



# GCSE Geography

Course code: AQA 8035

## Aims:

- To know about different places and how humans interact with them making them better or causing problems.
- To understand different environments and processes; the interrelationships between places, environments and processes.
- To interpret, analyse and evaluate geographical information and issues to make judgements.

## Content:

- Living with the physical environment (Paper 1)
- Challenges in the human environment (Paper 2)
- Geographical skills + Geographical applications (Paper 3)

## Curriculum Map

| Year    | Curriculum Overview  | Assessment   |
|---------|--|--|
| Year 10 | <p><b><u>Physical landscapes in the UK</u></b></p> <p>This physical module enables students to gain an understanding of the dynamic nature of physical processes and systems, and human interaction with them in a variety of places in the UK. We will initially study river landscapes then coastal landscapes in detail, looking at the scientific processes that shape our land as well as the engineering that can be put in place to protect people and businesses from these processes.</p> <p><b><u>The changing economic world</u></b></p> <p>In this unit pupils will study a variety of places and at a range of scales looking at various stages of development, such as HICs, LICs and NEEs. We will see how history, politics and climate have influenced the development of these places as well as looking at and evaluating solutions to close the gap between the rich and the poor, including an in-depth look at tourism in Jamaica. Students will look at the dynamic nature of human environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity. Nigeria will be studied as the in-depth example of an NEE country. In the final section of this unit the changing UK economy will be studied.</p> <p><b><u>The challenge of natural hazards</u></b></p> <p>This option allows students to consider the tectonic, geomorphological, and meteorological processes and features in different environments. We study volcanoes, earthquakes, tsunamis, weather hazards and climate change, alongside looking at the UK weather and whether it is getting more extreme. Students will also learn how humans can contribute to natural disasters as well as the need for management and engineering strategies. Four named case studies will be covered in this unit – Hurricane Katrina, Chile and Nepal Earthquakes and UK 2003 Heatwave)</p> <p><b><u>Fieldwork</u></b></p> <p>Students will have the opportunity to undertake two fieldwork investigations, which will be assessed in Paper 3. The Human fieldwork will be to Birmingham City Centre to view regeneration and the Physical to Carding Mill Valley to investigate river characteristics.</p> | Practice essay questions<br><br>Knowledge tests<br><br>End of Unit Summative Assessments<br><br>End of year Mock exams |
| Year 11 | <p><b><u>Urban issues and challenges</u></b></p> <p>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. There will be a focus on the impact of migration and population within LICs and HICs (Lagos and Birmingham)</p>  | Practice essay questions<br><br>Knowledge tests  |



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|  | <p><b><u>The living world</u></b></p> <p>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. During this module, students will study ecosystems and how plants and animals interact with their environment. We will focus on Tropical Rainforests and Hot Deserts, understanding their unique characteristics, as well as looking at how humans can contribute to the destruction or conservation of these fragile habitats.</p> <p><b><u>The challenge of resource management</u></b></p> <p>This human study enables students to understand the supply and demand of resources around the world and how they are unfairly distributed. We will look at food and energy and then complete an in-depth study of water resources and how we can reach security around the world. This module brings together all the physical and human elements of our course as well as looking at how engineering and politics can influence our world.</p> <p><b><u>Issue evaluation</u></b></p> <p>This section contributes a critical thinking and problem-solving element to the assessment structure. A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material. This will then be assessed in paper 3 as a decision-making exercise, alongside Fieldwork questions.</p> | <p>End of Unit Summative Assessments</p> <p>End of year Mock exams</p> |
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#### Assessment:

- Paper 1: Living with the physical environment - Written exam, 1 hour 30 minutes, 35% of GCSE
- Paper 2: Challenges in the human environment - Written exam, 1 hour 30 minutes, 35% of GCSE
- Paper 3: Geographical applications - Written exam, 1 hour 30 minutes, 30% of GCSE (Pre-release resources booklet made available 12 weeks before Paper 3 exam)

#### Extended Learning:

*Students will extend their learning through a combination of key word revision, practice exam questions, research projects, challenge reading and revision.*

#### Connection to the JTFS Approach

| Whole School Theme                   | How does <i>Geography</i> support this?   |
|--------------------------------------|---|
| STRIPE                               | Students will develop their enquiry skills by learning to scan and skim read information effectively, draw conclusions and judgement from data and evidence as well as asking questions of various topics.  |
| STEAM                                | Topics of study that link with STEAM include climate change, shifts in economic power and the challenge of sustainable resource use.  |
| Literacy                             | Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.  |
| Numeracy                             | Students will develop numerical skills that demonstrate an understanding of number, area and scales, and the quantitative relationships between units. Students will also design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. Students will understand and correctly use proportion and ratio, magnitude and frequency as well as being able draw informed conclusions from numerical data. |
| SMSC, British Values and Citizenship | Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. We also look at the impact of migration on our population and how this may have shaped our British Values.   |