Geography Year 10 and 11

Exam Board: AQA

Course Information Exam Board Website link: [AQA | GCSE | Geography | Subject content](#)

Exam Info:
Paper 1 (Physical topics) - 90 minutes (worth 35%)
- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Paper 2 (Human topics) - 90 minutes (worth 35%)
- Urban issues and challenges
- Challenge of resource management
- The changing economic world

Paper 3 (Issue evaluation and fieldwork) - 90 minutes (worth 30%)
- Issue evaluation
- Fieldwork

100% exam based

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Homework Expectations: Past exam questions, revision

Long Term Plan
Year 10

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Challenge of natural hazards: Tectonic Hazards ● How natural hazards pose a major risk to people and property ● Which physical processes lead to earthquakes and volcanoes (tectonic hazards) ● The effects and responses to an earthquake in an HIC - L'Aquila, Italy ● The effects and responses to an earthquake in an LIC - Gorkha, Nepal ● How can we manage the risk of tectonic hazards?	**Challenge of Natural Hazards: Weather Hazards** ● What is the tricellular model? ● How do tropical storms form and what is their structure? ● The effects and responses to a tropical storm - Typhoon Haiyan, The Philippines ● How extreme weather affects the UK **Challenge of Natural Hazards: Climate Change** ● There are natural and human causes of climate change	**Resource management** ● The significance of food, water and energy to economic and social well-being ● Global inequalities in the supply and consumption of resources ● The changing demand and provision of resources in the UK create opportunities and challenges ● An overview of resources in relation to the UK (Food, water and energy) ● Global distribution of energy consumption	**Living World: Ecosystems** ● How ecosystems have different scales and can be influenced by human activity **Living World: Tropical Rainforests** ● Tropical rainforests (including plants and animals) have a range of different characteristics ● How deforestation has environmental and economic impacts - Malaysian Rainforest ● How tropical	**Living World: Hot Deserts** ● Hot deserts (including plants and animals) have a range of different characteristics ● The development opportunities and challenges at a hot desert - The Sahara, Northern Africa ● How areas on the edges of the desert are at risk from desertification and how to stop this - The Sahel, Northern Africa	**Urban issues and challenges** ● What is the global pattern of urban change? ● What factors affect the rate of urbanisation? ● A case study of a major city in an LIC or NEE (Mumbai, India) to show: ● The location and importance of the city ● causes of growth ● How has urban growth created opportunities? ● How has urban growth created challenges? ● An example of how urban planning is improving the

	• How do we mitigate and adapt against the risks from climate change	and supply • Reasons for increasing energy consumption • factors affecting energy supply • Impacts of energy insecurity • Overview of strategies to increase energy supply • How to be more sustainable?	rainforests can be managed to be sustainable		quality of life for the urban poor • A case study of a major city in the UK (London) to illustrate: • The location and importance of the city • impacts of national and international migration • How has urban change created opportunities? • How has urban change created challenges? • An example of an urban regeneration project • Features of sustainable urban living
Critical Key Vocabulary: Natural hazard Hazard risk Tectonic hazards Atmospheric hazards Flooding	Critical Key Vocabulary: Global atmospheric circulation tropical storm coriolis effect trade winds	Critical Key Vocabulary: Resource undernutrition Water scarcity Food miles Carbon footprint	Critical Key Vocabulary: ecosystem biome producers consumers decomposers	Critical Key Vocabulary: accessibility desertification overgrazing overcultivation appropriate technology	Critical Key Vocabulary: urbanisation migration rural-urban migration natural increase megacity

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Earthquake Volcano Tectonic plates hot spots Plate margins Constructive plate margin Destructive plate margin Conservative plate margin Primary effects Secondary effects Immediate responses Long-term responses Monitoring Prediction Protection Planning	Hurricanes Cyclones Typhoons Climate change enhanced greenhouse effect Quaternary period Orbital changes Solar activity Deforestation Agriculture Fossil fuels Carbon capture Afforestation	Agribusiness Organic produce water surplus water deficit water stress grey water water transfer scheme energy mix energy security fracking renewable energy energy insecurity geothermal energy solar energy wind energy energy exploitation conflict nuclear power Hydroelectric power (HEP) Non-renewable energy sustainability energy conservation micro-hydro	food chain food web nutrient cycling global ecosystems tundra coniferous forest tropical rainforest Hot deserts Deciduous forests biodiversity emergents buttress roots epiphytes leaf litter deforestation selective logging mineral extraction commercial farming subsistence farming ecotourism international agreements conservation debt reduction carbon sinks	irrigation	push factors pull factors urban sprawl traffic congestion squatter settlements infrastructure sanitation urban regeneration inequalities urban change greenfield site brownfield site urban greening dereliction green space social deprivation rural-urban fringe

