



### Learning Aims and Curriculum Intent:

Pupils in Year 11 continue with the Cambridge IGCSE 0976 syllabus which aims to build upon the skills developed in Year 10. Pupils will continue to explore their understanding of place on a local, regional, and global scale, develop the ability to use and understand geographical data and information, and formulate an understanding of how communities around the world are affected and constrained by different environments. The course encourages pupils to raise questions and to develop and deploy geographical skills, knowledge and understanding in order to grasp geographical concepts and issues.

Pupils explore geography from a diversity of scales and perspectives, including social, economical, cultural and political. The aim is to empower them to be **confident** in using geographical data to interpret the world around them, **responsible** and aware of the duty present and future generations have in creating sustainable solutions to global issues, **reflective** by considering the similarities and differences between different environments, communities, and economies, **innovative**, by encouraging and being open to resourceful, technological solutions to geographical issues, and **engaged**, with geographical issues, ideas and solutions that will have positive long-term impacts on the physical and human environment. Pupils will ultimately learn how to present clear, logical geographical information, develop an interest in and enthusiasm for learning about and understanding the modern world and its complexity, and there are many opportunities for pupils to develop their oracy, collaborative and digital literacy skills.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>Theme 2: the natural environment:</b> Climate and natural vegetation</p> <ul style="list-style-type: none"> <li>Describe and explain the characteristics of two climates: equatorial &amp; hot desert</li> <li>Describe and explain the characteristics of tropical rainforest and hot desert ecosystems</li> <li>Describe the causes and effects of deforestation of tropical rainforest</li> </ul> <p><b>Theme 2: the natural environment:</b> Earthquakes and volcanoes</p> <ul style="list-style-type: none"> <li>Describe the main types and features of volcanoes and earthquakes</li> <li>Describe and explain the distribution of earthquakes and volcanoes</li> <li>Describe the causes of earthquakes and volcanic eruptions and their effects on people and the environment</li> <li>Demonstrate an understanding that volcanoes present hazards and offer opportunities for people</li> <li>Explain what can be done to reduce the impacts of earthquakes and volcanoes</li> </ul> <p><b>Theme 3: Economic development:</b> Development</p> <ul style="list-style-type: none"> <li>Use a variety of indicators to assess the level of development of a country</li> <li>Identify and explain inequalities between and within countries</li> <li>Classify production into different sectors and give illustrations of each</li> <li>Describe and explain how the proportions employed in each sector vary according to the level of development</li> <li>Describe and explain the process of globalisation, and consider its impacts</li> </ul>	<p>Knowledge and understanding of geographical content.</p> <p>Development of geographical skills – image analysis, cartographic skills, handling data and interpretation of graphs, accurate completion of incomplete graphs using secondary data.</p> <p>For Paper 1, Geographical Themes: written skills of geographical description and explanation based on understanding of processes and case study knowledge.</p> <p>For Paper 4, Alternative to Coursework: analytical skills to prove/disprove hypotheses relating to Fieldwork data in a variety of presented forms.</p>	<p>Regular knowledge-based assessment and health checks, using GCSE past papers.</p> <p>Common Departmental Assessment each half term on the prescribed areas of the syllabus,</p> <p>Continuing practice of [3], [4], [5] mark questions plus an extended [7] mark question, using ecosystems, tectonics and development topics.</p> <p>Using questions for explicit practise of Paper 2 Geographical skills including</p> <ul style="list-style-type: none"> <li>Cartographic</li> <li>Image analysis</li> <li>Data handling</li> </ul>

