

Department	GEOGRAPHY
Key Stage	KEY STAGE 4
Course Level	GCSE
Exam Board	AQA

Year 9

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 9 Autumn Term (Sept-Dec)	The challenge of natural hazards	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 and meteorological processes and features in different environments, the impacts of these and the need for management strategies.	Natural Hazards and Tectonic Hazards including Earthquakes and Volcanoes	<ul style="list-style-type: none"> Place Environment Change (physical and human) Interconnection between the natural environment and humans Scale Sustainability – how these issues can be managed in a sustainable way Enquiry 	4 CATs across the course of the unit during delivery Tested as part of the end of year 9 and 10 exams and then the Year 11 mock examinations in November and March Forms 37.5% of the final marks in the Paper 1 exam	AQA GCSE Text by Simon Ross and Nick Knowles (Oxford press) As well as using the GCSE TEXT – wider reading can include books such as: “Can we protect people from natural disasters?” by Catherine Chambers “Six Degrees” by Mark Lynas “No-One is too small to make a difference” Greta Thunberg
			Weather Hazards including Tropical Storms (Hurricanes, Cyclones, Typhoons)			
			Extreme weather in the UK			
			Mini fieldwork enquiry			
			Climate Change – evidence for, natural and human causes, the impacts of climate change.			
			Strategies to mitigate and adapt to climate change			
Year 9 Spring Term (Jan-Apr)	The Living World	Ecosystems exist at a range of scales and involve the interaction between humans and the physical environment. In this section the students will be studying ecosystems on a small scale, be taught an overview of world biomes and then study in detail Tropical Rainforests and Hot Deserts.	Small Scale ecosystems (an example of a UK ecosystem)	<ul style="list-style-type: none"> Place (local and international) Environment Change Interconnection between the natural environment and humans Scale (local, national and global) Sustainability – how these issues can be 	4 CATs across the course of the unit during delivery Tested as part of the end of year 9 and 10 exams and then the Year 11 mock examinations in November and March Forms 31.25% of the final marks in the Paper 1 exam	AQA GCSE Text by Simon Ross and Nick Knowles (Oxford press) As well as using the GCSE TEXT – wider reading can include books such as: “Dear Children a call to action: Ousted Orangutan” by MJ Davies “The fate of the forest” by Susanna Hecht
			An overview of the distribution and characteristics of large scale natural global ecosystems			
			Tropical Rainforests – location, characteristics, plants and animals,			

		<p>The students will need to be able to identify key characteristics of each biome, their locations and why they are located there as well as how plants, animals and humans all interact with each other.</p> <p>They will look at threats to ecosystems and be able to explain the possible management strategies that can be used for each.</p>	<p>deforestation in the Amazon and management strategies.</p> <p>DME – Should a road be built in the Peruvian Rainforest? Preparation for Paper 3 Exam</p> <p>Hot deserts – location, characteristics, plants and animals, opportunities and challenges in the Sahara, desertification problems and management strategies.</p>	<p>managed in a sustainable way</p>		
<p>Year 9 Summer Term (Apr-Jul)</p>	<p>UK Physical Landscapes</p>	<p>In this section students are required to study UK physical landscapes and two from Coastal landscapes, River landscapes and Glacial landscapes.</p> <p>We have chosen at Heath Park to cover Coasts and Rivers.</p> <p>The students by the end of the unit will be able to talk and write about the changing landscapes and the processes that shape them, how these landscapes interact with humans and the issues they cause as well as the management strategies that can be used to adapt to the issues.</p>	<p>An overview of the location of major upland/lowland areas and river systems in the UK</p> <p>River Landscapes in the UK including the long profile, processes, formation of landforms, flooding and flood management strategies.</p> <p>Fieldwork Enquiry – Carding Mill Valley – preparation for Section B in Paper 3 Development of unseen fieldwork skills</p> <p>Coasts – wave types and characteristics, coastal processes, geological structure, formation of landforms along the coast, coastal erosion, managing coastal erosion.</p> <p>Fieldwork enquiry – Blackpool Preparation for Section B in Paper 3 Exam</p>	<ul style="list-style-type: none"> • Place • Change – how processes affect the landscape • Environment • Interconnection between the physical environment and human activity • Sustainability – how to manage and control flooding • Enquiry • Testing a Hypothesis • Evaluation 	<p>4 CATs across the course of the unit during delivery</p> <p>Tested as part of the end of year 9 and 10 exams and then the Year 11 mock examinations in November and March</p> <p>Forms 31.25% of the final marks in the Paper 1 exam</p>	<p>AQA GCSE Text by Simon Ross and Nick Knowles (Oxford press)</p> <p>As well as using the GCSE TEXT – wider reading can include books such as:</p> <p>“Coasts, Our island story” By Nicholas Crane</p> <p>National Geographic Articles</p>

