

Pearson Edexcel GCSE Geography A

Pace Yourself 2 Year Course Planner

Introduction

This course planner has been produced to help schools successfully deliver our GCSE Geography A specification as part of our GCSE Geography A Pace Yourself teaching and learning guide. It should be read alongside the content tracker and presentation. It is offered as an alternative example to the original two year course planner, which followed the order of the specification. This document should be viewed as a guide for schools; it is highly likely that individual departments will wish to modify this document to reflect their specific needs. This planner is not intended to be prescriptive; it has been produced in an editable word format to make it easy to adapt.

The new GCSE Geography A specification has been designed so that teachers can deliver the content in 120 hours of guided learning. This document suggests a two-year model which identifies parts of the specification where it may be appropriate to adapt the original two year course planner to ensure a timely completion of the course content.

This model:

- covers the content of the whole specification and is based on **two** hours a week;
- identifies opportunities where duplicated / overlapping content can be streamlined;
- ensures that the content for Component 3 is embedded into the course rather than ‘bolted-on’ at the end;
- assumes centres have made the following content choices:
 - Sub-topics 1A and 1B have been selected in Topic 1;
 - Sub-topic 6A has been selected in Topic 6;
 - Physical field investigation has a coastal focus;
 - Human field investigation has an urban focus.

This course planner should be viewed alongside:

- GCSE Geography A Pace Yourself presentation;
- Content Tracker.

Specification overview

The 2016 Edexcel Geography A specification is split into three content components.

Component 1: The Physical Environment, 37.5% of the qualification

- Topic 1 The changing landscapes of the UK – including a choice of two from coastal landscapes, river landscapes and glacial landscapes
- Topic 2 Weather hazards and climate change
- Topic 3 Ecosystems, biodiversity and management

Written examination: 1 hour and 30 minutes, 94 marks

Component 2: The Human Environment, 37.5% of the qualification

- Topic 4 Changing cities
- Topic 5 Global development
- Topic 6 Resource management – including a choice of either energy resource management or water resource management

Written examination: 1 hour and 30 minutes, 94 marks

Component 3: Geographical Investigations: Fieldwork and UK Challenges, 25% of the qualification

- Topic 7 Geographical investigations – fieldwork
- Topic 8 Geographical investigations – UK Challenges

Written examination, 1 hour and 30 minutes, 64 marks

2 Year Course Planner

Week	Content	Notes
Autumn term, Year 10		
Week 1	<p>Component 1: Topic 1 - The changing landscapes of the UK</p> <p>1.1a – Characteristics and distribution of the UK's main rock types.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> • Use geological maps to learn locations. • Locate key physical features of the UK – link to geology where appropriate. • Using simple geological cross sections to show the relationship between geology and relief.
Week 2	<p>1.1b – The role of geology and past tectonic processes in the development of upland and lowland landscapes.</p> <p>&</p> <p>1.2a – How distinctive upland and lowland landscapes result from the interaction of physical processes.</p> <p>(NB: The section of the exam which covers this content is comprised of 1 and 2 mark questions – Lessons should therefore provide a brief overview only).</p>	<p>Suggested locations:</p> <ul style="list-style-type: none"> • Dartmoor (Upland) • South Downs (Lowland) <p>Integrated Skills:</p> <ul style="list-style-type: none"> • Using simple geological cross sections to show the relationship between geology and relief.
Week 3	<p>1.2 – How distinctive landscapes result from human activity over time.</p> <p>For each of the following human activities learn one way they have impacted on the landscape:</p> <ul style="list-style-type: none"> • Agriculture / farming • Forestry • Settlement / urbanisation • Industry <p>(NB: Although Industry isn't listed in this part of the spec, it is identified as a cause of landscape change in numerous other topics. Aim to provide a solid understanding of this key specification theme. Choose examples of landscape change which will apply to later units).</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> • Recognition of physical and human geography features on 1:25000 and 1:50000 OS maps.

