AQA GCSE Geography Year 1

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theorem linked to real-life case study exams where students evaluate causes, impacts and responses. Learned ideas utilise the AQA assessment objectives:

- AO1 = key geographical idea
- AO2 = development of the geographical idea (often linked to the command word of the question)
- AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example
- AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis

Lessons are updated year-on-year to match updates and developments that occur in geographical understanding across the globe.

Students build knowledge through a combination of teacher and student led learning, which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. poster work, verbal presentations and group discussion).

Methods of deepening and securing knowledge:	
Spaced practice	Spaced practice is developed through key themes of social/economic/environmental analysis and is applied to all topics where possible – allowing the students to build this skill over time. Recurring links between case studies are made when investigated (e.g. explanations of social/economic inequalities studied as part of the York fieldwork in early Year 10 are reapplied when evaluating the impact of inner-city decline in Liverpool as part of the Urban Issues unit in late Year 10).
Retrieval practice	Retrieval practice is evident particularly through the use of short-answer exam questions used as starter activities each lesson (which re-visit and re-assess understanding of topics learned earlier in the year). Reflective plenaries often link to prior learning as well as current learning. Quiz Quiz trade is a common example – students writing and sharing questions/answers with multiple students based on an over-arching theme. Students are often offered a new geographical situation as a starter activity for a new topic (e.g. a photograph to analyse). Using geographical links to prior learning, students are expected to interrogate the new situation by applying analyses used in previous lessons).
Elaboration	Students are often given chances to work in groups to elaborate on a new topic via the use of mind maps and kagan-style group strategies (e.g. think pair share, rally robin).

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	**Coasts** - Waves - Processes - Erosional landforms - Depositional landforms - Swanage - Hard engineering - Soft engineering - Managed retreat - Holderness case study	**Rivers** - Rivers and valleys - Fluvial processes - Erosion processes - Landforms - River Tees - Flood risk - Hard engineering - Soft engineering - Banbury **Fieldwork – Human** - Burgess model - Development of York as a city - Primary and secondary data collection - Risk assessment - Sampling - Data presentation - Conclusion - Evaluation	**Urban Issues** - Megacities - LIC growth - Slums - Lagos - UK cities - Changes in UK cities - Liverpool case study - Manchester urban regeneration - Sustainable living	**Economic World** - Global variations in wealth - Demographic transition - Consequences of uneven development - Reducing the development gap - Nigeria case study	**Economic World** - UK economy - Transportation - Environmental impacts - UK links to the wider world	**Fieldwork – Rivers** - Arkengarthdale-William Gill (drainage basin) - Primary and secondary data collection - Risk assessment - Sampling - Presentation - Conclusion - Evaluation
Assessment	**Aiming High 1 end of topic test (hazards, resources, rivers and coasts)** - Covering a range of exam-style questions (1, 2, 4, 6 and 9 markers)		**Year 10 PPE (hazards, resources, rivers, coasts and economic world).** - Split across 2 papers. Covering a range of exam-style questions (1, 2, 4, 6 and 9 markers)		**Aiming High 3 end of topic test (urban issues)** - Covering a range of exam-style questions (1, 2, 4, 6 and 9 markers) - Score combined with PPE to inform current and Professional Prediction grades	

CEIAG (Careers that are linked to that topic)	- Coastal Management Engineer - Geologist - Local or regional governance	- Hazard management (e.g. flood prevention/ protection) - Meteorology (e.g. Met Office - Local governance (e.g. town planner) - Construction industry (e.g. architecture, building surveying)	- Local, regional or national governance - Demography (e.g. national census) - Jobs in public services (e.g. NHS) - Construction industry (e.g. architecture, building surveying)	- Local, regional or national governance - Demography (e.g. national census) - Jobs in public services (e.g. NHS) - Construction industry (e.g. architecture, building surveying) - Foreign aid work	- Local, regional or national governance - Demography (e.g. national census)	- Hazard management (e.g. flood prevention/ protection) - Meteorology (e.g. Met Office)

Independent Learning:
Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types of independent learning set in geography such as: - Reading a provided article for a case study (to be studied the following lessons).   - Revising for an upcoming assessment using a specifically designed revision sheet. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know.   - Completing a task set in lesson.   - Researching a new topic to be studied in a following lesson.