BBG Academy Curriculum 2025-2026 – GEOGRAPHY

GSCE

Year 10 & 11

Year 10 assessment dates

Assessment week 1 – 10.11.25

Assessment week 2 – 09.02.26

Year 11 assessment dates

Mock exam series 1 – 06.10.25 / 13.10.25

Mock exam series 2 – 12.01.26/19.01.26

Our exam board for GCSE is AQA, therefore the following has been taken from the AQA GCSE Geography Specification.

Paper 1: Living with the physical environment		
Overview	**Key knowledge, skills and keywords**	**Exams & assessments**
This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different	**1. The Challenge of Natural Hazards** This unit focuses on natural processes and their impacts, with an emphasis on hazard risk, human responses, and hazard management. • **Tectonic Hazards**: Causes and effects of earthquakes and volcanoes; examples like Haiti (LIC) and Japan (HIC); reasons why people live in hazard-prone areas; how monitoring, prediction, protection, and planning reduce risk.	**EXAM:** 88 marks 35% of the total GCSE grade 1hr 30 minutes long **ASSESSMENTS:**

BBG Academy Curriculum 2025-2026 – GEOGRAPHY

environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.	• **Weather Hazards**: Global atmospheric circulation; tropical storms (e.g. Typhoon Haiyan); UK weather hazards (e.g. Beast from the East); evidence of extreme weather events increasing. • **Climate Change**: Evidence (ice cores, sea level rise, temperature records), natural and human causes (e.g. fossil fuels, deforestation); effects (e.g. sea level rise, food insecurity); responses—mitigation (renewable energy, carbon capture) and adaptation (flood defences, drought-resistant crops).	Students will complete an end of topic assessments following completion of a topic. Alongside this, during topics they will complete a 4-, 6- or 9-mark question. **Please note as the year progresses, end of topic assessments will include exam questions from previously taught topics to help build up our students' revision techniques and exam stamina.*
	2. The Living World This unit explores ecosystems, biomes, and the interactions between physical and human processes. • **Ecosystems**: Characteristics of ecosystems (e.g. pond food webs); small-scale ecosystem study in the UK. • **Tropical Rainforests**: Characteristics (climate, biodiversity, soil); case study of Malaysia; causes and impacts of deforestation; sustainable management (selective logging, ecotourism). • **Hot Deserts**: Characteristics (e.g. climate, biodiversity); case study (e.g. Thar Desert); development opportunities and challenges; desertification and how it can be reduced.	
	3. Physical Landscapes in the UK This section examines UK coastal and river landscapes, their features, processes, and management. • **Coastal Landscapes**: Erosional and depositional landforms (headlands, beaches, spits); case study of coastal management (e.g. Holderness Coast); hard vs. soft engineering.	

BBG Academy Curriculum 2025-2026 – GEOGRAPHY

	• **River Landscapes**: River processes (erosion, transportation, deposition); landforms (meanders, oxbow lakes, levees); flood risk and hydrographs; flood management strategies (e.g. River Ouse, York). **Key skills:** • Interpreting and analysing maps, photographs, and data. • Understanding case studies and applying them to real-world contexts. • Using geographical terminology and processes effectively in explanations. • Decision-making and evaluation of human responses to physical challenges.	
Paper 2: Challenges in the human environment		
Overview	**Key knowledge and keywords**	**Exam & Assessments**
This unit is concerned with human processes, systems and outcomes and how this 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 stages 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	**1. Urban Issues and Challenges** This unit explores the growth of cities, the opportunities they offer, and the challenges they face. • **Urbanisation**: Causes of urban growth, particularly in LICs and NEEs (rural-urban migration and natural increase); global patterns of urbanisation. • **Case Study of a City in an NEE/LIC** (e.g. Mumbai): ○ Opportunities: jobs, education, healthcare, improved quality of life.	**EXAM:** 88 marks 35% of the total GCSE grade 1hr 30 minutes long **ASSESSMENTS:** Students will complete an end of topic assessments

BBG Academy Curriculum 2025-2026 – GEOGRAPHY

<table>
<tr>
<td>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
- Section B: The changing economic world
- Section C: the challenge of resource management (resource management and water)</td>
<td>

Challenges: managing squatter settlements, access to services, traffic, waste, pollution.
Urban planning for the urban poor

Case Study of a UK City (e.g. London):

Importance nationally and internationally.
Urban change: social, economic and environmental opportunities and challenges.
Urban regeneration (e.g. Newham).

Sustainable Urban Living: Features of sustainable cities (e.g. water and energy conservation, green spaces, waste recycling).
Urban Transport Strategies: How public transport and traffic schemes can improve sustainability (e.g. London’s congestion charge, cycle hire schemes).

2. The Changing Economic World
This section focuses on development, the global development gap, and how economies are changing.

Development:

Measures of development (e.g. GNI, HDI, literacy rate).
Causes of the development gap (e.g. historical, physical, political).
Strategies to reduce the gap: aid, debt relief, fair trade, tourism, investment.

Case Study of a NEE’s Development (e.g. Nigeria):

How industry and trade affect development.
Role of TNCs (e.g. Shell), aid, and international links.
Environmental and social impacts of development.