Week	Content	Notes
Week 4	<p>Optional Sub-Topic</p> <p>1A Coastal landscapes & processes</p> <p>1.3a - The physical processes at work on the coast.</p> <p>(NB: These processes will come up again the future. They will be reused during the landform lessons of this topic and in your second optional sub-unit – therefore there is no need to master at this stage).</p> <p>1.3c - How the UK's weather and climate affect rates of coastal erosion and retreat.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> Using UK weather and climate data and calculation of mean rates of erosion using a multi-year data set.
Week 5	<p>1.3b - Influence of geological structure and rock type and wave action on landforms.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> Use of BGS Geology maps (paper or online) to link coastal form to geology.
Week 6	<p>1.4a - The role of erosional processes in the development of landforms.</p> <p>(NB: The 8 mark questions which cover this part of the specification have the command term 'Examine' which is linked to unfamiliar resources. As such, these lessons should focus on the identification of processes and evidence of change on photos and maps rather than just learning textbook descriptions. This also relates to 1.4b and 1.5b).</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> Recognition of coastal landforms on 1:25000 and 1:50000 OS maps.
Week 7	<p>1.4b - The role of depositional processes in the development of landforms.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> Recognition of coastal landforms on 1:25000 and 1:50000 OS maps.
Week 8	<p>1.5a - How human activities have affected landscapes.</p> <p>(NB: HW task with starter recap only – content already covered during week 3).</p> <p>1.5a continued... The effects of coastal recession and flooding on people and the environment.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human intervention.
October Half Term		

Week 9	<p>1.5b - The advantages and disadvantages of different coastal defences used on the coastline of the UK.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.3b - Approaches to managing coastal UK flood risk.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human intervention.
Week 10	<p>Topic 7: Geographical investigations – fieldwork</p> <p>7A: Investigating physical environments</p> <p>Suggested sequence for field investigation:</p> <p><i>Lesson 1:</i> Identify issues for investigation and develop hypotheses / key questions. (These should be researched further and developed at home – 1hr).</p> <p><i>Lesson 2:</i> Devise appropriate collection techniques / sampling methods and undertake a risk assessment.</p> <p>1 day in the field collecting primary data (Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data – 1hr).</p> <p><i>Lesson 3:</i> Use ICT and hand-drawn graphical skills to present primary information (Unfinished presentations to be completed at home – 30mins).</p> <p><i>Lesson 4:</i> Use and review secondary data (Rivers – Environment Agency Flood Map / Coasts – BGS Geology of Britain Viewer + 1 one other source).</p> <p><i>Lesson 5:</i> Interpret primary and secondary data – Attempt to explain trends and outliers.</p> <p><i>Lesson 6:</i> Draw evidence based on conclusions for original posed hypotheses / key questions. (Homework to be based on a GCSE style question requiring students to assess the overall reliability of their findings – 30mins).</p>	<p>A minimum of one day of either rivers or coastal focused fieldwork should be carried out. It is recommended that a further 9 hours are dedicated to the completion of your investigation. This course planner assumes that there will be 6 fieldwork focused lessons in school, supported by a further 3 hours completed as homework.</p>
Week 11		
Week 12		
Week 13	<p><i>Assessment Opportunity</i> – test review to cover</p> <ul style="list-style-type: none"> Changing landscapes of the UK. Coastal landscapes and processes. Physical fieldwork (if coastal fieldwork has been carried out). 	

Week 14	<p><u>Optional Sub-component</u> 1B River landscapes & processes</p> <p>1.7a - The physical processes at work in the river landscape.</p> <p>(NB: Content duplication with previous topic – Adopt a ‘flipped approach’ – Terminology to be reviewed as a HW and checked through a starter).</p> <p>1.7c - How the UK’s weather affects river processes.</p> <p>1.7b - How river landscapes contrast between the upper courses, mid courses and lower courses of rivers and why channel shape, valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river.</p>	<p>Integrated Skills:</p> <ul style="list-style-type: none"> • Use of BGS Geology maps (paper or online) to link river long profiles to geology. • Using UK weather and climate data.
Week 15	Spare week – could be used for recap, mastery or additional assessments tasks.	
Christmas break followed by: Spring term		

