

Year 10 - AQA GCSE Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	Introduction to year 10. Urban issues and challenges	What are the opportunities and challenges presented by urbanisation in LICs, NEEs and the UK?	- Urbanisation and the opportunities and challenges this presents in LICs and NEEs - Urban change in the UK and the opportunities and challenges that it presents - Urban sustainability - Place focus: Rio de Janeiro and London	How understanding is assessed - To explain urban change in the UK and assess opportunities and challenges that it presents - To identify and explain the opportunities and challenges of urbanisation in LICs and NEEs. - To assess a regeneration project. - For the unit on River landscapes: - Students can describe and explain the long profile of a river. - Students can explain river landform formation. Skills - Data description and analysis - Geographic literacy - Exam technique - PEEL paragraph writing – particularly focusing on how evidence is used to support points. - Development of decision making and issue evaluation skills - Development and justification of own ideas based on geographical concepts and understanding. Assessment Point information - Online homework testing knowledge and understanding – one from each topic. - End of unit assessment (exam questions) – one for each topic.
Autumn 2	UK physical landscapes. River landscapes in the UK. The living world	How have rivers helped to shape the UK? What are different ecosystems like and how do we use them?	- Key characteristics of the UK - River landscapes of the UK - The long profile of a river. - Fluvial processes - Characteristics and formation of landforms - The physical and human factors that affect the risk of flooding - Flood hydrographs - Flood management strategies - Global ecosystems - Small-scale ecosystems	

Spring 1	The living world The living world	What are tropical rainforests like? What are cold environments like?	- Tropical rainforest ecosystems have a range of distinctive characteristics. - Deforestation has economic and environmental impacts. - Tropical rainforests need to be managed to be sustainable. - Cold environments (polar and tundra) have a range of distinctive characteristics. - Development of cold environments creates opportunities and challenges. - Cold environments are at risk from economic development.	How understanding is assessed - Peer, self and teacher assessment throughout the term of work produced. - To describe and explain global disparities in development and disparities within countries - To identify, categorise and explain the changes associated with development in LICs and NEEs. - To explain how changes in the UK's economy affects employment patterns and regional growth. Skills - Data description and analysis - Geographic literacy - Exam technique - PEEL paragraph writing – particularly focusing on how evidence is used to support points. - Development of decision making and issue evaluation skills - Development and justification of own ideas based on geographical concepts and understanding. Assessment Point information - Online homework testing knowledge and understanding – one from each topic. - End of unit assessment (exam questions) – one for each topic.
Spring 2	The changing economic world	How does economic development affect people in LICs, NEEs and the UK?	- Disparities in economic development and quality of life - Strategies to reduce the development gap - Social, economic and cultural changes associated with economic development in LICs and NEEs - How changes in the UK's economy affects employment patterns and regional growth.	

Summer 1	Coastal landscapes in the UK	How have coasts helped to shape the UK?	• The coast is shaped by a number of physical processes. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes.	How understanding is assessed • Peer, self and teacher assessment throughout the term of work produced. • Students can describe the key characteristics of the UK. • Students can explain the formation of distinctive coastal landforms • Students can explain the different management strategies that can be used to protect coastlines from the effects of physical processes Skills • Data description and analysis • Geographic literacy • Exam technique • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills • Development and justification of own ideas based on geographical concepts and understanding.
Summer 2	Issue Evaluation	How do we conduct a fieldwork enquiry?	• Paper 3 preparation – seen and unseen fieldwork • Fieldwork visits to Stratford, East London and West Wittering Beach (nr Chichester)	

Year 11

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Autumn term	The challenge of natural hazards	What are the challenges presented by natural hazards?	• Key physical and human features of the world • What are natural hazards • Tectonic hazards • Weather hazards • Climate change	How understanding is assessed • Peer, self and teacher assessment throughout the term of work produced. • To explain the landforms and features associated with the different plate boundaries • To identify and categorise the different tectonic hazards. • To identify and explain the different weather hazards. • To identify and explain the different climate hazards. • To identify, categorise and assess the effects and responses to these hazards. Skills • Data description and analysis • Geographic literacy • Exam technique • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills • Development and justification of own ideas based on geographical concepts and understanding. Assessment Point information (if applicable) • Online homework testing knowledge and understanding – one from each topic. • End of unit assessment (exam questions) – one for each topic.
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Spring 1	Resource Management	Why are there issues surrounding resource management?	• The importance of food, water, and energy to economic and social well-being and global distribution of resources. • Food, Water, and Energy in the UK	How understanding is assessed • Peer, self and teacher assessment throughout the term of work produced. • To describe and explain the global distribution of resources and energy globally and in the UK. • To identify some of the issues associated with these uneven distributions and assess their importance. • To identify and assess the ways in which we can manage our energy use. Skills • Data description and analysis • Geographic literacy • Exam technique • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills • Development and justification of own ideas based on geographical concepts and understanding. Assessment Point information (if applicable) • Online homework testing knowledge and understanding – one from each topic. • End of unit assessment (exam questions) – one for each topic.
Spring 2	Energy		• Global distribution and reasons for energy use + factors affecting supply • Impacts of energy insecurity – exploration, economic and environmental costs, food, industry, conflict • Increasing energy supply: renewable and non-renewable sources • Individual energy use and carbon footprints – energy conservation: homes, workplace, transport, demand reduction, use of technology to increase efficiency	
Summer 1	Issue Evaluation		• Paper 3- pre release Revision	How understanding is assessed • Peer, self and teacher assessment throughout the term of work produced. Skills • Data description and analysis • Geographic literacy

				• Exam technique • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills • Development and justification of own ideas based on geographical concepts and understanding.
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