

Subject:	Geography	Year	11	Ability	Mixed
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Term / Date(s)	Unit 1	Intersected in Unit 1	Unit 2	Unit 3	Unit 4	Unit 5 (Released 12 weeks prior to Paper 3 GCSE exam)
Topic	Paper 1 Section C: Coastal and River Landscapes in the UK	Paper 3- Fieldwork and Pre-release practise	Paper 1 Section B: The Living World (Ecosystems & Rainforests)	Paper 1 Section B: The Living World (Cold Environments)	Paper 1 Section A: The Challenge of Natural Hazards	Pre-release issue evaluation
Topic overview Pupils will learn...	The dynamic nature of physical processes and systems, and the human interactions with them. The need for management strategies in order to protect the coastline and river basins from natural and human change.	This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it using resources in relation to specific unseen contexts. Students will also revisit their fieldwork unit here to focus on geographical fieldwork skills applied to both unfamiliar and familiar fieldworks.	Students will gain an understanding of the location of the world's biomes, their physical characteristics and sustainable management, with a particular focus on rainforest and cold environment ecosystems.	Students will gain an understanding of the location of the world's biomes, their physical characteristics and sustainable management, with a particular focus on rainforest and cold environment ecosystems.	This unit will allow pupils to learn about the dynamic nature of tectonic, geomorphological, biological and meteorological and systems, and human interaction with them in a variety of places and scales.	This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific unseen contexts.
Golden Knowledge	Pupils will learn about the location of major British rivers, coastlines, uplands and lowlands in order to understand the diversity of the physical geography of the UK Students will learn about; - Weathering process at the coast - Mass Movement at the coast - Erosion and erosional landforms at the coast	This will change yearly to follow the previous exam session's Issue Evaluation topic. Fieldwork will recap the process of a geographical enquiry from creating an enquiry through to concluding the enquiry. Students will revisit primary and secondary data, SMART targets, risk assessments, data collection methods, presentation, and use	A small-scale UK ecosystem in order to understand the interrelationships between biodiversity within a familiar temperate ecosystem at a local scale Students study how tropical rainforest ecosystems have a range of distinctive physical characteristics, in order to be aware of the interdependence of varying elements of the ecosystem.	Students study a small-scale UK ecosystem in order to understand the interrelationships between biodiversity within a familiar temperate ecosystem at a local scale Students study how tropical rainforest ecosystems have a range of distinctive physical characteristics, in order to be aware of the interdependence of varying elements of the ecosystem.	Students will have a knowledge of the fact that Natural hazards pose major risks to people and property so that they can make links between the natural world and human society. Students will learn about - Earthquakes and volcanic eruptions as the result of physical processes - The effects of, and responses to earthquakes	Dependent upon the pre-release documentation and topics published by AQA 12 weeks before paper 3

