

# Geography

Year 12

Scheme of work 2025 - 2026

**Head of Learning: Mrs. H Finney**

Topics by Term	Topic Overview for Year Group 12 – human topics					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics Taught</b>	Population and the environment	Population and the environment	Population and the environment	Changing places	Changing places	Non-Examined Assessment / Fieldwork and individual study prep  Human Fieldwork Trip
<b>Week Times</b>	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<b>Prerequisites</b>	Students will have a foundational understanding of agricultural systems and environmental factors from GCSE topics, such as resource management and the option of food completed for the course. Further including knowledge of global and regional patterns in food production and consumption, as well as an understanding of climate and soil types and their impacts on agriculture. Familiarity with key environmental variables, such as climate and soils, is essential, as is an awareness of the broader issues related to food security and health. These aspects are underpinned by cross-curricular prerequisites	Students should be equipped with a basic understanding of global health patterns, including morbidity and mortality rates, and the concept of the epidemiological transition. Building upon GCSE graphical and cartography patterns. Prior knowledge of how environmental factors, such as climate change and soil degradation, impact human activities and health will be important for analysing these complex interactions.  The concepts of sustainability and the effects of climate change will play a significant role in analysing agricultural productivity and nutritional standards. Plus set foundations for future modules of	Students should be well-versed in agricultural systems, food security, and the effects of environmental variables on health from Terms 1 and 2. That they need to understand concepts such as carrying capacity, ecological footprint, and the Population, Resources, and Pollution model. Familiarity with different perspectives on population growth, including Malthusian, neo-Malthusian, Boserup, and Simon, will aid in analysing the dynamics of population and resource relationships. Knowledge of global health impacts related to environmental changes will also support their analysis.	Students should bring forward their understanding of systems from agriculture and environmental variables, particularly their insights into how relationships and connections across different regions shape economic, social, and cultural dynamics. Familiarity with how global flows of people, resources, and money affect the characteristics of places will provide the foundation for analysing place at a more local level.  Students should also understand the basics of demographic changes and social inequalities, having encountered with resources. This prior	Students should have a strong grasp of the concept of place, including how both endogenous and exogenous factors shape places, from the previous part of this module. Understanding how demographic, cultural, and economic shifts affect places will help students explore the role of external forces like government policies, multinational corporations, and global institutions in shaping the character of localities.  Students should also support their analysis of how international dynamics on population and resources impact places. Prior knowledge of social inequalities and economic changes will also be crucial for	Students should have a solid understanding of both human and physical geography, gained from their study of topics: - <ul style="list-style-type: none"> <li>➤ population and the environment</li> <li>➤ changing places</li> <li>➤ coastal landscapes</li> <li>➤ water and carbon</li> </ul> This prior knowledge will be essential as they begin to design their own independent investigations, choosing research questions that relate to any part of the A Level specification.  Students should also be familiar with basic

	as that of in Biology / Science GCSE.	changing places and global governance.		knowledge will support their analysis of how economic shifts and demographic trends alter the character of places. The ability to critically engage with diverse forms of media from previous topics will be valuable in this module as they explore how places are represented and perceived.	examining how past and present developments have influenced social and economic characteristics in specific locations.	fieldwork techniques from GCSE geography, including data collection, sampling, and geographical analysis. Knowledge of quantitative and qualitative methods, as well as the ability to evaluate data accuracy and reliability, will provide the foundation for more advanced fieldwork and independent research at A Level.
<b>Why is this taught now?</b>	<p>This unit builds directly on students' understanding of resource management and population / development from GCSE, expanding their foundational knowledge to include more advanced concepts.</p> <p>This continuation builds on the earlier exploration of population and the environment in GCSE, deepening students' understanding of how agricultural systems and environmental variables interact. By examining specific climate zones and soil types, students gain insight into the relationships between environmental</p>	<p>This topic builds on students' growing knowledge of understanding the impact of climate change on agriculture and health is increasingly relevant, as these issues are central to global discussions on sustainability and development. The focus on soil problems and food security strategies prepares students to tackle real-world challenges related to resource management and environmental sustainability.</p> <p>The case study of a local area allows students to apply theoretical concepts to a specific context, linking</p>	<p>. This continuation deepens students' understanding of how international migration and population growth dynamics affect and are affected by environmental factors. It builds on previous topics by exploring how population issues, such as over-population and under-population, interact with resources and environmental changes. Examining contrasting perspectives on population growth helps students critically assess different theories and their implications.</p> <p>The case study of a country provides practical insight into these concepts, linking theoretical knowledge</p>	<p>Following the exploration of global processes, this module shifts the focus to the local scale, allowing students to apply broader geographic concepts to their own lived experiences. Understanding the concept of place at this stage enhances students' ability to link global systems to individual and community identities, enriching their grasp of geography's human dimension.</p> <p>Teaching this topic now introduces students to the complex ways that places are shaped by both internal</p>	<p>This continuation builds on students' foundational knowledge of how places are formed and represented, expanding to include the influence of external forces at different scales. Teaching this now allows students to apply their understanding of global and local interactions to real-world case studies, deepening their critical analysis of how places evolve over time.</p> <p>The inclusion of two place studies—one local and one distant—provides a practical opportunity to apply key concepts. This timing ensures that students are equipped to explore both the local dynamics</p>	<p>Introducing fieldwork and the independent investigation at this point in the course equips students with the practical and theoretical tools they need to undertake geographical research. As they move forward with their independent investigation, students will apply the knowledge they've built across a range of topics—from global systems to the character of places—to their own field-based study. This hands-on experience deepens their geographical understanding and analytical skills, providing a crucial</p>

