

**GCSE Geography AQA – Curriculum Overview Year 11**

	INTENT	IMPLEMENTATION	IMPACT
<b>Term</b>	<p><b>Substantive Knowledge</b></p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b></p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b></p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<b>Autumn Term 1 &amp; 2 Y11 1A &amp; 2A</b>	<p><b><u>Urban Issue and Challenges</u></b></p> <p><b><i>Why is this taught now?</i></b></p> <p>Throughout the GCSE curriculum, topics alternate between Human and Physical Geography, thus this Human Geography topic follows the previous Physical Geography topic (UK Landscapes). It also builds on the spiral KS3 curriculum, where students have already been introduced to a variety of urban environments and how they are changing (e.g. Y7 ‘Bexleyheath - Clone town investigation’, Y9 ‘Why do cities change?’)</p> <hr/> <p>Part 1: Global trends and patterns</p> <ul style="list-style-type: none"> <li>➤ Understanding global patterns of urbanisation and why a growing percentage of the world’s population lives in urban areas.</li> <li>➤ Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.</li> </ul> <p>Part 2: Urban issues and challenges in LICs/NEEs</p> <ul style="list-style-type: none"> <li>➤ A case study of a major city in an LIC or NEE (Rio de Janeiro in Brazil) to illustrate: the location and importance of the city, regionally, nationally and</li> </ul>	<p><b>Cartographic skills</b>, e.g. recognising, describing and explaining patterns (space) and trends (time) of urbanisation on a global scale)</p> <p><b>Graphical skills</b>, e.g. interpret and extract information from different types of maps, graphs and charts (population pyramids)</p> <p><b>Numerical skills</b>, e.g. draw informed conclusions from numerical data such as employment statistics to demonstrate urban change in the UK</p> <p><b>Statistical skills</b>, including the use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</p> <p><b>Literacy Skills</b>, including descriptive, analytical and critical writing and communicating ideas effectively and develop an extended written argument (e.g. practice exam questions)</p>	<p>In-class teacher assessment through Q &amp; A</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice and independent research.</p> <p>Formative teacher assessment during lesson</p> <p>End of module tests</p>

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	<p>internationally causes of growth: natural increase and migration</p> <ul style="list-style-type: none"><li>➤ Using the Rio de Janeiro case study, investigating opportunities, such as (a) social: access to services – health and education; (b) environmental: access to resources – water supply, energy and (c) economic</li><li>➤ Using Rio as a case study, investigating challenges, including: managing urban growth (slums) and access to resources and infrastructure, providing access to services, waste disposal, air and water pollution, traffic congestion.</li><li>➤ An example of how urban planning is improving the quality of life for the urban poor: Favela Bairro Project in Rio</li></ul> <p>Part 3: Urban issues and challenges in an HIC</p> <ul style="list-style-type: none"><li>➤ Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li><li>➤ Overview of the distribution of population and the major cities in the UK.</li><li>➤ A case study of a major city in the UK (London) to illustrate: the location and importance of the city in the UK and the wider world impacts of national and international migration on the growth and character of the city</li><li>➤ how urban change has created opportunities: social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems environmental: urban greening</li><li>➤ how urban change has created challenges: social and economic: urban deprivation, inequalities in housing, education, health and employment environmental: dereliction, building on brownfield and greenfield sites, waste disposal the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.</li></ul>		
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	<ul style="list-style-type: none"> <li>➤ An example of an urban regeneration project (Woolwich Arsenal in Greenwich, London) to show: reasons why the area needed regeneration and the main features of the project.</li> </ul> <p>Part 4: Sustainable cities for the future</p> <ul style="list-style-type: none"> <li>➤ Features of sustainable urban living: water and energy conservation waste recycling creating green space. How urban transport strategies are used to reduce traffic congestion (Examples: Freiburg, Germany and BedZED, UK)</li> </ul>		
<p><b>Spring Term 2A</b></p>	<p><b><u>Fieldtrip 2 Human Investigation.</u></b>            Visit to Woolwich Arsenal to study the impacts of urban regeneration (Used as a case study on regeneration in the urban topic)            Investigation title: <b>How has the brownfield site at Woolwich Arsenal changed?</b></p> <p><b><u>Hazards</u></b></p> <p>Why is this taught now?</p> <p>Throughout the GCSE curriculum, topics alternate between Human and Physical Geography, thus this Physical Geography topic follows the previous Human Geography topic (Urban Issues and Challenges). It also builds on the spiral KS3 curriculum, where students have already been introduced to a variety of atmospheric and tectonic hazards (e.g. in Year 9 - Haiti earthquake and Montserrat volcanic eruption; in Year 7 - Weather &amp; Climate)</p> <hr/> <p>Introduction</p> <ol style="list-style-type: none"> <li>1. Natural hazards pose major risks to people and property.               <ul style="list-style-type: none"> <li>• Definition of a natural hazard.</li> <li>• Types of natural hazard.</li> </ul> </li> </ol>	<p><b>Primary data collection:</b> Land use mapping (RICEPOTS) Re-photography &amp; Environmental Quality Survey.</p> <p><b>Cartographic skills</b>, e.g. recognising, describing and explaining patterns (space) and trends (time) of urbanisation on a global scale)</p> <p><b>Graphical skills</b>, e.g. interpret and extract information from different types of maps, graphs and charts (population pyramids)</p> <p><b>Numerical skills</b>, e.g. draw informed conclusions from numerical data such as employment statistics to demonstrate urban change in the UK</p> <p><b>Statistical skills</b>, including the use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</p> <p><b>Literacy Skills</b>, including descriptive, analytical and critical writing and communicating ideas</p>	<p>In-class teacher assessment through Q &amp; A</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice and independent research.</p> <p>Formative teacher assessment during lesson</p> <p>End of module tests</p>

