**Key Stage 4 Curriculum Overview Geography**
**AQA Level 1/2 GCSE (9-1) in Geography QAN**

**Curriculum Intent**

Geography seeks to enable students to make sense of their world and to understand the processes, (both physical and human), and to recognise the interaction between them. Overall our main aim is to give our students the opportunity to develop a coherent understanding of what places are like and an appreciation of how the various geographical features of places are inter-related, using the core elements of the subject-place, space and environment.

The AQA GCSE Geography specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

**Name of course: GCSE Geography**
Examination Board: AQA
Specification Code: 8035

**GCSE Method of Assessment**

There are three papers:
Paper 1 – Living with the Physical Environment (1 hour 30 minutes – 35% of GCSE)
Paper 2 – Challenges in the human environment (1 hour 30 minutes – 35% of GCSE)
Paper 3 – Geographical Applications (1 hour 30 minutes – 30% of GCSE)

Question Structure – multiple choice, short answer, level of response, extended prose

| **Geography Paper 1 – Living with the Physical Environment** | **Geography Paper 2 – Challenges in the Human Environment** | **Paper 3 – Geographical Applications** |
|---|---|---|
| What's assessed?<br><br>Section A – The Challenge of natural hazards<br>Section B – The Living World (Cold Environments)<br>Section C – Physical landscapes of the UK | What's assessed?<br><br>Section A – Urban Issues and Challenges<br>Section B – The Changing Economic World<br>Section C – The Challenges of Resource Management | What's assessed?<br><br>Section A – Issues Evaluation<br>Section B – Fieldwork |

| Term | Year 10 | Term | Year 11 |
|---|---|---|---|
| **Autumn 1**<br><br>**Paper 1 – The Living World – Ecosystems**<br><br>3.1.2<br><br>(12 hours) | **Title of unit: The Living World – Ecosystems (Introduction and Tropical Rainforests) 12 hours**<br><br>**Main Focus:** Ecosystems exist at a range of scales and involve interactions between biotic and abiotic components.<br><br>**By the end of the unit, students will have learned:**<br>What is an example of a small-scale UK ecosystem?<br>What are food chains and food webs?<br>What are the impacts of one component changing within a ecosystem?<br>How are large scale ecosystems distributed across the world?<br>What are the characteristics of large-scale ecosystems?<br>**By the end of the unit students will be able to:**<br>Introduce the major components of an ecosystem<br>Discuss the inter-relationships within the natural system and the impacts of changing components.<br>Relate these ideas to a small ecosystem in the UK.<br>Use an atlas to identify major biomes<br>Interpret visual images to identify specific characteristics.<br>To be able to link climate as a significant driving factor.<br>The physical characteristic of a tropical rainforest.<br>How plants and animals adapt to the physical environment. | **Autumn 1**<br><br>**Paper 2 – The Changing Economic World**<br><br>**(15 hours)**<br><br>**3.2.2** | **Title of unit: The Changing Economic World – Links to work in Year 9 (15 hours)**<br><br>**Main Focus:** Some LICs or NEEs are experiencing rapid economic development which leads to significant social, economic and cultural change.<br><br>Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.<br><br>**By the end of the unit, students will have learned:**<br>What is an example of an LIC or NEE to illustrate rapid economic development?<br>What is the changing industrial structure within the country?<br>How can the manufacturing industry stimulate economic development?<br>What is the role of transnational corporations (TNCs) in relation to industrial development?<br>How can changing political and trading relationships affect development?<br>What are the environmental impacts of economic development?<br>How does economic development effect the quality of life for a population?<br>What are the economic futures in the UK?<br>What has caused economic change in the UK?<br>How has the post-industrial economy changed in the UK?<br>What is the north-south divide in the UK?<br>What is the place of the UK in the wider world?<br><br>**By the end of the unit students will be able to:**<br>Use an atlas to identify the location of the country<br>Build up a fact file of the wider political, social, cultural and environmental context within the country (Nigeria).<br>Examine the location and importance of the country regionally and globally.<br>Categorise factors into regional and global, and assess significance through ranking.<br>Examine the changing industrial structure through pie charts showing primary, secondary, tertiary, quaternary sectors. |

