Year 10 - GCSE Geography

Within the GCSE we aim to dedicate learning time to 5 key themes to assist students in both being fully prepared for their GCSE assessment, alongside helping them develop as geographers. These themes are all essential in assisting young geographers with the skills they need to understand the world around them.

Location Knowledge and Places.
Understanding of Physical Geographical Processes.
Understanding of Human Geographical Processes.
Geographical Skills.
Enquiry Skills/ Decision Making, Applying Knowledge.

Within the initial year of GCSE study it is our hope that students develop skills in interpreting the world around them, the interlinking factors that drive and inhibit global change, and the complex interrelationships between people and place. Students will begin to form developed opinions on global issues through studying a wide range of resources and perspectives.

Students will also start to develop their enquiry skills to investigate challenges in urban areas, the UK and in Ethiopia. We want students to be able to contextualise problems and opportunities to establish the root causes to a place's distinct geography.

Autumn Term
Dynamic Development
This first unit begins in year 9 and we take the opportunity to recap and analyse the knowledge picked up by our students in the previous summer term.

On of the biggest challenges facing our planet is the unequal distribution of the world's wealth, despite many international initiatives it seems inevitable that the rich get richer and the poor get poorer, We want students to develop a deep understanding of the complex factors that lead to poverty and to reflect on their role in supporting development globally through their lifestyle and consumption patterns. We commence our GCSE with Dynamic Development as we feel that this helps students to gain a geographical lens with which to study the world and to automatically consider the impacts of a country's level of development when considering processes within the other 7 units.

We also choose to start with a unit which we believe inspires a passion within our students and reflects their work in KS3 at developing into global citizens. Through starting with a topic that students can relate to and have prior knowledge of, we ease the way into the more rigorous process of GCSE study.

Through studying global development indicators, students will not only gain a critical perspective of their use, but also appreciate the complex causes of global inequality. This, we feel, is imperative to prepare students for using data sets about regions to equip them with the skills necessary to analyse current affairs literature and academic texts throughout the course.

Through the in-depth study of the diverse and changing landscape of Ethiopia, students will gain a rich insight into the challenges facing LIDC (Low-Income Developing Countries). Students will use a wide range of resources about Ethiopia to develop their geographical skills in enquiry and resource analysis.

Students will discover the historical narrative to poverty and global inequality alongside reflecting on attempts to secure a brighter future for Ethiopia. These include attempts at trade, global governance, infrastructure and small-scale projects. Through considering development strategies students will practice using analysis approaches to help them to make informed decisions in exploring geographical challenges; such as wealth inequality, climate change and coastal management.

Distinctive Landscapes

Students then return to a physical geography unit in order to recover these skills and prepare them for their geographical enquiry experience. We have deliberately interleaved physical and human topics to ensure that students consistently revisit key themes. This unit is also taught early in the course to provide students with the knowledge needed to undertake fieldwork later on in the year.

Students recover what a landscape is and locate various examples in the UK, students will analyse the key features (soil, vegetation and relief) of these different areas and begin to unpick the geological and meteorological -process present in their development. It's essential for us to help students to see how varied the UK is in terms of environment and use this as a platform for studying the more complex geographies of more exotic regions of the world and the interconnections within these regions. We make full use of this through revision of all our case studies.

A coastal study will provide students the opportunity to study the geomorphological processes that influence a coastline's shape, features and management decisions. Students will learn about the South Coast. We have chosen this region due to the ample opportunities to study a variety of coastal features. Students will consider the big picture as to what will happen to our coastline through reflecting on learning from earlier in the year on hazards and urbanisation. Students will develop skills in using key terminology effectively to describe geographical processes such as long-shore drift, coastal erosion and deposition in producing distinctive landscapes and environments. Students will participate in decision making exercises to help evaluate the effectiveness of coastal management on the South Coast. They will also have many opportunities in this unit to master their statistical analysis skills through looking at coastal data.

A river study will provide students the opportunity to study the geomorphological processes that influence a river's shape, landforms and management decisions. Students will study the River Tees. This will not only consolidate students' earlier work on hydrology at KS3 but also help develop links to previous learning on UK weather systems and landscapes.

Students will use Geographical Information Systems (GIS) and flood risk maps to recap the different features of the drainage basin. We will study the many features of the river created through deposition and erosion and understand how these develop over time.
We then identify and evaluate the many flood defences found along the Tee further refining our decision making and justification skills.

Spring Term
Urban Futures
By 2050, two out of every three people are likely to be living in cities. This topic will equip students with the knowledge of urban life but also the new challenges that this will create for development, commerce and the environment. This is studied in Yr10 to complement the fieldwork that students complete later in the year alongside providing students with an opportunity to develop their cartography and statistical analysis skills in producing urban growth models for different areas of the world.

Students will learn how urban growth varies across the world currently and historically, they will develop skills in cartography through plotting location data as well as looking at urban expansion rates equipping them to spot and analyse trends in demographics.

Students will then move to more regional mapping tasks to master this skill in considering the concentration of urban centres in different regions of the world. Students will begin to work with gap minder data to complement their own work and analysing the link between development data and urban living conditions. We hope that students will develop an appreciation for lives across different areas of the city in order to develop empathy and understanding for those less fortunate as well as recognising the different realities for social groups.

Students will compare the natural and human factors that lead to urbanisation rates in Advanced Countries (ACs) and rapid urbanisation in Low Income Developing Countries (LIDCs). Through reflecting on the ongoing processes in Brighton and Hove students will identify how our local areas can fit into these models; thus building skills in local awareness and geographical application.

