



## PLUME ACADEMY - LEARNING OVERVIEW

Year	11
Course	GCSE Geography
Specification Number/Exam Board	AQA GCSE Geography 8035
End of course assessment and weightings	<p><b>Paper 1: Living with the physical environment (35%) - 1 hour 30 minutes</b></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• The living world</li> <li>• Physical landscapes in the UK</li> </ul> <p><b>Paper 2: Challenges in the human environment (35%) - 1 hour 30 minutes</b></p> <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic world</li> <li>• The challenge of resource management</li> </ul> <p><b>Paper 3: Geographical applications (30%) - 1 hour 15 minutes</b></p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork</li> <li>• Geographical skills</li> </ul>

### 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><b>The challenge of natural hazards</b></p> <ul style="list-style-type: none"> <li>• What global processes dictate the weather patterns around the world?</li> <li>• What conditions are needed for tropical storms to form?</li> <li>• What were the impacts and responses to typhoon Haiyan?</li> <li>• How can we manage tropical storms?</li> </ul>
		<p><b>The challenge of natural hazards</b></p> <ul style="list-style-type: none"> <li>• Is the UK weather getting more extreme?</li> <li>• How did the Somerset levels flood impact human activity?</li> </ul>



		<b>Urban issues and challenges</b> <ul style="list-style-type: none"> <li>How has urban change in Bristol lead to social, economic and environmental opportunities and challenges?</li> <li>How can urban areas become more sustainable?</li> </ul>
	Autumn Term 2	<b>The changing economic world</b> <ul style="list-style-type: none"> <li>How has major changes in the UK economy affected, and continue to affect, employment patterns and regional growth?</li> </ul>
Term 2	Spring Term 1	<b>The challenge of resource management</b> <ul style="list-style-type: none"> <li>Why is food, water and energy unequally consumed?</li> <li>How has the UK's demand and provision for resources created opportunities and challenges?</li> <li>Why is the demand for water resources rising globally?</li> <li>What strategies can be used to increase water supply?</li> </ul>
	Spring Term 2	
Term 3	Summer Term 1	<b>AQA Pre-Release Exam Preparation</b>

### 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:
<b>Magazines</b> <ul style="list-style-type: none"> <li>Royal Geographical Society magazine "Geographical"</li> <li>"The Week" or "The Week Junior"</li> <li>"National Geographic" or "NatGeoKids"</li> </ul> <b>Books</b> <ul style="list-style-type: none"> <li>Topic books in the LAIC</li> </ul> <b>Websites</b> <ul style="list-style-type: none"> <li><a href="http://www.coolgeography.co.uk">www.coolgeography.co.uk</a></li> <li><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></li> <li><a href="http://www.natgeokids.co.uk">www.natgeokids.co.uk</a></li> </ul> <b>Podcasts</b>	<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>



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| • "Ask the Geographer" |  |  |
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