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	<ul style="list-style-type: none"> <li>• Factors affecting hazard risk.</li> </ul> <p>Tectonic Hazards</p> <p>2. Earthquakes and volcanic eruptions are the result of physical processes.</p> <ul style="list-style-type: none"> <li>• Plate tectonics theory.</li> <li>• Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</li> <li>• Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</li> </ul> <p>3. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</p> <ul style="list-style-type: none"> <li>• Primary and secondary effects of a tectonic hazard.</li> <li>• Immediate and long-term responses to a tectonic hazard.</li> <li>• Use named examples (LIC - Haiti, 2010 earthquake and HIC - Italy, 2009 earthquake) to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</li> </ul> <p>4. Management can reduce the effects of a tectonic hazard.</p> <ul style="list-style-type: none"> <li>• Reasons why people continue to live in areas at risk from a tectonic hazard.</li> <li>• How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</li> </ul> <p>Atmospheric Hazards</p> <p>5. Global atmospheric circulation helps to determine patterns of weather and climate.</p> <ul style="list-style-type: none"> <li>• General atmospheric circulation model: pressure belts and surface winds.</li> <li>• Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</li> </ul>	<p>effectively and develop an extended written argument (e.g. practice exam questions)</p>	
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	<ul style="list-style-type: none"><li>• Global distribution of tropical storms (hurricanes, cyclones, typhoons).</li><li>• An understanding of the relationship between tropical storms and general atmospheric circulation.</li><li>• Causes of tropical storms and the sequence of their formation and development.</li><li>• The structure and features of a tropical storm.</li><li>• How climate change might affect the distribution, frequency and intensity of tropical storms.</li></ul> <p>6. Tropical storms have significant effects on people and the environment.</p> <ul style="list-style-type: none"><li>• Primary and secondary effects of tropical storms.</li><li>• Immediate and long-term responses to tropical storms.</li><li>• Use a named example of a tropical storm (Typhoon Hayan, Philippines) to show its effects and responses.</li><li>• How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</li></ul> <p>7. Weather hazards in the UK</p> <ul style="list-style-type: none"><li>• An overview of types of weather hazard experienced in the UK.</li><li>• Extreme weather events in the UK have impacts on human activity.</li><li>• An example of a recent extreme weather event in the UK (“Beast from the EAST”) to illustrate: causes; social, economic and environmental impacts; how management strategies can reduce risk.</li><li>• Evidence that weather is becoming more extreme in the UK.</li></ul> <p>8. Climate Change</p> <ul style="list-style-type: none"><li>• Evidence for climate change from the beginning of the Quaternary period to the present day.</li></ul>		
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	<ul style="list-style-type: none"> <li>• Possible causes of climate change: (a) natural factors – orbital changes, volcanic activity and solar output as well as (b) human factors – use of fossil fuels, agriculture and deforestation.</li> <li>• Effects of climate change on people and the environment.</li> <li>• Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</li> <li>• Managing climate change via (a) mitigation – alternative energy production, carbon capture, planting trees, international agreements and (b) adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels.</li> </ul>		
<p><b>Spring Term 2B</b></p>	<p><b><u>Intent</u></b></p> <p><b><u>Resources</u></b></p> <p>Why is this taught now?</p> <p>Throughout the GCSE curriculum, topics alternate between Human and Physical Geography, thus this Human Geography topic follows the previous Physical Geography topic (Hazards). It also builds on the spiral KS3 curriculum, where students have already been introduced to the problems of resource distribution and food insecurity (e.g. in Year 9 – the unit “Hungry?”)</p>	<p><b>Cartographic skills</b>, e.g. recognising, describing and explaining patterns (space) and trends (time) of urbanisation on a global scale)</p> <p><b>Graphical skills</b>, e.g. interpret and extract information from different types of maps, graphs and charts (population pyramids)</p> <p><b>Numerical skills</b>, e.g. draw informed conclusions from numerical data such as employment statistics to demonstrate urban change in the UK</p> <p><b>Statistical skills</b>, including the use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</p> <p><b>Literacy Skills</b>, including descriptive, analytical and critical writing and communicating ideas</p>	<p>In-class teacher assessment through Q &amp; A</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice and independent research.</p> <p>Formative teacher assessment during lesson</p> <p>End of module tests</p> <p>End of Year assessments</p>
