Intent:

The study of Geography at GCSE is exciting and relevant, comprising of physical and human themes, that build upon the key knowledge that was addressed at KS3. At KS3, Geography was taught locally, nationally, regionally, and globally, whereas in KS4, topics are split into human and physical and cover a range of scales. Case studies are not repeated from KS3 in an attempt to broaden students' knowledge of issues across the world. Similar to KS3, key knowledge, such as skills, are embedded throughout the curriculum.

The curriculum is sequenced not per paper nor per topic. Instead, physical and human topics are interleaved and split across Years 10 and 11, to provide opportunities to retain and commit knowledge to long term memory upon revisiting in Year 11. For example, within the Living World unit, ecosystems, biomes, and the tropical rainforest are taught in Year 10 and these themes are revisited through hot deserts in Year 11.

Both fieldwork opportunities will be conducted at the end of Year 10 in half-term 6. The physical fieldwork will focus on fluvial processes and changing channel characteristics in the River Bolin in Stockport. The human fieldwork will focus on the level of success of regeneration in Media City, Manchester. Once back in the classroom, students will analyse their data and consider the reliability and accuracy of their data and the impact that this can have on drawing relevant conclusions. Fieldwork will be revisited in Year 11 in relation to their unfamiliar fieldwork practice.

Upon completion of the GCSE course, students will have a deep and broad knowledge of processes that affect the world and will be able to draw connections between places with similar opportunities and challenges. This will equip students with the knowledge, fieldwork experience and skillset to progress onto A-Level and beyond.

Key disciplinary knowledge such as: **adaptation, migration, globalisation, climate, inequality, interdependence, management, mitigation, geomorphology, natural disasters, economy, biodiversity, sustainability, conflict, map skills, and fieldwork** are intricately woven throughout the curriculum. This strategic integration allows these concepts to be revisited with increasing complexity and applied through diverse geographical lenses, enhancing both understanding and application in varied contexts.

Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Introduced	**Paper 1 – Living World – Ecosystems and Rainforests** Students will begin their GCSE studies by exploring ecosystems at a range of scales and the interactions between biotic and abiotic components. They will then investigate the characteristics of a rainforest along with how they are under threat, and how they are managed sustainably.	**Paper 2 – Urban Issues and Challenges - Manchester** Students will begin their Human Geography studies by looking at the opportunities and challenges of living in a HIC urban area. They will consider an in-depth case study of **Manchester** and the main features of its regeneration. They will finish this topic by looking at sustainable living, with regards to water and energy conservation, waste recycling, creating green space, and transport.	**Paper 1 – River Landscapes in the UK** Students will explore the range of diverse landscapes in the UK before looking at how river profile changes, due to processes. They will then use these processes to explain the formation of waterfalls, gorges, interlocking spurs, meanders, ox-bow lakes, deltas, levees and floodplains. They will consider the physical and human causes of flooding and link this to river management.	**Paper 2 – Changing Economic World – Nigeria** Students will consider the global variations in economic development and quality of life before looking at the various strategies for reducing the global development gap. They will then complete an in-depth case study of Nigeria to illustrate its social, economic, cultural and environmental change as a result of rapid economic growth.	**Paper 1 – Challenge of Natural Hazards – Tectonic Hazards** Students will begin their studies of natural hazards by exploring the different types of hazard and evaluating the factors affecting risk. Then they will explore plate tectonic theory and the processes that create earthquakes and volcanoes. Students will explore two case study examples and consider how the impacts and responses vary between areas of contrasting levels of wealth. They will then explore how management can be used to reduce the effects of a tectonic hazard. Finally, students will explore how the world's climate is changing and how to manage this.	**Paper 2 – The Challenge of Resource Management** Students will begin their studies of resource management by considering the global inequalities in the supply and consumption of resources. They will then explore the changing demand and provision of resources in the UK; namely food, water and energy. The Beginning and end of this half term will see the students complete their physical (river study) and human (regeneration study) fieldwork.

