



Curriculum Plan Key Stage 4

Geography

Term 1					
Year 10	Year 11				
<p>Students follow the AQA specification towards their GCSE. The AQA Geography Scheme of Work is split into 3 units, each unit has different components. Here is an overview of the units:</p> <p>3.1 Living with the physical environment This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <p>3.2 Challenges in the human environment This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p>3.3 Geographical applications The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. See below the name of the topics that the students will cover in the first term and the key ideas that are taught within the topic.</p> <p>3.1.3.4 Glacial landscapes in the UK</p>	<p>3.1.1 Section A: The challenge of natural hazards In this section, students are required to study all the themes.</p> <p>3.1.1.1 Natural hazards</p> <table border="1"> <thead> <tr> <th>Key idea</th> <th>Specification content</th> </tr> </thead> <tbody> <tr> <td>Natural hazards pose major risks to people and property.</td> <td>Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.</td> </tr> </tbody> </table> <p>3.1.1.2 Tectonic hazards Key ideas</p> <ul style="list-style-type: none"> • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth • Management can reduce the effects of a tectonic hazard. <p>3.1.1.3 Weather hazards Key ideas</p> <ul style="list-style-type: none"> • Global atmospheric circulation helps to determine patterns of weather and climate. • Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions • Tropical storms have significant effects on people and the environment. • The UK is affected by a number of weather hazards. • Extreme weather events in the UK have impacts on human activity. <p>3.1.1.4 Climate change Key ideas</p> <ul style="list-style-type: none"> • Climate change is the result of natural and human factors, and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 	Key idea	Specification content	Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.
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<p>Key ideas</p> <ul style="list-style-type: none"> • Ice was a powerful force in shaping the physical landscape of the UK. • Distinctive glacial landforms result from different physical processes. • Glaciated upland areas provide opportunities for different economic activities, and management strategies can be used to reduce land use conflicts. <p>3.1.2 Section B: The living world In this section, students are required to study Ecosystems, Tropical rainforests and Cold environments .</p> <p>3.1.2.1 Ecosystems</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. <p>3.1.2.2 Tropical rainforests</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Tropical rainforest ecosystems have a range of distinctive characteristics. • Deforestation has economic and environmental impacts. • Tropical rainforests need to be managed to be sustainable. <p>3.1.2.4 Cold environments</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Cold environments (polar and tundra) have a range of distinctive characteristics. • Development of cold environments creates opportunities and challenges. • Cold environments are at risk from economic development. <p>3.2.1 Section A: Urban issues and challenges In this section, students are required to study all the themes.</p> <p>Key ideas</p> <ul style="list-style-type: none"> • A growing percentage of the world’s population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. • Urban sustainability requires management of resources and transport. 	
Term 2	
Year 10	Year 11
3.1.3.1 UK physical landscapes	3.2.3 Section C: The challenge of resource management In this section, students are required to study Resource management and one from Food or Water or Energy. 3.2.3.1 Resource management

Key idea	Specification content	Key ideas	
<p>The UK has a range of diverse landscapes.</p>	<p>An overview of the location of major upland/lowland areas and river systems.</p>	<ul style="list-style-type: none"> • Food, water and energy are fundamental to human development. • The changing demand and provision of resources in the UK create opportunities and challenges. 	
<p>3.1.3.3 River landscapes in the UK</p> <p>Key ideas</p> <ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes. • Different management strategies can be used to protect river landscapes from the effects of flooding. <p>3.3.2 Section B: Fieldwork</p> <p>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.</p> <p>Fieldwork must take place outside the classroom and school grounds on at least two occasions.</p> <p>In this term students will undertake a River Calder fieldwork enquiry and an enquiry into the regeneration of Salford Quays.</p>		<p>3.2.3.2 Food</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase food supply. <p>3.2.3.3 Water</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase water supply. <p>3.2.3.4 Energy</p> <p>Key ideas</p> <ul style="list-style-type: none"> • Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. • Different strategies can be used to increase energy supply. 	
Term 3			
Year 10		Year 11	
<p>3.2.2 Section B: The changing economic world</p> <p>In this section, students are required to study all the themes.</p> <p>Key ideas</p> <ul style="list-style-type: none"> • There are global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap. • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 		<p>3.3.1 Section A: Issue evaluation</p> <p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</p> <p>The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.</p> <p>A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs,</p>	

	<p>satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p> <p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s).</p> <p>Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.</p> <p>The exam will also require students to consider physical and human interrelationships and to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.</p>
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How can parents and carers help?	
Year 10	Year 11
<ul style="list-style-type: none"> • Encourage your child to become more aware of the world, read newspapers, watch the news and discuss what they learn. • Watch documentaries together, these could be on nature, developing countries, climate change, palm oil etc. Nearly everything will assist with their understanding of geography. • Get out together, look at the rivers and the hills, discuss formation through time. Look at Todmorden and talk about how it has developed and what areas of the world are experiencing that we have already experienced. • Take an interest in the half termly homework, ask them to explain it to you. 	<ul style="list-style-type: none"> • As year 10, but with an increased assistance towards revision. • Attend revision evenings and parent/student revision sessions. • Help set up an achievable revision timetable then be willing to read resources and check students work.

Homework/revision	
Year 10	Year 11
<p>Students are set half termly project work, this can be in the form of booklets, online learning, or revision guides.</p> <p>The aim of the homework is to recap previous learning to enhance deep understanding.</p>	<p>Students are set half termly project work, this can be in the form of booklets, online learning, or revision guides.</p> <p>The aim of the homework is to recap previous learning to enhance deep understanding.</p>
Assessment	
Year 10	Year 11
<p>At the end of each topic students undertake a GCSE assessment focusing on that topic. They are marked to GCSE standards and to rigorous grade boundaries and to the AQA assessment objectives.</p> <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</p> <p>AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</p> <p>Students are tracked in these assessments against their target grade and interventions will be put in place if they are not meeting these standards.</p>	<p>In year 11, students continue to be assessed at the end of each topic, but they will also sit mock exams for Paper 1 and Paper 2.</p>