

Geography Year 11 Curriculum Overview 2025-26



Year 11 Overview

AQA GCSE Geography is split into three papers. To aid students with their knowledge and understanding we interleave topics from all three papers over the two-year course. Paper 1 is 'Living with the physical world.' This unit is concerned with human processes, systems and outcomes and how these 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 states 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 that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. In Year 11 we study 'The challenges of natural hazards' and 'UK physical landscapes: Coastal landscapes in the UK.'

Paper 2 is 'Challenges of the human environment.' This unit is concerned with human processes, systems and outcomes and how these 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 states 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 that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. 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. In Year 11 we continue to study 'The Changing Economic World' and 'The challenges of resource management and water'.

Paper 3 is 'Geographical applications.' 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. In Year 11 we study the 'Issue evaluation' pre-release element of the course. Students will develop a critical perspective on an issue released in late March as part of a pre-release booklet. Students will consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;">1-6 (Autumn 1)</p>	<p>The changing economic world</p>	<p>This topic looks at different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development will be studied: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). We will also look at the limitations of economic and social measures.</p> <p>Causes of uneven development will be studied as well as the consequences of uneven development.</p> <p>Students will gain an overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief and microfinance loans.</p> <p>We will look at an example of how the growth of tourism in a Low-Income Country or Newly Emerging Economy helps to reduce the development gap. This in-depth case study will look at: the location and importance of the country, regionally and globally, the wider political, social, cultural and environmental context within which the country is placed, the changing industrial structure and the balance between different sectors of the economy.</p> <p>We will have a focus on economic futures in the UK and the causes of economic change as well as government policies.</p>	<p>Fortnightly deliberate exam practice questions based on fieldwork – practice for paper 3.</p> <p>Mock exams – end of HT1</p>
<p style="text-align: center;">7-13 (Autumn 2)</p>	<p>Living with the physical environment</p> <p>Physical landscapes in the UK: Coastal landscapes in the UK</p>	<p>Students will look at how the coast is shaped by a number of physical processes. This will include investigating wave types and characteristics. Also, coastal processes: weathering, mass movement, erosion, transportation and deposition.</p> <p>Students will look at how distinctive coastal landforms are the result of rock type, structure and physical processes. This will include how geological structure and rock type influence coastal forms. Also, characteristics and formation of landforms resulting from erosion and from deposition.</p>	<p>Fortnightly deliberate exam practice questions.</p>

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	<p>Living with the physical environment</p> <p>The challenge of natural hazards</p>	<p>Students will look at how natural hazards pose major risks to people and property. Also, tectonic hazards and how earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard and how this varies between areas of contrasting wealth and how management can reduce the effects of a tectonic hazard. Finally, students look at weather hazards. The key ideas focused on are how global atmospheric circulation helps to determine patterns of weather and climate and tropical storms develop as a result of particular physical conditions. Also, that tropical storms have significant effects on people and the environment, the UK is affected by a number of weather hazards and extreme weather event in the UK have impacts on human activity.</p> <p>Students will look at how climate change is the result of natural and human factors, and has a range of effects. This will include investigating evidence for climate change from the beginning of the Quaternary period to the present day and possible natural and human cause factors. Students will then look at the effects of climate change on people and the environment. Finally, students will investigate how to manage climate change considering both mitigation and adaptation.</p>	<p>Fortnightly deliberate exam practice questions.</p>
<p>14-18 (Spring 1)</p>	<p>Challenges of the human environment</p> <p>The challenges of resource management and water</p>	<p>Students will look at how food, water and energy are fundamental to human development. This will include investigating the significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources. Also, the changing demand and provision of resources in the UK and how this creates opportunities and challenges. Students will look at an overview of resources in relation to the UK and then focus on the rising global demand for water resources, its insecurity and potential for conflict. This culminates in students considering different strategies that can be used to increase water supply.</p>	<p>Fortnightly deliberate exam practice questions. Second mock exams.</p>
<p>19-24 (Spring 2)</p>	<p>Geographical applications</p>	<p>Resource management will continue into Spring HT</p> <p>Twelve weeks prior to the exam, students will receive the pre-release booklet with an issue evaluation. Students will practice considering physical and human</p>	<p>Fortnightly deliberate exam practice questions.</p>

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	Issue evaluation	interrelationships and be able to make reasoned justifications for proposed solutions in terms of their likely impact on both people and the physical environment.	
25-38 (Summer 1 & 2)		Revision of all three papers in preparation for the end of course GCSE exams.	