	<p>conditions and human activities, particularly agriculture.</p>	<p>environmental variables with health outcomes. This hands-on approach reinforces their understanding of how global patterns affect local conditions. The inclusion of topics like the Demographic Dividend and natural population change provides a broader perspective on how demographic factors influence development and economic growth, rounding out their comprehensive understanding of the interplay between population and the environment.</p>	<p>with real-world examples to evaluate future population-environment scenarios.</p>	<p>(endogenous) and external (exogenous) factors, drawing on the knowledge of shifting flows and interactions between different regions. The focus on insider and outsider perspectives, as well as contrasting representations of place, builds on students' skills of critical analysis developed in earlier modules. By examining the dynamic nature of places through factors such as demographic change, economic shifts, and social inequalities, students are prepared to engage deeply with the geography of both local and distant places.</p>	<p>they experience firsthand and contrasting examples from further afield, reinforcing the link between broader geographic theories and specific, tangible locations. Understanding how external forces, such as multinational decisions or government policies, shape places prepares students to critically engage with the complex processes driving change in diverse geographical contexts.</p>	<p>opportunity for independent learning.</p> <p>This timing ensures that students are well-prepared to design a meaningful investigation, drawing on their prior learning and field techniques. It also allows sufficient time for students to plan, conduct, and refine their fieldwork over the course of the A Level program, culminating in a written report that demonstrates their ability to independently apply geographical theory and research methods.</p>
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Topics by Term	Topic Overview for Year Group 12 – physical topics					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics Taught</b>	Coastal systems and landscapes	Coastal systems and landscapes	Finish coastal systems and landscapes, and start water and carbon cycles	Water and carbon cycle	Water and carbon cycles  NEA introduction fieldwork	Finish carbon cycles, fieldwork, individual study prep  Physical fieldwork trip
<b>Week Times</b>	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
<b>Prerequisites</b>	Students should have a solid understanding of systems and processes in physical geography, including energy sources and geomorphological processes. They should be familiar with the fundamental concepts of coastal systems, including energy sources (winds, waves, currents, tides), sediment dynamics (sources, cells, budgets), and coastal processes (erosion, transportation, deposition). Prior knowledge from GCSE coastal fieldwork will be beneficial for understanding interactions within coastal environments.	Students should have a foundational understanding of coastal systems, including key concepts such as coastal processes, landforms, and the dynamic nature of coastal environments. Familiarity with basic geological processes and the impact of natural forces on coastal landscapes will be helpful. Previous knowledge from studies on sea level changes and coastal landform development will support the understanding of how eustatic, isostatic, and tectonic changes influence coastlines.	Students should be familiar with the fundamental coastal processes and landforms covered in the previous sections on coasts. They should understand how these processes shape coastal landscapes and the challenges associated with managing them. Knowledge of coastal management approaches, both traditional and sustainable, will aid in evaluating real-world case studies and field data. Knowledge of systems in physical geography, including concepts like inputs, outputs, and feedback mechanisms, will be useful as they apply these concepts to water and carbon cycles.	Students should have a basic understanding of the water cycle from their GCSE studies, including key stages like evaporation, condensation, and precipitation. They should be familiar with the major stores of water (such as oceans, rivers, and glaciers) and the basic processes that drive the water cycle. An introduction to systems in physical geography will be necessary, including understanding how inputs, outputs, and processes interrelate within a system. Concepts like positive and negative feedback and dynamic equilibrium will be recalled from coasts to	Students should be familiar with the fundamental concepts of the water cycle covered previously, including the major stores of water and the processes that drive changes in these stores. They should also have an introductory understanding of how systems work, including concepts such as inputs, outputs, and feedback mechanisms. Basic knowledge of carbon stores and their roles in the environment will be essential, but detailed knowledge of the carbon cycle, including the various stores (lithosphere, hydrosphere, cryosphere, biosphere, atmosphere) and processes (photosynthesis, respiration,	Students should have a comprehensive understanding of the water and carbon cycles, including their global distribution, major stores, and the processes that drive changes in these cycles. They should be familiar with case studies and how to analyze them to illustrate key themes, such as the impact of environmental change and human activities on water and carbon cycles.

				apply to water and carbon cycles.	combustion), will be introduced in this topic.	
<b>Why is this taught now?</b>	<p>This topic is crucial for building a comprehensive understanding of how physical geography systems. It expands on the basic coastal landscapes knowledge from GCSE (including fieldwork analysis) by introducing more complex concepts like system dynamics, feedback mechanisms, and dynamic equilibrium. Understanding these concepts in detail is essential for grasping how they influence and are influenced by natural and human processes. This foundational knowledge will support further study into how changes in these cycles impact environmental systems and human activities.</p>	<p>This continuation builds on the foundational understanding of coastal systems by focusing on the specific processes and landforms associated with coastal environments. Building on the understanding of coastal processes by exploring sea level changes and their effects on coastal landscapes over time. By examining coastlines of emergence and submergence, and the impact of recent and predicted climatic changes, students can better appreciate the dynamic interactions between processes, time, and landforms. Understanding the sources of energy and sediment dynamics is crucial for analyzing how coastal landscapes are shaped. By studying distinctive coastal processes and the development of various landforms, students gain insights into the dynamic nature of coastal environments. This knowledge is essential</p>	<p>This topic is the culmination of the coastal systems module, providing students with the opportunity to apply theoretical knowledge to practical case studies. Understanding traditional and sustainable approaches to coastal management is crucial for applying geographic concepts to practical issues related to coastal flood and erosion risks. This topic is timely as it integrates theoretical knowledge with current and future challenges in coastal management. By examining local and contrasting coastal environments, students can analyze and interpret coastal processes, landscape development, and management strategies. This approach allows for a comprehensive understanding of both the challenges and opportunities in coastal environments and the effectiveness of human responses in different contexts. This topic</p>	<p>This topic deepens students understanding of physical geography systems and strengthens application of the complex concepts of dynamic equilibrium feedback mechanisms. Now deepening the exploration of how the changes in these cycles impact environmental systems and human activities. It reinforces the practical application of geographic concepts and prepares students for fieldwork and analysis.</p>	<p>This continuation deepens the exploration of the water cycle to the carbon cycle, which is crucial for understanding broader environmental processes and interactions. By examining the global distribution and size of carbon stores, factors driving changes in these stores, and the carbon budget, students gain insights into how carbon dynamics influence climate and ecosystems. This topic connects the roles of both the water and carbon cycles in supporting life on Earth and highlights the interplay between these cycles and climate change. Understanding these interactions is key to addressing human impacts and developing strategies for climate change mitigation. By examining case studies of tropical rainforests and river catchments, students can analyze real-world examples of how water and carbon cycles operate and are</p>	<p>We teach the NEA AQA fieldwork course in Term 6 to consolidate and extend the knowledge and skills developed throughout the year. By this point, students have a strong foundation in key enquiry concepts gained from topics such as Coastal geomorphology, Water and carbon cycles, Population and the environment, and Changing places. Term 6 provides the ideal opportunity to apply these theoretical ideas to real-world contexts through independent investigation. This timing allows students to develop robust enquiry questions, apply fieldwork techniques confidently, and strengthen analytical and evaluative skills. Ultimately, this ensures students are well prepared to complete their NEA with depth, independence, and academic rigour.</p>

		for applying physical geography concepts to real-world coastal management and conservation issues, making it a logical progression.	provides a bridge from understanding the water and carbon cycles to applying these concepts in new contexts.		impacted by human activity..	
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**SMSC In Geography**

**Spiritual** – The study of real people in real places, and of our relationship with the environment, is at the heart of the curriculum.

**Moral** – Most geographical issues have a moral dimension. Environmental relationships (for instance) have a wealth of opportunities for distinguishing a moral dimension.

**Social** – Geography has a key role in developing understanding of citizenship. For example, decision-making exercises and planning processes.

**Cultural** – Through its study of real people in real places, geography is a natural vehicle for exploring multicultural society.

AQA AS Geography 7036 AQA							
Specification o References	Big questions	Topic area: main Items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Developme nt curriculum links (SMSC, British Values, PSHE)
<b>Term 1</b>							
<b>Topic: Population and the Environment {Human Topic}</b>							
<b>Human geography</b> 3.2.4 Population and the Environmen t	<ul style="list-style-type: none"> <li>• <b>What are the key elements in the physical environment?</b></li> <li>• <b>What are the key population parameters and development processes?</b></li> <li>• <b>What are the global and regional patterns of food production and consumption?</b></li> <li>• <b>What impacts of global environmental change on agricultural productivity and nutritional</b></li> </ul>	<p>Students will be aware of contemporary concerns regarding population and resources, particularly food supply.</p> <p>Students will be able to distinguish between population density and distribution and be able to describe and explain current global patterns.</p> <p>Students will be able to describe and explain trends in food production and consumption by interpreting a range of different data and graphs.</p> <p>Students will recognise that farming is an open system and be able to define the different types of agriculture.</p>	<p>How much of the earth can be used for growing food.</p> <p>Look at a recent choropleth map of population density and get students to describe and explain the pattern. Encourage links to physical factors.</p> <p>The Food and Agricultural Organisation of the UN (FAO) has data on food production and consumption. Compare the map for global food supply with the population density map. Is there a pattern? Get students to consider why there are such huge variations in food production and consumption. What are the recent trends regarding consumption of cereals, meat etc.</p> <p>Research the impacts of global environmental change on agricultural productivity and nutritional standards.</p> <p><b>Extension:</b> At the COP21 climate conference, Arnold Schwarzenegger suggested that if we all stopped eating as much meat, we could help save the planet. Research the environmental benefits of a meat-free diet.</p>	<p>Over-population Under-population Optimum population Carrying capacity Ecological footprint Resources Consumption Density Sparse Dense Climate Agriculture Sustainable Morbidity Mortality Health Epidemiological</p>	<p>Exam style questions.</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge /exam technique.</p>	<p><b>Exam paper link:</b> <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a></p> <p><b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> <b>(all either saved on the system or hard copies in s10)</b> <b>Geofiles</b></p>	<p>Enhanced social development, and a greater degree of self-discipline. Rely on collaborative skills, robust evidence collated, and evaluation to conduct decision making.</p> <p>Analysing the characteristic of local areas, compare culturally why the area is like that, and contrast where they live to more distant areas.</p> <p>Moral questioning surrounding</p>