Week	Content	Notes
Spring term, Year 10		
Week 1	<p>1.8a - The role of erosion processes and the influence of geology in the development of landforms.</p> <p>(NB: The 8 mark questions which cover this part of the specification have the command term 'Examine' which is linked to unfamiliar resources. As such, these lessons should focus on the identification of processes, and evidence of change, on photos and maps rather than just learning textbook descriptions. This also relates to 1.8b, 1.8c and 1.9b).</p>	<p>Link your river lessons to a named river. Use examples from that river when teaching each landform.</p> <p>1.10a - The significance of the location of one named distinctive river landscape.</p> <p>Integrated skills:</p> <ul style="list-style-type: none"> Recognition of river landforms on 1:25000 and 1:50000 OS maps.
Week 2	1.8c - The interaction of deposition and erosion processes in the development of landforms.	<p>Integrated skills:</p> <ul style="list-style-type: none"> Recognition of river landforms on 1:25000 and 1:50000 OS maps
Week 3	1.8b - The role of depositional processes in the formation of floodplains, levees and point bar.	<p>Integrated skills:</p> <ul style="list-style-type: none"> Recognition of river landforms on 1:25000 and 1:50000 OS maps.
Week 4	<p>1.9a - How human activities and changes in land use (urbanisation, agriculture and industry) have affected river processes that impact on river landscapes.</p> <p>(NB: HW task with starter recap – content already covered during the Autumn term in week 3, and possibly during week 8).</p> <p>1.9a – continued... the physical and human causes and effects of river flooding.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Drawing simple storm hydrographs using rainfall and discharge data. Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human intervention.
Week 5	<p>1.9b - Advantages and disadvantages of different defences used on UK rivers and how they can lead to change in river landscapes.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.3b - Approaches to managing river UK flood risk.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Use of 1:25000 and 1:50000 OS maps, and GIS, to investigate the impact of human intervention.
Week 6	<p>Assessment Opportunity – Test to cover:</p> <p>Recap questions on:</p> <ul style="list-style-type: none"> Changing landscapes of the UK. Coastal landscapes and processes. Physical fieldwork. <p>Main focus:</p> <ul style="list-style-type: none"> River landscapes and processes. 	

February Half Term		
Week 7	<p>Topic 2: Weather hazards and climate change</p> <p>2.1a - The features of the global atmospheric circulation.</p> <p>2.1b - How circulation cells and ocean currents transfer and redistribute heat energy across the Earth (NB: to include the significance of the UK's geographic location in relation to its climate 2.4c).</p>	
Week 8	<p>2.2a - How climate has changed in the past (NB: to include changes in the UK's climate over the last 1000 years 2.4a).</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.4a - Uncertainties about how global climate change will impact on the UK's future climate.</p> <p>2.2b - Causes and evidence for natural climate change (NB: include frequency and strengths of tropical storms and droughts as evidence – linking to 2.4b and 2.8b).</p>	
Week 9	<p>2.3a - How human activities produce greenhouse gases that cause the enhanced greenhouse effect.</p> <p>2.3b - Negative effects that climate change is having on the environment and people.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.4b - Impacts of climate change on people and landscapes in UK.</p> <p>8.4c - Range of responses to climate change in the UK at a local and national scale.</p>	
Week 10	<p>2.4a/b - The UK's climate today - Spatial variations in temperature, prevailing wind and rainfall within the UK.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of line graphs/bar charts showing climate change.

Week 11	<p>Tropical Cyclones</p> <p>2.5a - How the global circulation of the atmosphere leads to tropical cyclones and the sequence of their formation.</p> <p>2.5b - Characteristics, frequency and geographical distribution of tropical cyclones and how these change over time.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use of GIS to track the movement of tropical cyclones.
Week 12	<p>2.6 -- There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development.</p> <p>Lesson 1 - Comparison of impacts in a named developed and a named emerging or developing country.</p> <p>Lesson 2 - Comparison of responses in a named developed and a named emerging or developing country.</p> <p>(NB: Exam questions focused on this part of the specification often want students to evaluate or assess the differences between their two named locations. It could therefore be argued that it is more beneficial to teach the content side-by-side rather than sequentially).</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use of social media source, satellite images and socio-economic data to assess impact. • Use of weather and storm surge data to calculate Saffir-Simpson magnitude.
Easter Holidays		