Key vocabulary/ concepts/ideas students must master	**Topics:** -Interactions between biotic and abiotic components in ecosystems -Characteristics of rainforests -Causes of deforestation -Impacts of deforestation -Sustainable management of rainforests **Key Words:** -Biodiversity, biotic, abiotic, biome, nutrient cycle -Logging, cattle ranching, -Soil erosion, eutrophication -Ecotourism, selective logging, **Location –** Amazon **Place** – Brazil, UK **Process** - Weathering, Uptake, Fallout, Release, Leaching, Runoff, Deforestation, **Skills –** graph skills, measures of central tendency	**Topics**: -Urbanisation, patterns and rates, factors influencing urban growth. -Location and importance of Manchester -Opportunities of Manchester -Challenges of Manchester -Regeneration of Media City -Sustainable living **Key Words**: Megacity, rural-urban migration, natural increase, push and pull factors, socioeconomic, sustainable, sanitation, greenfield, brownfield, urban sprawl, deprivation, and inequality **Location** – UK **Place –** Manchester **Process** – Urbanisation, migration, urban greening, **Skills** - Choropleth, graph skills,	**Topics** -Physical landscape of the UK; geology of upland and lowland -Long and cross profile of a river physical processes -Creation of landforms in the upper, middle, and lower course -Physical and human causes of flooding and how it affects the shape of hydrographs. -River management; costs and benefit of hard/soft engineering. **Keywords**: -Long profile, cross profile, abrasion, attrition, solution and hydraulic action, traction, saltation, suspension, deposition, interception, surface runoff, throughflow, groundwater flow, **Location –** UK **Place** – River Tees **Process –** Erosion, transportation, deposition	**Topics** -Economic and social measures of development -The Demographic Transition Model -Causes of uneven development -Consequences of uneven development -Overview of the strategies used to reduce the development gap -Location and importance of Nigeria -The role of TNCs in Nigeria -How aid has impacted Nigeria **Keywords:** -HDI, life expectancy, GNI, infant mortality rate, birth rate, death rate, fairtrade, debt relief, microfinance, TNC, quality of life **Location** – Nigeria **Place** – Nigeria **Process** – globalisation, DTM, reducing the development gap	**Topics** -Introduction to natural hazards; definitions, types, factors affecting risk -Plate tectonic theory; layers of the earth, plate boundaries, global distribution of hazards -Primary and secondary effects of a tectonic hazard -Immediate and long-term responses to a tectonic hazard -Management of hazards -Climate change; causes, effects, management **Keywords**: -Slab pull, ridge push, Ring of Fire, subduction, friction, prediction, protection, planning, social/economic/environmental impacts, mitigation, adaptation, Milankovitch, **Location –** Asia South America **Place** – Chile - Nepal **Process** – subduction, ridge push, slab pull,	**Topics** -global overview of resources and inequalities -carbon footprints and food miles -trends towards agribusiness -changing supply and demand of water and the need for water transfer schemes -the changing energy mix of the UK and economic and environmental issues associated with coal, oil and gas. **Keywords**: -Consumption, deficit, surplus, security, insecurity, organic, carbon footprint, seasonal, agribusiness, renewables, non-renewables, irrigation **Location -** UK **Place** – Kielder **Process** – supply and demand, **Skills** – pie charts
Knowledge synoptic links	• Deserts • GAC • Climate graphs • Climate change	• Mumbai • Unequal development • Climate change • Sustainable management of resources	• Coastal processes and management • Climate change (flooding) • Extreme weather in the UK	• UK development • Urbanisation in LIC/NEE • Urbanisation patterns • Resource management	• Weather hazards • Cause, effect, response • Uneven development	• Location of world biomes • GAC • Climate change • Uneven development
CEIAG Links/ Opportunities	• Naturalist • Nature conservation officer • GIS analyst • Sustainability consultant • Statistician • Ecologist • Conservationist	• Town planner • Councillor • Politician • Regenerative planner • Demographist • Recycling strategist	• Flood management officer • Environmental agency • United Utilities • Town planner • Councillor • Statistician • Engineer	• UN advisor • Politician • Humanitarian worker • Aid worker • Demographer • Civil service	• Seismologist • Volcanologist • Climate change scientist • Humanitarian worker • Relief and refugee worker • Climate activist	• City planners • Oil and gas trader • Miner • Climate activist • Cartographer • Statistician • Researcher into sustainable energy

Year 11	Half Term 1	Half Term 1- 2	Half Term 2	Half Term 3	Half Term 3 -4	Half Term 4	Half Term 5
Knowledge Introduced	**<u>Paper 1 – Living World – Hot Deserts</u>** Students will return to their studies of the living world by exploring the hot desert biome. They will explore the distinctive characteristics of hot deserts and consider issues related to biodiversity. They will then consider the opportunities and challenges of the environment, before exploring the causes of desertification and how it can be managed.	**<u>Paper 2 – Urban Issues and Challenges - Mumbai</u>** Students will return to their Urban Issues studies by completing an in-depth case study of Mumbai. They will explore the location and importance of the megacity, before evaluating the opportunities and challenges that urban growth has presented the area with. Finally, students will assess the success of urban planning strategies, that aim to improve the quality	**<u>Paper 1 – Coastal Landscapes in the UK</u>** Students will explore how the coast is shaped by a number of physical processes. They will then consider the role of these processes in the formation of coastal landforms. Students will then study an example of a section of coastline in the UK, to identify its major landforms of erosion and deposition. Finally, students will complete their 'Physical Landscapes in the UK' studies by evaluating a coastal management scheme in the UK.	**<u>Paper 2 – Changing Economic World – UK</u>** Students will complete an in-depth case study of the UK. They will focus on how the economy has changed, changing patterns of employment, and strategies used to resolve regional differences such as the north-south divide. Following this, they will consider the UK's place in the context of the wider world, such as its links to the European Union,	**<u>Paper 1 – Challenge of Natural Hazards – Weather Hazards</u>** Students will continue their study of natural hazards by focusing on weather and climate. Pupils will learn about global atmospheric circulation and link this to the biomes that they have studies (deserts and rainforests). Students will then explore tropical storms and will complete an in-depth case study; identifying the impacts and responses.	**<u>Paper 2 – The Challenge of Resource Management</u>** Students will return to their studies of resource management by focusing on water supply issues globally, how demand has changed, and factors affecting water availability. They will also explore impacts of water insecurity, e.g. reduced agricultural output, waterborne diseases etc. Students will complete this topic by looking at water management schemes on a large and small scale.	**<u>Paper 3 – Fieldwork, Issue Evaluation and Revision</u>** Students will finalise their GCSE studies by exploring geographical skills and unseen fieldwork examples. They will then explore AQA's pre-release (theme TBC…) and familiarise themselves with the content; making a justification on the issue discussed within it. Finally, students will revise key processes,

