	Shenfield High School **GEOGRAPHY** Edexcel B GCSE				
	Component 1: Global Geographical Issues (*Paper 1 code: 1GB0/01)				
	Topic 1: Hazardous Earth				
	Topic 2: Development dynamics				
	Topic 3: Challenges of an urbanising world				
Specification	https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/specification-gcse-l1-l2-geography-b.pdf				
PMT resource	https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/				
Content: Topic 1: Hazardous Earth					

| **Enquiry question: How does the world's climate system function, why does it change and how can this be hazardous for people?**		**Basic K&U**	**General K&U**	**Thorough K&U**	**Exam ready**
1.1a	The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.				
1.1b	How global atmospheric circulation determines the location of arid (high pressure) and high rainfall (low pressure) areas.				
1.2a	The natural causes of climate change and how they explain past climate change events: asteroid collisions, orbital changes, volcanic activity, variations in solar output.				
1.2b	Evidence for natural climate change (ice cores, tree rings, historical sources) and how it is used to reconstruct glacial and interglacial climate during the Quaternary and UK climate since Roman times to the present day.				
1.3a	How human activities (industry, transport, energy, farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect leading to global warming.				
1.3b	Evidence for how human activity is causing climate change (sea level rise and warming oceans, global temperature rise, declining Arctic ice, increased extreme weather events) and the possible consequences on people.				
1.3c	The range of projections for global temperature change and sea level rise in the future, including physical process and human reasons for uncertainty about those projections				
Integrated skills	(1) Use and interpretation of climate graphs (2) Use and interpretation of line graphs/bar charts showing climate change (3) Use and interpretation of temperature and sea-level projection graphs to 2100.				

Enquiry question: How are extreme weather events increasingly hazardous for people?		Basic K&U	General K&U	Thorough K&U	Exam ready
1.4a	Characteristics (pressure, rotation, structure) and seasonal global distribution of tropical cyclones (hurricanes and typhoons) including source areas and tracks and how these change over time.				
1.4b	How the global circulation of the atmosphere leads to tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation.				
1.5a	Physical hazards of tropical cyclones (high winds, intense rainfall, storm surges, coastal flooding, landslides) and their impact on people and environments.				
1.5b	Why some countries are more vulnerable (physically, socially and economically) than others to the impacts of tropical cyclones.				
1.6a	How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation strategies, storm-surge defences.				
1.6b	The effectiveness of these methods of preparation and response in one developed country (located example) and in one developing or emerging country (located example)				
Integrated skills	(4) Use of GIS to track the movement of tropical cyclones (5) Use of weather and storm-surge data to calculate Saffir-Simpson magnitude (6) Use of social media sources, satellite images and socio-economic data to assess impact.				
Enquiry question: Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?		Basic K&U	General K&U	Thorough K&U	Exam ready
1.7a	Earth's layered structure (including the asthenosphere), with different composition and physical properties (temperature, density, composition, physical state)				
1.7b	How the core's internal heat source (through radioactive decay) generates convection, the key foundation for plate motion.				
1.8a	Distribution and characteristics of the three plate boundary types (conservative, convergent and divergent) and hotspots.				
1.8b	Causes of contrasting volcanic (volcano type, magma type/lava flows and explosivity) and earthquake hazards, including tsunami (shallow/deep, magnitude).				
1.9a	Primary and secondary impacts of earthquakes **or** volcanoes on property and people in a developed (located example) and emerging or developing country (located example).				
1.9b	Management of volcanic **or** earthquake hazards, in a developed (located example) and emerging or developing country (located example) including short-term relief (shelter and supplies) and long-term planning (trained and funded emergency services), preparation (warning and evacuation; building design) and prediction.				
Integrated skills	(7) Interpret a cross-section of the Earth (8) Use and interpretation of world map showing distribution of plate boundaries and plates (9) Use of Richter Scale to compare magnitude of earthquake events (10) Use of social media sources, satellite images and socio-economic data to assess impact.				
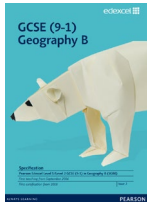
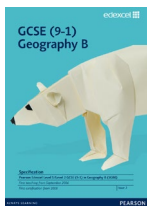| Shenfield High School GEOGRAPHY Edexcel B GCSE				
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Topic 2: Development dynamics					
Enquiry question: What is the scale of global inequality and how can it be reduced?		**Basic K&U**	**General K&U**	**Thorough K&U**	**Exam ready**
2.1a	Contrasting ways of defining development (economic criteria and broader social and political measure) and measuring development (Gross Domestic Product (GDP) per capita, the Human Development Index (HDI), measures of inequality and indices of political corruption).				
2.1b	How countries at different levels of development (developing, emerging and developed) have differences in their demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates).				
2.2a	The causes and consequences of global inequalities; social (education, health), historical (colonialism, neo-colonialism), environmental (climate, topography), economic and political (systems of governance, international relations)				
2.2b	How Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.				
2.3a	Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. The processes and players (transnational corporations (TNCs), governments) contributing to globalisation and why some countries have benefitted more than others.				
2.3b	Advantages and disadvantages of different approaches to development: Non-governmental organisation-led (NGO-led) intermediate technology, Inter-governmental organisation (IGO)-funded large infrastructure and investment by TNCs.				
Integrated skills	(1) Comparing the relative ranking of countries using single versus composite (indices) development measures (2) Interpreting population pyramid graphs for countries at different levels of development (3) Using income quintiles to analyse global inequality.				