Year 10

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 10 Autumn Term (Sept-Nov)	Urban Issues and Challenges	<p>This unit is concerned with human processes, systems and outcomes and how these changes both spatially and temporally. They are studied at a variety of places and at a range of scales and must include places are various stages of development (HIC, NEE, LIC). The students will look at the needs for sustainable management in these areas.</p> <p>Students will develop an awareness of how these areas change over time, the issues that are created because of this urban change and the different solution and management techniques that can be and have been used.</p>	<p>The global pattern of urban change Urban trends in different parts of the world Factors affecting the rate of urbanisation The emergence of megacities</p>	<ul style="list-style-type: none"> • Space • Place • Interconnection between places and people • Changes – migration, population, natural increase, megacities 	<p>4 CATs across the course of the unit during delivery</p> <p>Tested as part of the end of year 10 exams and then the Year 11 mock examinations in November and March</p> <p>Within lessons students will complete small practice exam questions based on the topic.</p> <p>Skills based questions will also be covered.</p> <p>Worth 37.5% of Paper 2</p>	<p>AQA GCSE Text by Simon Ross and Nick Knowles (Oxford press)</p> <p>As well as using the GCSE TEXT – wider reading can include books such as:</p> <p>“How population change will transform our world” Sarah Harper</p>
			<p>A case study of a major city in an NEE/LIC (Rio de Janeiro) - Location and importance Causes of growth How urban growth creates opportunities How urban growth here creates challenges</p> <p>An example of how an urban planning strategy is improving the life of the urban poor</p>	<ul style="list-style-type: none"> • Place • Change • Environment • Sustainability • Cultural understanding and diversity 		
			<p>A case study of a major UK city (Birmingham) - Location and importance Causes of growth How urban growth creates opportunities How urban growth here creates challenges An example of how an urban regeneration strategy in the city.</p> <p>Fieldwork activity to Birmingham CBD Preparation for Section B in Paper 3 Exam</p>	<ul style="list-style-type: none"> • Place • Change • Environment • Sustainability • Cultural understanding and diversity • Formulation of enquiry • Testing Hypothesis • Evaluation of enquiry 		

			Other fieldwork skills development – environmental surveys, traffic surveys etc			
			Features of sustainable urban living: Water and energy conservation Waste recycling Creating green space How urban transport strategies are used to reduce traffic congestion	<ul style="list-style-type: none"> • Place • Change • Environment • Sustainability • Cultural understanding and diversity 		
Spring Term (Nov-March)	The changing economic world	<p>The students will learn in this unit about areas of the world in different stages of development, the factors that may affect development and different strategies that can be used to help countries reduce the development gap. They will also focus on changes that have occurred in the UK economy and the impacts this has on people and places in the country.</p> <p>By the end of the unit, students will be able to answer about how countries measure their development and what they impacts may be.</p>	<p>Classifications and measurements of development Causes of uneven development Management strategies Jamaica case study – Tourism</p> <p>A case study of one LIC/NEE (Nigeria) to illustrate: Location and importance Context of the country Changing industry TNC's (Shell Oil) Changing politics Aid Environmental Impacts of economic development</p> <p>UK Economic Changes Causes of deindustrialisation Modern Industry Changes and effects on rural areas Improvement in UK transport North South Divide Changes to the UK's place in the wider world</p>	<p>Place</p> <p>Change</p> <p>Environment Interconnection</p> <p>Cultural understanding and diversity</p> <p>Sustainability</p>	<p>4 CATs across the course of the unit during delivery</p> <p>Tested as part of the end of year 10 exams and then the Year 11 mock examinations in November and March</p> <p>Within lessons students will complete small practice exam questions based on the topic.</p> <p>Skills based questions will also be covered.</p> <p>Worth 31.25% of Paper 2</p>	<p>As well as the GCSE Text other wider reading books:</p> <p>“Prisoners of Geography” by Tim Marshall</p> <p>“Divided – why we are all living in an age of walls” Tim Marshall</p> <p>“The bottom billion” Paul Collier</p>

<p>Summer Term (Apr-Jul)</p>	<p>The challenge of resource management</p>	<p>In this section students are required to study the significance of food, water and energy to social and economic well being.</p> <p>By the end of the unit they will be able to discuss the fundamentals of these resources in terms of human development as well as understanding how the changing demand for food, water and energy creates opportunities and challenges for people.</p> <p>They will do this through looking at the UK and other named areas around the world.</p>	<p>Overview of global inequalities in the consumption and supply of resources</p> <p>An overview of the resources in relation to the UK, including topics such as organic food, agribusiness, water quality and management of supply in the country, the UK energy mix and issues we face moving forwards.</p> <p>Impacts of energy security in the UK</p> <p>DME – should Abingdon reservoir be built? Preparation for Paper 3 Section B</p> <p>Example of how extraction of fossil fuels has advantages and disadvantages</p> <p>Sustainable energy supply</p> <p>Example of how local renewable energy scheme in an LIC/NEE provides sustainable supplies of energy.</p> <p>Fieldwork skills development and techniques</p>	<ul style="list-style-type: none"> • Place • Change • Environment • Sustainability • Cultural understanding and diversity • Formulation of enquiry • Testing Hypothesis • Evaluation of enquiry 	<p>4 CATs across the course of the unit during delivery</p> <p>Tested as part of the end of year 10 exams and then the Year 11 mock examinations in November and March</p> <p>Within lessons students will complete small practice exam questions based on the topic.</p> <p>Skills based questions will also be covered.</p> <p>Worth 31.25% of Paper 2</p>	<p>AQA GCSE Text by Simon Ross and Nick Knowles (Oxford press)</p> <p>As well as using the GCSE TEXT – wider reading can include books such as:</p> <p>Alternative energy by National Geographic Society</p>
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