

**Exam Board:** WJEC Eduqas  
**Qualification:** C111QS  
**Assessment Information:** 3 exams all 1 hr 30 min  
[Link to official specification](#)

**Department Information:**  
*The GCSE Geography classes follow the WJEC Eduqas A specification. This specification takes an enquiry approach to extend students' understanding of a range of geographical concepts, places and processes. Units 1 and 2 contain core themes that create a balance between contemporary and traditional, human and physical geography. Alongside the core, this course offers themes which include "Coastal Hazards and Management", which UK and global coastal hazards and the management of them, and Environmental Challenges', where issues such as consumerism, biofuels, carbon footprints and management of damaged ecosystems are investigated. In Year 10 and 11 we take the whole year group to Box Hill, Surrey and locally to Maidenhead Town Centre to develop their fieldwork skills in preparation for Unit 3.*

**ACHIEVE in the curriculum:**  
*The Geography Department at Furze Platt fosters excellence by encouraging students to be ambitious, collaborative, and happy. It promotes integrity through ethical practices and environmental respect, while teaching endurance and versatility to navigate challenges. This holistic approach prepares students to achieve their best in both academics and life.*

**Curriculum Aims & Intent:**  
*The WJEC Eduqas GCSE Geography course aims to deepen students' understanding of physical and human geography, develop critical thinking skills, and connect learning to real-world issues. It focuses on knowledge of global challenges, data analysis, and the use of geographical tools, preparing students for further study and informed citizenship.*

**Resources:**  
*All lessons and resources are found in the Geography GCSE resources on Microsoft Teams and SharePoint*  
**Main Textbook - WJEC GCSE Geography Second Edition**  
ISBN-10 - 1510477551  
ISBN-13 - 978-1510477551  
**Revision guide - My Revision Notes: WJEC GCSE Geography Second Edition**  
ISBN-10 - 1398322067  
ISBN-13 - 978-1398322066  
**GCSE Workbooks - WJEC GCSE Geography workbook**  
ISBN-10 - 1510453512  
ISBN-13 - 978-1510453517  
  
BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>  
GCSE Pod - [https://members.gcsepod.com/content?subject\\_id=6016&exam\\_board\\_id=1050](https://members.gcsepod.com/content?subject_id=6016&exam_board_id=1050)

**How we keep parents informed:**

*Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.*

*Parental conversations as and when appropriate*

**How parents can help their child:**

*Parents can support their child in the WJEC Eduqas GCSE Geography course by encouraging regular study habits, helping them stay organized with assignments, and discussing real-world geographical issues to make learning relevant. They can also assist with revision by using resources like past papers, online tools, and ensuring their child practices key geographical skills such as map reading and data interpretation. Additionally, parents can foster a curiosity for geography by exploring documentaries, news articles, and local geography together.*

**What we study and when:**

| Term           | Unit, Topic Or Summary Of Work Covered   | Knowledge, Understanding & Skills Developed   | ACHIEVE / Personal Development Focus | How The Work Is Assessed  | Careers Links   |
|----------------|--|---|--------------------------------------|---|---|
| <b>1 and 2</b> | <b>Rural-urban Links</b>                 | Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical futures; place/uniqueness; process and change; scale; spheres of influence; and sustainable communities when exploring this theme. | See info above                       | End of chapter Assessments, in class essay questions and exam practice questions. | Careers related to rural-urban links encompass various fields such as urban planning, rural development, transportation, and community development. Urban planners analyse the interaction between rural and urban areas to create sustainable growth strategies that accommodate population shifts and resource management. Rural development specialists focus on improving infrastructure, economic opportunities, and quality of life in rural communities, fostering connections to urban centres. Transportation planners develop efficient transit systems that facilitate movement between rural and urban areas, enhancing accessibility. Additionally, community development professionals work to strengthen ties between rural and urban populations through initiatives that promote cultural exchange, economic collaboration, and shared resources. These careers are essential for fostering balanced development and improving the resilience of both rural and urban communities. |
| <b>3 and 4</b> | <b>Landscapes and Physical Processes</b> | Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical  | See info above                       | End of chapter Assessments, in class essay questions and exam practice questions. | Careers related to landscapes and physical processes include roles in geology, environmental science, landscape architecture, and geography. Geologists study the formation and evolution of landscapes, analysing processes such as erosion, sedimentation, and tectonic activity to understand Earth's history. Environmental scientists assess the impact of physical processes on ecosystems and develop strategies for conservation and sustainable land use. Landscape architects design outdoor spaces that harmonise with   |

|   |   |  |                |   |   |
|---|---|--|----------------|---|---|
|   |   | futures; inter-connectedness (between human and physical processes); place/uniqueness; process and change; and scale when exploring this theme   |                |   | natural landscapes, considering ecological functions and aesthetic values. Additionally, geographers analyse spatial patterns and physical processes to inform land management and urban planning. These careers are vital for understanding our planet's dynamics and promoting sustainable interaction with the environment.  |
| 5 |   | Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of geographical futures; interconnectedness (between human and physical environments); mitigating risk; process and change; scale; and sustainability when exploring this theme.  | See info above | End of chapter Assessments, in class essay questions and exam practice questions. | Careers related to coastal hazards and their management encompass various fields such as coastal engineering, environmental science, disaster management, and urban planning. Coastal engineers design infrastructure, such as seawalls and breakwaters, to protect shorelines from erosion and flooding while ensuring the safety of coastal communities. Environmental scientists study the impacts of coastal hazards on ecosystems and develop strategies for habitat restoration and protection. Disaster management professionals prepare for and respond to coastal emergencies, coordinating relief efforts and community resilience initiatives. Urban planners focus on sustainable coastal development, incorporating hazard assessments into land-use planning. Together, these careers are essential for understanding and mitigating the risks associated with coastal hazards and enhancing the resilience of coastal communities. |
| 6 | <b>Component 3: Applied Fieldwork Enquiry</b> | Learners should have the opportunity to carry out all six of the stages of the enquiry process when conducting fieldwork. The stages of the enquiry process are described fully on page 22. It is recommended that learners spend about 18 guided learning hours preparing for and consolidating their understanding of their fieldwork experiences. Learners might prepare for their fieldwork enquiry by being given opportunities to: <ul style="list-style-type: none"> <li>• pose geographical questions</li> <li>• research fieldwork methodologies</li> <li>• consider sampling strategies</li> <li>• design data collection sheets.</li> </ul> | See info above | End of chapter Assessments, in class essay questions and exam practice questions. | Careers related to geography fieldwork encompass a variety of roles in fields such as environmental science, urban planning, geography education, and research. Environmental scientists conduct field studies to assess ecosystems, monitor environmental changes, and gather data for conservation efforts. Urban planners utilise fieldwork to analyse land use, transportation, and community needs, informing the design of sustainable cities. Geography educators often engage students in fieldwork to enhance their understanding of spatial relationships and human-environment interactions. Additionally, researchers in geography use fieldwork to collect empirical data that contributes to academic studies and informs policy decisions. These careers are crucial for applying geographical knowledge to real-world challenges and fostering a deeper understanding of our surroundings.  |