

### Year 11 GCSE Geography Curriculum

Year 11		HT1	HT2	HT3	HT4	HT5	HT6
	<b>Topic</b>	Challenge of Natural Hazards	Changing Economic World		Resource Management		Issue Evaluation and Revision
<b>subject</b>	<b>Why this and why now?</b>	<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. The aims of this unit are to develop an understanding of the tectonic, geomorphological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere</p> <p>This unit is the first unit in the Paper 1 exam and is one of the largest units. This unit is best suited in the autumn term as it reintroduces students to the GCSE. Students will have studied processes and natural formations in both KS3 and in Y10 so their understanding of how to develop answers linked to processes will already exist to be built on.</p>	<p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). 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</p> <p>This unit is a complex unit as it focuses heavily on economics and development. This unit is best suited in Y11 as students will have completed the majority of the course and will therefore have a thorough understanding of the expectations AQA set for knowledge and understanding. As there are two large case studies in this unit, it is essential that students know how to use a case study effectively in answers</p>		<p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). 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</p> <p>This unit is a small unit but links to economic factors, therefore is best suited after CEW. It also links to physical processes of hydrology so is better taught after covering physical landscapes</p>		<p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts. Students develop knowledge and understanding of physical geography themes in unit 3.1 and human geography themes in unit 3.2. This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can 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. 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. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups</p>
	<b>What is the essential knowledge that</b>	<ul style="list-style-type: none"> <li>Natural hazards pose major risks to people and property</li> </ul>	<ul style="list-style-type: none"> <li>There are global variations in economic development and quality of life</li> </ul>		<ul style="list-style-type: none"> <li>The changing demand and provision of resources in the UK</li> </ul>		<p>Students will develop a critical perspective on the issue(s) studied, consider the points of view of stakeholders involved, make an appraisal of the</p>

<p><b>needs to be remembered?</b></p>	<ul style="list-style-type: none"> <li>• Earthquakes and volcanic eruptions are the result of physical processes</li> <li>• The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth (Haiti and New Zealand)</li> <li>• Management can reduce the effects of a tectonic hazard</li> <li>• Global atmospheric circulation helps to determine patterns of weather and climate</li> <li>• Tropical storms develop as a result of particular physical conditions</li> <li>• Tropical storms have significant effects on people and the environment (Typhoon Haiyan)</li> <li>• The UK is affected by a number of weather hazards (Beast from the East)</li> <li>• Extreme weather events in the UK have impacts on human activity</li> <li>• Climate change is the result of natural and human factors, and has a range of effects</li> <li>• Managing climate change involves both mitigating and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Various strategies exist for reducing the global development gap</li> <li>• Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change (Nigeria)</li> <li>• Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth</li> </ul>	<p>create opportunities and challenges</p> <ul style="list-style-type: none"> <li>• Demand for water resources is rising globally but supply can be insecure, which may lead to conflict</li> <li>• Different strategies can be used to increase water supply</li> </ul>	<p>advantages and disadvantages, and evaluate the alternatives</p>
<p><b>What is the assessment intent and how will you assess?</b></p>	<p>AQA released exam questions and mark schemes are used throughout lessons to consolidate the learning of each lesson and link the knowledge to specific example questions</p> <p>Mid unit assessments are created using AQA released exam questions and are graded using the average grade boundaries from previous exam years. These assessments are at key points to consolidate that section of the specification:</p> <ul style="list-style-type: none"> <li>• After tectonic hazards</li> <li>• After weather hazards</li> </ul>	<p>AQA released exam questions and mark schemes are used throughout lessons to consolidate the learning of each lesson and link the knowledge to specific example questions</p> <p>Mid unit assessments are created using AQA released exam questions and are graded using the average grade boundaries from previous exam years. These assessments are at key points to consolidate that section of the specification:</p> <ul style="list-style-type: none"> <li>• After global development</li> <li>• After Nigeria case study</li> </ul>	<p>AQA released exam questions and mark schemes are used throughout lessons to consolidate the learning of each lesson and link the knowledge to specific example questions</p> <p>Mid unit assessments are created using AQA released exam questions and are graded using the average grade boundaries from previous exam years. These assessments are at key points</p>	<p>Assessment will consist of a series of questions related to a contemporary geographical issue(s), leading to a more extended piece of writing which will involve an evaluative judgement. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue(s) in the pre-release resources booklet and the question paper. They will also use geographical skills to set the issue(s) in context and to examine conflicting viewpoints about the issue(s). 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</p>