Week	Content	Notes
Summer term, Year 10		
Week 1	<p>Droughts</p> <p>2.7a - Characteristics of arid environments compared to the extreme weather conditions associated with drought.</p> <p>2.7b - Different causes of the weather hazard of drought: meteorological, hydrological, and human.</p> <p>2.7c - Why the global circulation makes some locations more vulnerable to drought as a natural hazard than others and how this changes over time (NB: Could be tackled as a recap homework – circulation was covered during Spring Term week 7).</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of graphs showing medium term rainfall trends.
Week 2	<p>2.8 The impacts of, and responses to, drought vary depending on a country's level of development.</p> <p>Lesson 1 – Comparison of impacts in a named developed and a named emerging or developing country.</p> <p>Lesson 2 - Comparison of responses in a named developed and a named emerging or developing country.</p> <p>(See comment from Spring Week 12 to see a justification for this approach).</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of socio-economic data.
Week 3	<p><i>Assessment Opportunity</i> – Test to cover:</p> <p>Recap questions on:</p> <ul style="list-style-type: none"> • Changing landscapes of the UK. • Coastal landscapes and processes. • Physical fieldwork. • River landscapes and processes. <p>Main Focus:</p> <ul style="list-style-type: none"> • Weather hazards and climate change. 	

Week 4	<p>Topic 3: Ecosystems, biodiversity and management</p> <p>3.1a - Distributions and characteristics of the world's large-scale ecosystems.</p> <p>3.3a - Distribution and characteristics of the UK's main terrestrial ecosystems.</p> <p>3.1b - The role of climate and local factors (NB: Teaching at this stage should focus on local factors. The role of climate can be covered as a HW / Starter as this content was taught during the previous topic).</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use of world maps to show the location of global biomes. • Comparing climate graphs for different biomes. • Interpret GIS maps.
Week 5	<p>3.2a - How the biosphere provides resources for people but is also increasingly exploited commercially for energy, water and mineral resources.</p> <p>3.3b - Importance of marine ecosystems to the UK as a resource and how human activities are degrading them.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.1a - Changes in the UK's population in the next 50 years and implications on resource consumption.</p> <p>8.1b - Pressures of growing populations on the UK's ecosystems.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of line graphs showing population projections in relation to likely available resources.

May Half Term, Year 10

Week 6	<p>3.4a - Biotic and abiotic characteristics of the <u>tropical rainforest</u> ecosystem.</p> <p>3.6a - Abiotic and biotic characteristics of the <u>deciduous woodland</u> ecosystem.</p> <p>(NB: The approach taken in the remainder of this unit will follow the structure of the content listed above. In a similar style to the weather hazards component of topic 2, rainforest and deciduous woodland content will be taught side-by-side rather than sequentially. This should lead to a faster delivery whilst also making it easier for pupils to identify links, aiding comparison style questions).</p> <p>3.5a - Examples of goods and services provided by <u>tropical rainforest</u> ecosystems.</p> <p>3.7a - Examples of goods and services provided by <u>deciduous woodlands</u> ecosystems.</p>	
Week 7	<p>3.4b & 3.6b - The interdependence of biotic and abiotic characteristics and the nutrient cycle.</p> <p>3.4c & 3.6c - how plants and animals are adapted.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of nutrient cycle diagrams and food webs diagrams.
Week 8	<p>3.4c & 3.6c continued... Why <u>rainforests</u> have very high biodiversity and why <u>deciduous woodlands</u> have moderate biodiversity.</p> <p>3.5b - How climate change presents a threat to the structure, functioning and biodiversity of <u>tropical rainforests</u>.</p> <p>3.7b - How climate change presents a threat to the structure, function and biodiversity of the <u>deciduous woodland</u> ecosystem.</p> <p>(NB: Work on climate change should be linked to content covered during Topic 2 (Spring Term Lesson 9) – It may be possible for this content to be flipped with just a knowledge check in class).</p>	
Week 9	<p>3.5c - Economic and social causes of deforestation in <u>rainforests</u>.</p> <p>3.7c - Economic and social causes of deforestation in <u>deciduous woodlands</u>.</p>	<p>Integrated skills</p> <ul style="list-style-type: none"> • Use of GIS to identify the pattern of forest loss. • Use and interpretation of line graphs showing population projections in relation to likely available resources.
Week 10	<p>3.5d - Political and economic factors that have contributed to the sustainable management of a <u>rainforest</u> in a named region.</p> <p>3.7d - Different approaches to the sustainable use and management of <u>deciduous woodlands</u> in a named region.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.3a - Approaches to conservation and development of UK National Parks.</p>	

Week 11	Revision	
Week 12	<i>Assessment Opportunity</i> – Full Paper 1: Questions will cover: <ul style="list-style-type: none"> • Changing landscapes of the UK + sub-topics. • Weather hazards and climate change. • Ecosystems, biodiversity and management. 	
Week 13	Review and reflection time.	

