



GCSE Paper 1: Coastal Landscapes in the UK



West Kirby
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Learning about this topic is important because: As part of the wider 'Living with the physical environment' unit of course, geographers learn about 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 topic are to develop an understanding of the processes and features in coastal landscapes, and the need for management strategies which are governed by sustainability.

This builds on: Previous learning about climate change, hazards, resources and map skills. You will use this knowledge to understand how coastal landscapes are shaped, how they are affected by environmental change, and how people interact with and manage them.

This leads to: A Level Geography, where you will study coastal systems and landscapes in greater depth. You will explore the complex interactions between physical processes, climate change, sea level rise and coastal management, while developing more advanced geographical enquiry and fieldwork skills.

We will learn:	Check list ✓	RAG Rate	We will develop/practise skills including:
The different types of waves and their characteristics: destructive and constructive.			• OS map skills • Field sketch • Annotation – diagrams and photographs • GIS • Decision making – cost benefit analysis • Exam technique.
Coastal processes: erosion (hydraulic action, abrasion, attrition, solution) weathering (mechanical, biological and chemical); mass movement (sliding, slumping and rockfalls); transportation (traction, saltation, suspension, solution, longshore drift) & deposition.			
Geological structure: Concordant and discordant coastlines.			
Landforms of erosion: Headlands and bays, erosion of a headland (crack, cave, arch, stack, stump), wave-cup platforms.			
Landforms of deposition: beaches, sand dunes, spits, and bars.			
The uses of the coastal zone.			
Coastal management strategies: The costs and benefits of hard engineering strategies to manage flooding and erosion: sea walls, rock armour/rip rap, gabions and groynes; and of soft engineering strategies to manage flooding and erosion: beach nourishment and reprofiling, dune regeneration and coastal realignment			
Coastal management scheme along the Holderness Coast as an example in the UK to show why the scheme was required, the management strategies, the resulting effects and conflicts.			



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Some of the vocabulary that we will use includes:

Abrasion, arch, attrition, bar, bay, beach, beach profile, berm, concordant coastline, discordant coastline, deposition, differential erosion, estuary, headland, hydraulic action, load, longshore drift, managed retreat, mass movement, rockfall, rockslide, rotational slumping, saltation, sand dune, sediment, spit, stack, stump, suspension, traction, transportation, wave cut notch, wave cut platform, wave refraction, weathering.



GCSE Paper 1: Living World



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Learning about this topic is important because: Studying Ecosystems, including local small scale to larger biomes such as tropical rainforests and hot deserts, is important because they highlight key ecological concepts and the impact of human activities on the worlds biomes. These case studies can help us understand the complexity of ecosystems, biodiversity, and the importance of protecting them. They also provide insights into the challenges and strategies for sustainable management of these vital environments.

This builds on: Your previous learning in Resources (Yr7), Africa and Kenya (Yr8), Weather and climate (Yr8) and Climate change (Yr9)

This leads to: This topic can support your understanding of the Resource management topic we study in Yr11. The skills you learn can also be applied to the paper three pre-release issue evaluation. This topic also supports A-level learning on water and carbon cycles, while having synoptic links with GCSE Biology and Chemistry.

We will learn:	Check list ✓	RAG Rate	We will develop/practise skills including:
Ecosystems at different scales and the interaction between biotic and abiotic components. (small scale system in the UK – Epping Forest). This is to help us understand the interrelationships within a natural system.			• Data interpretation, analysing graphs, charts and maps. • Mapping skills • Case study analysis, examining specific examples of ecosystems such as tropical rainforests and hot deserts. • Evaluation skills. • Critical thinking.
The distribution of global ecosystems/biomes and their characteristics (climate, soils, species).			
Global ecosystems we focus on - Tropical rainforests & Hot deserts: For each we will look at the physical characteristics of each global ecosystem and the interdependence of climate, water, soil, plants, animals and people.			
How do plants and animals adapt to living in extreme environments. TRF – Buttress roots, Lianas, drip tips, epiphytes, sloths, Monkeys. HD – Castus (Xerophytic features), Camel, Kangaroo rat.			
Examine the changing rates of deforestation and explore the different causes of its increase (farming, logging, roads, mineral extraction, energy, development, population growth).			
What are the long-term impacts of deforestation and what strategies do we use to manage them better to be more sustainable. (selective logging, afforestation, conservation and education, ecotourism, international agreements). We will consider the value of the rainforest to both people and the environment.			
What variety of development opportunities exist in Hot Desert environments (mineral extraction, energy, farming, tourism) and consider how this can be made challenging (extreme temperatures, water supply and inaccessibility).			
To understand what desertification is and how it is caused (climate change, population growth, removal of fuel wood, overgrazing, over cultivation).			
Evaluate the effectiveness of a variety of strategies used to reduce the risk of desertification (water and soil management, tree replanting, use of appropriate technology).			