	<p>End of unit assessment is an AQA past paper that covers the unit in full. Grades are set according to AQA grade boundaries for the relevant year (matched with the paper year). Past papers are used to give students an experience of what it would be like in the summer exams</p>	<p>End of unit assessment is an AQA past paper that covers the unit in full. Grades are set according to AQA grade boundaries for the relevant year (matched with the paper year). Past papers are used to give students an experience of what it would be like in the summer exams</p>	<p>to consolidate that section of the specification:</p> <ul style="list-style-type: none"> <li>• After UK food and water</li> </ul> <p>End of unit assessment is an AQA past paper that covers the unit in full. Grades are set according to AQA grade boundaries for the relevant year (matched with the paper year). Past papers are used to give students an experience of what it would be like in the summer exams</p>	<p>alternatives. 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</p>
<p><b>What does the end point look like?</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and identify different natural hazards and factors that affect hazard risk</li> <li>• Describe the structure of the earth, how the crust is split into tectonic plates and what causes these plates to move</li> <li>• Describe the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins</li> <li>• Describe and explain the physical processes taking place at different types of plate margin</li> <li>• Categorise the effects and responses of two named earthquakes</li> <li>• Compare the effects and responses of two named earthquakes of contrasting levels of wealth</li> <li>• Explain why people continue to live in areas at risk from a tectonic hazard</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Suggest different ways of classifying parts of the world</li> <li>• Identify different economic and social measures of development and suggest limitations to these measures</li> <li>• Describe and explain causes of uneven development and its consequences</li> <li>• Describe strategies used to reduce the development gap</li> <li>• Use an example to explain how the growth of tourism in and LIC or NEE (Kenya) helps to reduce the development gap</li> <li>• Use a case study of an LIC or NEE (Nigeria) to illustrate: <ul style="list-style-type: none"> <li>○ The location and importance of the country (regionally and globally)</li> <li>○ Describe the changing industrial structure and explain how manufacturing can stimulate economic development</li> </ul> </li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Suggest links between food, water and energy supplies to economic and social well being, and suggest reasons for global inequalities of supply and consumption</li> <li>• Describe and explain the growing demand for food in the UK</li> <li>• Identify impacts of food demands in the UK</li> <li>• Describe and explain the changing demand for water in the UK</li> <li>• Identify impacts of water demands in the UK</li> <li>• Describe and explain the changing energy mix in the UK</li> <li>• Identify impacts of energy sources in the UK</li> <li>• Identify and describe areas of water surplus and deficit</li> <li>• Suggest reasons for water consumption and</li> </ul>	<p>Students will be developing their revision techniques to prepare for their final exams. Issue evaluation resources will be analysed to complete this section of Paper 3</p>

		<ul style="list-style-type: none"> <li>• Describe and explain how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard</li> <li>• Briefly describe the general atmospheric circulation model</li> <li>• Describe the global distribution of tropical storms</li> <li>• Describe the causes of a tropical storm and identify key structure and features of a tropical storm</li> <li>• Describe and explain how climate change might affect the distribution, frequency and intensity of tropical storms</li> <li>• Categorise the effects and responses of a named tropical storm</li> <li>• Describe and explain how monitoring, prediction, protection and planning can reduce the effects of a tropical storm</li> <li>• State types of weather hazard experienced in the UK</li> <li>• Use an example of a recent extreme weather in the UK to illustrate:             <ul style="list-style-type: none"> <li>○ Causes</li> <li>○ Impacts</li> <li>○ How management strategies can reduce risk</li> <li>○ That weather is becoming more extreme in the UK</li> </ul> </li> <li>• Identify evidence of climate change</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluate the advantages and disadvantages of TNCs (Shell) to the country</li> <li>○ Describe the changing political and trading relationships with the wider world</li> <li>○ Describe and explain the types of aid received by the country</li> <li>○ Identify the effects on quality of life and the environmental impacts of economic development</li> <li>• Describe causes of economic change in the UK</li> <li>• Suggest why the UK is moving towards a post-industrial economy</li> <li>• Explain how industry impacts the physical environment and use an example to suggest how modern industry can be sustainable</li> <li>• Compare the social and economic changes in a rural landscape in one area of population growth and one of decline</li> <li>• Describe the impacts of improvements and developments of transport in the UK</li> <li>• Suggest strategies to resolve the north-south divide</li> </ul>	<p>describe factors that affect water availability</p> <ul style="list-style-type: none"> <li>• Explain the impacts of water insecurity</li> <li>• Suggest how water supplies can be increased and use an example to describe advantages and disadvantages of a large scale water transfer scheme</li> <li>• Justify how different strategies can move towards a sustainable future</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Explain the natural and human causes of climate change</li> <li>• Suggest effects of climate change on people and the environment</li> <li>• Evaluate strategies of managing climate change (mitigation and adaptation)</li> </ul>			
<p><b>How does it cover the NC?</b></p>	<ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li> <li>• AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>	<ul style="list-style-type: none"> <li>• AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li> <li>• AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s))</li> </ul>

