



PLUME ACADEMY - LEARNING OVERVIEW

Year	10
Course	GCSE Geography
Specification Number/Exam Board	AQA GCSE Geography 8035
End of course assessment and weightings	<p>Paper 1: Living with the physical environment (35%) - 1 hour 30 minutes</p> <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK <p>Paper 2: Challenges in the human environment (35%) - 1 hour 30 minutes</p> <ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management <p>Paper 3: Geographical applications (30%) - 1 hour 15 minutes</p> <ul style="list-style-type: none"> • Issue evaluation • Fieldwork • Geographical skills

Prior Learning

The subject expands on your child's key stage 3 experience in Geography *by* building on prior learning to challenge misconceptions, enhance understanding and develop knowledge further. As students begin to study this year's topics they will re-visit places previously studied and start to understand their role in society, by considering different viewpoints, values and attitudes. They will continue to be exposed to a range of new geographical skills, whilst also having the opportunity to consolidate those previously learnt.

Curriculum Intent – What are the curriculum aims?

The GCSE Geography course aims:

- To challenge student misconceptions about global issues and events through the detailed study of a broad range of case studies.
- To expose students to a range of place studies in the UK as well as investigating higher income countries, newly emerging economies and lower income countries.
- To study a range of themes including climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. All of these are key in understanding the world in which we live.
- To encourage students to understand and evaluate their role in society, by considering different viewpoints, values and attitudes.
- To be aware that the world's constantly changing and that being factual and precise can be as good as important as being imaginative.

Curriculum Implementation – What will my child will be learning?

Term 1	Autumn Term 1	<p>The Living World</p> <ul style="list-style-type: none"> • What are the key characteristics of global biomes? • What are the characteristics and threats of tropical rainforests? • What are the challenges and threats facing hot deserts?
		<p>Urban issues and challenges</p> <ul style="list-style-type: none"> • Why are more people living in urban areas?



	Autumn Term 2	<ul style="list-style-type: none"> How has urban growth created opportunities and challenges in Rio de Janeiro?
		Physical landscapes of the UK <ul style="list-style-type: none"> Why does the UK have a range of diverse landscapes? How do rivers change as they move downstream? How are rivers managed to reduce risk facing urban areas?
Term 2	Spring Term 1	The changing economic world <ul style="list-style-type: none"> Why is there global variation in development and quality of life? How is Jamaica reducing the global development gap through tourism?
	Spring Term 2	The changing economic world <ul style="list-style-type: none"> Why is Nigeria experiencing social, environmental and cultural change?
Term 3	Summer Term 1	Physical landscapes of the UK <ul style="list-style-type: none"> What processes shape the UK's coastline? How are coastal communities being protected from erosion?
	Summer Term 2	The challenge of natural hazards <ul style="list-style-type: none"> Why is our climate changing and how can we prepare for change?

Curriculum Impact – How will progress be assessed as I learn?

Students will be assessed in a variety of ways.

- Informally, regular feedback is provided to students in lesson via discussions and whole class feedback. Students will also receive feedback through self-assessment of homework and completion of multiple choice quizzes.
- Formal assessment is conducted through a series of end of unit assessments, covering a range of geographic skills, decision making exercises and exam style questions.

Super-Curricular Opportunities – Support and Extending Learning

Useful study resources	If a student is really passionate about this subject...	As a parent/carer, I can assist my child in this subject by:
Magazines <ul style="list-style-type: none"> Royal Geographical Society magazine "Geographical" "The Week" or "The Week Junior" "National Geographic" or "NatGeoKids" Books <ul style="list-style-type: none"> Topic books in the LAIC Websites <ul style="list-style-type: none"> www.coolgeography.co.uk www.bbc.co.uk www.natgeokids.co.uk Podcasts <ul style="list-style-type: none"> "Ask the Geographer" "The MapScaping Podcast" 	<p>Read around the subject via books, magazines and websites, watch documentaries or listen to podcasts on various geographical concepts such as climate change, wildlife, population, war and conflict, tectonic events and different countries.</p> <p>There are some really good Geography resources around, and something to suit all types of learning styles.</p>	<p>Facilitating your child in accessing the resources mentioned. Speak to them about the resources or about the news and ask questions. Encourage your child to ask their own questions; then go and research the answers.</p>

