

Curriculum Intent:

GCSE Geography allows pupils to build on skills learnt at key stage 3; enabling them to make sense of the world we live in. We want our students to see how relevant Geography is in our modern and complex world and for students to understand this world and the role they play in the future of it. We want our pupils to become well-rounded and knowledgeable people who are keen to explore the world we live in.

We want all Geographers to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- Develop and extend their competence in a range of geographical skills including numerical, statistical, and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses through fieldwork investigations.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
Content, Knowledge & Skills	<p><u>Urban Issues and Challenges</u></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. • Case study-urban growth in LIC/NEE CITY- Rio de Janeiro. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges- case study focus on Manchester-location chosen due to local context. • Urban sustainability requires management of resources and transport- example- Sustainable urban living-Freiburg Germany. 		<p><u>Natural hazards</u></p> <ul style="list-style-type: none"> • Natural hazards pose major risks to people and property. • 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-case study examples- Nepal and New Zealand earthquakes. • Management can reduce the effects of a tectonic hazard. 	<p><u>Natural Hazards continued</u></p> <p>Climate change</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 and <p><u>Living world</u></p> <ul style="list-style-type: none"> • Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. 	<p><u>Living World continued</u></p> <ul style="list-style-type: none"> • Hot desert ecosystems have a range of distinctive characteristics. • Development of hot desert environments creates opportunities and challenges. • Areas on the fringe of hot deserts are at risk of desertification. <p><u>Resource management</u></p>	<p><u>Resource Management Water:</u></p> <ul style="list-style-type: none"> • Demand for water resources is rising globally but supply can be insecure, which may lead to conflict. <ul style="list-style-type: none"> • Different strategies can be used to increase water supply. <p><u>Human Fieldwork Enquiry</u></p> <ul style="list-style-type: none"> • Choosing a suitable enquiry. • Selecting, measuring and recording appropriate data

		<ul style="list-style-type: none"> • Global atmospheric circulation helps to determine patterns of weather and climate. • Tropical storms develop as a result of particular physical conditions. • Tropical storms have significant effects on people and the environment. • Extreme weather events in the UK have impacts on human activity. 	<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. 	<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 creates opportunities and challenges. 	<ul style="list-style-type: none"> • Selecting appropriate ways of processing and presenting fieldwork • Describing, analysing and explaining data • Drawing conclusions • Evaluation- identifying problems and limitations <p>Pupils will understand the enquiry process outlined above in two ways:</p> <p>a) Application to unfamiliar fieldwork contexts</p> <p>b) Pupils own fieldwork enquiries</p>
<p>Key Vocabulary</p>	<p>Brownfield site, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation , social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl,</p>	<p>Conservative, constructive and destructive plate margin, climate change, earthquake, economic impact, environmental impact, extreme weather, immediate and long-term responses, monitoring, mitigation, adaptation, plate margin, planning, prediction, primary effects, protection,</p>	<p>Abiotic, appropriate technology, biodiversity, biotic, consumer, commercial farming, decomposer, debt reduction, desert fringe, desertification, ecosystem, ecotourism, food chain, food web, global ecosystem, hot desert, logging, mineral extraction, nutrient cycling, over-cultivation,</p>	<p>agribusiness, carbon footprint, energy mix, food miles, fossil fuel, organic produce, resource management, 'grey' water, groundwater management, sustainable development, sustainable water supply, waterborne diseases, water conflict, water conservation, water deficit, water</p>	

			secondary effects, social impact, tectonic hazard, tectonic plate, tropical storm, volcano, weather hazard	overgrazing, producer, rainforest, selective logging, soil erosion, subsistence farming, sustainability.	insecurity, water quality, water security, water stress, water surplus, water transfer	
Assessment	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	End of year Mock Examinations

Curriculum Intent: In year 11 students build upon skills and knowledge learnt in year 10; enabling them to make sense of the world we live in, and prepare them for the next stage of their education, regardless of whether they progress in their geographical education. We want our students to see how relevant Geography is in our modern and complex world and for students to understand this world and the role they play in the future of it. We want our pupils to become well-rounded and knowledgeable people who are keen to explore the world we live in and are equipped to apply skills to their future professions.

We want all GCSE Geographers to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.
- Develop and extend their competence in a range of geographical skills including numerical, statistical, and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses through fieldwork investigations.
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
Content, Knowledge & Skills	<p><u>Physical Landscapes in the UK</u> Encompassing a physical fieldwork study</p> <ul style="list-style-type: none"> • Physical Landscapes: <ul style="list-style-type: none"> ○ The UK has a range of diverse landscapes. • Coastal Landscapes: <ul style="list-style-type: none"> ○ The coast is shaped by a number of physical processes. ○ Distinctive coastal landforms are the result of rock type, structure and physical processes. ○ Different management strategies can be used to protect coastlines from the effects of physical processes. • River Landscapes: <ul style="list-style-type: none"> ○ Distinctive fluvial landforms result from different physical processes. ○ Different management strategies can be used to protect river landscapes from the effects of flooding. 		<p><u>The changing economic world</u></p> <ul style="list-style-type: none"> • There are global variations in economic development and quality of life. • How global development is caused- physical, economic and historical reasons. • Uneven development leads to inequalities in wealth and health such as aid and fairtrade. • Focus on how tourism in Jamaica helps reduce the development gap. • 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. • In depth look at the NEE country of Nigeria looking at location and global and regional importance. • How is the economy of Nigeria changing and explain how TNC's are having an impact on Nigeria. • Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth. 		<p><u>Issue evaluation of pre release material</u></p> <p>Revision of topics and skills covered in year 10 and year 11 examination practice and the revision of content in key areas where the pupils are less secure in, are focused on.</p>	<p><u>Final Examinations</u></p>
Key Vocabulary	Abrasion, arch, attrition, bar, beach, beach nourishment, beach reprofiling, cave, chemical weathering, cliff, cross profile, deposition, discharge, dune regeneration, embankments, erosion, estuary, flood, flood plain, flood plain zoning, flood relief channels, flood risk, flood warning, fluvial processes, gabion, gorge, groyne, hard engineering, headlands and bays, hydraulic action, hydraulic power, hydrograph,		Birth rate, commonwealth, death rate, de-industrialisation, demographic transition model, development, development gap, European Union, Fairtrade, globalisation, gross national income (GNI), human development index (HDI), Industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, literacy rate, microfinance loans, north-south divide, post-			

	interlocking spurs, landscape, lateral erosion, levees, long profile, longshore drift, managed retreat, mass movement, meander, mechanical weathering, ox-bow lake, precipitation, rock armour, saltation, sand dune, sea wall, sliding, slumping, soft engineering, solution, spit, stack, straightening, suspension, traction, transportation, wave cut platform, vertical erosion, waterfall, waves.		industrial economy, science and business parks, service industries, trade, transnational corporation (TNC)			
Assessment	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Mock examinations	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Half termly assessment which includes a range of question styles taken directly from GCSE Geography past exam papers for this specification (including multiple choice, short answer, geographical skills task and extended writing tasks with Spelling, Punctuation and Grammar marks)	Final Examinations