

Waterfront UTC Geography GCSE Curriculum

Curriculum Overview

We study the Eduqas Specification A GCSE at Waterfront UTC. This GCSE course is the study of Geography through a unique balance of physical and human topics. Students will learn in an enquiry-based approach which encourages questioning, investigation and critical thinking about issues affecting our planet. Fieldwork is an essential part of the course. This course aims to instil a thirst for knowledge and a desire to understand, prompting questions about our complex and dynamic world. They will enhance their knowledge and develop their understanding of specialised geographical concepts and current geographical issues. Students will gain an appreciation of the importance of location of places and environments from local to global. Students will learn new geographical skills and apply their learning to the real world through fieldwork. Core themes are studied to create a balance between contemporary and traditional, human and physical geography. Alongside the core, additional optional themes allow schools to select geographical issues that suit the needs and interests of their students.

Year 9	What: Distinctive landscapes	What: River landscapes	What: Flooding	What: Coastal landscapes	What: UK ecosystems	What: UK population change	What: UK urban change	What: UK weather
	Why: This provides students with an understanding the wider landscape within our country and how humans interact with the physical landscapes surrounding us.	Why: This gives students a detailed understanding of how a distinctive landscape works as a system and how its processes create unique landforms that change over time.	Why: This gives students an understanding of how systems work on a larger scale and interact with human activity with a detailed case study of a UK flood event.	Why: This gives students a detailed understanding of how a distinctive landscape works as a system and how its processes create unique landforms that change over time.	Why: This develops students understanding of the formation of the sand dune ecosystem found in the UK in coastal environments and the impact of human activity.	Why: This provides students with an understanding of human environments in the UK and the key processes occurring in urban and rural areas in relation to population change.	Why: This develops students understanding of urban areas and looks at the housing crisis in the UK and potential sustainable settlements of the future.	Why: This gives students an understanding of weather and climate characteristics of the UK and the factors that influence these.
	Why now: This introduces students to the start of the course linked to UK geography by considering the different landscapes that exist here.	Why now: Students can now look at a specific distinctive landscape in the UK in more detail after learning about the different landscapes in our country.	Why now: Having learnt about the processes that exist in river landscapes this knowledge can now be applied to drainage basins as a whole.	Why now: Students now learn about a contrasting distinctive landscape to river landscapes and can compare the similarities and differences.	Why now: Students need to understand the process of coastal deposition before they can learn the formation of a sand dune.	Why now: Students now look at the human geography of the UK and gain knowledge about the different types of settlement within the UK.	Why now: Students can now develop a deeper understanding about the issues communities face and look at sustainability in depth.	Why now: Students complete the UK part of the course and this creates a nice link to more global weather patterns which is studied next.
Year 10	What: Weather hazards	What: Tectonic processes	What: Tectonic hazards	What: Climate change	What: Ecosystems	What: Global cities	What: Global inequality	What: Fieldwork
	Why: This provides an understanding of atmospheric circulation and its impact on global weather patterns with detailed cause studies of hurricane and drought events.	Why: This gives students an understanding of a different physical system on our planet and the key processes that drive tectonic movement and hazards.	Why: This gives students an understanding of tectonic hazards and the impact they have on society and the environment with detailed case studies of an earthquake, a volcano and a tsunami event.	Why: This gives students the opportunity to consider the validity of various sources of evidence for climate change and the natural and human causes of climate change.	Why: This gives students a detailed understanding of two biomes (the tropical rainforest and savanna) by exploring the key characteristics and processes for each biome as well as the relationship with human activity.	Why: This gives students a detailed understanding of two global cities (London and Mumbai) exploring the national and regional context of each city by considering the causes and consequences of their growth and global connections.	Why: This deepens students understanding of development and how various factors such as trade can contribute to global inequalities that exist on our planet.	Why:

	Why now: This introduces students to the start of the course linked to global geography and is needed to understand climate ecosystems later on.	Why now: Students now look at the key processes of a contrasting natural hazard and build on their knowledge of systems and processes.	Why now: Having learnt about the processes causing these hazards, students can apply this to their detailed case studies and make judgements about their impacts.	Why now: Students make links between the natural causes and tectonics and it deepens understanding of human interactions with physical processes.	Why now: Students need to understand atmospheric circulation and global climate patterns to apply it to biome distribution and characteristics.	Why now: There are links to UK geography here from Year 9 by studying London but keeping the global geography theme by studying Mumbai.	Why now: Students can make links between the global cities studies and the global inequalities that exist on our planet as a result of migration and trade.	Why now:
Year 11	What: Global tourism	What: Regional inequality	What: Water resources	What: Social development	What: Social challenges			
	Why: This deepens students understanding of tourism can contribute to global inequalities that exist on our planet by comparing tourism in Mexico and The Gambia.	Why: Students consolidate learning of place by exploring the causes and consequences of regional inequality in London and India.	Why: This gives students an understanding of the social and economic importance of water resources and how they are being managed on a variety of scales.	Why: This deepens students understanding of development by comparing social development with economic development and how each is measured.	Why: This gives students a detailed understanding of the social development issues we face such as refugee movement, disease, education and creating a sustainable future.			
	Why now: Students can make links between this and the global inequalities part of the course and compare how trade and tourism contribute to global inequality.	Why now: Students apply their knowledge from global cities and global inequality to look at the same country at a different scale.	Why now: Students continue to explore the idea of scale by considering water management at a global, regional and micro-scale.	Why now: Students need to have an understanding of economic development first in order to compare it with social development.	Why now: Having learnt about how social development is measured students can now look at the various issues with a more critical eye.			