	<p><b>standards are there?</b></p> <ul style="list-style-type: none"> <li>• <b>What are agricultural systems and productivity?</b></li> <li>• <b>What are the relationships with key environmental variables? (Climate and soils).</b></li> <li>• <b>What characteristics of two major climate zones are there, to exemplify relationships between climate and human activities and numbers?</b></li> </ul>	<p>Students will be able to describe patterns on a world map – acknowledging that simply naming places is not a pattern.</p> <p>Students will be able to recognise the major climatic zones on a world map and make links with patterns of population density.</p> <p>Students will be able to describe characteristics of two major climate zones and explain the relationship between human numbers and activities.</p>	<p>A series of photographs to outline the different types of farming, Consider the physical and human impacts on agricultural productivity.</p> <p>Opportunity to watch documentaries/clips etc and get students to research and produce a poster/presentation detailing two major contrasting climatic zones.</p> <p>Recap the causes and impacts of climate change (links to carbon topic here).</p>		<p>Exam style questions, in depth case study research . Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b><u>Homework Tasks</u></b> <b><u>see resources column -&gt;</u></b></p>		<p>proposals to manage and control population growth, evaluating to the significant impact upon resources and future sustainability.</p>
<b>Topic: Coastal Systems and Landscapes {Physical Topic}</b>							
Physical geography	<ul style="list-style-type: none"> <li>• <b>What systems are there in</b></li> </ul>	<p>An overview of the concept and use of 'models' by</p>	<p>Small group discussions followed by feedback - what models used in geography do students know?</p>	Stores Components	Exam style	<p>Exam link: <a href="http://filestore2.aqa.org.uk/resources/">http://filestore2.aqa.org.uk/resources/</a></p>	<p>Students examine the relationships</p>

<p>3.1.3 Coastal Systems and Landscapes</p>	<p><b>physical geography?</b></p> <ul style="list-style-type: none"> <li>• <b>Which Systems concepts and their application to the development of coastal landscapes are there?</b> : inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</li> </ul> <p><b>Exploring Systems and processes in Physical geography</b></p> <ul style="list-style-type: none"> <li>• <b>What are the sources of energy in coastal environments?</b> winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts.</li> <li>• <b>What are the Sediment sources, cells and budgets?</b></li> <li>• <b>Which geomorphologic</b></li> </ul>	<p>geographers as simplifications of a complex world.</p> <p>Understanding of the concept of '<b>systems frameworks</b>' as a type of model fundamental to most areas of geographical understanding.</p> <p>Students will be able to identify, describe and explain the elements of geographical systems, including:</p> <ul style="list-style-type: none"> <li>- stores/components</li> <li>- flows/connections</li> <li>- elements</li> <li>- attributes</li> <li>- relationships.</li> </ul> <p>Students will be able to identify, describe and explain common characteristics of systems including:</p> <ul style="list-style-type: none"> <li>- boundaries</li> <li>- inputs</li> <li>- outputs</li> <li>- flows.</li> </ul> <p>Students will understand systems that are classified as:</p> <ul style="list-style-type: none"> <li>- isolated systems</li> <li>- closed systems</li> <li>- open systems.</li> </ul> <p>Students will understand systems as being in a state of dynamic equilibrium that includes:</p> <ul style="list-style-type: none"> <li>- positive feedback</li> </ul>	<p>Students to draw and annotate a model system to show the key elements of a system.</p> <p>Students to draw and annotate a diagram showing an example of a positive feedback system and a negative feedback system.</p> <p>Repeat group discussion to see if students can now think of any more examples of systems in geography.</p> <p>Students to work in pairs/small groups to think of ways in which the four 'spheres' are interlinked, then feedback and share ideas.</p> <p>Opportunity here for a short research task for interconnections.</p> <p>Practice low-tariff exam questions to assess learning – peer assessment opportunity.</p> <p>Small group discussion/Q&amp;A to understand coasts as open systems.</p> <p>Construct and annotate a diagram to illustrate various elements of the coast as an open system.</p> <p>Paired/small group task to identify examples of positive and negative feedback in coastal landscapes.</p> <p>Students to draw and annotate a diagram showing an example of a positive or negative feedback in a coastal landscape.</p> <p>Once all students have illustrated one example of feedback at the coast, there is the opportunity for individuals/small groups to research for others.</p> <p>Small group discussion to identify prior knowledge of coastal landforms.</p> <p>Discuss what represents a characteristic coastal landscape.</p>	<p>Flows Connections Elements Interrelations hills Boundaries Inputs Outputs Atmosphere Lithosphere Hydrosphere Biosphere Backshore Foreshore Inshore Offshore Nearshore Swash zone Surf zone Breaker zone Estuaries Cliff erosion Offshore sand banks Hydraulic action Wave quarrying Abrasion Attrition Solution Traction Saltation Suspension Solution Longshore/littoral drift</p>	<p>questions .</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique .</p> <p>Exam style questions , in depth case study research.</p>	<p><a href="http://geography/AQA-70371-SQP.PDF">geography/AQA-70371-SQP.PDF</a></p> <p>Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) <u>Reading Literature</u> Introductory presentation on <a href="#">Natural Systems</a> Website with simple summaries of a number of <a href="#">earth systems</a> A summary of the features of the <a href="#">lithosphere</a> A summary of the features of the <a href="#">hydrosphere</a> A summary of the features of the <a href="#">cryosphere</a> More information on the <a href="#">cryosphere</a> A summary of the features of the <a href="#">atmosphere</a> An online lesson activity investigating connections in the <a href="#">atmosphere</a></p> <p><a href="#">A summary of the features of the hydrosphere</a> <a href="#">A summary of the features of the cryosphere</a> plus further information <a href="#">about the cryosphere</a></p>	<p>they have with the environment. Moral development exploring through decision making, examining place dealing with the impacts of cliff collapse. Social citizenship debates and discusses the planning process for coastal management strategies, and the impacts upon people.</p>
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	<p><b>al processes are there?:</b> weathering, mass movement, erosion, transportation and deposition.</p>	<ul style="list-style-type: none"> <li>- negative feedback.</li> </ul> <p>Students will be able to identify the four major subsystems of the earth:</p> <ul style="list-style-type: none"> <li>- atmosphere</li> <li>- lithosphere</li> <li>- hydrosphere</li> <li>- biosphere.</li> </ul> <p>To understand that these are interlinked as a 'cascading system'.</p> <p><b>Coasts as natural systems</b> Students will be able to identify coastal environments as open systems.</p> <p>Students will be able to identify the different elements of a coastal system, including:</p> <ul style="list-style-type: none"> <li>- inputs</li> <li>- components/stores</li> <li>- transfers/flows</li> <li>- outputs.</li> </ul> <p>Students will be able to understand coastal landscapes as being in dynamic equilibrium that includes:</p> <ul style="list-style-type: none"> <li>- positive feedback</li> <li>- negative feedback.</li> </ul> <p><b>Coasts as characteristic landscapes</b> Students will understand the concepts of:</p> <ul style="list-style-type: none"> <li>- landform</li> <li>- landscape.</li> </ul>	<p>(Specific landforms and landscapes are studied in detail later.)</p> <p>Paired/small group discussion to identify sources of energy at the coast.</p> <p>Students to explore energy at the coast including:</p> <ul style="list-style-type: none"> <li>- Wind - idea of fetch, and global pattern of major winds – opportunity to study atlas maps to identify coasts exposed to large and small fetch</li> <li>- Waves – discuss the characteristics of waves. Opportunity to use the internet, text or VLE resources to research the characteristics of waves. Construct diagrams of the characteristics of waves.</li> <li>- Research constructive and destructive waves – annotate photographs and diagrams to identify characteristics.</li> <li>- Use atlas or internet maps to produce a map of ocean currents, accompanied by video notes to describe/explain the pattern of ocean currents.</li> <li>- Discuss different types of ocean currents in the coastal zone.</li> <li>- Q&amp;A/group discussion about tides. Following short explanatory video, construct annotated diagrams to illustrate high and low tides, neap and spring tides, and the role of the alignment of earth, moon and sun.</li> <li>- Research opportunity to find out about high and low energy coasts – possibly produce a short presentation/poster information sheet/electronic resource about each and identify an illustrative example of each.</li> <li>- Q&amp;A/paired discussion about where coastal sediment comes from.</li> </ul> <p>Following an introduction to sediment cells, research the sediment cells and sub cells of England and Wales - identify these on an</p>	<p>Marine and Aeolian deposition Mechanical Physical Biological Chemical weathering</p>	<p>Linking together of key modules in order to achieve synopticit y</p> <p>PiXL resources</p> <p>Completi on of independ ent study program me</p> <p>Data presentati on and analysis</p> <p>Statistical analysis <b>Homewor k Tasks</b> <u>see resources column -&gt;</u></p>	<p><a href="#">A summary of the features of the atmosphere</a></p> <p><a href="#">An online lesson activity investigating connections in the atmosphere</a></p>	
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		<p>Students will appreciate that characteristic coastal landscapes are the combination of related landforms.</p> <p>Students will be able to identify different zones of the coastline, to include:</p> <ul style="list-style-type: none"> <li>- backshore</li> <li>- foreshore</li> <li>- inshore</li> <li>- offshore</li> <li>- nearshore</li> <li>- swash zone</li> <li>- surf zone</li> <li>- breaker zone.</li> </ul> <p>Students will be able to identify, and analyse the characteristics of the sources of energy in a coastal system, including:</p> <ul style="list-style-type: none"> <li>- wind</li> <li>- waves</li> <li>- tides</li> <li>- sea currents.</li> </ul> <p>Students will be able to identify the sources of sediment for the coastal system, including:</p> <ul style="list-style-type: none"> <li>- rivers and streams reaching the coast</li> <li>- estuaries</li> <li>- cliff erosion</li> <li>- offshore sand banks</li> <li>- material from a biological origin.</li> </ul> <p>Students identify the features of coastal sediment cells – to</p>	<p>outline map, then identify and map the characteristics of the most local cell. Draw simple flow diagrams to illustrate the concepts of a positive and negative sediment budget.</p> <p>Practice low-tariff exam questions to assess learning – peer assessment opportunity.</p> <p>Q&amp;A/paired discussion – how does the sea erode the land? Ensure students have notes of the processes of coastal erosion.</p> <p>Group discussion to establish the factors affecting the rate of coastal erosion.</p> <p>In pairs/small groups research the processes of marine transportation and deposition and produce a revision resource: mind-map/ PowerPoint/Prezi presentation/animation/ information sheet/poster etc.</p> <p>Construct annotated diagram to illustrate the process of longshore/littoral drift.</p> <p>Q&amp;A to think about the conditions under which material is deposited at the coast – may wish to think about wave and wind action.</p> <p>Possible fieldwork investigation into a range of these coastal processes on a local beach.</p>				
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		<p>understand these using a systems approach.</p> <p>Understanding of the concept of the coastal sediment budget, including:</p> <ul style="list-style-type: none"> <li>- positive budgets</li> <li>- negative budgets.</li> </ul> <p>To explore these using a systems approach.</p>					
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**Term 2**

