



GCSE Geography Year 10

Curriculum Intent

The intent of the curriculum is to develop all skills which are essential in being successful in Geography GCSE. We focus on key evaluative and analytical skills in particular, as these are important when answering many 6 mark and 9 mark questions. As well as that, it is important to encourage a love for the outdoors, developing students into enquirers demonstrated by their ability to ask insightful questions of a range of sources including photographs and visual infographics.

Students will learn:

A range of topic areas presented through a balanced framework of physical and human geography. Students investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students study geography as a multi-faceted discipline that combines the analysis of social questions, environmental issues and modern real world solutions. They are equipped with empathy for other cultures through the study of real world examples. Using practical fieldwork and research skills they investigate issues across a range of scales, for example river management, urban regeneration, carbon offsetting.

Year 10:

- Hazards in the UK
- Weather and climate
- Climate change
- Climate change and urban issues.
- Urban growth
- UK physical landscapes
- Rivers
- Urban change in the UK: A study of Bristol.
- Urban sustainability
- Coastal landscapes
- The development gap
- Newly emerging economies
- Resource management in the UK: food, energy and water.

How will we assess impact?

At the end of the GCSE, students will demonstrate the ability to formulate enquiries, interpret findings and evaluate their own work. Students will be independent learners who have the inclination to extend their own learning beyond the classroom. Geography is concerned with real world and current issues and students will gain awareness of these. Above all, students will learn to be curious about the earth, and be able to apply ideas to new and changing settings.



Key Concepts:

A wide variety of topics are studied, including: climate change; development, trade and aid; hazard mitigation; megacities; coastal landscapes; natural features and processes and sustainable resource use. There is also a fieldwork element included in the course and a strong focus on developing geographical and analytical skills.

The specification highlights that students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation and are smaller in scale.



Key Skills

Students will develop a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification, their application of these skills will become more sophisticated as the course progresses. Skills are assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

They are also required to draw together knowledge, understanding and skills from the full course of study, students will become more competent in this as the course progresses and they have a large variety of case studies to draw upon.

What does excellence look like?

Students can explain key geographical features sequentially with specific reference to temporal or spatial change. They will have a deep and secure understanding of how and why geographical processes operate. Over the course students will be able to articulate the complex and interdependent relationships that exist across different scales and identify synoptic themes as they emerge.

International Opportunities

International Visits in Year 10

Girona, Spain
Lyon, France
Heidelberg, Germany
Tokyo, Japan
Zhenjiang and Shanghai, China

Diversity within the curriculum

When students finish studying geography, they have the relevant world knowledge to allow them to make valuable, considered decisions about how to live their lives and the impact they will have on others and the environment. Hopefully linking this to thoughts of living within a sustainable way so that the future of our planet is in safe hands.



Wider Reading

Books – general reading

Factfulness by Hans, Ola and Anna Rosling
Prisoners of Geography by Tim Marshall
Adventures in the Anthropocene by Gaia Vince

Newspapers/Periodicals

The Guardian
The Economist
National Geographic
New Statesman

Useful Websites

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources>
<https://www.gapminder.org/dollar-street/matrix>
<https://www.gapminder.org/tools/>
<http://www.bbc.co.uk/schools/gcsebitesize/geography/>
<https://revisionworld.com/gcse-revision/geography>
<http://www.gcsegeography.co.uk/>



“It is impossible to understand history, international politics, the world economy, religions, philosophy, or ‘patterns of culture’ without taking geography into account.”

Kenneth C. Davis