	• Transportation at the coast • Deposition and depositional landforms at the coast How geological structures and rock types can influence the characteristics and formations of landforms. An example (Holderness Coast) to evaluate the costs and benefits of management strategies and the impact on society. Students will learn about; • River erosional processes and erosional landforms • River transportation processes • River deposition and depositional landforms How river basins and valleys are shaped by physical processes Students will be able to use an example (Tees) to identify and explain the above concepts on maps and in written prose Students will learn about hard and soft engineering along rivers so that they can use a specific case study to evaluate the costs and benefits of management strategies and their impact on society.	their data to describe, explain, evaluate and conclude linked to reliability and validity.	Economic and environmental impacts of deforestation in order to understand and apply learning to sustainable management strategies. How humans exploit tropical rainforests and understand the interrelationships in and value of tropical rainforests to people and its links to reducing climate change. Characteristics in cold environments Alaska Case Study: the physical characteristics and how they create opportunities and challenges for development. How sustainable management strategies are used to protect cold environments, in order to assess the level of challenge and threats facing this environment in the future (linking to climate change).	Student will study the economic and environmental impacts of deforestation in order to understand and apply learning to sustainable management strategies. Students will study the human exploitation of tropical rainforests in order to understand the interrelationships in and value of tropical rainforests to people and its links to reducing climate change. Students will study a range of distinctive characteristics in cold environments in order to understand how humans influence the health of and biodiversity in the ecosystem. Students study an example of a cold environment which enables them to apply their understanding of the physical characteristics, and assess how they create opportunities and challenges for development. Students will study the sustainable management strategies used to protect cold environments, in order to assess the level of challenge and threats facing this environment in the future (linking to climate change).	in two contrasting environments (Haiti and Christchurch) • The fact that Management can reduce the effects of a tectonic hazard So that they can understand that the development of a country has a large part to play in the responses to and therefore impacts of a hazard Students will begin to understand that Global atmospheric circulation helps to determine patterns of weather and climate so that they understand why certain weather phenomena and climates occur in certain places Students will have an understanding that • Tropical storms develop as a result of particular physical conditions. • Tropical storms have significant effects on people and the environment in a specific place In order to be able to explain the causes of tropical storms in relation to the GACM and other physical characteristics Students will learn that • The UK is affected by a number of weather hazards. • Extreme weather events in the UK have impacts on human activity. In order to be able to evaluate the causes and impacts of a specific weather event in the UK (Storm Desmond) Students will have an understanding that • Climate change is the result of natural and human factors, and has a range of effects. • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). In order to be able to explain and evaluate the causes of climate change and to allow pupils to	
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Transferrable knowledge (skills)	Awareness of how physical processes can influence characteristics and formations of landscapes. Use of physical processes in the context of rivers. To use resources to show an awareness of distribution and anomalies. To demonstrate an understanding of number, area, scales and the relationship between units. Use a range of resources to interpret and infer and apply knowledge and understanding. Use of data/evidence to develop a balanced judgment/evaluation.		Human exploitation of natural resources can cause environmental damage (CRM) Differential Heating Climate change Interpreting distribution of geographical patterns (Choropleth). Application of understanding to case studies and figures Use of data and evidence to develop balanced argument		The links between the GACM and the formation of tropical rainforest and cold environments The links between mitigation and adaptation as strategies The links between mitigation/adaptation and coastal/river management (hard and soft engineering) Links between hazards and migration patterns Links between hazards and areas of contrasting wealth Climate change and the links to deforestation and resource exploitation	Dependent upon the pre-release documentation and topics published by AQA 12 weeks before paper 3
Key vocabulary pupil will know and learn	Erosion, Weathering, Hard Engineering, Soft Engineering, Deposition, Transportation, Wave, Prevailing, Mass Movement	Ecosystem, biotic, abiotic, agriculture, deforestation, exploitation, sustainable management, ecotourism, conservation, international agreements,.	Ecosystem, biotic, abiotic, agriculture, settlement, deforestation, exploitation, sustainable management, ecotourism, conservation, international agreements, indigenous.		Adaptation, mitigation, extreme weather, magnitude, frequency, effect, response, primary, secondary, immediate, long term	Dependent upon the pre-release documentation and topics published by AQA 12 weeks before paper 3
Why this topic is important...	This topic further contextualises key concepts previously learnt (river landscapes and flooding reasons). The topic explains how coastal locations are impacted by different physical processes. It is important students understand these processes to be able to link them to explain how they affect the UK coastline. Coasts are locations that are constantly changing and help students to understand natural events, such as weather and changing sea levels. The topic is important to allows student to challenge their prior perceptions from a global to local perspective. This allows pupils to make links between human topics (urban change). The topic allows for the development of student's place, space and scale thinking. Allowing students to link to their case study knowledge.	This topic is important as the destruction of tropical rainforests is enhancing the greenhouse effect and increasing the risk of climate change. It is said that tropical rainforests will be deforested to the point of complete destruction during the 2030's and 40's, a time scale very much in the domain of the student's future. Biodiversity in tropical rainforests has made way for medicines to be developed, which are improving the provision of health care for people around the world. This topic is important because it is concerned with the dynamic nature of physical processes and systems, and how humans interact with it. It aims to develop an understanding of features in a specific environment, and the need for management strategies linked to sustainability. SMSC: Rule of Law – International agreements and links to COP conferences	This topic is important as the destruction of tropical rainforests is enhancing the greenhouse effect and increasing the risk of climate change. It is said that tropical rainforests will be deforested to the point of complete destruction during the 2030's and 40's, a time scale very much in the domain of the student's future. Biodiversity in tropical rainforests has made way for medicines to be developed, which are improving the provision of health care for people around the world. This topic is important because it is concerned with the dynamic nature of physical processes and systems, and how humans interact with it. It aims to develop an understanding of features in a specific environment, and the need for management strategies linked to sustainability. SMSC: Rule of Law – International agreements and links to COP conferences		This topic is important because it allows pupils to make links between the dynamic nature of tectonic, geomorphological, biological and meteorological and systems, and human interaction with them. This topic allows pupils to begin to compare development factors and the recovery of a country after a hazard based on the limitations of their economy rather than just the size of the event. This topic is important for introducing key threads of knowledge such as the global atmospheric circulation and climate change causes and responses. Links to British Value/SMSC Respect and Tolerance – understanding people's decisions to live in a tectonic setting. Democracy – the importance of legally binding agreements to mitigate climate change Moral – is it our duty to reduce climate change?	This section allows pupils to develop knowledge and understanding of physical geography themes and human geography themes. This section is synoptic and the assessment will require students to use their learning of more than one of the themes studied throughout the course so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.

	The topic allows for an awareness of interconnections between the geosphere, hydrosphere and the atmosphere. The topic allows students to consider the ‘why’ and use this to articulate and explain reasons for the use of engineering strategies(soft/hard). Application of data/resources allows students to develop their opinions and create meaningful, evidence based balanced, arguments. Links to British Value/SMSC Democracy – Different stakeholders have different opinions. Moral – Offering views about moral issues. Decisions on which coastlines and river areas to ‘protect’ and why? Social – Understanding how communities and societies function and the impact human and physical changes can have on people. Cultural Capital – Visit to Holderness coast to compare management strategies at differing locations.	Respect and Tolerance – Other ways of living and value of the living world. Moral – Should humanity do more to protect the rainforest and cold environments? Social – Understanding how communities and societies function. Spiritual – Exploring the values and views of others, in particular the indigenous communities that live in these environments.	Respect and Tolerance – Other ways of living and value of the living world. Moral – Should humanity do more to protect the rainforest and cold environments? Social – Understanding how communities and societies function. Spiritual – Exploring the values and views of others, in particular the indigenous communities that live in these environments.		Social – understanding our personal impact on the climate Spiritual – reasons why people live near specific locations	
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