

## GCSE Geography, Year 11 Curriculum Summary

	Topic 1	Topic 2	Topic 3	Topic 4
<p><b>Year 11, GCSE</b></p> <p><b>Exam board: AQA</b></p>	<p><b>Physical landscapes in the UK.</b></p> <p>Students identify the diversity of the UK's physical landscape with a focus on upland and lowland areas and an overview of major river systems.</p> <p>Students discover how geographical processes such as erosion, transportation and deposition shape the UK's coastline. They examine how these processes create distinctive coastal landforms including beaches, sand dunes, cliffs and stacks. They also consider the impact of geology on the formation of these landforms. Students identify and evaluate different approaches to coastal management methods.</p> <p>Students discover how geographical processes such as erosion, transportation and deposition shape UK rivers and their valleys. They examine how these processes create distinctive fluvial landforms including waterfalls, meanders and ox bow lakes. Students identify and evaluate different approaches to coastal management methods.</p>	<p><b>Changing Economic World.</b></p> <p>Students understand there are global variations in economic development and quality of life. They consider the different ways in which development can be measured. Students consider the links between the demographic transition model and development. They then evaluate the causes of uneven development before examining the consequences of inequalities.</p> <p>Students then identify and assess the different strategies that exist for reducing the development gap. They investigate an example of how tourism can reduce the gap.</p> <p>Students then focus on countries which are experiencing rapid economic development and how this leads to social, environmental and cultural change. This is exemplified through the study of a newly emerging economy.</p> <p>Finally, students will focus on the impact of economic change in the UK and how this affects employment patterns and regional growth.</p>	<p><b>The Challenge of Resource Management.</b></p> <p>Students learn how food, water and energy are fundamental to human development.</p> <p>Students then consider how the provision of food, water and energy in the UK create opportunities and challenges.</p> <p>Students then focus on the challenges and opportunities related to the provision of water, food and energy in different global locations. Students consider how the demand for these resources is rising which can lead to conflict. They identify different strategies which can be adopted to increase supplies of food, water and energy.</p>	<p><b>Issue evaluation.</b></p> <p>Students will be required to draw together knowledge, understanding and skills from the full course of study. 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.</p> <p>The focus of the issue evaluation changes annually. 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. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.</p>
<b>Assessment</b>	<p>Formative (interim): Key term tests, extended writing tasks, geographical skills. Homework will be aligned to these interim assessments.</p> <p>Summative: End of topic tests and mock exams, both of which are based on previous exam papers.</p>			