



GCSE Geography Course Overview



The KS4 course at Fulford School aims to create *great geographers*. Teachers will deliver high quality learning experiences, which develop the geographical knowledge, understanding and skills of students from all levels of prior attainment and backgrounds. The high quality learning experiences of students will lead to strong levels of student progress and will also nurture a curiosity from students about the world.

There will be a variety of teaching and learning activities, but a common feature of the major topics is the coverage the command words that AQA use. These include point marked questions (1-3 marks) and level marked questions (4, 6 and 9 marks). See table below.

	Point marked	4 and 6 marks	9 marks
Command	Calculate, describe, give, outline, name, list, complete, state	Explain how, suggest how, discuss, do you agree?	To what extent?, assess the extent, assess the importance, do you agree?

Homework

Homework activities include the use of online tests, such as Educake, where students apply their knowledge, understanding and skills to questions that teachers have set specifically for the class. Teachers will use this information to inform future learning by addressing common areas of weakness. Other homework activities will include researching case studies / processes, making specific revision materials (e.g. mind map / completing a summary table) and completing exam questions (often as part of a responsive activity following feedback).

GeoFul booklet

All students should have a *GeoFul* booklet that acts as a course guide documenting the format of the exams, structure of assessment, the topics to be covered and definitions of command words. It also lists helpful resources, which can be used to support learning outside of the classroom (including the login details for the online Kerboodle textbook, Educake and PiXL). The *GeoFul* booklet should also help students to track their own progress by recording assessment scores / grades. Furthermore, summaries of feedback and DIRT activities are included in the *GeoFul* e.g. WWW and EBI / targets / meeting targets. The *GeoFul* booklet should stay with the student for the duration of the course and should be kept in their current book / folder. The *GeoFul* is intended to be a helpful resource that supports students and parents throughout the course and should be a specific point of reference in preparation for the exams.

Wider learning

It is also expected that students will experience some wider learning, which goes beyond the specific requirements of the specification. This includes making links:

- to topical examples of geographical events and discussions that are currently in the news e.g. hurricanes, earthquakes, governmental decisions about trade
- to examples that are in the students' own local communities e.g. housing developments
- between what has been taught and the students' own lives e.g. food miles, carbon footprint
- with careers that people have and highlighting the transferable skills that have been developed e.g. careers activity from RICS (surveyors)
- with the knowledge, understanding and skills that are developed in other subjects e.g. content overlap (tectonics & energy in Science) & skills overlap (explaining & justifying)
- with inter and intra-personal skills through activities such as group work and fieldwork in Malham and York
- opportunities for extended learning where appropriate, this could be more academically challenging articles or encouraging students e.g. GeoActives, Wide World, news articles
- with local, national and global organisations / NGOs to promote student participation in activities beyond the prescriptions of the GCSE specification e.g. WLT rainforest conservation

Literacy

A wide range of literacy will be promoted, in particular students will be given a Key Terms or Stretch & Challenge Terms sheet for each topic, where they self evaluate confidence at defining terms at the start and end of the topic. This is also a point of reference for checking spellings. Support will be given with extended writing (e.g. PEEL, using writing frames / exemplar answers / guidance). Furthermore, students will be given and will be encouraged to read texts / articles that challenge them and develop their skills of scanning, skimming and selecting key information to use as evidence. Oral literacy will be encouraged through the use of paired work where written answers are orally rehearsed. Students may also take part in presentations to develop their communication skills.

Year skill covered →	9	9	9	9	9	9	9/10	10	10	10	10	10	10	10/11	11	11	11	11	11	11		
Section on exam →	PB	PB	PB	HC	HC	PC	PC	P A	PA	PA	PA	PC	P	HA	HA	HA	HB	H	HB	HB		
Geographical skill ↓. Topic →	Eco	TRF	Cold env	Res man	Energy man	UK land	Coast land	Nat haz	Tect haz	Weath haz	Clim cha	River land	Field work	Urb world	Urb UK	Urb sus	Dev Gap	Field work	NEE	UK econ	Revision focus	
3.4.1 Cartographic skills																						
Atlas maps: •• use and understand coordinates – latitude and longitude	Y	Y	Y						Y	D				Y	D				Y	D		Y
Atlas maps: recognise and describe distributions and patterns of both human and physical features	Y								Y					Y								
maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Ordnance Survey maps: •• use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic				Y		Y	Y	D				Y	Y	D		Y			Y	D		
Ordnance Survey maps: use and understand coordinates – four and six-figure grid references				Y		Y						Y	Y		Y				Y			Y
Ordnance Survey maps: •• use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales				Y		Y						Y	Y		Y				Y			Y
Ordnance Survey maps: •• use and understand gradient, contour and spot height				Y								Y										Y
Ordnance Survey maps: •• numerical and statistical information												Y							Y			
Ordnance Survey maps: •• identify basic landscape features and describe their characteristics from map evidence							Y					Y										
Ordnance Survey maps: •• identify major relief features on maps and relate cross-sectional drawings to relief features												Y										Y