| | | | |
|---|---|---|---|
| | | | Examine how manufacturing and TNCS can stimulate economic development and social change. Categorise into advantages and disadvantages and evaluate the effectiveness of both strategies.<br>Analyse the changing political and trading relationships with the wider world by making connections to prior knowledge of political and trading relationships (when examining context of case study).<br>Examine types of aid. Provide pupils with examples that they have to correctly identify as being each type of aid. Categorise positive and negative impacts of aid on the receiving country and weigh up to evaluate the effectiveness of aid for stimulating economic development.<br>Use visual evidence/film/articles to illustrate the issues of water/air pollution.<br>Discussion about the cost benefits of development and how managing pollution is a challenge during early phases of rapid economic development.<br>Develop a time-line showing industrial change in the UK.<br>Use OS maps to consider the locational features of science/business parks.<br>Use examples to describe and explain environmental sustainability.<br>Explain how regional differences can be reduced in the UK. |
| Evidence of learning | Practice exam questions<br>Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess. | Evidence of learning | Interpret a range of data (pie charts, bar graphs and maps)<br>Analysis of photographs<br>Development of a range of case studies to illustrate the idea of economic growth. |
| Links to prior learning | KS2 – Tropical Rainforests<br>KS3 – Climate Change | Links to prior knowledge | Year 9 – Development Gap<br>Year 7 – Development unit of work<br>Year 10 - Urban Issues and Challenges |
| Links to future learning | The Physical Landscapes of the UK<br>Geographical Investigations | Links to future learning | Issues Evaluation |
| Careers links | DEFRA, Conservation Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer, Planning Officer, Energy Advisor | Careers links | Urban Planning, Landscape Architecture, Environmental Consultant, Social Researcher, Nature Conservation Officer, Sustainability |
| Protected characteristics | Cultural Diversity | Protected Characteristics | Economic Development |
| **Autumn 2** | **Title of unit: The Living World – Ecosystems (The Cold Environment) 6 hours** | **Autumn 2** | **Title of unit: Physical Landscapes of the UK** |

| | | | |
|---|---|---|---|
| **Paper 1 – The Living World – The Cold Environment**<br><br>**3.1.2**<br><br>**(6 hours)** | **Main Focus:** Cold environments (polar and tundra) have a range of distinctive characteristics, create opportunities and challenges and are at risk from economic development.<br><br>**By the end of the unit, students will have learned:**<br>What are the physical characteristics of a cold environment?<br>How are climate, permafrost, soils, plants, animals and peoples interlinked?<br>How do animals adapt to the physical conditions?<br>What are the issues relating to biodiversity?<br>What are the development opportunities in cold environments?<br>Why might it be challenging to develop cold environments?<br>What is the value of cold environments as wilderness area?<br>Why should these fragile environments be protected?<br>What strategies should be used to balance the needs of economic development with conservation.<br>**By the end of the unit students will be able to:**<br>Identify challenges of the old environment<br>Explain the impacts of development on the indigenous communities and how they are resisting it.<br>Evaluate the extent to which cold environments provide opportunities, explaining the positives and negatives.<br>Explain the value of the cold environment and why it should be protected.<br>Explain the different strategies used to balance the needs of economic development and conservation.<br>Discuss the impacts development has on Indigenous communities. | **Paper 1 – Physical Landscapes of the UK – Coasts**<br><br>**3.1.3**<br><br>**(12 hours)** | **Main Focus:** Cold environments (polar and tundra) have a range of distinctive characteristics, create opportunities and challenges and are at risk from economic development.<br><br>**By the end of the unit, students will have learned:**<br>What are the physical characteristics of a cold environment?<br>How are climate, permafrost, soils, plants, animals and peoples interlinked?<br>How do animals adapt to the physical conditions?<br>What are the issues relating to biodiversity?<br>What are the development opportunities in cold environments?<br>Why might it be challenging to develop cold environments?<br>What is the value of cold environments as wilderness area?<br>Why should these fragile environments be protected?<br>What strategies should be used to balance the needs of economic development with conservation.<br>**By the end of the unit students will be able to:**<br>Identify challenges of the old environment<br>Explain the impacts of development on the indigenous communities and how they are resisting it.<br>Evaluate the extent to which cold environments provide opportunities, explaining the positives and negatives.<br>Explain the value of the cold environment and why it should be protected.<br>Explain the different strategies used to balance the needs of economic development and conservation.<br>Discuss the impacts development has on Indigenous communities. |
| Evidence of learning | Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess.<br>Exam questions<br>Analysis of resources. | | Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess.<br>Exam questions<br>Analysis of resources. |
| Links to prior learning | Year 6 – Tropical Rainforests<br>Year 5 – Extreme Environments | | Physical Landscapes of the UK (Rivers)<br>Year 8 – Coasts<br>Year 8 – Rivers |