<b>Topic: Population and the Environment {Human Topic}</b>							
<p><b>Human geography</b> 3.2.4 Population and the Environment</p>	<ul style="list-style-type: none"> <li>• <b>How does climate change affect agriculture?</b></li> <li>• <b>What characteristics of two key zonal soil types are there, to exemplify relationships between soils and human activities, especially agriculture?</b></li> <li>• <b>What soil problems are there, and what is their management?</b>, as they relate to agriculture: soil erosion, waterlogging,</li> </ul>	<p>Students will be able to discuss impacts of climate change on agriculture.</p> <p>Students will be able to define the terms health, morbidity and mortality.</p> <p>Students will be able to describe and explain global patterns of health.</p> <p>Students will be able to describe and explain the idea of epidemiological transition.</p> <p>Students will be able to describe and explain links between environmental variables such as climate, topography, air quality, water quality and health.</p> <p>Students will be able to describe and explain the global prevalence, distribution and impacts of</p>	<p>Produce a flow diagram to show the impacts of climate change on agriculture similar to the one at <a href="#">Climate change and food security</a></p> <p>Get students to research and produce a poster/presentation detailing two major contrasting zonal soils. This could be part of the climatic zones research.</p> <p>Go through the different problems associated with soil and agriculture. Look at issues of soil erosion, waterlogging, salinization and structural deterioration in different parts of the world.</p> <p>Research different strategies being used to manage soil and ensure food security.</p> <p><b>Stretch and Challenge:</b> With reference to located examples, discuss how sustainable development strategies can ensure food security.</p> <p>Brainstorm known links between different environmental factors and health. You could start by discussing diseases students may experience themselves like hayfever and</p>	<p>Over-population Under-population Optimum population Carrying capacity Ecological footprint Resources Consumption Density Sparse Dense Climate Agriculture Sustainable Morbidity Mortality Health Epidemiological DTM Longevity Life expectancy Climate Topography</p>	<p>Exam style questions.</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge /exam technique.</p>	<p><b>Exam paper link:</b> <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a></p> <p><b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> (all either saved on the system or hard copies in s10) <b>Reading Literature</b> Geofile <a href="#">Population Connection: Earth Apple Farmland</a> See section on malaria in Cowling, D. and Digby, B. (2010) <i>Top Spec Geography: Health issues in Geography</i>, Geographical Association. <a href="#">World Health Organisation</a></p>	<p>Study of various cultures and their influences across the world. Also, local environment and cultural awareness. Moral questioning surrounding proposals to manage and control population growth, evaluating to the significant impact upon resources and future sustainability. To express opinion and communicate with peers.</p>