Week	Content	Notes
Autumn term, Year 11		
Week 1	Component 2 - Topic 4: Changing Cities <u>Lesson 1:</u> 4.1a – Contrasting trends in urbanisation over the last 50 years in different parts of the world. 4.1b – How and why urbanisation has occurred at different times and rates in different parts of the world. (NB: 'Effects' purposely removed from the above detailed content statement as this will be covered in later lessons). <u>Lesson 2:</u> 4.2a - Distribution of urban population in the UK and the location of its major urban centres. 4.2b - Factors causing the rate and degree of urbanisation to differ between the regions of the UK. UK Challenges (Topic 8: Paper 3) link: 8.1b - Pressures of growing populations on the UK's ecosystems.	Integrated skills: <ul style="list-style-type: none"> • Use and interpretation of line graphs and calculating of rate of change. • Using a combination of population pyramids, choropleth maps and GIS. • Using GIS/satellite images, historic images and maps to investigate spatial growth.
Week 2	Case Studies – Select a major city from the UK and a developing/emerging country. 4.3a – UK: Site, situation and connectivity of the chosen UK city in a national (cultural and environmental), regional and global context. 4.6a – Developing/emerging: Site, situation and connectivity of the chosen city in a national (cultural and environmental), regional and global context. (NB: As with previous overlapping themes in the weather hazards and forests topics, where appropriate this planner suggests the case studies should be taught side-by-side to reduce time spent recapping concepts and to promote comparisons between selected cities).	

Week 3	<p>4.3b – UK: Chosen UK city’s structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</p> <p>4.4a – UK: The sequence of urbanisation, suburbanisation, counter-urbanisation and re-urbanisation processes and their distinctive characteristics for the chosen UK city.</p> <p>4.5d - Recent changes in retailing and their impact on the chosen UK city: decline in the central business district (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping.</p> <p>4.6b – Developing/emerging: The chosen city’s structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Using satellite images to identify different land use zones in urban areas.
Week 4	<p><u>Lesson 1</u> – 4.4b - UK: Causes of national and international migration and the impact on different parts of the chosen UK city.</p> <p>4.5a – UK: The use of key population characteristics for the chosen UK cities from the Census and reasons for population growth or decline.</p> <p><u>Lesson 2</u> – UK Challenges (Topic 8: Paper 3) link: 8.2c - UK net migration statistics and their reliability. Attitudes of different stakeholders towards migration.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Use and interpretation of line graphs and calculating of rate of change. Using Census output area data for 2011. Using quantitative and qualitative information to judge the scale of variations in quality of life. Using GIS/satellite images, historic images and maps to investigate spatial growth Using a combination of population pyramids, choropleth maps and GIS.
Week 5	<p><u>Lesson 3</u> – 4.7a - Developing/emerging: Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth).</p> <p>4.7b - Developing/emerging: Causes of national and international migration and the impact on different parts of the chosen city.</p> <p><u>Lesson 4</u> – 4.7c - Developing/emerging: How the growth of the chosen city is accompanied by increasing inequality and reasons for differences in quality of life.</p> <p>4.8a - Effects resulting from the chosen city’s rapid urbanisation: housing shortages, squatter settlements, under-employment, pollution and inadequate services.</p>	
Week 6	<p>4.5b – UK: Causes of deindustrialisation and impacts on the chosen UK city.</p> <p>4.5c – UK: How economic change is increasing inequality in the city and the differences in quality of life.</p> <p>UK Challenges (Topic 8: Paper 3) link: 8.2a - The ‘two-speed economy’ and options for bridging the gap between south east and the rest of the UK.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Using Census output area data for 2011.

