



PLUME ACADEMY - LEARNING OVERVIEW

Year	11
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 builds on your child's key stage 3 experience in Geography by building on prior learning to challenge misconceptions, enhancing understanding and developing 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	Half Term 1	Climate Change & Weather Hazards
	Half Term 2	A newly emerging economy – Nigeria & human fieldwork
Term 2	Half Term 3	Changing UK Economy
	Half Term 4	Resource management & Hazards
Term 3	Half Term 5	Issues and evaluation - Pre-release from the exam board
	Half Term 6	

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

Students will be assessed in a variety of ways.

- Informally, student work is marked regularly; students also receive feedback in lesson via class discussion. Students will also receive feedback through homework and completion of multiple choice quizzes.
- Formal assessment is via 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:
<p>Magazines</p> <ul style="list-style-type: none"> • Royal Geographical Society magazine “Geographical” • “The Week” or “The Week Junior” • “National Geographic” or “NatGeoKids” <p>Books</p> <ul style="list-style-type: none"> • Topic books in the LAIC <p>Websites</p> <ul style="list-style-type: none"> • www.coolgeography.co.uk • www.bbc.co.uk • www.natgeokids.co.uk <p>Podcasts</p> <ul style="list-style-type: none"> • “Ask the Geographer” Royal Geographical Society • “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>