Some of the vocabulary that we will use includes:

Biome, ecosystem, biodiversity, tropical rainforest, hot desert, nutrient cycle, adaptation, deforestation, desertification, conservation, sustainable management, emergent layer, canopy, understorey, forest floor, climate, soil fertility, flora, fauna, food web, producer, consumer, decomposer, nutrient cycling, interdependence, abiotic factors, biotic factors, microclimate, slash-and-burn agriculture, ecotourism, carbon sink, biodiversity hotspot, habitat fragmentation, ecosystem services.



GCSE Paper 2: Changing Economic World



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Learning about this topic is important because: This topic will help you will develop an understanding of why countries develop at different rates and how economic change affects people's quality of life. You will explore how global development, trade and investment shape the world around you, helping you make informed decisions about some of today's biggest geographical and economic challenges.

This builds on: This unit builds on your Yr8 learning about development, particularly your understanding of development indicators and how countries are classified by their level of development. It also builds on your knowledge from the Urban Issues and Challenges topic, where you explored how development influences urbanisation, migration and quality of life in cities such as Lagos and London.

This leads to: This unit develops a deeper understanding of how countries are classified and why levels of development vary around the world. It enables you to make synoptic links between other GCSE Geography topics, including urbanisation, resource management, climate change and tectonic hazards, by exploring how development influences people's vulnerability and quality of life. It also helps you become a more informed global citizen by understanding the challenges, opportunities and inequalities that shape our interconnected world.

We will learn:	Check list ✓	RAG Rate	What skills will we develop/practise:
How are countries classified using economic and social development indicators, and why these measures have strengths and limitations.			- Gapminder proportional circle graphs to identify relationships between different development indicators e.g. GNI and life expectancy. - Investigation using a large database to study patterns in development indicators – ‘dispel the myth’. - Living graph exercise with the DTM. - Interpretation of graphs – pie charts, bar charts, line graphs. - Examination question practise.
How levels of development change over time, including the link between development and the Demographic Transition Model (DTM).			
Why levels of development vary around the world, including physical, economic and historical causes.			
The consequences of uneven development, including inequalities in wealth, health and international migration.			
How different strategies can reduce the development gap, including aid, investment, tourism, Fairtrade, debt relief, intermediate technology and microfinance.			
How tourism in Bhutan is helping to improve economic development while protecting the country's environment and culture.			
The location and importance of Nigeria, and its wider political, social, cultural and environmental context.			
How Nigeria's economy is changing, including the growth of manufacturing, industry and the changing balance between employment sectors.			
The role of transnational corporations (TNCs), including Shell, and the advantages and disadvantages they bring to Nigeria's development.			
How economic development has affected Nigeria, including changing trade links, international aid, environmental impacts and quality of life.			
How and why the UK's economy has changed, including de-industrialisation, globalisation, the growth of service industries and regional inequalities.			
How the UK is preparing for the future economy, including sustainable industry, transport improvements, reducing the north–south divide and maintaining links with the wider world.			