October Half Term, Year 11

Week 7	<p>4.5e – UK: The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city.</p> <p>UK Challenges (Topic 8: Paper 3) link:</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Calculating the ecological footprint of people in the city, and comparing it to other locations.
Week 8	<p>8.2b – Costs and benefits of greenfield development and the regeneration of brownfield sites.</p> <p>8.1c - Range of national sustainable transport options for the UK.</p> <p>4.8b – Developing/emerging: Advantages and disadvantages of both bottom-up and top-down approaches to solving the chosen city's problems and improving the quality of life or its people.</p> <p>4.8c – Developing/emerging: The role of government policies in improving the quality of life (social, economic and environmental) within the chosen city.</p>	
Week 9	<p>Topic 7: Geographical investigations – fieldwork</p> <p>7A: Investigating human environments</p>	<p>A minimum of one day of either rivers or coastal focused fieldwork should be carried out. It is recommended that a further 9 hours are dedicated to the completion of your investigation. This course planner assumes that there will be 6 fieldwork focused lessons in school, supported by a further 3 hours completed as homework.</p>
Week 10	<p>Possible option to link study to 4.5d – Recent changes in retailing and their impact on the chosen UK city: decline in the central business district (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping).</p> <p>Suggested sequence for field investigation:</p> <p><i>Lesson 1:</i> Identify issues for investigation and develop hypotheses / key questions. (These should be researched further and developed at home – 1hr).</p> <p><i>Lesson 2:</i> Devise appropriate collection techniques / sampling methods and undertake a risk assessment.</p> <p>1 day in the field collecting primary data (Post trip: evaluate method at home – write-up a review of the accuracy / reliability of your collected data – 1hr).</p> <p><i>Lesson 3:</i> Use ICT and hand-drawn graphical skills to present primary information (Unfinished presentations to be completed at home – 30mins).</p> <p><i>Lesson 4:</i> Use and review secondary data (Census Data – e.g. the Office for National Statistics (ONS) Neighbourhood Statistics + 1 other source).</p> <p><i>Lesson 5:</i> Interpret primary and secondary data – Attempt to explain trends and outliers.</p> <p><i>Lesson 6:</i> Draw evidence based on conclusions for original posed hypotheses / key questions. (Homework to be based on a GCSE style question requiring students to assess the overall reliability of their findings – 30mins).</p>	
Week 11		

Week 12	<p>Topic 5: Global Development</p> <p>5.1a - Contrasting ways of defining development, using economic criteria and broader social and political measures.</p> <p>5.1c - How development is measured in different ways: Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption.</p> <p>5.1b - Different factors contribute to the human development of a country.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Comparing the relative ranking of countries using single versus composite (indices) development measures.
Week 13	<p>5.2a - Global pattern of development and its unevenness between and within countries, including the UK.</p> <p>5.2b - Factors (physical, historic and economic) that have led to spatial variations in the level of development globally and within the UK.</p> <p>5.3a - Impact of uneven development on the quality of life in different parts of the world.</p> <p>(NB: Themes to be covered by recapping content from the cities unit. It may be possible to fore fill this content requirement through homework).</p> <p>UK Challenges (Topic 8: Paper 3) link:</p> <p>8.2a - The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Interpreting choropleth maps.
Week 14	<p>5.4a - The range of international strategies (international aid and inter-governmental agreements) that attempt to reduce uneven development.</p> <p>5.4b - Difference between top-down (government or transnational corporation (TNC) led) and bottom-up development projects (community led). Their advantages and limitations in the promotion of development.</p> <p>(NB: As with the previous content, delivery of these specification requirements can be speeded up by 'recycling' the projects used to tackle inequality in your chosen developing/emerging city).</p>	
Week 15	<p>Case Study of a developing/emerging country</p> <p>5.5a - Location and position of the chosen country in its region and globally.</p> <p>5.5b - Broad political, social, cultural and environmental context of the chosen country in its region and globally.</p> <p>5.6e - Changing social factors (increased inequality, growing middle class and improved education) in the chosen country.</p>	
Christmas break followed by: Spring term		

