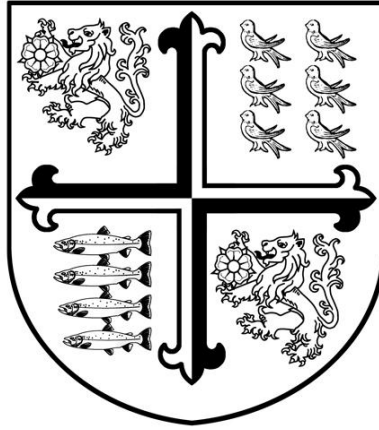




GCSE Geography Exam Preparation

Exam Board: Pearson Edexcel

Specification: 1GB0

[GCSE Geography B Specification - Issue 4](#)

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Year 10 Curriculum

Specification: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Autumn 1:

Topic 1: UK Physical Landscapes (geology and processes)

Paper 2

Specification points covered:

- 4.1 Geology and past processes have influenced the physical landscape of the UK
- 4.2 A number of physical and human processes work together to create distinct UK landscapes

Students will be able to:

- **Explain** the role of geology, past tectonic and glacial processes (glacial erosion and deposition) in the development of upland (igneous and metamorphic rocks) and lowland (sedimentary rocks) landscapes.
- **Explain** characteristics and distribution of the UK's main rock types: sedimentary (chalk, carboniferous limestone, clay) igneous (granite), metamorphic (schists, slates).
- **Explain** why distinctive upland and lowland landscapes result from the interaction of physical processes: weathering and climatological, post-glacial river and slope processes.
- **Explain** why distinctive landscapes result from human activity (agriculture, forestry, settlement) over time.
- **Analyse** and **Assess** figures and/or data to investigate a **UK Geographical Issue** that includes the above information.

Earliest Assessment: Week 4 Autumn Term

Topic 2: UK Physical Landscapes (coasts)

Paper 2

Specification points covered:

- 4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes
- 4.4 Distinctive coastal landscapes are modified by human activity interacting with physical processes
- 4.5 The interaction of human and physical processes present challenges along coastlines and there are a variety of management options

Students will be able to:

- **Explain** how geological structure (concordant/discordant, joints and faults) and rock type (hard/soft rock) influence erosional landforms (headlands and bays, caves, arches, cliffs, stacks, wave cut platforms) in the formation of coastal landscapes of erosion.
- **Explain** how UK climate (seasonality, storm frequency, prevailing winds), marine (destructive waves) and sub-aerial processes (mass movement, weathering) are important in coastal landscapes of erosion as well as the rate of coastal retreat.
- **Explain** how sediment transportation (longshore drift) and deposition processes (constructive waves) influence coastal landforms (spits, beaches and bars) on coastal landscapes of deposition.
- **Explain** how human activities (development, agriculture, industry, coastal management) have direct or indirect effects on coastal landscapes.
- **Explain** how the interaction of physical and human processes is causing change on one named coastal landscape including the significance of its location.
- **Explain** why there are increasing risks from coastal flooding (consequences of climate change on marine erosion and deposition, including an increased frequency of storms and rising sea level) and the threats to people and environment.
- **Explain** why there are costs and benefits to, and conflicting views about, managing coastal processes by hard engineering (groynes and sea walls) and by soft engineering (beach replenishment, slope stabilisation) as well as more sustainable approaches ('do nothing' and 'strategic realignment' linked to Integrated Coastal Zone Management).
- **Analyse** and **Assess** figures and/or data to investigate a **UK Geographical Issue** that includes the above information.

