## Three Year Scheme of Work for AQA GCSE Geography

**Using a three-year scheme of work**

Using three years to complete the GCSE course gives an added degree of flexibility by adding approximately 40 hours to the total teaching time.

This time can be used in different ways, including:

* simply taking more time to cover the specification content
* having a greater number of assessment/consolidation points
* spending more time on fieldwork and issue-evaluation opportunities
* completing the teaching of the course earlier and consequently putting in place a more detailed and comprehensive revision and examination preparation programme
* completing the course earlier and allowing more time to be spent on the pre-release materials
* developing a skills based package which introduces students to many of the skills highlighted in the Specification skills checklist.
* using an enquiry based approach to cover elements (or one part) of the course.
This would introduce students to the importance of fieldwork and issue- evaluation in a less time pressured teaching environment. It will also give students the opportunity to develop individual learning skills which will be important in encouraging them to take a greater responsibility for their own learning and the ability to extend their learning.

**Possible examples of the use of a three year teaching programme**

1. Using the two-year scheme of work and simply extending the time allocated to each taught unit.
2. Using the two-year scheme of work and incorporating a greater number of the fieldwork and issue-evaluation opportunities expressed in the two-year scheme of work.
3. Using Year 9 in order to develop an induction/introduction to the GCSE course. This can be done in a variety of ways, including:
* Selecting a part of the course which might be considered particularly inspiring or which lends itself to a wide range of imaginative teaching and learning methods. This can be used to enthuse students and encourage them in their GCSE studies so that they are already aware of the requirements at GCSE and are focused on their studies as they enter Year 10.
* Selecting those parts of the course which can be delivered using the local area. Towards the latter stage of Year 9 it might be possible to fulfil the fieldwork requirements for the GCSE course. It may be easier to take students out of school for fieldwork in Year 9 than in Year 10 or Year 11.

**Example of a three-year structure**

There are clearly many ways that the GCSE course can be managed to fit into a three-year structure. The following examples are based on the existing two-year structure in relation to the order in which the content might be covered.

**Brief outline**

Specific detail on the following is expressed in the two-year scheme of work.

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| **YEAR 1 (Year 9)**  |
| It might be helpful to include an introductory element which introduces students to the idea of GCSE and the types of skills that will be required. This would be essentially an induction period which would build confidence and set the groundwork for study at GCSE level. |
| **Autumn term** |
| Living with the physical environment | Section A – The challenge of natural hazards | Introduction to natural hazards |
| Tectonic hazards |
| There is a good opportunity here for visual learning and the investigation of particular events. This area of study lends itself to a wide range of teaching and learning methods, including group work, individual research and presentations and the development of GIS skills. There are also issue-evaluation opportunities, clearly expressed in the two-year scheme of work. |

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| **Spring term** |
| Living with the physical environment | Section A – The challenge of natural hazards | Weather hazards *This may or may not be an appropriate time to consider global atmospheric circulation* |
| Extreme weather in the UK |
| There is a good opportunity here for visual learning and the investigation of particular events. This area of study lends itself to a wide range of teaching and learning methods, including group work, individual research and presentations and the development of GIS skills. There are also issue-evaluation opportunities, clearly expressed in the two-year scheme of work. At some time during the winter there will almost certainly have been an example of extreme weather in the UK. This can be used as an example of ‘a recent UK extreme weather event’. Having lived through this event and then spent some time studying it students are more likely to remember it. |

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| **Summer term** |
| Living with the physical environment | Section A – The challenge of natural hazards | Climate change |
| Most students will have some understanding of this topic through their work in science. It is intended that it is a relatively short piece of work, perhaps 4 or 5 lessons (as expressed in the two-year structure). |
|  | Section C – Physical landscapes in the UK |  |
| It may be worth moving to Section C and looking at one of the two physical landscapes in the UK that need to be studied. The latter part of the summer term might be a good opportunity to complete one of these areas, especially if it is going to be a vehicle for one of the fieldwork elements. This would provide an excellent opportunity for fieldwork in a physical context and remove an element of time pressure from Year 10 and Year 11. |

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| **YEAR 2 (Year 10)**  |
| **Autumn term** |
| Living with the physical environment | Section C – Physical landscapes in the UK | Complete the second UK physical landscape |
| Section B – The living world | Introduction to ecosystems |
| Example of a small scale UK Ecosystem *This could link to physical landscape, e.g. salt marsh/sand dunes* |
| Study of tropical rainforests |
| Study of hot deserts OR cold environments |

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| **Spring term** |
| Living with the physical environment | Review of the Unit (could have an end of unit assessment to identify strengths/areas for development/reflection) |  |
| Challenges in the human environment | Section A – Urban issues and challenges | Patterns of urban growth |
| Case study of an LIC/NEE city |
| An overview of the population and distribution of major cities in the UK |

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| **Summer term** |
| Challenges in the human environment | Section A – Urban issues and challenges | Case study of a city in the UK |
| Sustainable urban living |
| Opportunity for fieldwork *Second fieldwork unit* |

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| **YEAR 3 (Year 11)**  |
| **Autumn term** |
| Challenges in the human environment | Section B – The changing economic world | Global economic development |
| Reducing the development gap |
| Case study of an LIC/NEE |
| The changing economy of the UK |
| Section C – The challenge of resource management | Introduction to food/water/energy resources |
| Study of either Food OR Water OR Energy  |

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| **Spring term/early Summer term** |
| Challenges of the human environment | Review of the Unit *Could have an end of unit assessment to identify strengths/areas for development/reflection* |  |
| Opportunity to revisit the fieldwork element work on the development of a revision and preparation strategy for the fieldwork element of examination Paper 3 |
| Opportunity for further fieldwork if required |
| Revision and examination preparation/practice strategy |
| Detailed preparation using the pre-release materials |