

Curriculum Intent, Implementation and Impact 2019-20

Subject: Geography Eduqas GCSE

Year group: 10

Periods per fortnight: 5

INTENT:

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?" - **Michael Palin**

To encourage students to have a curiosity and fascination in finding out about the world and its people and to develop an excellent knowledge of where places are and what they are like. Through a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated students will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our ambition is to inspire pupils' curiosity to learn more about the world around them.

Geographical concepts include studying the interaction between physical and human processes and the formation and use of landscapes and environments. Students will use these skills to make connections, draw contrasts, analyse trends and interpret a range of sources of geographical information using maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS.) Students will gain an understanding of the methods of geographical enquiry in order to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills. Students will practice extended writing, showing consolidation and extension of knowledge of the world's major countries. In doing so students will gain an awareness of increasingly complex geographical systems in the world.

Breakdown of Exam Components

Exam 1: 1 hour 45 minutes	Exam 2: 1 hour 30 minutes	Exam 3: 1 hour 30 minutes
Component 1: Investigating Geographical Issues. Worth 40% of qualification. Split into 3 sections: Q1: Theme 1 – Changing places, changing economies, Q2: Theme 2 – Changing environments Q3: Theme 3 – Environmental challenges We often refer to this as the 'knowledge paper'.	Component 2: Problem Solving Geography Worth 30% of qualification Part A: Introducing the issue Part B: Outline possible solutions Part C: Choose solution and justify in an extended response We often refer to this as the 'decision making paper'.	Component 3: Applied Fieldwork Enquiry Worth 30% of qualification Part A: Approaches to fieldwork methodology, representation and analysis Part B: How fieldwork may be used to investigate Geography. Part C: Assess the application of geographical concepts and assess the ability to make and justify a decision. We often refer to this as the 'skills paper'.

IMPLEMENTATION:

There are three main study areas;

Changing Places- Changing Economies. Students will investigate changes in urban and rural areas and the impact for both UK and Global places. Issues studies will include; development, resources, impact of globalisation and consequences of uneven development.

Changing Environments. Students will focus on the formation of, and changes to distinctive landscapes of the UK. Students will learn about how natural environments are effected due to human influence, and natural events such as storms, flooding and climate change.

Environmental Challenges. Students will study the changing environments of different biomes around the world. Students will consider the struggle to achieve water and food security in some locations around the world. Students will consider how challenging environments can be managed sustainably in the future.

Fieldwork Component. These change in focus each year. Current Year 10 will be assessed in 2022 and as such will adopt Qualitative Surveys as Methodological approach and Place as the Conceptual framework.

Year of assessment	Methodological approach	Conceptual framework
2018	Use of transects	Sphere of influence
2019	Geographical flows	Mitigating risk
2020	Qualitative surveys	Sustainability
2021	Change over time	Cycles and flows
2022	Qualitative surveys	Place
2023	Use of transects	Inequality
2024	Change over time	Mitigating risk

Term	Topics studied	Lesson Overview	How parents could support students?
Term 1	<u>Biomes and Ecosystems</u> What is the relationship between climate and biomes at a global scale? What physical processes and interactions operate within ecosystems? How are ecosystems used by people? How are ecosystems damaged by human activity? Why and how are ecosystems managed in a sustainable way? What are the physical processes operating in hot semi-arid regions that	1.To be able to describe the biotic and abiotic features of the semi-arid grasslands. 2.to understand where the Serengeti is and how humans use the Semi-Arid Grassland. 3.to understand where the Serengeti is and how humans use the Semi-Arid Grassland 4.To understand how the Serengeti is being damaged by human activity 5.To understand how the Semi-Arid Grassland (Serengeti), can be managed to help reduce the issues caused by human activity. 6.To be able to describe the climate and identify the species that live in the rainforest. 7.To explain how plants are adapted to living in the rainforest biome 8.To describe and explain how humans can have impact on the rainforest.	Watch wildlife and nature programmes together