Through studying Rio students will develop a rich knowledge of the opportunities and challenges in Emerging Developing Countries (EDC) cities. They will appreciate the changing ways of life and cultural shifts within the city alongside reflecting on attempts to sustainably improve the quality of life. We hope to encourage students to think critically about cities and the communities that you don't see during global events such as the World Cup and the Olympic Games. We want students to be able to critique seemingly accepted agendas in order to develop their debating and thinking skills. Students will develop skills in decision making through considering opportunities for reducing inequality in EDCs, developing both their analysis and evaluation skills. We have chosen Rio as we want students to study places that draw comparison to our lifestyles so that they can appreciate the importance of urban challenges in creating cities for the future. We want students to be able to reflect on both the hidden similarities and hidden differences.

Finally through studying London students will gain a historical narrative of urban change. Students will study inequality within London and the challenges of congestion within the city and how to sustainably manage this. We hope to inspire students to consider careers in urban planning and sustainability. We have chosen to finish with London so that students have the opportunity to apply their knowledge of urban challenges to a more familiar setting and do not take it at face value.

Students will further develop their skills in Geographical Information Systems (GIS) through analysing urban problems in London. This case study will demonstrate for students the level of analysis and

skills that they will need to use within their fieldwork unit. Students will study a range of distinct areas within London and unpick the factors, features and characteristics that make up the culture of a place.

Spring/Summer Term
UK in the 21st Century
We decided to link our urban knowledge to the wider UK, in order to reflect on how the urban challenges of London fit into a wider historical picture of the UK. We also feel that this unit gives students an opportunity to develop their skills further and to apply their learning to different areas. Through teaching these side by side students are explicitly taught the links between different topics in geography.

Through the use of cartographical skills students will develop a detailed knowledge of the UK. Students will develop their knowledge of UK environments, cities and economic hubs through exploring maps, news articles and regional data. Students will have the opportunity to consider the physical geography of the south coast and geological processes that formed our hometown moving on to make links between this physical geography and the places that Brighton is today.

Students will use OS maps and land-use maps to develop a good understanding of the UK's human and physical features. They will consider the challenges of water stress, consolidating prior knowledge of air masses and landscape. Students will then build upon their knowledge to reflect on the human causes of water stress and the parallels this draws with the UK housing shortage.

Building on their existing demographic skills students will study the changing UK population and the impacts of this; specifically looking at the changing ethnic diversity and subsequent local experiences. Students will undertake a detailed case study of an Ageing Population in Eastbourne. Through this we hope to encourage students to reflect on the culture of different spaces and the relationship between communities and the spaces they inhabit.

The next sub-topic that students will broach is the impact of economic and social policy on the UK economy. We hope that students will gain knowledge of the different economic approaches of the UK's political parties alongside the impact of the 2008 global crash. Students will begin to appreciate how closely tied countries' economies are through globalisation and trading blocs, building on all of the case studies they have explored this year. We will then take some time to consider the wider implications of Brexit. We hope to ignite a passion for politics and the importance of understanding the broad political views within the UK, as we feel that it is important for students to understand their political context in order to become more engaged.

Students will finish with considering how geopolitical and economic changes are leading to a changing UK and its degree of influence across the world. Through this students will analyse the current conflict in Somalia, the role of UK media exports in asserting influence and role of the UK as a global peacemaker. It's important for us that students develop an awareness of the UK's political role globally and how it has been perceived historically and today.

Summer Term

Fieldwork and Geographical Enquiry

There is no coursework element in GCSE geography, instead we have the opportunity to develop our geographical skills throughout the GCSE and apply these in an exam setting. In order to ensure that students are confident in undertaking fieldwork tests, data presentation, statistical analysis and drawing conclusions we undertake a full day of fieldwork in the summer term. At this point in the course, students can both apply geographical enquiry to previous units alongside helping them framework any future studies. We felt that this would best prepare them for the assessment as it gives them the knowledge from previous units to framework enquiry but also the skills to consider how enquiry can fit into subsequent units.

Throughout the day students will consolidate their enquiry skills and have an opportunity to put their fieldwork skills into practice.

A morning of coastal fieldwork will explore the hypothesis 'Is Longshore drift impacting the shape of the coastline at Hove?' and whether this is being managed effectively. Students will undertake beach profiling, stakeholder analysis, pebble sampling, groyne height measurements and weather measurement. Although students have studied this in Yr9, at GCSE they will have the opportunity to build enquiry skills through reflecting on processes in action and exploring how this impacts the shape of the coastline and its uses.

In the afternoon an urban study of Brighton will question the sustainability of our city and give students the chance to collect a variety of data sources. Students will develop skills in interviewing land use mapping alongside interviewing key stakeholders in the development of Brighton as a city. An in depth study of Brighton helps students contextualise their own city. Alongside supporting exam success through providing students with a case study they already know a lot about, this exercise also helps students to be able to apply many of the urban issues they have already studied to their own city.

Upon return to the classroom students will analyse, present and consolidate data to provide a detailed investigation and conclusion. We want to offer the students the opportunity to develop real ownership over their work and to reflect on their own ability to conduct a geographical investigation. We run this as the end of the Yr10 in order to help students to apply their geographical skills from the previous 4 units and work closely with them to offer personalised feedback on how to develop these skills ready for Yr11.