

Geography – Year 10

	Year 10 – Block A	Year 10 – Block B
What do we teach?	Specification: AQA (8035)	
	<p>Students will begin Year 10 by studying 'Urban Issues and Challenges' (Paper 2). This will focus on human processes and how these create a variety of diverse environments. Students will learn about global patterns of urban change and how these differ across the world depending on levels of wealth. They will study in detail a major city in a Newly Emerging Economy (Mumbai), and a UK based city (Bristol). These case studies will consider the importance of these cities both nationally and globally, and the opportunities and challenges residents of these cities face. Finally, students will consider issues around urban sustainability and how a city study example conserves water and energy, recycles waste, and creates green spaces.</p> <p>Following on from this, students will study 'Physical landscapes in the UK' (Paper 1) where they will study both coastal and river landscapes. Students will begin with coasts, learning about the processes that shape coastlines and a variety of landforms that occur along these landscapes. Finally, students will consider a case study that focuses on the various issues caused by increasing rates of coastal erosion, how this can be managed using a variety of strategies, and the various costs and benefits of each approach.</p>	<p>Students will continue to study 'Physical landscapes in the UK' (Paper 1). They will now focus on river landscapes, the processes that shape river basins, a variety of landforms that occur along these landscapes, and how human and physical factors affect flood risk. Finally, students will consider a case study that focuses on flood management, how this can be managed using a variety of strategies, and the various costs and benefits of each approach.</p> <p>For the final topic of Year 10, students will study 'The changing economic world' (Paper 2). This topic will begin by looking at global variations in economic development and quality of life, and various ways of measuring development. Further to this, students will consider both the causes and consequences of uneven global development and a variety of strategies used to close this gap. Students will then focus on a country that has recently undergone significant economic growth (Nigeria). They will consider the countries importance, changing economic structure, how trans-national corporations have impacted this country, and the impacts of this economic growth on both people and the environment. Finally, students will focus on the UK; its move towards a post-industrial economy, the impacts of industry on the environment, developments in transport and infrastructure, and the place of the UK in the wider world.</p>
How does this meet the National curriculum?	<ul style="list-style-type: none"> • Subject Content Aim 1 (Locational Knowledge) is met through studying a range of case study places of different scales throughout year 10 including Mumbai, London, Freiburg, the Jurassic Coast, River Tees, Nigeria, and the United Kingdom. • Subject Content Aim 2 (Maps, fieldwork and geographical skills) is met through a range of relevant geographical maps, unseen fieldwork questions, and geographical skills being embedded throughout each unit. • Subject Content Aim 3 (Place: processes and relationships) is met through studying the UK's physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world through the topics UK Physical Landscapes and Changing Economic world. • Subject Content Aim 4 (Physical geography: processes and change) is met through studying the geomorphic processes that shape both coastal and river landscapes in UK Physical Landscapes. • Subject Content Aim 6 (Human geography: processes and change) covered through is met through studying the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development in Urban Issues and Challenges. Further to this, it is also met through the study of the causes and consequences of uneven development at global level. 	
Why does this knowledge matter?	<p>Today, 55% of the world's population lives in urban areas, a proportion that is expected to increase to 68% by 2050. It is critical that students understand the various challenges and opportunities urban areas in a range of countries face, and understand potential solutions to issues such as pollution, waste management, deprivation and inequality, and resource management and their potential role in these. Rivers are arguably some of the UK's most important natural features. Not only do they help make the British landscape so picturesque, but they have also been crucial for the growth of our towns and cities, providing fresh water for drinking and farming, and for our business and transport systems over centuries. Therefore, it is important students understand how river systems shape and the UK landscape, and also how we can manage these systems to preserve both landscapes and human settlements as our risk of flooding continues to increase due to a combination of climate change and increased urbanisation. In terms of coasts, Britain is an island nation whose coastlines have played an integral role in shaping our island's history. It is therefore critical students understand how coastal systems create unique landscapes, and also how we can manage our coastlines to prevent the destruction of these landscapes from coastal erosion which is increasing due to rising sea levels caused by climate change. Finally, the study of human development is important because inequality and deprivation exist at all scales and it is important students understand both the causes and consequences of uneven development at both a national and global scale. Further to this, it is important students understand how their own country has developed economically over the past few centuries, and the impact this has had on both people and the environment. As UK citizens, it is important that students understand the current economic issues the UK faces, and the place of their country economically and politically in terms of the wider world.</p>	
Why do we teach in this sequence?	<p>Students will sit three AQA Geography exams at the end of Year 11. The KS4 Geography curriculum at Bolder Academy is ordered around enabling students to make powerful synoptic links between course content, of both a Physical (Paper 1) and Human (Paper 2) nature. Therefore, to enable this, Paper 1 and Paper 2 topics are studied in an alternating sequence throughout both Year 10 and Year 11 This prevents students from seeing the two halves of geography (physical and human) in isolation but instead enables them to draw links between them e.g. between development and global hazards or climate change and resource availability. This then directly supports students with paper three (Geographical applications) which requires students to answer questions based on a pre-release resource booklet which requires them to 'think geographically' and apply their knowledge and understanding to make synoptic links between the different areas of content from the specification.</p>	
What career links are made?	<p>Careers in: urban design and town planning, surveying, environmental consultancy, teaching, energy consultancy and analysis, geologist, research and development, engineering and governmental policymaking, the charity sector, consultancy, governmental analysts and policymakers, international aid, market researcher, political risk analyst, environmental consultancy, water management, risk management, conservation and environmental engineering, coastal management, climate change forecasting, environmental risk consultancy.</p>	