| | | | |
|---|---|---|---|
| Links to future learning | Issues evaluation – The pressures of the environment/conflict between development and conservation.<br><br>Resource Management – Use of energy and the impacts on the environment. | | Fieldwork Investigation |
| Careers links | DEFRA, Conservation Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer, Planning Officer, Energy Advisor | | DEFRA, Coastal Management, Marine Biologists, Planning Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer |
| Protected characteristics | Cultural Diversity<br>Economic Inequality within a country | | Cultural Diversity<br>Economic Diversity |
| **Autumn 2**<br><br>**Paper 2 – Urban Issues and Challenges**<br><br>**3.2.1**<br><br>**(18 hours)** | **Title of unit: Urban Issues and Challenges 18 hours**<br><br>**Main Focus:** The global pattern of urban change, urban trends in different parts of the world including HICs and LICs, factors affecting the rate of urbanisation and the emergence of megacities.<br><br>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.<br><br>Urban sustainability requires management of resources and transport.<br><br>**By the end of the unit, students will have learned:**<br>How does urban growth create opportunities and challenges for cities in LICs and NEEs?<br>A case study of a major city in an LIC or NEE (Mumbai).<br>What is the distribution of population like in the UK?<br>A case study of a major city in the UK (London).<br>What are the impacts of national and international migration on the growth and character of London?<br>How is urban change creating opportunities in London?<br>What is urban greening?<br>How is urban change creating challenges in London?<br>Explain the issues of dereliction, building on brownfield sites and waste disposal in London.<br>What are the impacts of urban sprawl?<br>Explain an urban regeneration project (London Docklands).<br>Explain what is meant by sustainability in relation to urban development. | **Spring 1**<br><br>**Paper 2– The Challenge of Resource Management**<br><br>**3.2.3**<br><br>**(20 hours)** | **Title of unit: The Challenge of Resource Management (20 hours)**<br><br>**Main Focus:** The significance of food, water and energy to economic and social wellbeing. An overview of global inequalities in the supply and consumption of resources.<br><br>The changing demand and provision of resources in the UK creates opportunities and challenges.<br><br>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.<br><br>**By the end of the unit, students will have learned:**<br>What is the importance of food, water and energy in relation to social-economic development and wellbeing?<br>Explain how the three resources are linked.<br>Identify areas of low consumption/resource security across the world and suggest why.<br>How is the global use of energy changing?<br>What are the economic and environmental issues associated with exploitation of energy resources?<br>What are the impacts of energy insecurity?<br>How can we increase energy supply? Renewable/non-renewable sources of energy.<br>How will we move towards a more sustainable resource future? |

| | | | |
|---|---|---|---|
| | Use an example of a sustainable city (Curitiba, Brazil).<br><br>**By the end of the unit students will be able to:**<br>Explain how life of the urban poor is being improved.<br>Explain the residential improvement scheme.<br>Discuss how water supply and sanitation can be improved in urban poor areas.<br>Refer to named examples of urban regeneration projects.<br>Use an atlas to describe the pattern of population density in the UK<br>Use maps, census information and other data to explain the main features of the case study city.<br>Provide evidence and examples of how migration has shaped the city over a long period of time.<br>Provide examples and data on the challenges experienced in the city.<br>Define what is meant by urban deprivation<br>Use web-based data to show areas of deprivation in chosen city.<br>Explain a regeneration project.<br>Define what is meant by sustainability in relation to urban development. | | **By the end of the unit students will be able to:**<br>Identify challenges of resource management.<br>Explain how the three resources are linked.<br>Evaluate the global inequalities of resource management.<br>Explain the idea of energy mix.<br>Develop an appreciation that all types of energy may create issues/challenges.<br>Describe the global distribution of energy consumption and supply.<br>Explain the reasons for increasing energy supply and the factors that affect supply.<br>Describe the changing global energy consumption patterns.<br>Assess the significance of the cause of increasing energy consumption, comparing wealth and population growth.<br>Describe the factors affecting energy supply.<br>Identify different strategies that can be used to increase energy supply. |
| Evidence of learning | Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess.<br>Exam questions<br>Analysis of resources. | | Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess.<br>Exam questions<br>Analysis of resources. |
| Links to prior learning | KS3 Population and Development<br>The Changing Economic World – Year 9 | | Year 6 – Rivers and Flooding<br>Extreme Weather (Year 7)<br>Extreme Environments (Year 5)<br>Oceans (Year 5)<br>Physical Landscapes of the UK (Rivers) |
| Links to future learning | **<u>Opportunities for issues evaluation:</u>**<br>Investigate either different strategies to improve the life of the urban poor or one strategy.<br>Either decision making or evaluate one strategy in relation to the specific aim.<br>Traffic congestion in a small town | | **<u>Opportunities for issues evaluation:</u>**<br>Investigation into a local issue (development of wind farms/solar farms).<br><br>**<u>Opportunities for fieldwork</u>**<br>Globalisation of agriculture<br>Questionnaire – peoples shopping habits<br>Use of renewable energy |