	<p>salinization, structural deterioration</p> <ul style="list-style-type: none"> <li>• <b>Which strategies are there to ensure food security?</b></li> <li>• <b>What are the global patterns of health, mortality, and morbidity?</b></li> <li>• <b>What are the economic and social developments, and the epidemiological transition?</b></li> <li>• <b>Using a case study of a specified local area, what is the relationship between place and health?</b></li> <li>• <b>What is the relationship between environmental variables and incidence of disease?</b></li> <li>• <b>How is the global prevalence, distribution, seasonal incidence of one specified</b></li> </ul>	<p>one specified biologically transmitted disease such as malaria.</p> <p>Students will be able to describe and evaluate strategies adopted to tackle the chosen disease.</p> <p>Students will be able to describe and explain the global prevalence, distribution and impacts of one specified non-communicable disease such as CHD or cancer.</p> <p>Students will be able to describe and evaluate strategies adopted to tackle the chosen disease.</p> <p>Students will be aware of the role of different international agencies and NGOs in promoting health and combating disease at the global scale.</p>	<p>asthma. You can also make links here with the Contemporary urban environments topic looking at air and water pollution and their impacts on health in cities. Discuss the “airpocalypse” being experienced in cities in China and India.</p> <p>Malaria: study recent maps showing global incidence of malaria or other biologically transmitted diseases and get students to discuss the patterns and trends that can be seen in different regions of the world. Students then to research the global prevalence, distribution, impacts of and strategies to tackle malaria using information from a variety of sources.</p> <p><b>Extension and Challenge:</b> The World Health Organisation (WHO) has a range of resources on different diseases such as malaria at: <a href="#">WHO: Health topics 2016 WHO report on eliminating malaria</a>; <a href="#">WHO: Eliminating malaria</a> The Bill and Melinda Gates Foundation has numerous resources on malaria at: <a href="#">Gates Foundation: Malaria</a></p> <p>Melbourne, B. (2007) ‘Tropical diseases’, <i>Geofile</i>, 553.</p> <p>Information about malaria: <a href="#">Malaria No More</a></p> <p>Use worldmapper, gapminder and other map resources to look at the global patterns for non-communicable diseases. How do these compare to the patterns for communicable diseases?</p> <p>Students to research the global prevalence, distribution, impacts of and strategies to tackle a specific non-communicable disease from a variety of sources. They could present this in a number of formats such as, a poster, presentation, film.</p>	<p>Airpocalypse Communicable disease Population pyramid NGOs Coronary heart disease (CHD) Cardiovascular disease CDC Migration Asylum seeker Refugee United Nations Malthus The Club of Rome Boserup and Simon</p>	<p>Exam style questions, in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis <b><u>Homework Tasks</u></b> <b><u>see resources column -&gt;</u></b></p>	<p><a href="#">(WHO): Global Urban Ambient Air Pollution Database</a></p>	<p>Questions and debates encourage “what would you do” situations. To explore consequences of mismanagement, and look at situations from different points of view.</p>
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	<p>biologically transmitted disease (eg malaria) linked to physical and socio-economic environments, including impacts of environmental variables on transmission vectors?</p> <ul style="list-style-type: none"> <li>• What are the impacts on health and well-being?</li> <li>• What are the management and mitigation strategies?</li> <li>• What is the role of international agencies and NGOs in promoting health and combating disease at the global scale?</li> </ul>		<p>Coronary Heart Disease (CHD)</p> <p><a href="#">WHO: Cardiovascular diseases</a></p> <p><a href="#">British Heart Foundation</a></p> <p>US website <a href="#">Centers for Disease Control &amp; Prevention (CDC): Heart Disease Facts</a></p> <p>Get students to research different NGOs and then evaluate the advantages and disadvantages of each of their strategies. Potential NGOs include: Red Cross, Action Aid, Oxfam, Care, MSF.</p>				
<b>Topic: Coastal Systems and Landscapes {Physical Topic}</b>							
<p>Physical geography 3.1.3 Coastal Systems and Landscapes</p>	<p><b>Continue Exploring Systems and processes in Physical geography</b></p> <ul style="list-style-type: none"> <li>• What are the distinctive</li> </ul>	<p>Students will understand that coastlines are affected by two main sets of geomorphological processes:</p>	<p>For each depositional landform listed in the specification students should follow the same approach as above and use a range of resources to produce a revision card/sheet (or electronic resource).</p>	<p>Landslides Rock falls Mudflows</p>	<p>Exam style questions</p>	<p>Exam link: <a href="http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF">http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF</a></p> <p>Ppts Geofile articles</p>	<p>Students examine the relationships they have with the environment. Moral development</p>