Geography – Year 11

	Year 11 – Block A	Year 11 – Block B
What do we teach?	Specification: AQA (8035)	
	<p>Students will begin Year 11 by studying 'The challenge of natural hazards' (Paper 1). Students will begin this topic by learning about different types of natural hazards and the factors affecting a places hazard risk. Next students will study the global distribution of earthquakes and volcanoes and the processes that cause these hazards. Further to this, through case study exemplars students will consider the primary and secondary effects of tectonic hazards, the immediate and long-term responses to these hazards, and how the effects and responses to tectonic hazards vary depending on a countries level of wealth.</p> <p>Students will continue to study 'The challenge of natural hazards' (Paper 1), at this point focusing on weather hazards and climate change. Students will study the distribution, causes, and structure and features of tropical storms. Further to this, students will consider a case study example of the primary and secondary effects of tropical storms, the immediate and long-term responses to these hazards, and how monitoring, prediction, protection and planning can reduce the effects of tropical storms. Following on from this, students will study an example of a recent extreme weather event in the UK to illustrate: causes, social, economic and environmental impacts, and how management strategies can reduce risk. In the final part of this unit students will study the causes and consequences of climate change, and how various mitigation and adaptation strategies can be used to manage these consequences.</p>	<p>Students will look at 'The living world' (Paper 1). In this unit students will begin by studying the components of an ecosystem and how ecosystems exist at a range of scales. Students will then study in detail both the Tropical Rainforest and Hot Desert ecosystem. For both of these environments students will consider; distinctive features of these ecosystems, how plants and animals have adapted to living in these locations, how these environments are being used for economic development and the impacts of this, and finally how these ecosystems can be managed sustainably to reduce any negative impacts.</p> <p>The final topic students will complete is the 'The challenge of resource management' (Paper 2). In this unit, students will study resource management and energy and students will learn about how food, water and energy are fundamental to human development. They will also consider how changing demand and provision of resources in the UK are creating both opportunities and challenges. Finally, students will consider the global demand and supply of energy resources, and a variety of renewable and non-renewable strategies that can be used to increase energy supply.</p>
How does this meet the National curriculum?	<ul style="list-style-type: none"> • Subject Content Aim 1 (Locational Knowledge) is met through studying a range of case study places of different scales throughout year 11 including the Thar Desert, the Malaysian Rainforest, New Zealand, Haiti, and the United Kingdom. • Subject Content Aim 2 (Maps, fieldwork and geographical skills) is met through a range of relevant geographical maps, unseen fieldwork questions, and geographical skills being embedded throughout each unit. • Subject Content Aim 4 (Physical geography: processes and change) is met through studying the causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. • Subject Content Aim 5 (People and environment: processes and interactions) is met through studying the distribution and characteristics of large scale natural global ecosystems, and the social, economic, and environmental consequences of humans using the Tropical Rainforest and Hot Desert biomes. 	
Why does this knowledge matter?	<p>It is important for students to understand both the forces of nature that cause natural disasters and weather hazards and the factors that exacerbate the consequences of these disasters. Although the forces of nature that cause these hazards are beyond the control of humans, their effects may be prevented or at least reduced using a number of different strategies. By considering this, students have the chance to engage in global issues and to think critically about humanities role in the societal injustices that lie behind the enormous consequences of many disasters. It is also critical that students are aware of the causes and consequences of the climate emergency the globe finds itself in, they must understand both the human and natural causes of this phenomenon and how these can be mitigated, and adapted for. Further to this, it is important to learn about global ecosystems due to ecosystems being the basis of survival for all living things. We are all dependent on plants and animals for our food supply, therefore for us to live sustainably it is imperative we value the Earth's ecosystems and use the resources they provide in a caring way. As well as this, we need to care for the non-living elements of ecosystems such as air and water as they also sustain human life and the pollution of these elements is causing increasing issues to human health and well-being Finally, it is important for students to understand how resources are vital to human development and the various strategies that be used to increase the global energy supply because we are all reliant on energy and the decisions we make around energy supplies impact the Earth's natural environments, and therefore our living spaces.</p>	
Why do we teach in this sequence?	<p>Students will sit three AQA Geography exams at the end of Year 11. The KS4 Geography curriculum at Bolder Academy is ordered around enabling students to make powerful synoptic links between course content, of both a physical (paper 1) and human (paper 2) nature. Therefore, to enable this, paper 1 and paper 2 topics are studied in an alternating sequence throughout both Year 10 and Year 11 This prevents students from seeing the two halves of geography (physical and human) in isolation but instead enables them to draw links between them e.g. between development and global hazards or climate change and resource availability. This then directly supports students with paper three (Geographical applications) which requires students to answer questions based on a pre-release resource booklet which requires them to 'think geographically' and apply their knowledge and understanding to make synoptic links between the different areas of content from the specification.</p>	
What career links are made?	<p>Careers in; energy consultancy and analysis, geologist, research and development, health and safety, engineering and governmental policymaking, work in Geographical Information Systems (GIS), geographical research, surveying, cartography, environmental consultancy, teaching, catastrophe modelling and town planning, climate change forecasting, environmental risk consultancy, renewable energy companies/sectors, National Farmers Union, governmental policy making and environmental engineering, risk management.</p>	