| | | | |
|---|---|---|---|
| | | | Survey of local use (wind farms/solar farms/ solar panels on housing). |
| Careers links | Town Planner, Data Analyst, Government Official, Anthropologist, | | Environmental Lawyer, Climatologist, Renewable Energy Scientist, Geoscientist, Environmental Engineer, Clean Car Engineer, Environmental Scientist, Conservation Scientist, Renewable Energy Technician |
| Protected characteristics | Cultural Diversity | | Economic Diversity<br>Cultural Diversity |
| **Spring 2**<br><br>**Paper 1 – Physical Landscapes of the UK – Rivers and Fieldwork (Paper 3)**<br><br>**3.1.3**<br>**3.3.2**<br><br>**(25 hours)** | **Title of unit: UK Physical Landscapes & Fieldwork- Rivers 13 Hours for content & 12 hours for fieldwork**<br><br>**Main Focus:** How the shape of a river valley changes as a river flows downstream.<br><br>**By the end of the unit, students will have learned:**<br>What is the long profile and cross profile of a river and its valley?<br>How do fluvial processes shape a river? Erosion, transportation and deposition.<br>How distinctive fluvial landforms result from different physical processes.<br>A named case study of a river valley in the UK and will be able to identify it's major landforms or erosion and deposition.<br>Explain how different management strategies can be used to protect river landscapes from the effects of flooding.<br><br>**By the end of the unit students will be able to:**<br>Create a glossary with appropriate terminology<br>Use of OS maps to describe and explain rivers<br>Use of annotated diagrams<br>Analysis of graphs to show the long and cross profile of a river and label the distinct features.<br>Explain the different processes in the upper, middle and lower courses of the river.<br>Explain the characteristics of landforms formed from erosion and deposition.<br>Explain how physical and human factors can affect flood risk. | **Spring 2**<br><br>**Paper 3 – Issues Evaluation**<br><br>**(7 hours)**<br><br>**3.3.1** | **Title of unit: Issues Evaluation (7 hours)**<br><br>**Main Focus:** To review and analyse the pre-release information in anticipation of the examination.<br><br>The content of the pre-release material is not known until it arrives at school<br><br>**By the end of the unit students will be able to:**<br>Explain whether they agree or disagree and use evidence to support their judgement.<br>Revise pre prepared answers and learn to adapt these to a range of potential questions.<br>Discuss the contents of the pre-release booklet.<br>Familiarise themselves with the content of the booklet. |
| | | **Evidence of Learning** | Apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry.<br>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry. |
| | | **Links to future learning** | Physical Geography of the UK<br>A Level Physical Geography<br>Resource Management |

| | | | |
|---|---|---|---|
| | Use hydrographs to show the relationship between precipitation and discharge.<br>Evaluate the costs and benefits of different management techniques. | **Careers Links** | DEFRA, Climatologist, Anthropologist, Town Planner, Flood Risk Analyst, Aid Worker, Environmental Scientist, Conservation Officer, Hydrologist, GIS Specialist. |
| | | **Protected Characteristics** | Economic Income, Race, Religions or beliefs. |
| Evidence of learning | Understanding demonstrated in lessons visible in books, demonstrated in verbal answers and questions, and the student's ability to peer and self-assess.<br>Exam questions<br>Analysis of resources.<br>Fieldwork | Spring 2 | **<u>GCSE Revision</u>**<br>Exact content to be determined by class teacher, and will aim to cover the key ideas for all papers including a review of fieldwork techniques. |
| Links to prior learning | Year 8 Climate Crisis – impacts of climate change on extreme environments<br>Year 8 – Coasts – Erosion, transportation and deposition.<br>Year 7 – Extreme Weather<br>Year 6 - Animal adaptations to the Amazon environment | | |
| Links to future learning | Physical Geography of the UK – Coasts<br>Resource Management<br>Issues Evaluation<br>Fieldwork | | |
| Careers links | DEFRA, Coastal Management, Marine Biologists, Planning Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer | | |
| Protected characteristics | Economic Income | | |