UK Economic Change:

</td>
<td>following completion of a topic. Alongside this, during topics they will complete a 4-, 6- or 9-mark question.

*Please note as the year progresses, end of topic assessments will include exam questions from previously taught topics to help build up our students’ revision techniques and exam stamina.</td>
</tr>
</table>

	○ De-industrialisation and shift to a post-industrial economy. ○ Growth of the service sector and quaternary industries. ○ Science and business parks. ○ Impacts of industry on the environment and sustainable solutions. ○ Regional inequalities and strategies to reduce them (e.g. Northern Powerhouse). ○ UK's infrastructure and global links (e.g. ports, airports, trade, EU/US relations).	
	3. The Challenge of Resource Management This unit examines the global and UK-based issues surrounding food, water, and energy. • **Global Resource Management**: ○ Uneven global distribution of resources. ○ Importance of food, water, and energy to economic and social well-being. • **Resource Management in the UK**: ○ **Food**: Demand for greater variety; food miles and carbon footprints; sustainable food. ○ **Water**: Supply and demand; water surplus and deficit; water transfer and pollution. ○ **Energy**: Changing energy mix; decline of fossil fuels; rise of renewables; economic and environmental impacts of energy use. • **Optional Resource Topic – e.g. Water**: ○ Global supply and demand of water.	

BBG Academy Curriculum 2025-2026 – GEOGRAPHY

	○ Water insecurity: causes (e.g. over-abstraction, pollution, climate change) and impacts. ○ Increasing supply: dams, desalination, water transfer. ○ Sustainable water management (e.g. conservation, grey water recycling). **Key skills:** • Data interpretation and analysis (graphs, maps, statistics). • Case study application and evaluation. • Decision-making skills (especially in resource management). • Understanding and applying key geographical terms and processes.	
Paper 3: Geographical applications		
Overview	**Key knowledge and keywords**	**Exam & Assessments**
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 - Section B: Fieldwork (physical = Holderness Coast, human = Leeds)	**1. Issue Evaluation** This section tests students' ability to apply geographical knowledge to a real-world issue using a pre-released resource booklet provided by AQA in advance of the exam. • **Critical Thinking and Decision-Making:** ○ Analysing an issue with multiple viewpoints. ○ Evaluating social, economic, and environmental impacts. ○ Justifying decisions and proposing sustainable solutions. • **Use of Sources:** ○ Interpreting written text, maps, photographs, graphs, and diagrams. ○ Identifying bias, reliability, and relevance in sources.	**EXAM:** 76 marks 30% of the total GCSE grade 1hr 30 minutes long **ASSESSMENTS:** Students will complete an end of topic assessments following completion of a topic. Alongside

	• **Applying Prior Knowledge:**
	  ○ Making connections between the issue and topics covered in Papers 1 and 2 (e.g. urban planning, deforestation, water management).
	  ○ Demonstrating an understanding of geographical concepts such as sustainability, development, and interdependence.
	• **Structured Argument Writing:**
	  ○ Developing a reasoned conclusion based on evidence from the resource booklet and wider knowledge.
		this, during topics they will complete a 4-, 6- or 9-mark question.
		
		**Please note as the year progresses, end of topic assessments will include exam questions from previously taught topics to help build up our students' revision techniques and exam stamina.*

	2. Fieldwork
	This section tests students' understanding of geographical fieldwork. It includes questions about their own fieldwork and unfamiliar fieldwork scenarios.
	
	Own Fieldwork Enquiry (carried out by students in two contrasting physical and human environments):
	• **Enquiry Process:**
	  1. Formulating a question/hypothesis.
	  2. Selecting appropriate methods of data collection.
	  3. Justifying methods and sampling techniques.
	  4. Presenting data (e.g. bar charts, line graphs, field sketches, maps).
	  5. Analysing and explaining results.
	  6. Reaching conclusions.
	  7. Evaluating the enquiry, including reliability, limitations, and improvements.	

BBG Academy Curriculum 2025-2026 – GEOGRAPHY

	• **Examples:**
	  ○ Physical Fieldwork: Investigating river characteristics along the course of a river.
	  ○ Human Fieldwork: Assessing the effectiveness of urban regeneration or measuring quality of life in different urban areas.
	Unfamiliar Fieldwork:
	• Students may be given maps, results tables, or photos from an unfamiliar investigation.
	• Skills tested include:
	  ○ Interpreting data from graphs and charts.
	  ○ Suggesting suitable methods for data collection.
	  ○ Evaluating limitations or improvements to the investigation.	

	Key Skills: • Geographical enquiry and investigation skills. • Critical thinking and problem-solving. • Graphical and statistical analysis (e.g. mean, range, percentage change). • Decision-making based on evidence. • Communicating findings clearly and logically.	

Yearly schedule & order:

Every year the order in which GCSE is taught changes, depending on the individual year group and their needs. The Human and Physical topics are always interleaved, to ensure students are constantly revisiting the fundamental skills developed at KS3 and to ensure all students get the most from their lessons

throughout the year. Fieldtrips are always placed into Year 11, with one occurring in the summer term and the second trip occurring in the autumn term. This is to enable students to have enough Geographical knowledge from the classroom before they engage in the fieldwork.