<p><b>coastal processes?:</b> marine: erosion – hydraulic action, wave quarrying, corrosion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and run off.</p> <p><b>Coastal landscape development</b></p> <ul style="list-style-type: none"> <li>• <b>What are the landforms and Landscapes of Coastal Erosion?:</b>Cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development.</li> <li>• <b>What are the landforms and landscapes of coastal deposition?</b></li> </ul>	<ul style="list-style-type: none"> <li>- marine processes, including: <ul style="list-style-type: none"> <li>o marine erosion – hydraulic action; Wave quarrying; abrasion/corrasion; attrition; contribution of solution/corrosion</li> <li>o marine transportation – traction; saltation; suspension; solution; longshore/littoral drift</li> <li>o marine and aeolian deposition</li> </ul> </li> <li>- Sub-aerial processes, including <ul style="list-style-type: none"> <li>o sub-aerial weathering – mechanical/physical ; biological; chemical</li> <li>o mass movement – landslides; rock falls; mudflows; rotational slip/slumping</li> <li>o run-off</li> </ul> </li> </ul> <p>Students will revisit the idea of distinctive coastal landscapes resulting from a combination of related landforms.</p> <p>Students will be able to describe the characteristics and analyse the factors and processes in the development of landforms</p>	<p>Then identify an area of the coast dominated by deposition and identify the individual landforms that have combined to form the distinctive landscape they see. (There is an opportunity to investigate landforms/landscapes in the field).</p> <p>For each of estuarine mudflats and saltmarsh environments students should follow the same approach as above and use a range of resources to produce a revision card/sheet (or electronic resource). A named illustrative example (not developed case study) from a local UK area and one from beyond the UK - identify an area of mudflats and saltmarsh and identify the individual features that have combined to form the distinctive landscape they see.</p> <p>Opportunities to assess all aspects with a full range of exam style questions, including peer assessment.</p> <p>Following mostly teacher led learning around marine erosion, transport and deposition, there is an opportunity for students to research the processes of sub-aerial weathering, mass movement and runoff affecting the coast. The outcome could be a written report, revision notes, video presentation to go on a VLE, large poster/information sheet, model answers to sample exam questions on the topic. Also give named illustrative examples of places where the processes are occurring (not extended case studies).</p> <p>Again there are opportunities to visit a local coast and investigate which are the dominant weathering processes and why.</p> <p>Q&amp;A/discussion to define ‘landforms’ and ‘landscapes’.</p>	<p>Rotational slip/slumping Run off Cave Arch Stack Stump Simple and compound splits Tombolos Offshore bars Barrier beaches and islands Sand dunes Isostatic Eustatic Emergence Submergence Raised beach Rias Fjords Dalmation coasts</p> <p>Hard Engineering Soft Engineering</p>	<p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions, in depth case study research. Linking together of key</p>	<p><b>Newspaper articles</b> <b>Economist articles</b> <b>(all either saved on the system or hard copies in s10)</b></p> <p><b>Reading Literature</b> <a href="#">Summary of fetch and the effect of wind</a> <a href="#">Interactive map of current surface winds</a> <a href="#">Summary of wave formation</a> <a href="#">Video explanation of many aspects of the features of waves</a> <a href="#">Simple map of major ocean currents</a> <a href="#">Exploration of the causes and effects of surface ocean currents</a> <a href="#">Exploration of ocean currents in coastal areas</a> <a href="#">Detailed video explanation of ocean currents</a> 3-minute video on <a href="#">“motion in the ocean”</a> covering tides and ocean currents <a href="#">Detailed video exploring tides</a>, with links to activities and other information about tides <a href="#">A summary of wave characteristics</a>, including high and low energy coastlines</p>	<p>exploring through decision making, examining place dealing with the impacts of cliff collapse. Social citizenship debates and discusses the planning process for coastal management strategies, and the impacts upon people.</p>
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	<p>Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development.</p> <ul style="list-style-type: none"> <li>• <b>What are the factors and processes in the development of Estuarine mudflat/saltmarsh environments and associated landscapes?</b></li> <li>• <b>What is Eustatic, isostatic and tectonic sea level change?</b> The major changes in sea level in the last 10,000 years.</li> <li>• <b>What are the Coastlines of emergence and submergence?</b> Origin and development of associate landforms: raised beaches, marine platforms; rias, fjords,</li> </ul>	<p>and landscapes of coastal erosion, including:</p> <ul style="list-style-type: none"> <li>- cliffs and wave cut platforms</li> <li>- cliff profile features – caves, arches and stacks.</li> </ul> <p>Students will be able to describe the characteristics and analyse the factors and processes in the development of landforms and landscapes of coastal deposition, including:</p> <ul style="list-style-type: none"> <li>- beaches</li> <li>- simple and compound spits</li> <li>- tombolos</li> <li>- offshore bars</li> <li>- barrier beaches and islands</li> <li>- sand dunes.</li> </ul> <p>Students will be able to describe the characteristics and analyse the factors and processes in the development of estuarine mudflat/saltmarsh environments and associated landscapes.</p> <p>Students will understand the causes and impacts of eustatic, isostatic and tectonic sea level change, especially major changes in sea level in the last 10,000 years.</p> <p>Students will be able to describe the characteristics and analyse the factors and</p>	<p>For each erosional landform listed in the specification, use a range of resources to produce a revision card/sheet (or electronic resource). To include:</p> <ul style="list-style-type: none"> <li>- annotated sketch/ diagram showing its characteristics</li> <li>- a flow diagram giving a sequenced explanation of formation – explaining processes in their development.</li> <li>- factors affecting their formation</li> <li>- reference to inputs, processes and outputs of erosional coastal landscapes</li> <li>- a named illustrative example (not developed case study) from a local UK area and one from beyond the UK</li> <li>- a summary of the timescales involved in the formation of the landforms.</li> </ul> <p>Identify an area of the coast dominated by coastal erosion and the individual landforms that have combined to form the distinctive landscape they see. (There is an opportunity to investigate landforms/landscapes in the field).</p>		<p>modules in order to achieve synoptically</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis <b>Homework Tasks see resources column -&gt;</b></p>	<p>Short video on <a href="#">‘where coastal sediment comes from’</a></p> <p>US Geological Survey information on <a href="#">sediment cells and budgets</a></p> <p>US Geological Survey information on <a href="#">coastal land loss and sediment budgets</a> Video introduction to <a href="#">processes of coastal erosion</a></p> <p>Clip illustrating fluvial transport <a href="#">Simple introduction to coastal deposition</a> but also has links to landforms, climate change and fieldwork ideas.</p> <p>A guide to completing an <a href="#">investigation into longshore drift</a></p> <p>Video clip discussing <a href="#">factors affecting coastal erosion and resultant landforms</a></p> <p><a href="#">How erosional landforms are linked with the impacts of climate change</a></p> <p>Video presentation of <a href="#">the effects of coastal erosion</a> including animations of erosional features</p>	
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	Dalmatian coasts.	<p>processes in the development of landforms of coastlines of emergence and submergence, including:</p> <ul style="list-style-type: none"> <li>- raised beaches and marine platforms</li> <li>- rias, fjords and Dalmatian coasts.</li> </ul>				<p>British Geological Society's <a href="#">case studies of coastlines affected by erosion</a> with interesting information and images</p> <p><a href="#">Information on coastal deposition</a> with in-depth text</p> <p>Videos on <a href="#">coastal sand dunes</a> and <a href="#">sand dune formation</a></p> <p><a href="#">Estuarine mudflats in Pembrokeshire Background information on mudflats</a></p> <p><a href="#">Summary of saltmarshes</a></p> <p>Simple animation illustrating <a href="#">the locational relationship between mudflats and saltmarshes</a></p> <p>Video of <a href="#">estuarine environments in Cardigan Bay</a> in west Wales</p> <p>Estuarine environment beyond the UK: <a href="#">saltmarshes in the USA</a></p>	
<b>Term 3</b>							
<b>Topic: Population and the Environment {Human Topic}</b>							
<p><b>Human geography</b> 3.2.4 Population and the</p>	<ul style="list-style-type: none"> <li>• <b>Why does the case study of a local place show the relationship</b></li> </ul>	<p>Students will have built up a case study on a specific local area in which they have illustrated and</p>	<p>Go through the different stages of the DTM and get students to draw an annotated version. Discuss the advantages and disadvantages of such a model and use the</p>	<p>Over-population Under-population Optimum population</p>	<p>Exam style questions.  Subject specific</p>	<p><b>Exam paper link:</b> <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a></p>	<p>Moral questioning surrounding proposals to manage and control</p>