<p>make them vulnerable to desertification?</p> <p>To what extent does human activity contribute to the problem of desertification?</p> <p>How can environments vulnerable to desertification be managed</p> <p>What is the relationship between climate and biomes at a global scale?</p> <p>What physical processes and interactions operate within ecosystems?</p> <p>How are ecosystems used by people?</p> <p>How are ecosystems damaged by human activity?</p> <p>Why and how are ecosystems managed in a sustainable way?</p> <p><u>Weather and Climate</u> Why is the UK climate so variable?</p> <p>How does the global circulation of the atmosphere create distinctive climate zones?</p> <p>What are the causes, impacts and responses to Tropical storms i.e. Typhoon Haiyan</p> <p>What are the causes, impacts and responses :Droughts in Ethiopia</p> <p><u>Climate Change</u> How has climate changed since the Quaternary period?</p> <p>What are the causes of global warming?</p> <p>Effects of climate change</p>	<p>9.To understand how we can use the rainforest more sustainably.</p> <p>10.To understand what a small-scale ecosystem is and to be able to describe examples.</p> <p>11.To explain the importance of small-scale ecosystems to the local community and to understand the role that stakeholders play.</p> <p>12.to understand how a sand dune ecosystem in the UK is managed for a sustainable future.</p> <p>13.To understand how to put together an AO3 exam question and be able to successfully plan and write an 8 mark answer.</p> <p>1 UK Climate 2 UK Climate graphs 3 Atmospheric Zones 4 High and Low Pressure Conditions 5 Distribution of Extreme Weather 6 Typhoon Haiyan 7 Ethiopian Drought 8 End of unit test</p> <p>1 Climate changes over time 2 Physical causes of climate change 3 Anthropogenic causes of climate change 4 Effects of Climate Change 5 Tuvalu case study 6 Impacts on HICs 7 What can we do in the UK 8 End of unit assessment</p>	<p>Watch Country file weather to see an excellent explanation of the daily weather.</p> <p>Watch relevant programmes and be aware of climate change in the news</p>
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	<p>Attitudes to climate change</p> <p>Reducing the risk of climate change</p> <p><u>Urban and Rural Change</u> What changes are taking place in where people live in the UK</p> <p>Cardiff What are the distinctive features of UK cities</p>	<p>1. Appreciate the importance of commuting and teleworking in affecting where people live. Be able to use key terminology e.g. urbanisation, counter-urbanisation</p> <p>2 & 3 Cardiff and urban Zones</p>	<p>Discuss how working life has changed over time, how we have changed where and how we shop.</p>
Term 2	<p><u>Urban and Rural Change (cont)</u></p> <p>What factors have driven urban and rural change across the UK</p> <p>What is the cause and effect of change in shopping (retail provision) across the UK</p> <p>What are the issues associated with leisure use?</p>	<p>4 & 5 Suburbs v Inner City</p> <p>6 & 7 How do urban areas affect us</p> <p>8 Ethnic minorities</p> <p>9 Wealth & poverty</p> <p>10 Sustainable communities</p> <p>11 Building on green belt</p> <p>12 Urban renewal</p> <p>13 Choropleth maps</p> <p>14 Commuting</p> <p>15 Changing rural areas</p> <p>16 Retail catchments</p> <p>17 Technology & shopping</p> <p>17a Build new homes assessment</p> <p>18 Death of the high street</p> <p>19 Damaging natural environments</p> <p>20 Impacts of sporting events</p>	
Term 3	<p><u>Rivers</u></p> <p>How do people and processes contribute to the development of distinctive river landscapes in the UK?</p> <p>Why do rivers flood and what are the consequences?</p> <p>How can rivers be managed?</p> <p>Why is flood management often controversial?</p> <p><u>Field work and Skills</u></p>	<p>1 Hydrological Cycle</p> <p>2 Discharge and infiltration</p> <p>3 Hydrographs</p> <p>4 Shaping the Landscape</p> <p>5 Upper course</p> <p>6 Middle course</p> <p>7 Lower course</p> <p>8 Storm Desmond and Flood Management</p> <p>9 Causes of flooding</p> <p>10 Bangladesh Flooding</p> <p>11 Flood management</p> <p>12 End of Unit test</p> <p>1 Introduction to Field studies</p> <p>2-4 Primary methods</p> <p>5 Secondary Data collection</p> <p>6 Understanding Data</p> <p>7-9 Data presentation and Analysis</p>	<p>Visit the river in Buckingham and consider processes that have formed and shaped its path, together with how we interact with the river.</p>