	<p>1. Introduction to Resource management</p> <ul style="list-style-type: none"> <li>• Food, water and energy are fundamental to human development.</li> <li>• The significance of food, water and energy to economic and social well-being.</li> <li>• An overview of global inequalities in the supply and consumption of resources.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• The changing demand and provision of resources in the UK create opportunities and challenges.</li> </ul> <p>2. An overview of resources (food, water and energy) in relation to the UK.</p> <p>Food:</p> <ul style="list-style-type: none"> <li>➤ the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce</li> <li>➤ larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food</li> <li>➤ the trend towards agribusiness.</li> </ul> <p>Water:</p> <ul style="list-style-type: none"> <li>➤ the changing demand for water</li> <li>➤ water quality and pollution management</li> <li>➤ matching supply and demand – areas of deficit and surplus</li> <li>➤ the need for transfer to maintain supplies.</li> </ul> <p>Energy:</p> <ul style="list-style-type: none"> <li>➤ the changing energy mix – reliance on fossil fuels, growing significance of renewables</li> <li>➤ reduced domestic supplies of coal, gas and oil</li> <li>➤ economic and environmental issues associated with exploitation of energy sources.</li> </ul> <p>3. Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</p> <ul style="list-style-type: none"> <li>• Areas of surplus (security) and deficit (insecurity)</li> <li>• global patterns of calorie intake and food supply</li> <li>• reasons for increasing food consumption: economic development, rising population</li> <li>• factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty.</li> <li>• Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest.</li> </ul>	<p>effectively and develop an extended written argument (e.g. practice exam questions)</p>	
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	<p>4. Strategies to increase food supply.</p> <ul style="list-style-type: none"> <li>• irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology</li> <li>• an example of a large scale agricultural development to show how it has both advantages and disadvantages (“Thanet Earth”)</li> <li>• Moving towards a sustainable resource future: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses</li> <li>• an example of a local scheme in an LIC or NEE to increase sustainable supplies of food (Rice &amp; Fish culture, Bangladesh).</li> </ul>		
<p><b>Summer Term 3A</b></p>	<p><b><u>Pre-release (Issue evaluation) and exam preparation</u></b></p> <p>Why is this taught now?</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.</p> <ul style="list-style-type: none"> <li>• Since this part of the GCSE exam is synoptic, teaching will usually involve both content revision of Human and Physical topics as well as the application of geographical skills.</li> <li>• Students are being prepared to 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.</li> <li>• Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the</li> </ul>	<p><b>Cartographic skills</b>, e.g. recognising, describing and explaining patterns (space) and trends (time) of urbanisation on a global scale)</p> <p><b>Graphical skills</b>, e.g. interpret and extract information from different types of maps, graphs and charts (population pyramids)</p> <p><b>Numerical skills</b>, e.g. draw informed conclusions from numerical data such as employment statistics to demonstrate urban change in the UK</p> <p><b>Statistical skills</b>, including the use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.</p> <p><b>Literacy Skills</b>, including descriptive, analytical and critical writing and communicating ideas</p>	<p>In-class teacher assessment through Q &amp; A</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice and independent research.</p> <p>Formative teacher assessment during lesson</p>

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	<p>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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>effectively and develop an extended written argument (e.g. practice exam questions)</p>	
<p><b>Summer Term 3B</b></p>	<p><u>External examinations (GCSE exams)</u></p>		