Geography – Fieldwork and Pre-release Material

	Year 10	Year 11
What do we teach?	<p>Specification: AQA (8035)</p> <p>As part of the AQA GCSE students need to undertake two geographical enquiries (Paper 3), each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in Papers 1 & 2.</p> <p>Fieldwork must take place outside the classroom and school grounds on at least two occasions. 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 the enquiries students are expected to show an understanding about the interaction between physical and human geography.</p> <p>Students at Bolder will complete two fieldwork enquiries in year 10 during Being Bold days. The days will include hypothesising and learning about the geographical theory underpinning the enquiry question, selecting, measuring and recording data, describing, analysing, and explaining the fieldwork, reaching conclusions, and evaluating the overall enquiry process.</p> <p>The enquiries will focus on the following topic areas:</p> <ol style="list-style-type: none"> 1) Human Enquiry – Regeneration in Stratford, London (Linked to Paper 1 unit – Urban Issues and Challenges) 2) Physical Enquiry – Rivers (Linked to Paper 2 unit – (Physical Landscapes in the UK) 	<p>A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Therefore, at the end of year 11 once the rest of the course content is complete, students will spend four weeks studying a set of 'pre-release resources' that focus on a geographical issue (Paper 3). Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. They will also spend time studying different geographical skills such as map reading, data analysis and mathematical equations.</p> <p>The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. Therefore, it is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This will involve drawing upon a range of knowledge and skills, hence supporting understanding in other areas of study.</p>
How does this meet the National curriculum?	<p>NC Aims - GCSE specifications in geography should enable students to build on their key stage 3 knowledge and skills to:</p> <ul style="list-style-type: none"> • Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer) • Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography). 	
Why does this knowledge matter?	<p>Fieldwork is an essential ingredient of geography because it provides a 'real-world' opportunity for students to develop and extend their geographical thinking; it adds value to classroom experiences. The outdoors is a resource for geographical learning and fieldwork should be planned as part of the geography curriculum, not added on as a 'special' activity. Geography fieldwork is very much 'hands on'; when students are involved in fieldwork enquiries they are collecting primary data; formulating questions to investigate; seeking answers to their questions; and communicating their findings.</p>	
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What career links are made?	<p>Careers in: Geographical Information Systems (GIS), geographical research, surveying, cartography, careers requiring data collection, analysis and presentation, careers requiring logical thinking, decision making, statistical and qualitative analysis and risk management.</p>	