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Ordnance Survey maps: •• draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use												Y	Y D		Y							
Ordnance Survey maps: •• interpret cross sections and transects of physical and human landscapes												Y			Y D							Y
Ordnance Survey maps: •• describe the physical features as they are shown on large scale maps – coastlines, fluvial landscapes							Y					Y	Y									
Ordnance Survey maps: •• infer human activity from map evidence, including tourism.							Y								Y							Y D
Maps in association with photographs: •• be able to compare maps												Y			Y							
Maps in association with photographs: •• sketch maps: draw, label, understand and interpret												Y	Y									
Maps in association with photographs: •• photographs: use and interpret ground, aerial and satellite photographs							Y								Y							
Maps in association with photographs: •• describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs							Y					Y			Y							
Maps in association with photographs: •• draw sketches from photographs							Y															
Maps in association with photographs: •• label and annotate diagrams, maps, graphs, sketches and photographs.							Y D					Y D			Y D							Y D

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3.4.2 Graphical skills																					
Select, construct and interpret information from appropriate graphs, charts and maps •• line charts		Y	Y	Y	Y					Y	Y			Y			Y		Y	Y	
•• bar charts		Y	Y	Y	Y				Y	Y	Y			Y	Y		Y		Y	Y	
•• pie charts		Y		Y													Y				
•• pictograms																					Y D
•• histograms with equal class intervals							Y D														Y
•• divided bar,				Y											Y						Y
•• scattergraphs													Y				Y	Y			
•• population pyramids																	Y		Y		Y D
•• suggest an appropriate form of graphical representation for the data provided					Y								Y					Y			
•• choropleth maps				Y	Y									Y			Y			Y	
•• isoline maps															Y D						Y
•• dot maps														Y							
•• desire lines																	Y				Y
•• proportional symbols																	Y D				Y
•• flow lines																	Y				Y
•• dispersion graphs																	Y D				Y
3.4.3 Numerical skills																					
•• demonstrate an understanding of number, area and scales, and the quantitative relationships between units		Y	Y	Y					Y	Y	Y		Y	Y	Y		Y	Y	Y		

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•• design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability													Y					Y				
•• understand and correctly use proportion and ratio, magnitude and frequency									Y	Y							Y D					
•• draw informed conclusions from numerical data.		Y	Y	Y	Y				Y	Y	Y			Y	Y		Y	Y	Y	Y		
3.4.4 Statistical skills																						
•• use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, mode and modal class)		Y		Y									Y					Y				
•• quartiles and inter-quartile range																	Y D					Y
•• calculate percentage increase or decrease and understand the use of percentiles		Y		Y										Y								Y
•• describe relationships in bivariate data: sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions,												Y	Y				Y	Y				
•• interpolate and extrapolate trends												Y	Y					Y				Y
•• be able to identify weaknesses in selective statistical presentation of data.				Y									Y				Y	Y				
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Link to specification →	PB	PB	PB	HC	HC	PC	PC	P A	PA	PA	PA	PC	P	HA	HA	HA	HB	H	HB	HB	
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3.4.5 Use of qualitative and quantitative data																					
Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Examples of types of data:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
•• maps																					
•• fieldwork data													y					y			
•• geo-spatial data presented in a geographical information system (GIS) framework		Y					Y			Y					Y						
•• satellite imagery		Y					Y			Y					Y						
•• written and digital sources	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
•• visual and graphical sources	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
•• numerical and statistical information.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
3.4.6 Formulate enquiry and argument																					
•• identify questions and sequences of enquiry													Y					Y			
•• write descriptively, analytically and critically	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
•• communicate their ideas effectively	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
•• develop an extended written argument		Y							Y	Y	Y		Y	Y	Y		Y	Y	Y		
•• draw well-evidenced and informed conclusions about geographical questions and issues.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	