<b>Lent</b>	<p><b>*January Mock Exam and feedback*</b></p> <p><b>Theme 3: Economic development: Food production</b></p> <ul style="list-style-type: none"> <li>Describe and explain the main features of an agricultural system: inputs, processes and outputs</li> <li>Recognise the causes and effects of food shortages and describe possible solutions to this problem</li> </ul> <p><b>Theme 3: Economic development: Industry &amp; Tourism</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of an industrial system: inputs, processes and outputs (products and waste)</li> <li>Describe and explain the factors influencing the distribution and location of factories and industrial zones</li> <li>Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape</li> <li>Evaluate the benefits and disadvantages of tourism to receiving areas</li> <li>Demonstrate an understanding that careful management of tourism is required in order for it to be sustainable</li> </ul> <p><b>Theme 3: Economic development: Energy &amp; Water &amp; Environmental risks</b></p> <ul style="list-style-type: none"> <li>Describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuelwood; globally and in different countries at different levels of development</li> <li>Evaluate the benefits and disadvantages of nuclear power and renewable energy sources</li> <li>Describe methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of economic development</li> <li>Explain why there are water shortages in some areas and demonstrate that careful management is required to ensure future supplies</li> <li>Describe how economic activities may pose threats to the natural environment and people, locally and globally</li> <li>Demonstrate the need for sustainable development and management</li> <li>Understand the importance of resource conservation</li> </ul>	<p>Continuing with the final strait towards May:</p> <p>Knowledge and understanding of geographical content.</p> <p>Development of geographical skills – image analysis, cartographic skills, handling data and interpretation of graphs, accurate completion of incomplete graphs using secondary data.</p> <p>For Paper 1, Geographical Themes: written skills of geographical description and explanation based on understanding of processes and case study knowledge.</p> <p>For Paper 2, Geographical Skills regular practice of [20] mark map skills and [8] marks skills questions from the across the syllabus.</p>	<p>Assessment: January Mock examinations are held after the Christmas holiday.</p> <p>Pupils sit two whole papers as an important practice point and diagnostic point of their subject understanding and to test their revision techniques.</p> <p>Paper 1 Geographical themes: 1 hour 45 minutes.</p> <p>Paper 2 Geographical skills: 1 hour 30 minutes.</p> <p>Regular knowledge-based assessment and health checks, using GCSE past papers.</p>
<b>Trinity</b>	<p><b>Completion of syllabus</b></p> <p>Final preparations for the three examinations which commence: ~May 3<sup>rd</sup> 2024</p> <p>Paper 1 Geographical themes Paper 2 Geographical skills Paper 4 Alternative to coursework</p>	<p>Final preparations for the three examinations, retrieval, consolidation and practice.</p>	<p>Assessment: Paper 1: 1 hour 45 minutes (45%) Paper 2: 1 hour 30 minutes (27.5%) Paper 4: 1 hour 30 minutes (27.5%)</p>

<b>Examples of Homework</b>	Past question practice on each topic across the three paper – self-assessed and peer-assessed once submitted in class. Glossary tasks on fluvial processes, sequencing of stages in oxbow lake formation, Collaborative task to assess the effectiveness of specific strategies being implemented in real world contexts, using newspaper sources and GSCSE GeographyPods to introduce and consolidate knowledge.	
<b>Key terminology</b>	Global atmospheric circulation, equatorial climate, atmospheric high pressure, shifting cultivation, plate boundaries, moment magnitude scale, primary/secondary effects, development indicators, GNI/capita, inequality, TNCs, monoculture, system inputs/outputs, NGOs, short-long-term aid, footloose industry, greenfield site, break of bulk location, outsourcing, non-renewable fossil fuels, green economy.	
<b>Super-curricular enrichment and scholarly extension</b>	<p><b>Read:</b> Peoplequake: Mass Migration, Ageing Nations and the Coming Population Crash by Pearce, Fred, Journey to the River Sea - Eva Ibbotson</p> <p><b>Watch:</b> Welcome to India BBC iPlayer, One Child Nation film on Amazon Prime</p> <p><b>Listen:</b> Ask the Geographer podcast from the RGS, Marine Lines – Mumbai’s Hidden Worlds from the Suburbs to the Sea</p> <p><b>Visit:</b> River Roding or Lea, Thames Barrier or Essex Coast (Walton-on-the-Naze)</p>	
<b>Useful websites</b>	<p><a href="https://www.gcsepod.com/students/">https://www.gcsepod.com/students/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zkw76sg">https://www.bbc.co.uk/bitesize/subjects/zkw76sg</a></p> <p><a href="https://www.coolgeography.co.uk/">https://www.coolgeography.co.uk/</a></p>	
<b>Who can I contact?</b>	<b>Head of Geography</b>	Emyr W. Morris, <a href="mailto:ewm@forest.org.uk">ewm@forest.org.uk</a>
	<b>GCSE Geography Teachers</b>	Mrs Cole, Mrs Bainbridge, Mr Whitmee, Mrs Ashton.