<p>Environment</p>	<p><b>between place and health?</b></p> <ul style="list-style-type: none"> <li>• <b>What key factors in natural population change are there?</b></li> <li>• <b>Why do the models of natural population change, and what does their application in contrasting settings do?</b></li> <li>• <b>What is the concept of the Demographic Dividend?</b></li> <li>• <b>What is the international migration: types, causes and implications?</b></li> <li>• <b>What are the population growth dynamics? over-population, under-population and optimum population</b></li> <li>• <b>What implications of population size and structure</b></li> </ul>	<p>analysed the relationship between place and health.</p> <p>Students will be able to describe, explain and evaluate the demographic transition model.</p> <p>Students will be able to describe and explain key vital rates such as birth rate, death rate, total fertility rate, infant mortality rate and dependency ratio.</p> <p>Students will be able to describe age-sex variations using population pyramids.</p> <p>Students will understand the concept of the Demographic Dividend.</p> <p>Students will be able to distinguish between refugees, asylum seekers and economic migrants.</p> <p>Students will be able to discuss the reasons why people move and the impacts this has on both the origin and destination country.</p> <p>Students will be able to discuss the causes and consequences of recent international migratory movements.</p> <p>Students will be able to describe the health implications of migration.</p>	<p>latest birth rate and death rate data to assign countries to different stages. Could do thinking exercise on the DTM from David Leat's (2001) <i>Thinking through Geography</i>.</p> <p>Using the latest <a href="#">PRB booklet</a> - normally published in September, get students to pick out highest and lowest 3 countries for population statistics such as birth rate, death rate, fertility rate, IMR and dependency ratio. Match different shaped age-sex/population pyramids to the different stages of the DTM or to different geographical locations. Ask students to explain why different shaped pyramids can be linked to particular places.</p> <p>Define and discuss the concept of a demographic dividend. <b>Stretch and Challenge:</b> <i>Some have discussed the notion of a second demographic dividend. What is this?</i></p> <p>Match terms and definitions and discuss the reasons why people migrate. Produce an infographic using the latest facts and figures on international migration. (This could challenge a few misconceptions. For example, show the UNHCR infographic on refugees which shows that most refugees are being looked after outside of Europe <a href="#">The UN Refugee Agency (UNHCR): figures at a glance</a>)</p> <p>Get students to produce a film/prepare a presentation on a particular international migration stream outlining specific causes and consequences of the movement. There are a lot of geographical resources/documentaries/BBC clips about the migration of Poles to the UK, the movement of Mexicans to the USA and the exodus of refugees from Syria. These would</p>	<p>Carrying capacity Ecological footprint Resources Consumption Density Sparse Dense Climate Agriculture Sustainable Morbidity Mortality Health Epidemiological DTM Longevity Life expectancy Climate Topography Aircapocalypse Communicable disease Population pyramid NGOs Coronary heart disease (CHD) Cardiovascular disease CDC Migration Asylum seeker Refugee United Nations Malthus The Club of Rome Boserup and Simon</p>	<p>vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge /exam technique.</p> <p>Exam style questions, in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study</p>	<p><b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> (all either saved on the system or hard copies in s10) <b>Reading Literature</b> <a href="#">The Migration Observatory at the University of Oxford</a></p> <p><a href="#">Migration policy</a> <a href="#">Migration Watch UK</a> (monitoring migration flows in and out of the UK) The UN publishes an annual report on international migration which can be found at <a href="#">The United Nations (UN)</a> The UN Refugee Agency has a wealth of up-to-date resources on refugees at: <a href="#">UNHCR: figures at a glance</a> Watch the 5 minute clip showing global refugee trends for 2015 at <a href="#">The UNHCR: Global trends 2015</a> Townsend, J. (2013) 'Remittances: an economic lifeline' in <i>Geography Review</i>, 26: 4. The Guardian has excellent data-based articles relating to current population trends. See for example</p>	<p>population growth, evaluating to the significant impact upon resources and future sustainability.</p> <p>A revision-centric approach enables students to reflect on their geography journey thus far, and adopt creative and imaginative strategies to effectively recap their learning. During revision time students are able to revisit their learning of numerous topics - understanding and appreciation of different cultures, religions, ethnicities and socio-economic groups across the globe.</p>
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	<p><b>are there, for the balance between population and resource?</b> the concepts of ‘carrying capacity’ and ‘ecological footprint’ and their implications</p> <ul style="list-style-type: none"> <li>• <b>What is the Population, resources and pollution model?</b> positive and negative feedback</li> <li>• <b>What contrasting perspectives on population growth and its implications are there?</b> ; Malthusian, neo-Malthusian and alternatives such as associated with Boserup and Simon</li> <li>• <b>What are the health impacts of global environmental change?:</b> ozone depletion –</li> </ul>	<p>Students will be able to define the terms over-population, under-population, optimum population, carrying capacity and ecological footprint.</p> <p>Students will be able to describe the population , resources and pollution model and discuss the positive and negative feedback mechanisms associated with this.</p> <p>Students will be able to discuss the merits and drawbacks of the theories of Malthus, The Club of Rome, Boserup and Simon.</p> <p>Students will be able to outline the main health risks associated with global environmental change such as ozone depletion and climate change.</p> <p>Students will be aware of the main drivers of global population change and be able to discuss predicted changes.</p> <p>Students will be aware of the drawbacks of population predictions and will be able to debate whether population or consumption is a more</p>	<p>be good examples of international migration streams.</p> <p><b>Stretch and Challenge:</b> discuss the notion of “insiders” and “outsiders” from the Changing Places topic with reference to migrants or research the Calais Jungle. What is it, who lives there and how are French authorities managing it?</p> <p>Define the terms over-population, under-population and optimum population and use the PRB booklet to decide which countries could fit the definitions above.</p> <p>Get students to work out their own ecological footprint at <a href="http://myfootprint.org">myfootprint.org</a> and then discuss the causes and consequences of continued development and population growth. Discuss the ways in which countries with larger ecological footprints might reduce them.</p> <p>Draw a copy of the population, resources and pollution model (after D.D. Chiras) and add positive and negative feedback annotations.</p> <p>Research the viewpoints and arguments of population theorists such as Thomas Malthus, The Club of Rome, Ester Boserup and Julian Simon. In light of recent population trends, which theory of population growth appears most applicable in the 21<sup>st</sup> century?</p> <p>Watch the Hans Rosling documentary ‘Don’t Panic – the facts about population’ available free at <a href="http://gapminder.org/videos/dont-panic-the-facts-about-population/">gapminder.org/videos/dont-panic-the-facts-about-population/</a></p>		<p>programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks</b> <b>see resources column -</b></p>	<p><a href="#">The Guardian: Over-populated or under-developed? The real story of population growth</a></p> <p><a href="#">The Global Footprint Network</a> is an international think tank with a focus on reducing ecological footprints and increasing sustainability. Have a look at the annual Living Planet Reports at: <a href="#">World Wildlife Fund (WWF) Footprint</a></p> <p>Roser, M. (2015) ‘Future world population growth’ published at <a href="#">Our World in Data</a></p> <p>There was a WHO conference on health and climate in July 2016. Resources relating to this can be found at <a href="#">WHO: Public health, environmental and social determinants of health</a></p> <p><a href="#">Latest UN World Population Prospects</a></p> <p>‘A world with 11 billion people? New population projections shatter earlier estimates’ by Robert Kunzig,</p>	
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	<p>skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases</p> <ul style="list-style-type: none"> <li>• <b>What are the prospects for the global population, projected distributions, and critical appraisal of future population-environment relationships?</b></li> <li>• Using a case study of a country – <b>How is society experiencing specific patterns of overall population change?</b></li> </ul>	<p>significant threat to the environmental limits set by planet Earth.</p> <p>Students will have built up a case study of a country/society experiencing specific patterns of overall population change.</p>	<p><b>Stretch and Challenge:</b> Research the views of the Danish academic Bjorn Lomborg. Why have some of his ideas attracted criticism?</p> <p>Get students into different groups to research the health impacts of global environmental change including skin cancer, cataracts, heatwaves, cold spells, dengue fever, lyme disease, west Nile virus and zika virus. (consider the impacts of the latter on the Rio Olympics 2016).</p> <p>Look at projected population distributions. How much variation exists between different projections? Why is there variation?</p> <p>Students to use all their knowledge and learning from this topic to build up a case study of a country/society experiencing specific patterns of overall population change.</p> <p><b>Stretch and Challenge:</b> Discuss what governments can do to manage population growth more sustainably.</p>			<p>published in <i>National Geographic</i>, September 2014</p>	
<b>Topic: Coastal Systems and Landscapes {Physical Topic}</b>							
<p><b>Physical geography</b> 3.1.3 Coastal Systems and Landscapes</p>	<ul style="list-style-type: none"> <li>• <b>What recent and predicted climatic changes have potential impacts upon coasts?</b></li> </ul>	<p>Understanding of the nature and causes of recent and predicted climate change and the potential impact on coasts.</p> <p>Students will explore the relationship between</p>	<p>Q&amp;A/group discussion – what are the reasons for sea level rising and falling? What are the reasons for global and more localized changes in sea level?</p> <p>Establish full definitions of ‘eustatic’ and ‘Isostatic’ sea level change, and the role played by tectonic processes.</p>	<p>Stores Components Flows Connections Elements Interrelationships ps Boundaries Inputs</p>	<p>Exam style questions</p> <p>Subject specific vocab</p>	<p><a href="#">Intergovernmental Panel on Climate Change (IPCC) videos on climate change</a>: 2013 video provides good general background <a href="#">IPCC presentation on possible impacts</a></p>	<p>Students examine the relationships they have with the environment. Moral development exploring through</p>