Year 10 Core Knowledge	**The challenge of natural hazards:** ● Natural hazards are categorised into tectonic, atmospheric, geological and flooding ● The edge of two tectonic plates is called a plate margin ● There are three types of plate margin; destructive, constructive and conservative ● Most volcanoes and earthquakes occur on plate margins ● A primary effect is the direct result of the hazard ● A secondary effect is the knock effects of the primary effect ● An immediate response is the responses within the first week ● A long-term response is the responses in the future months and years ● A developed country is called a high income country (HIC) ● A less developed country is called a low income country (LIC) ● A developing country is called a newly emerging economy (NEE) ● Tropical storms form when the ocean is above 27 degrees celsius ● Climate change is caused by the enhanced greenhouse effect ● The 3 main fossil fuels are coal, oil and natural gas ● Burning fossil fuels release carbon dioxide into the atmosphere ● Carbon dioxide and methane cause the enhanced greenhouse effect **The challenge of resource management:** ● A resource is a stock or supply of something that has a value or purpose ● The 3 main resources are food, water and energy ● Carbon footprint is the amount of carbon dioxide released into the atmosphere by an individual or business ● Food miles is the distance food travels from the producer to the consumer ● The UK imports 40% of its total food consumption ● An area with a high water supply is in water surplus ● An area with a low water supply is in water deficit ● Fossil fuels are a non-renewable energy supply ● Renewable energy is infinite and does not release carbon dioxide ● Nuclear energy is alternative energy as it does not release carbon dioxide but is finite ● Global energy demand has increased rapidly

	The living world • An ecosystem is the interaction between plants and animals in an area • A biotic factor is a living factor • An abiotic factor is a non living factor • A biome is a large area of land which has similar plant and animal characteristics • Hot deserts are located 30 degrees north and south of the equator • Tropical rainforests are located along the equator between the tropics • Tropical rainforests have infertile soil • Tropical rainforests are divided into 4 layers • Deforestation is the removal of trees • Deforestation causes climate change as trees take in carbon dioxide from the atmosphere • desertification is when fertile land turns into desert • Hot deserts receive less than 250 mm of rainfall a year **Urban issues and challenges** • Urban means towns and cities • Rural means countryside • Rural-urban migration is when people move from the countryside to cities • Urbanisation is the proportion of people living in towns and cities • In 2010, for the first time human history more than 50% of the global population lived in cities • Megacities are cities with a population of more than 10 million people • HIC's have already urbanised so urbanisation rates are highest in LIC's and NEE's • Mumbai is known as the "gateway to Asia" • 66% of Mumbai's population live in squatter settlements • London is a major international transport hub
Year 10 Core Skills	**Atlas maps:** • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population distribution, population movements, transport

networks, settlement layout, relief and drainage

Ordnance survey maps:

- use and understand coordinates – four and six-figure grid references
- infer human activity from map evidence, including tourism.

Maps in association with photographs:

- be able to compare maps
- sketch maps: draw, label, understand and interpret
- photographs: use and interpret ground, aerial and satellite photographs
- draw sketches from photographs
- label and annotate diagrams, maps, graphs, sketches and photographs

Graphical skills to:

- plot information on graphs when axes and scales are provided
- interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

Numerical skills to:

- demonstrate an understanding of number, area and scales, and the quantitative relationships between units

Statistical skills to:

- use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class)
- describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends

Qualitative and quantitative data

- maps
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information

Formulate enquiry and argument:

- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues

Year 11

Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Physical landscapes in the UK ● The UK has a range of diverse landscapes **Physical Landscapes in the UK: Coasts** ● How physical processes interact with the coastline ● How physical processes can lead to landforms being created, Swanage, Dorset ● How management strategies can be used to protect a coastline from physical processes - Lyme Regis	**Physical landscapes in the UK: Rivers** ● How the shape of a river changes as it flows downstream ● How physical processes interact with a river - River Tees, North Yorkshire ● How management strategies can be used to reduce the risks of flooding - Morpeth Floods.	**Changing economic world** ● How can we classify different parts of the world? ● Economic and social measures of development ● Limitations of economic and social measures ● The demographic transition model and levels of development ● Causes and consequences of uneven development ● How can we reduce the development gap? ● An example of how tourism in an LIC or NEE can reduce the	**Changing economic world** ● Economic futures of the UK: ● Causes of economic change ● Reasons why the UK is now a post industrial economy ● Impacts of industry on the physical environment ● Social and economic change in the rural landscape ● Improvements in transport infrastructure ● What is the north south divide? **Fieldwork** ● Choosing a suitable	**Issue evaluation** ● Students are taught 5 lessons about the issue evaluation (as it changes every year) **Revision** ● Knowledge recap ● Case study recap ● Skills lessons ● Exam technique ● Past exam papers	N/a

		development gap (Jamaica) • A case study of an LIC or NEE (Nigeria) to illustrate: • The location and importance of the country • the wider political, social, cultural and environmental context • The changing industrial structure • The role of TNC's in industrial development • International aid • The effects of economic development on quality of life	question for a geographical enquiry • Selecting, measuring and recording data appropriate to the chosen enquiry • Selecting appropriate ways of processing and presenting fieldwork data • Describing, analysing and explaining fieldwork data • Reaching conclusions • Evaluating the geographical enquiry		
Critical Key Vocabulary: relief constructive waves destructive waves mechanical weathering chemical weathering	Critical Key Vocabulary: long profile cross profile vertical erosion lateral erosion interlocking spurs	Critical Key Vocabulary: development development gap trade Gross national income (GNI)	Critical Key Vocabulary industrial structure Industrial growth Urban growth Globalisation deindustrialisation	Critical Key Vocabulary See previous topics	Critical Key Vocabulary N/a

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biological weathering mass movement erosion solution hydraulic power attrition abrasion longshore drift deposition traction suspension saltation headlands bays wave-cut platforms spits bars caves arches stacks stumps psammosere hard engineering soft engineering groynes rock armour gabions sea wall beach nourishment dune regeneration dune fencing managed retreat	waterfalls gorges meanders ox-bow lakes floodplains levees estuaries hydrograph precipitation dams reservoirs channel straightening embankments flood relief channels floodplain zoning river restoration flood warnings	Life expectancy Quality of life development indicator birth rate death rate infant mortality rate literacy rate Human development index (HDI) Demographic transition model (DTM) population pyramid colonialism landlocked investment industrial development aid intermediate technology fairtrade debt relief microfinance multiplier effect Transnational corporations (TNC's) business parks north-south divide	post-industrial economy science parks Fieldwork key vocabulary: geographical enquiry enquiry question primary data secondary data quantitative data qualitative data data sampling systematic sampling stratified sampling random sampling data presentation continuous data discrete data annotated photographs field sketches data analysis median mode range quartiles patterns trends correlations anomalies sample size evaluation conclusions		

			data representation bias subjective objective validity		

Year 11 Core Knowledge	**Physical landscapes in the UK** ● Waves form when wind blows over a stretch of water in the sea ● Constructive waves construct a beach ● Destructive waves destroy the beach ● Waves approach the beach at an angle ● The movement of sand along a beach is called longshore drift ● The wearing away of material is called erosion ● The dumping of material is called deposition ● The movement of material is called transportation ● There are 4 erosion types: hydraulic action, abrasion, attrition and solution ● Soft rock erodes more quickly than hard rock ● Coastlines are made up of different rock types ● Rivers begin on the top of mountains ● Rivers flow more quickly on the outside bend of a meander ● There are 4 river transportation types: traction, saltation, suspension and solution ● Hard engineering uses unnatural materials and changes the environment ● Soft engineering uses natural materials and blends into the environment **Changing economic world** ● Development is the standard of living in a country ● Life expectancy is the average age people live to in a country ● GNI means gross national income ● GDP means gross domestic product ● GDP is the total wealth of the country and GNI is the total wealth of the country and the money it generates abroad ● Human development index (HDI) includes life expectancy, education levels and GDP ● The development gap is the gap between the most developed and least developed countries ● China is investing lots of money into Nigeria ● Nigeria is the 12th biggest producer of oil in the world ● Lots of factories in the UK closed due to deindustrialisation ● The UK is currently moving towards a post-industrial economy