CASE STUDY					
Enquiry question: How is ONE of the world's emerging countries managing to develop?		**Basic K&U**	**General K&U**	**Thorough K&U**	**Exam ready**
2.4a	The site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context.				
2.4b	Broad political, social, cultural and environmental context of the chosen country in its region and globally.				
2.5a	The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and type and origin of foreign direct investment) since 1990.				
2.5b	The role of globalisation (advances in communications and transport technology, TNCs and outsourcing) and government policy (receipt of tied or multi-lateral aid, education and infrastructure investment, pro-FDI policy) in the development of the chosen country.				
2.6a	How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural☐urban migration, city growth) and created different regions with different socio-economic characteristics.				
2.6b	Positive and negative impacts of economic development and globalisation on different age and gender groups.				
2.6c	Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).				
2.7a	How rapid economic development has changed the geopolitical influence (regional influence, role in international organisations) and relationships with the EU and USA.				
2.7b	Conflicting views of the costs and benefits of changing international relations and the role of foreign investment (TNCs) in the economic development.				
Integrated skills	(4) Using numerical economic data to profile the chosen country (5) Using proportional flow-line maps to visualise trade patterns and flows (6) Using socio-economic data to calculate difference from the mean, for core and periphery regions				

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Topic 3: Challenges of an urbanising world

Overview of rapid urbanisation and contrasting global urban trends

Enquiry question: What are the causes and challenges of rapid urban change?	Basic K&U	General K&U	Thorough K&U	Exam ready
3.1a	Past (since 1980) and current global trends in urbanisation, how it varies between global regions, and future projections of global urbanisation.				
3.1b	The global pattern of megacities (size, location, growth rates) and how in many countries some urban areas have disproportionate economic and/or political influence (urban primacy)				
3.2a	How economic change and migration (national and international) contributes to the growth and/or decline of cities in the developing, emerging and developed countries.				
3.2b	Why urban economies are different in the developing, emerging and developed countries (formal versus informal employment, relative importance of economic sectors, working conditions).				
3.3a	How urban population numbers, distribution and spatial growth change over time (urbanisation, suburbanisation, de-industrialisation, counter-urbanisation and in some cases, regeneration).				
3.3b	Characteristics of different urban land uses (commercial, industrial, residential) and the factors that influence land-use type (accessibility, availability, cost, planning regulations).				
Integrated skills	(1) Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth (2) Using satellite images to identify different land use zones in urban areas.				

CASE STUDY					
Enquiry question: Why does quality of life vary so much within ONE megacity in a developing country OR emerging country*?		Basic K&U	General K&U	Thorough K&U	Exam ready
3.4a	Significance of site, situation and connectivity of the megacity in a national (environmental and cultural), regional and global context.				
3.4b	The megacity's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.				
3.5a	Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth) for the megacity.				
3.5b	How population growth has affected the pattern of spatial growth and changing urban functions and land use.				
3.6a	The opportunities for people (access to resources and employment) living in the megacity.				
3.6b	The challenges for people living in the megacity caused by rapid population growth (housing shortages, the development of squatter and slum settlements, inadequate water supply and waste disposal, poor employment conditions, and limited service provision and traffic congestion).				
3.6c	The pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and reasons for differences in quality of life within the megacity and the political and economic challenges of managing the megacity.				
3.7a	Advantages and disadvantages of city-wide government (top☐down) strategies for making the megacity more sustainable (managing water supply, waste disposal, transport and air quality).				
3.7b	Advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more sustainable (city housing, health and education services in the megacity).				
Integrated skills	(3) Using GIS/satellite images, historic images and maps to investigate spatial growth (4) Using quantitative and qualitative information to judge the scale of variations in quality of life.				