

**CURRICULUM INTENT**

**We aim to foster a sense of wonder and enlighten students about the world by becoming independent critical thinkers.**




Through our Geography curriculum, students will learn about the world’s diversity of environments and cultures. They will gain a greater understanding of the complexity of both human and physical processes. They will also learn how mankind is changing our planet and how we can minimise the impact of this change.

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond. They will make use of maps, graphs, images and statistics. They will be able to complete these, evaluate their effectiveness and use them to identify questions and sequences of enquiry, communicate their ideas effectively, develop extended written arguments and draw well-evidenced and informed conclusions about geographical questions and issues.

**THE AVANTI WAY**

<p><b>EDUCATIONAL EXCELLENCE</b></p> 	<p><b>CHARACTER FORMATION</b></p> 	<p><b>SPIRITUAL INSIGHT</b></p> 
<p>High academic standards with a challenging curriculum that encourages an increasing depth of knowledge and an increasing mastery of geographical skills. Students are encouraged to ask well thought out questions to deepen their understanding of the world.</p>	<p>Knowledge and understanding of the Earth, its landscapes and people help to facilitate increased transcultural proficiency. Greater understanding of the complexity and beauty of the Earth promotes a reverence for all life, nature and the Earth’s resources and the need to care for them.</p>	<p>Study of the beauty, complexity and interconnectedness of the Earth and its people, develops a sense of wonder and an understanding of the place of the individual and their relationship with others, with the wider world, and for some, their relationship with God.</p>

**PROGRAMME OF STUDY**

Through our Geography curriculum, students will learn about the world’s diversity of environments and cultures. They will gain a greater understanding of the complexity of both human and physical processes. They will also learn how mankind is changing our planet and how we can minimise the impact of this change.

This exciting GCSE course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds. Students who complete the course will have the skills and experience to progress onto A-level and beyond.

Living with the Physical Environment

Unit	Content
<p><b>Unit 3.1.1.</b> <b>The Challenge of Natural Hazards</b></p>	<p>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.                      Management can reduce the effects of a tectonic hazard.                      Global atmospheric circulation helps determine patterns of weather and climate.                      Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.                      Tropical storms have significant effects on people and the environment.                      The UK is affected by a number of weather hazards.                      Extreme weather events in the UK have impacts on human activity.                      Climate change is the result of natural and human factors and has a range of effects.                      Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p>
<p><b>Unit 3.1.2.</b> <b>The Living World</b></p>	<p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.                      Tropical rainforest ecosystems have a range of distinctive characteristics.                      Deforestation has economic and environmental impacts.                      Tropical rainforests need to be managed to be sustainable.                      Hot desert ecosystems have a range of distinctive characteristics.                      Development of hot desert environments creates opportunities and challenges.                      Areas on the fringe of hot deserts are at risk of desertification.</p>
<p><b>Unit 3.1.3</b> <b>Physical Landscapes in the UK</b></p>	<p>The UK has a range of diverse landscapes.                      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.                      The shape of river valleys changes as rivers flow downstream.                      Distinctive fluvial landforms result from different physical processes.                      Different management strategies can be used to protect river landscapes from the effects of flooding.</p>

<b>Challenges in the Human Environment</b>	
<b>Unit</b>	<b>Content</b>
<b>3.2.1.</b> <b>Urban Issues and Challenges</b>	<p>A growing percentage of the world’s population lives in urban areas. 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>
<b>Unit 3.2.2</b> <b>The changing economic world</b>	<p>There are global variations in economic development and quality of life.</p> <p>Various strategies exist for reducing the global development gap. Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth.</p>
<b>Unit 3.2.3</b> <b>The challenge of resource management</b>	<p>Food, water and energy are fundamental to human development. The changing demand and provision of resources in the UK creates opportunities and challenges.</p> <p>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Different strategies can be used to increase energy supply.</p>
<b>Unit 3.3.1.</b> <b>Geographical Applications</b>	<p>A. This section involves critical thinking and problem-solving element. 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. Students receive a resource booklet 12 weeks before the final exam so they can familiarize themselves with the issue.</p> <p>B. Fieldwork. Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. This will involve a visit to Edale and local fieldwork.</p>
<b>Unit 3.4</b> <b>Geographical Skills</b>	<p>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.</p>

### ASSESSMENT AND FEEDBACK

Assessments will be carried out regularly to inform staff and students of progress. There will be more formal end of year exams in year 10 and mocks in year 11. Assessments will include some content from all units that have been taught to that point. This encourages students to go back and revise past learning, which results in better outcomes.

All exams will use past paper questions or the equivalent to ensure the accuracy of judgements and to prepare students for the final exams.

The final GCSE examinations will consist of 3 papers:

**Paper 1** Living with the Physical Environment. Written Exam. 1hr 30 mins. 88 Marks (35% of qualification)

**Paper 2** Challenges in the Human Environment. Written Exam. 1hr 30 mins. 88 Marks (35% of qualification)

**Paper 3** Geographical Applications. Written Exam. 1 hr 15 mins. 76 Marks (30% of qualification). Pre-release material made available 12 weeks before paper 3 exam. Includes questions on fieldwork carried out by students.

**SPaG** 3 marks in papers 1 & 2 and 6 marks in paper 3 for spelling, punctuation and grammar.

**All papers** include multiple-choice, short answer, levelled response and extended prose questions.

### EXAM BOARD AND USEFUL WEBSITES

**EXAM BOARD:** AQA

**SPECIFICATION:** Geography 8035

The AQA/OCR website has past papers, mark schemes and the specification all free to download.

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

### SUPPORT AND GUIDANCE

**1. Seneca Learning.**

<https://app.senecalearning.com/dashboard/courses/add?Price=Free&Exam+Board=AQA&Subject=Geography>

Students will be sent an invite to Seneca Learning early in year 10. Seneca is a revision site, there are 3 AQA Geography specific sections, one covers the course content, another the most common misconceptions and the final one provides self-marking assessments. More is available by paying. Over 2,500,000 Geography students have used Seneca.



**2. Time for Geography** <https://timeforgeography.co.uk/>. This site contains lots of short video clips made in co-operation with UK universities. There are 'Knowledge Booster' videos that aim to teach course content and 'Grade Booster' videos that guide you through answering exam questions.



**3. Internet Geography** <https://www.internetgeography.net/aqa-gcse-geography/> Another helpful site with AQA specific resources and revision materials.



**4.** Log onto **Google Classrooms** regularly to access homework and additional resources to support you with your learning.

5. Use **OAK NATIONAL ACADEMY** lessons: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/geography> videos of lessons, complete the quizzes and the in-built questions and self-assess your answers using the answers provided.
6. Use **BBC BITESIZE**: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc> to learn the key concepts, try quizzes and watch video clips.
7. Attend **Geography Study Club** at lunchtime (which day will be announced when we start next year's timetable) for support with classwork and homework.



Regular review of classwork and revision in small chunks is much more effective than leaving it to the last minute before assessments and final exams. Websites like those mentioned above will really help with this.

### EXTRA-CURRICULAR / SUPER-CURRICULAR OPPORTUNITIES

Compulsory fieldwork will take place to Edale and in the local area. Parents and students will be notified when dates are confirmed for this.

In addition, there will be a Geography study club weekly. This will be on a 'drop in' basis. Students will be able get help from staff and access to the subject specific textbooks and laptops.

'Geogumentary' club where you can build your background knowledge by watching a range of documentaries with a Geographical theme.

Days for both of these clubs will be announced at the start of each academic year.