Fieldwork
- Primary data is data people collect themselves
- Secondary data is using data that is already collected
- Quantitative data involves numbers and measurements
- Qualitative data involves opinions and feelings
- Discrete data is data which involves whole fixed values
- Continuous data is data which can take any value
- Discrete data is best represented using bar charts
- Continuous data can be represented using line graphs
- Open questions involve open ended questions
- Closed questions only have one response
- Closed questions are easier to quantify and graph
- Subjective is when people are biassed
- Objective involves no bias
- Data sampling methods help remove bias from data collection
- The 3 main data sampling methods are random, systematic and stratified
- The sample size is the amount of data collected

Year 11 Core Skills	**Atlas maps** ● analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. **Ordnance survey maps** ● use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic ● use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales ● use and understand gradient, contour and spot height ● numerical and statistical information ● identify basic landscape features and describe their characteristics from map evidence ● identify major relief features on maps and relate cross-sectional drawings to relief features ● draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use ● interpret cross sections and transects of physical and human landscapes ● describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes **Maps in association with photographs:** ● describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs **Graphical skills to:** ● select and construct appropriate graphs and charts to present data, using appropriate scales – line charts, bar charts, pie charts, pictograms, histograms with equal class intervals, divided bar, scatter graphs, and population pyramids ● suggest an appropriate form of graphical representation for the data provided ● complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines ● use and understand gradient, contour and value on isoline maps **Numerical skills to:** ● design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures,

control groups and reliability
- understand and correctly use proportion and ratio, magnitude and frequency
- draw informed conclusions from numerical data.

Statistical skills to:

- be able to identify weaknesses in selective statistical presentation of data
- calculate percentage increase or decrease and understand the use of percentiles

Qualitative and quantitative data

- fieldwork data
- maps
- geo-spatial data presented in a geographical information system (GIS) framework
- satellite imagery
- written and digital sources
- visual and graphical sources
- numerical and statistical information

Formulate enquiry and argument:

- identify questions and sequences of enquiry
- write descriptively, analytically and critically
- communicate their ideas effectively
- develop an extended written argument
- draw well-evidenced and informed conclusions about geographical questions and issues

Grade Descriptors:

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: • Demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues. • Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena. • Construct sustained and convincing arguments to draw well-evidenced conclusions. • Use and evaluate a wide range of geographical skills and techniques effectively
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: • Demonstrate relevant and broad knowledge, understanding and application of geographical information and issues. • Demonstrate strong understanding of some complex interactions and interrelationships between people and the environment and between geographical phenomena. • Construct convincing arguments with occasional complexities to reach reasoned judgements with some substantiation. • Use a range of geographical skills and techniques effectively with some evaluation.
5	To achieve grade 5, candidates will be able to: • Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues. • Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena. • Construct coherent arguments to draw conclusions supported by evidence. • Use a range of geographical skills and techniques accurately, showing understanding of their purpose.
4	To achieve grade 4, candidates will be able to: • Demonstrate some accurate and appropriate knowledge, understanding and application of geographical information and issues. • Demonstrate some understanding of interactions and interrelationships between people and the environment and between geographical phenomena. • Construct some coherent arguments to draw conclusions supported by evidence. • Use a basic range of geographical skills and techniques with some accuracy, showing some understanding of their purpose.

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3	Characteristics that differentiate a grade 3 from a grade 4: • Demonstrate geographical knowledge and understanding with more gaps and inaccuracies; language is generally basic, but some geographical terms are used. • Offer some understanding of interactions and relationships between people and the environment, and this will vary in depth. • Construct simple conclusions, with some brief evidential support. • Use a basic range of geographical skills and techniques with some accuracy and limited understanding of their purpose.
2	To achieve grade 2, candidates will be able to: • Demonstrate limited knowledge, understanding and application of geographical information and issues. • Demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena. • Make straightforward comments with some reference to evidence. • Use some basic geographical skills and techniques with limited accuracy
1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U