanding the actions of processes

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- 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
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Unit 4 - Water and its management

Approximate length: 4 weeks

In this unit students will examine information about the water cycle and the management of water resources which link with the atmosphere unit. A similar link exists between water cycle and ecosystems, before the latter becomes a more specialized study in the biosphere section. Topics that will be examined include

Specific National Curriculum Objectives Covered:

- Physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
- 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 and environmental 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
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Term 3

Unit 5 - Ocean and fisheries

Approximate length: 2 weeks

In this unit students will examine information about the ocean currents and world fisheries, which link with the later atmosphere - water cycle and marine ecosystems. Case studies on the ocean and the fishing industry will be examined. Topics to be examined in the ocean as a resource, exploitation of oceanic resources and the sustainable use of the marine ecosystem.

Specific National Curriculum Objectives Covered:

- Physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
- 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 and environmental context for understanding the actions of processes

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- 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
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

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.

<https://www.cambridgeinternational.org/Images/664643-2025-2026-syllabus.pdf>