Students will be able to show skills in investigation, interpretation and evaluation of key concepts. They will show confidence and curiosity in questioning and knowledge, ambition to succeed, resilience when they need to take challenges and work hard, respect and empathy for their peers and colleagues in the school, local and global communities and act at all times with integrity.

The impact of the curriculum will be measured by classroom assessment, homework and formal assessments. This will ensure the students can sit their formal GCSE assessments at the end of Year 11.

Recommended Reading:

My Revision Notes: WJEC Eduqas GCSE (9–1) Geography B ISBN: 9781471887376

WJEC Eduqas GCSE (9–1) Geography B Andy Leeder, Alan Brown, Bob Digby, Val Davis
ISBN: 9781471857874

WJEC EDUQAS GCSE (9-1) Geography B Textbook (RRP £26.99)

WJEC EDUQAS GCSE (9-1) Geography B Workbook (RRP £5.99)*

My Revision Notes: WJEC EDUQAS GCSE (9-1) Geography B (RRP £9.99)

Geographical Skills and Fieldwork for WJEC GCSE Geography and WJEC EDUQAS GCSE (9-1) Geography A and B (RRP £14.99)

*Highly recommended for revision from Year 10 onwards.

What can Students do to be successful in GCSE Geography?

Be an active learner – students to participate and get fully involved in the lessons to get the most out of them.

Complete all work -both at home and at school

Stretch yourself – take the challenge in all lessons and tasks

Keep up to date with current events around the world to broaden knowledge of what is happening around the world (use the BBC/Guardian/Twitter to find relevant news)

Do wider reading – to help to broaden and extend vocabulary and understanding of global events

What are the key websites or Apps that my child could use?

<https://www.internetgeography.net/wider-watching-in-geography/>

www.bbc.co.uk/bitesize – BBC Bitesize has an Eduqas section, which is good for revision notes and quick tests

www.senecalearning.com – Good for revision for a range of subjects, just remember to look for Eduqas GCSE Geography B

www.maps.google.com – Virtual visits to different parts of the world and mapping exercises.

@TBSGeoggers our departmental link to interesting and relevant 'five minute reads'.
Excellent knowledge builders and discussion starts.

Take a tour on a virtual journey

Eiffel Tower Video

With help from google explore the Eiffel Tower and journey up to the top.

<https://www.metro.us/news/take-a-virtual-tour-of-eiffel-tower-with-google/tmWmgp--944DxmzqzHErU>

Great Wall of China 360 view

Learn more about the Great Wall of China.

<http://www.airpano.com/360photo/China-Great-Wall/>

Great Wall of China Virtual Tour

Walk the Great Wall of China

<https://www.thechinaguide.com/destination/great-wall-of-china>

Louvre Gallery

Visit the Museum's exhibition rooms and galleries.

<https://www.louvre.fr/en/visites-en-ligne>

What parents and carers can do to encourage students to take further interest in Geography?

Any documentaries about the world we live in today, from nature to the UK housing crisis. Geography covers a range of topics so keep up to date with the news and current affairs. Open discussion and debate around topics in the news. If you are lucky enough to travel in the UK or abroad, take time to look for, and to discuss, human and physical characteristics of the location.