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Some of the vocabulary that we will use includes: Development, Economic development, Quality of life, Standard of living, Development indicator, Economic indicator, Social indicator, Gross National Income (GNI), Human Development Index (HDI), Birth rate, Death rate, Infant mortality rate, Life expectancy, Literacy rate, People per doctor, Access to safe water, Demographic Transition Model (DTM), Natural increase, Low-income country (LIC), Newly Emerging Economy (NEE), High-income country (HIC), Global development gap, Uneven development, Wealth, Poverty, Inequality, International migration, Investment, Sustainable tourism, Aid, Bilateral aid, Multilateral aid, Intermediate technology, Fairtrade, Debt relief, Microfinance, Transnational corporation (TNC), Manufacturing, Primary sector, Secondary sector, Tertiary sector, Quaternary sector, Industrial structure, Employment structure, Globalisation, Trade, Imports, Exports, Gross Domestic Product (GDP), De-industrialisation, Post-industrial economy, Service industry, Science park, Business park, Research and development (R&D), Regional inequality, North–South divide, Urban regeneration, Sustainable industry, Environmental sustainability, Brownfield site, Greenfield site, Commonwealth, European Union (EU), Foreign investment, Shell, Gross National Happiness (GNH).



GCSE Paper 2: Resource Management



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Learning about this topic is important because: You will develop an understanding of why food, water and energy resources are essential for life and why access to them varies around the world. You will explore how resources are managed sustainably to meet the needs of a growing population, helping you make informed decisions about some of the world's most important environmental and development challenges.

This builds on: This unit brings together your learning from across GCSE Geography. It builds on your understanding of rivers and coasts by exploring water as a resource, Urban Issues and Challenges by considering how growing populations increase demand, The Changing Economic World by examining how development affects resource use, and Weather Hazards and Climate Change by investigating how climate change influences resource security and sustainability.

This leads to: This unit helps you make synoptic links between physical and human geography. It develops your understanding of how the world's people, places and environments are interconnected, encouraging you to become an inquisitive geographer who asks questions, thinks critically and makes informed decisions about the future of our planet.

We will learn:	Check list ✓	RAG Rate	We will develop/practise skills including: - Interpret a range of geographical data including choropleth maps, proportional circles, scatter graphs, compound graphs and bar charts to identify patterns and trends. - Use maps and spatial data to investigate global patterns of resource supply, consumption and water security. - Calculate and interpret carbon footprints and resource use data to understand the environmental impacts of consumption. - Apply geographical knowledge and evidence to answer GCSE-style exam questions.
Resource management general overview.			
Why food, water and energy are essential resources and how they influence people's quality of life and economic development.			
How the availability and use of resources varies globally, creating inequalities in supply, consumption and access.			
How food resources are changing in the UK, including food miles, agribusiness, local sourcing and the demand for imported food.			
How water resources are managed in the UK, including changing demand, water quality, pollution, supply and transfer schemes.			
How the UK's energy supply is changing, including the move towards renewable energy, declining fossil fuels and the economic and environmental challenges of meeting future energy demand.			
Focus areas: Water resources.			
Why water is an essential resource and why demand for water is increasing around the world due to population growth and economic development.			
Why some places experience water security while others face water insecurity, including the physical and human factors that affect water availability.			
The impacts of water insecurity, including effects on health, food production, economic development and the potential for conflict.			
How water supplies can be increased, including dams, reservoirs, water transfers and desalination, using Kielder Water, Northumberland, and China's South–North Water Transfer Project to investigate the advantages and disadvantages of large-scale water management.			
How water resources can be managed sustainably, including water conservation, groundwater management, recycling and grey water systems, using Singapore's sustainable water strategy (NEWater and rainwater collection) as an example of securing future water supplies.			

Some of the vocabulary that we will use includes: Water security, Water insecurity, Water scarcity, Water stress, Water surplus, Water deficit, Water availability, Water consumption, Water demand, Water supply, Freshwater, Groundwater, Aquifer, Water table, Surface water, Drainage basin, Climate, Geology, Pollution, Water pollution, Over-abstraction, Infrastructure, Poverty, Economic development, Population growth, Waterborne disease, Sanitation, Irrigation, Food production, Industrial output, Conflict, Resource management, Sustainable resource management, Water conservation, Groundwater management, Water recycling, Grey water, Desalination, Water transfer, Kielder Dam, South–North Water Transfer Project, China, Singapore, NEWater, Rainwater harvesting, Catchment area, Sustainable water supply, Environmental impact, Social impact, Economic impact, Water quality, Renewable resource, Sustainability, Climate change, Drought, Flooding, Evaporation, Resource security.