

# YEAR 10 EVM COURSE SYLLABUS 2025-2026



## Course Outline

### Year 11

*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 lifestyle 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

#### Attainment targets

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By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

### **Subject content**

#### **Key stage 3**

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analyzing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to

## Unit Overviews

### Term 1

#### **Unit 6 - Managing natural hazards**

**Approximate length: 5 weeks**

In this unit, students will examine the different types of natural hazard, including earthquakes, volcanic eruptions, tropical cyclones, flooding, and drought and management of its consequences, strategies for managing these natural hazards.

#### Specific National Curriculum Objectives Covered:

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.

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)

#### **Unit 7 - The atmosphere and human activities**

**Approximate length: 4 weeks**

In this unit, students will examine the atmosphere including the impact of its structure on weather and climate and management of the consequences of weather, atmospheric pollution, and its management. Students will also

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how to plan individual environmental investigations, using suitable techniques of data collection, analysis and presentation.

### Specific National Curriculum Objectives Covered:

- Physical geography relating to: the change in climate from the Ice Age to the present; and glaciation and hydrology.
- 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
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical and environmental processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical and environmental information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- An understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs
- Make reasoned judgements and reach conclusions based on qualitative and quantitative information.

### Term 2

#### **Unit 8 - Human population**

**Approximate length: 4 weeks**

In this unit, students will examine the human populations in terms of birthrates, death rates and migration, where in the world people live, differences in population structure between different countries, the need to control human population growth, and the strategies that could be used to manage.

### Specific National Curriculum Objectives Covered:

- Human geography relating to: population and urbanisation; 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
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical and environmental processes
- An understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs
- Make reasoned judgements and reach conclusions based on qualitative and quantitative information.

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### Unit 9 - Natural ecosystems and human activities

Approximate length: 5 weeks

In this unit, in this unit, students will examine the natural ecosystems and human activities including the physical factors that affect the living things in the ecosystem, the relationships between living things within an ecosystem, the energy transfers that sustain the biodiversity of the world's ecosystems, use pyramids of energy and pyramids of numbers to describe food chains, and how we can best manage these ecosystems to conserve that biodiversity.

#### Specific National Curriculum Objectives Covered:

- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
- 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
- Collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical and environmental processes
- Make reasoned judgements and reach conclusions based on qualitative and quantitative information.
- An understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs

### Term 3

#### External Exam

The assessment consists of two compulsory papers:

- Paper 1 Theory, 1 hour 45 minutes, 80 marks (This paper will be weighted at 50% of the final total mark)
- Paper 2 Management in context, 1 hour 45 minutes, 80 marks (This paper will be weighted at 50% of the final total mark)

## Assessment

**Formative:** Throughout the units, the students will complete graded work, presentations, research projects, tests, quizzes, investigation activities and mocks 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>