Week	Content	Notes
Spring term, Year 11		
Week 1	<p>5.6d - Changes in population structure and life expectancy that have occurred in the last 30 years in the chosen country.</p> <p>5.6a - Positive and negative impacts of changes that have occurred in the sectors (primary, secondary, tertiary and quaternary) of the chosen country's economy.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Using numerical economic data to profile the chosen country. Interpreting population pyramids.
Week 2	<p>5.5c - Unevenness of development within the chosen country (core and periphery) and reasons why development does not take place at the same rate across all regions.</p> <p>5.7b - How technology and connectivity support development in different parts of the chosen country and for different groups of people.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Using socio-economic data to calculate difference from the mean, for core and periphery regions.
Week 3	<p>5.6b - Characteristics of international trade and aid and the chosen country's involvement in both.</p> <p>5.6c - Changing balance between public investment (by government) and private investment (by TNCs and smaller businesses) for the chosen country.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> Using proportional flow line maps to visualize trade patterns and flows.
Week 4	5.7a - How geopolitical relationships with other countries affect the chosen country's development: foreign policy, defence, military pacts, territorial disputes.	
Week 5	<p>5.8a - Positive and negative social, economic and environmental impacts of rapid development for the chosen country and its people.</p> <p>5.8b - How the chosen country's government and people are managing the impacts of its rapid development to improve quality of life and its global status.</p> <p>(NB: This content has again been covered during the cities topic. As such, there is the opportunity to 'flip' some of the content to reduce lesson time if necessary. These lessons could also be used to revise earlier content).</p>	
Week 6	Preparation for mock exams.	
February Half Term, Year 11.		
Week 7	<p>Mock Examinations</p> <ul style="list-style-type: none"> Full Paper 3 Combined Paper – covering all of component 1 and the changing cities unit from component 2. 	

Week 8	<p>Topic 6: Resource Management</p> <p>6.1a - Natural resources can be defined and classified in different ways.</p> <p>6.2a - Global and UK variety and distribution of natural resources.</p> <p>6.2b - Global patterns of usage and consumption of food, energy and water.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of UK and world maps showing the distribution of resources • Using different choropleth maps and data visualisations such as Gapminder.
Week 9	<p>6.1b - Ways in which people exploit environments in order to obtain water, food and energy.</p> <p>6.1c - How environments are changed by this exploitation.</p> <p>(NB: Opportunity to revise knowledge from the Ecosystems, biodiversity and management. If necessary, content could be covered at home).</p>	
Week 10 (NB: Centres could choose Water instead of Energy)	<p>Optional sub-topic: Energy Resource Management</p> <p>6.3a - Energy resources can be classified as renewable and non-renewable.</p> <p>6.4a - The composition of the UK's energy mix.</p> <p>6.4b - How global variations in the energy mix are dependent on a number of factors: population, wealth and the availability of energy resources.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of world maps showing the distribution of energy resources.
Week 11	<p>6.5a - How and why global demand and supply has changed over the past 100 years.</p> <p>6.7a - Why renewable and non-renewable energy resources require sustainable management.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available energy resources. • Calculation of carbon and ecological footprints.
Week 12	<p><u>Lesson 1 – overview of non-renewable energy resources</u></p> <p>6.5b - How non-renewable energy resources are being developed and how this can have both positive and negative positive impacts on people and the environment.</p> <p><u>Lesson 2 – focus on one non-renewable energy resource</u></p> <p>6.5d - How technology (fracking) can resolve energy resource shortages.</p> <p>6.3b - Advantages and disadvantages of the production and development of one non-renewable energy resource.</p> <p>6.6a - How attitudes to the exploitation and consumption of energy resources vary with different stakeholders</p> <p>6.7b - Different views held by individuals, organisations and governments on the management and sustainable use of energy resources.</p> <p>(NB: Opportunity to revise climate change content from topic 2)</p>	

Week	Content	Notes
Summer Term, Year 11		
Week 1	<p><u>Lesson 1 – overview of renewable energy resources</u></p> <p>6.5b - How renewable energy resources are being developed and how this can have both positive and negative positive impacts on people and the environment.</p> <p><u>Lesson 2 – focus on one renewable energy resource.</u></p> <p>6.3c - Advantages and disadvantages of the production and development of one renewable energy resource.</p> <p>6.6a - How attitudes to the exploitation and consumption of energy resources vary with different stakeholders.</p> <p>6.7b - Different views held by individuals, organisations and governments on the management and sustainable use of energy resources.</p> <p>(NB: Opportunity to revise energy related sustainable strategies covered within the UK city case study).</p>	
Week 2	<p>6.7c - How one developed country and one emerging country or developing country have attempted to manage their energy resources in a sustainable way.</p>	<p>Integrated skills:</p> <ul style="list-style-type: none"> • Calculation off carbon and ecological footprints.
Week 3	Revision and final exam preparations	
Week 4	Revision and final exam preparations	
Week 5	Revision and final exam preparations	

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