

**Course information****Year: 11****Subject: Geography**

<b>Subject</b>	GEOGRAPHY	<b>Subject Lead contact information</b>	Mr. Pye Head of Humanities
<b>Examination Board</b>	AQA	<b>Specification Code</b>	8035

**Subject Content**

Geography enables a variety of teaching and learning approaches. Geography is exciting and relevant and gives a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher-income countries (HICs), newly emerging economies (NEEs) and lower-income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**Year 11 Topics :****1. Living with the human environment**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher-income countries (HICs), lower-income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

**Section A: Urban issues and challenges**

- i. Urbanisation and urban growth
- ii. Urban opportunities and challenges: A case study of a major city in a NEE – Rio de Janeiro, Brazil
- iii. Urban change in cities in the UK: A case study of a major city in the UK – Bristol
- iv. Urban sustainability

**Section B: The changing economic world**

- i. The development gap
- ii. NEEs are rapid economic development: A case study of one NEE – Nigeria
- iii. Economic futures in the UK

**Section C: The challenge of resource management**

- i. Resource management
- ii. Water resources

**3. Geographical applications**

The Geographical applications unit is designed to be synoptic in that 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.

**Section A: Issue evaluation**

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. Students 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 in units 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.

## Home Study and Independent Learning Parental Support Information

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.

Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.

### **Section B: Fieldwork**

In year 11 fieldwork students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units

**Additional Equipment Needed:** N/A

### **Assessment Details:**

To be successful students will need to be able to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real-world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

### **What can I do to support my child at home?**

Encourage and help develop the child's passion and academic progress in the subject. This could be achieved by visits to key geographical locations, museums and exhibitions. In addition, this can be achieved by exposure to media sources like television documentaries, TED talks and news apps.

### **Recommended resources for the course:**

**Websites:** <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

**Books:** GCSE 9-1 Geography AQA Revision Guide by CGP

GCSE Geography AQA Student Book by Oxford

**Apps:** BBC news app

### **Teaching Staff Contact Details**

Name	Role	Email	Tel
Mr Pye	Head of Humanities	apye@cottesloe.bucks.sch.uk	01296668264
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Mrs Chapman	Teacher of Geography	gchapman@cottesloe.bucks.sch.uk	01296668264

## Home Study and Independent Learning Parental Support Information

Miss Joyce	Teacher of Geography	tjoyce@cottesloe.bucks.sch.uk	01296668264
Mr Youngs	Teacher of Geography	ayoungs@cottesloe.bucks.sch.u k	01296668264
<b>Additional Information:</b> Students will be required to complete two geography field visits over the course of the 2 year GCSE Geography programme.			