		of life for the urban poor in the Mumbai slums.		Commonwealth and trade links.	Finally, students will explore weather hazards in the UK.		themes and case studies in readiness for the examinations.
Key vocabulary/ concepts/ideas students must master	**Topics:** -Characteristics of hot deserts -Adaptations of plants and animals -Causes of desertification -Impacts of desertification -Sustainable management of deserts **Key Words:** -biodiversity, interdependence, overgrazing, overcultivation, desertification **Location –** India **Place** – Thar Desert **Process** - desertification,	**Topics**: -Location and importance of Mumbai -Opportunities of Mumbai -Challenges of Mumbai -Urban planning of Mumbai **Key Words**: Megacity, rural-urban migration, natural increase, push and pull factors, socioeconomic, sustainable, sanitation, urban planning, squatter settlements, **Location** – India **Place –** Mumbai **Process** – Urbanisation, migration	**Topics** -Physical processes at the coast -Geological structure and rock type influence coastal forms -Characteristics and formation of landforms resulting from erosion and/or deposition -Coastal management; costs and benefit of hard/soft engineering. **Keywords**: -Weathering, mass movement, concordant/discordant, geology, erosion, deposition, transportation, reprofiling, beach nourishment, gabions, groynes, rock armour, sea walls. **Location –** UK **Place** – Dorset **Process –** Erosion, transportation, deposition, weathering, mass movement	**Topics** -Causes of economic change in the UK -Impacts of industry on the physical environment -Social and economic changes in the rural landscape -Transport improvements and new developments in the UK -The north-south divide -The place of the UK in the wider world **Keywords:** -commonwealth, globalisation, de-industrialisation, industrialisation, science and business parks, European Union, **Location** – UK **Place** – UK **Process** – industrialisation, globalisation	**Topics** -GAC -Tropical storms - distribution, structure and features, conditions for formation, -Typhoon Haiyan (change) -Weather hazards in the UK -Extreme weather in the UK and Somerset Levels **Keywords**: -low and high pressure, Coriolis effect, Hadley, Ferrel and polar cells, windshear, trade winds, eye wall, heatwave, wildfire, frequency, intensity, Saffir-Simpson Scale **Location** – The Tropics **Place** – Phillippines **Process** – tropical storm formation, GAC,	**Topics** **-**Global patterns of water surplus and deficit -Factors affecting water availability and link to increased water consumption -Impacts of water insecurity -Strategies to increase supply -Large scale water transfer scheme -Small, sustainable water scheme **Keywords**: -conservation, waterborne disease, industrial output, water abstraction, insecurity and security, surplus, deficit, grey water, desalination **Location** – The Tropics **Place** – Phillippines **Process** – tropical storm formation, GAC,	**Topics** -Unseen fieldwork -Revisit human and physical fieldwork -Pre-release/issue evaluation -Revision **Keywords:** Evaluate, accurate, reliable, sampling – random, systematic and stratified, methodology, data analysis. **Location:** TBC **Place:** TBC **Process:** TBC
Knowledge synoptic links	• Ecosystems and rainforests • GAC • Climate change • Climate graphs	• Manchester • Unequal development • Climate change • Sustainable management of resources	• Fluvial processes and management • Climate change (flooding) • Extreme weather in the UK	• Nigeria development • Urbanisation in LIC/NEE • Urbanisation patterns • Resource management	• Tectonic hazards • Climate change • Cause, effect, response • Uneven development	• Location of world biomes • GAC • Climate change • Uneven development	• Familiar fieldwork • Evaluating • Graph skills
CEIAG Links/ Opportunities	• Naturalist • Nature conservation officer • GIS analyst • Sustainability consultant • Statistician • Ecologist	• Town planner • Councillor • Politician • Regenerative planner • Demographist • Recycling strategist	• Flood management officer • Environmental agency • United Utilities • Town planner • Councillor • Statistician	• UN advisor • Politician • Humanitarian worker • Aid worker • Demographer • Civil service	• Climate change scientist • Humanitarian worker • Relief and refugee worker • Climate activist • Meteorologist • Weather presenter	• City planners • Healthcare • World Health Organisation • Infrastructure planner • United utilities • Aquifer analyst	• Environmental agency • Town planner • River defence engineer • Town councillor