Earliest Assessment: Week 10 Autumn Term

Autumn 2/Spring 1:

Topic 3: UK Physical Landscapes (rivers)

Paper 2

Specification points covered:

- 4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes.
- 4.7 River landscapes are influenced by human activity interacting with physical processes.
- 4.8 Some rivers are more prone to flood than others and there is a variety of river management options

Students will be able to:

- **Explain** how river landscapes contrast between the upper courses, mid-courses and lower courses of rivers and why channel shape (width, depth), valley profile, gradient, discharge, velocity and sediment size and shape change along the course of a named UK river.
- **Explain** the interaction of erosion (hydraulic action, abrasion, attrition and solution), transport (traction, saltation, suspension and solution) and depositional processes in river landform formation (meanders, interlocking spurs, waterfalls, flood plains, levees and oxbow lakes, deltas).
- **Explain** the influence of climate, geology and slope processes on river landscapes and sediment load and how storm hydrographs and lag-times can be explained by physical factors (geology, soil type, slope, drainage basin shape, antecedent conditions).
- **Explain** how human activities (urbanisation, land-use change, deforestation) change river landscapes which alter storm hydrographs.
- **Explain** how the interaction of physical and human processes is causing river flooding on one named river, including the significance of its location. Increasing risks from river flooding (increased frequency of storms and land-use change) and the threats to people and environment.
- **Explain** costs and benefits of managing flood risk by hard engineering (flood walls, embankments, flood barriers) and by soft engineering (flood plain retention, river restoration).
- **Analyse** and **Assess** figures and/or data to investigate a **UK Geographical Issue** that includes the above information.

Earliest Assessment: Week 1 Spring Term

Spring 2:

Topic 4: UK Human Landscapes

Paper 2

Specification points covered:

- 5.1 Population, economic activities and settlements are key elements of the human landscape
- 5.2 The UK economy and society is increasingly linked and shaped by the wider world

Students will be able to:

- **Explain** differences between urban core and rural (population density and age structure, economic activities and settlement) and how UK and EU government policies have attempted to reduce them (via enterprise zones, investment in transport infrastructure, regional development).
- **Explain** why national and international migration over the past 50 years has altered the population geography of the UK (numbers, distribution, age structure) and how UK and EU immigration policy has contributed to increasing ethnic and cultural diversity.
- **Explain** why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK.
- **Explain** why globalisation, free-trade policies (UK and EU) and privatisation has increased foreign direct investment (FDI) and the role of TNCs in the UK economy.
- **Analyse** and **Assess** figures and/or data to investigate a **UK Geographical Issue** that includes the above information.

Earliest Assessment: Week 5 Spring Term

Summer:

Topic 5: Fieldwork (Urban and Coastal)

Paper 2

Specification covered:

Students will be covering the Fieldwork element of the specification, following the stages of enquiry below.

Stage	Description
1	Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.
2	Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
3	Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).
4	Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.
5	Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
6	Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

This will be achieved within two fieldwork investigations, outlined below:

Investigate the impact of coastal management on coastal processes and communities. Fieldwork and research General focus of fieldwork

1. Formulating enquiry questions

Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in coastal environments. Students must have an opportunity to develop a question(s) based on their location and the task.

2. Selecting fieldwork methods

Fieldwork data collection must include at least:

- one **quantitative** fieldwork method to measure how coastal management has affected beach morphology and sediment characteristics
- one **qualitative** fieldwork method to collect data on coastal management measures and their success.

3. Secondary data sources

- A geology map e.g. Geology of Britain viewer
- One other source.

Investigate how and why quality of life varies within urban areas. Fieldwork and research General focus of fieldwork

1. Formulating enquiry questions

Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in urban environments. Students must have an opportunity to develop a question(s) based on their location and the task.

2. Selecting fieldwork methods

Fieldwork data collection must include at least:

- one qualitative fieldwork method to collect data on the views and perceptions of quality of life
- one quantitative fieldwork method to collect data on environmental quality.

3. Secondary data sources

- Census data e.g. Office for National Statistics (ONS) Neighbourhood Statistics
- One other source chosen by the centre

THIS WILL NOT BE FORMALLY ASSESSED IN YEAR 10 – Y11 will start with a brief recap of fieldwork, followed by an assessment.