**Reading in the curriculum (Literacy & Vocabulary)**

Reading is a crucial skill within the GCSE Geography curriculum, enabling students to access, analyse, and interpret geographical information. It's not just about understanding words, but also about deciphering meaning, identifying biases, and synthesizing information from various sources, including text, maps, and other data. Students need to develop a strong geographical vocabulary and be able to apply it effectively. The key aspects of reading in geography include: Understanding and Interpreting Tests; Analysing and Evaluating Sources, Synthesising Information, developing a Geographical Vocabulary, Applying Reading Skills to Geographical Tasks and Developing a strong foundation for Higher-Level Study.

**Safeguarding including safety in the curriculum**

We ensure that we approach certain topics such as migration or population with sensitivity. The course content is all age appropriate and links to other topics students have studied in other areas of the curriculum. The resources used are appropriate for KS4 pupils and all online resources used have been checked and are continually monitored.

**Values across the curriculum**

Our curriculum supports the understanding of the school's core values throughout all of our units of work.

**Spirituality in the curriculum**

**How does the curriculum reflect the schools Theological routed Christian vision? How is spiritual development an intrinsic part of the curriculum?**

Our curriculum supports the spiritual development of students by creating an environment of curiosity, exploring interconnectedness, and fostering open-mindedness. By developing these key attributes, we hope to develop a sense of connection to something bigger than ourselves, to help students 'Live life in all its fulness', living our values; being the best we can be, in community.

Through the geography curriculum we aim to:

Consider the Ethics – We discuss the moral side of studying societies and cultures around the world.

Boost Curiosity – We encourage pondering big questions while studying geographical concepts e.g. how did the earth form? How are rivers formed? Looking for meaning and purpose in natural and physical phenomena. Emotional drive to know more and to wonder about the world. Wonder at the beauty of natural objects.

Pause for Mindfulness Moments – We integrate short mindfulness exercises for self-awareness and focus.

Connect Concepts – We emphasize how different geographical ideas are interconnected and explore interconnectedness in other subjects across the curriculum.

Develop Open-Minded Learning – We foster an open-minded approach to geographical inquiry. Develop open mindedness to the suggestions of others.

Encourage Earth Respect – We relate geographical knowledge to caring for the environment and promoting sustainability.

Develop Social Education – We emphasize the social differences in a range of societies across the world and encourage students to understand the impacts that this can have on people and countries.

Promote Cultural Education – We encourage a deeper understanding of different cultures, practices and appreciation for the world around us.

**How we track your progress**

To effectively track progress in the GCSE Geography curriculum, teachers utilise various strategies including assessment methods, student portfolios, and our progress descriptors. Regular assessment, including formative and summative evaluations, allows for continuous monitoring of student understanding and skill development. Student work, which collects samples of work, can demonstrate progress over time and showcase achievements. All students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes.

**Parents/Carers can support their child by:**

Parents can support their child by checking Satchel One for homework that is being set and ensuring that it is completed. Encouraging students to take an active interest in current affair and engaging in discussions as a family. Help students to develop their independence and resilience. Encouraging students to read around the subject at home by selecting relevant non-fiction books or exploring relevant websites.

**Sustainability within the subject**

Sustainability is a core theme within the GCSE Geography curriculum, particularly in relation to urban areas and global issues. It's about ensuring that human activity and development meet current needs without compromising the ability of future generations to meet their own. This involves managing resources, minimizing environmental impact, and considering social and economic factors. The key concepts of sustainability in our GCSE curriculum include: environmental sustainability, social sustainability and economic sustainability. Students will study specific examples and will explore the challenges and opportunities of urban sustainability in particular. We will also learn about global sustainability in more detail through the topics of climate change, food security and resource management. In essence, the GCSE Geography curriculum aims to equip students with the knowledge and skills to understand the importance of sustainability and to develop informed opinions and solutions to address global and local environmental and social challenges.