

# Geography GCSE

Year 9		
Term and Topic	Unit Content	Homework Opportunities
Autumn Term 1: Geographical Skills	Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.	Learning of unit terminology and spelling tests GCSE questions Extending writing Map work Research work Revision for end of unit assessment
Autumn Term 2: Tectonic Hazards	Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Learning of unit terminology and spelling tests GCSE questions Extending writing Map work Research work Revision for end of unit assessment
Spring Term 1: Ecosystems – Rainforest	Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be	Learning of unit terminology and spelling tests GCSE questions Extending writing Map work Research work Revision for end of unit assessment

	sustainable.	
Spring Term 2: Resource Management General	<p>Food, water and energy are fundamental to human development.</p> <p>The changing demand and provision of resources in the UK create opportunities and challenges.</p>	<p>Learning of unit terminology and spelling tests</p> <p>GCSE questions</p> <p>Extending writing</p> <p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
Summer Term 1: Urban Issues	<p>A growing percentage of the world's population lives in urban areas.</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> <p>Urban sustainability requires management of resources and transport.</p>	<p>Learning of unit terminology and spelling tests</p> <p>GCSE questions</p> <p>Extending writing</p> <p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
Summer Term 2: Fieldwork	<p>Fieldwork must take place outside the classroom and school grounds on at least two occasions.</p> <p>The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of</p>	<p>Learning of unit terminology and spelling tests</p> <p>GCSE questions</p> <p>Extending writing</p> <p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>

	the enquiries students are expected to show an understanding about the interaction between physical and human geography.	
<b>Year 10 Geography</b>		
<b>Term and Topic</b>	<b>Unit content</b>	<b>Homework opportunities</b>
Autumn term 1: Coasts	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.	Learning of unit terminology and spelling tests  GCSE questions  Extending writing  Map work  Research work  Revision for end of unit assessment
Autumn term 2: UK Cities	Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.	Learning of unit terminology and spelling tests  GCSE questions  Extending writing  Map work  Research work  Revision for end of unit assessment
Spring Term 1 : Cold Environments	Cold environments (polar and tundra) have a range of	Learning of unit terminology and spelling tests  GCSE questions

	<p>distinctive characteristics.</p> <p>Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development.</p>	<p>Extending writing</p> <p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
<p>Spring Term 2:</p> <p>Resource Management: Water</p>	<p>Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Different strategies can be used to increase water supply.</p>	<p>Learning of unit terminology and spelling tests</p> <p>GCSE questions</p> <p>Extending writing</p> <p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
<p>Summer Term 1:</p> <p>Rivers</p>	<p>The shape of river valleys changes as rivers flow downstream.</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>	<p>Learning of unit terminology and spelling tests</p> <p>GCSE questions</p> <p>Extending writing</p> <p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
<p>Summer Term 2:</p> <p>Fieldwork</p>	<p>Fieldwork must take place outside the classroom and school grounds on at least two occasions.</p> <p>The two enquiries must be carried out in contrasting</p>	<p>Learning of unit terminology and spelling tests</p> <p>GCSE questions</p> <p>Extending writing</p>

	<p>environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.</p>	<p>Map work</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
Year 11		
<b>Term and Topic</b>	<b>Unit content</b>	<b>Homework opportunities</b>
<p>Autumn Term 1 and 2</p> <p>The Changing Economic World</p>	<p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>	<p>Learning of unit vocabulary and spelling tests</p> <p>GCSE Questions</p> <p>Extended Writing</p> <p>Mapwork</p> <p>Research work</p> <p>Revision for end of unit assessment</p>

<p>Spring Term 1 and 2</p> <p>Weather Hazards and Climate change</p>	<p>Global atmospheric circulation helps to determine patterns of weather and climate.</p> <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> <p>Tropical storms have significant effects on people and the environment.</p> <p>The UK is affected by a number of weather hazards.</p> <p>Extreme weather events in the UK have impacts on human activity.</p> <p>Climate change is the result of natural and human factors, and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>	<p>Learning of unit vocabulary and spelling tests</p> <p>GCSE questions</p> <p>Extended writing</p> <p>Mapwork</p> <p>Research work</p> <p>Revision for end of unit assessment</p>
<p>Summer Term 1:</p> <p>Issue Evaluation and Fieldwork plus revision</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</p>	<p>GCSE Questions</p> <p>Revision</p>

	using secondary sources.	
Summer term 2: Revision	Revision for Papers 1, 2 and 3	GCSE Questions Revision