<p>• <b>What is the relationship between process, time, landforms and landscapes in coastal settings?</b></p> <p><b>Coastal management</b></p> <p>• <b>What are the traditional approaches to coastal flood risk: hard and soft engineering?</b></p> <p><b>What are the sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management?</b></p> <p><b>Case study 1</b> Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape</p>	<p>process, time, landforms, and landscapes in coastal settings.</p> <p>Students will be able to understand why people manage different coastlines in different ways.</p> <p>Students will be able to identify and describe traditional approaches to coastal flood risk and coastal erosion, including:</p> <ul style="list-style-type: none"> <li>- hard engineering – sea walls; rock armour/rip rap; gabions; revetments; groynes; cliff fixing; offshore reefs; barrages</li> </ul> <p>soft engineering – beach nourishment; dune regeneration; managed retreat; land-use management; ‘Do nothing’.</p> <p>Students to study a local coastal landscape through the use of secondary data sources (including online digital mapping, secondary data, local authority websites and text book resources) or engage first hand or complete fieldwork to collect primary data, or a combination of both.</p> <p>The aims of such work are to:</p>	<p>Opportunities to use a range of resources to map and understand changes in sea level throughout the last 10,000 years.</p> <p>Opportunity to research the British coastline to identify examples of emergent and submergent sections of coast.</p> <p>For each submergent and emergent landform listed in the specification follow the same approach as above and use a range of resources to produce a revision card/sheet (or electronic resource).</p> <p>Then identify an area of the coast dominated by deposition and identify the individual landforms that have combined to form the distinctive landscape they see. (There is an opportunity to investigate landforms/landscapes in the field.)</p> <p>Opportunity for a group research task – students given/find a range of resources on predicted future sea level rise. Questions could include:</p> <ul style="list-style-type: none"> <li>- What is the range of predicted increase in future sea levels?</li> <li>- Why is there uncertainty in future predictions?</li> <li>- What will the impacts be on coastlines in general?</li> <li>- For a specific location what will the impact be on the current landforms that combine to form the landscape?</li> <li>- A comparison with the rates of sea level change in the last 10,000 years.</li> </ul> <p>Opportunities to assess all aspects with a full range of exam style questions, including peer assessment.</p> <p>Paired/small group discussion with feedback/snowballing to the group as a whole.</p>	<p>Outputs</p> <p>Atmosphere</p> <p>Lithosphere</p> <p>Hydrosphere</p> <p>Biosphere</p> <p>Backshore</p> <p>Foreshore</p> <p>Inshore</p> <p>Offshore</p> <p>Nearshore</p> <p>Swash zone</p> <p>Surf zone</p> <p>Breaker zone</p> <p>Estuaries</p> <p>Cliff erosion</p> <p>Offshore sand banks</p> <p>Hydraulic action</p> <p>Wave quarrying</p> <p>Abrasion</p> <p>Attrition</p> <p>Solution</p> <p>Traction</p> <p>Saltation</p> <p>Suspension</p> <p>Solution</p> <p>Longshore/littoral drift</p> <p>Marine and Aeolian deposition</p> <p>Mechanical</p> <p>Physical</p> <p>Biological</p> <p>Chemical weathering</p> <p>Landslides</p> <p>Rock falls</p> <p>Mudflows</p>	<p>tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions, in depth case study research. Linking together of key modules in order to</p>	<p><a href="#">of climate change on sea levels</a></p> <p><a href="#">Maps of predicted sea level change over the next 20,000 years</a></p> <p>National Geographic articles on <a href="#">sea level rise</a> and <a href="#">how this will affect climate change talks</a></p> <p><a href="#">Coastal impacts of sea level change from the US perspective</a></p> <p>Detailed information on <a href="#">ocean impacts of climate change and sea level rise</a>.</p> <p>Videos giving <a href="#">aerial views of estuarine mudflat</a> and <a href="#">salt marsh landscapes at Morecambe Bay</a>.</p> <p>Video animation of <a href="#">sea level change around the British Isles</a> in the last 12,000 years – plays in QuickTime</p> <p><a href="#">Summary of coastline features</a> with good diagrams and images– including emergent and submergent features</p> <p><a href="#">Short video about fjords</a></p> <p><a href="#">National Geographic encyclopedia entry on fjords</a></p>	<p>decision making, examining place dealing with the impacts of cliff collapse. Social citizenship debates and discusses the planning process for coastal management strategies, and the impacts upon people.</p>
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<p>outcomes as set out above and engage with field data and challenges represented in their sustainable management.</p> <p><b>Case study 2</b> Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.</p>	<ul style="list-style-type: none"> <li>- illustrate how the coastal landscape is distinctive and is the unique combination of the processes and environmental characteristics that created it at a local scale</li> <li>- to investigate and understand how the combination of local coastal processes and landscape features present specific challenges for sustainable management.</li> </ul>	<p>Possible questions include:</p> <ul style="list-style-type: none"> <li>- Why should people manage the coastline?</li> <li>- Why might some stretches of coastline be managed differently?</li> <li>- What techniques could be used to manage different coastlines?</li> </ul> <p>Having studied a range of hard and soft engineering strategies (this is well covered in textbooks and online resources), there is an opportunity to develop understanding and illustrate learning by completing a study of a local coastline</p> <p>This could involve fieldwork or be classroom based.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> <li>- finding a map of the area</li> <li>- mapping the extent of different management strategies employed</li> <li>- describing each strategy</li> <li>- explaining how each strategy protects the coast</li> <li>- suggesting why each strategy has been used in each location</li> <li>- If field data is collected, this could be analysed alongside information on costs and benefits etc.</li> </ul> <p>Reminder of the definition of 'sustainability' and 'sustainable development'.</p> <p>As part of the previous exercises, or following them, comment on the sustainability of each of the approaches studied.</p> <p>Opportunity to research sustainable approaches to coastal flood and erosion management in the 21<sup>st</sup> Century, including Shoreline Management Plans. Possible tasks include:</p>	<p>Rotational slip/slumping Run off Cave Arch Stack Stump Simple and compound splits Tomboles Offshore bars Barrier beaches and islands Sand dunes Isostatic Eustatic Emergence Submergence Raised beach Rias Fjords Dalmatian coasts Hard Engineering Soft Engineering</p>	<p>achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks</b> <b>see resources column -&gt;</b></p>	<p>Open University <a href="#">video on forming fiords</a> Information on <a href="#">raised beaches/marine terraces</a>. WizScience <a href="#">video on marine terraces</a> The Geological Society information on <a href="#">the raised beach at Loch Tarbert</a> Summary information and video clips of <a href="#">sub-aerial weathering and mass movement</a></p> <p>Fieldwork Studies Council <a href="#">summary of approaches to coastal management strategies and different approaches available</a>, with reference to fieldwork opportunities. <a href="#">Summary article on some coastal management approaches</a> <a href="#">Strategies used along one stretch of coastline at Pevensey Bay in East Sussex Environment Agency information on Shoreline Management Plans</a></p>	
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Term 4		Topic: Changing Places {Human Topic}					
<p><b>Human geography</b> 3.2.2 Changing Places</p>	<ul style="list-style-type: none"> <li>• <b>What is the concept of place and the importance of place in human life and experience?</b></li> <li>• <b>What is the insider and outsider perspectives on place?</b> categories of place: near and far, experienced and media places.</li> <li>• <b>How many factors are contributing to the character of places?</b></li> <li>• <b>What are endogenous factors?</b></li> <li>• <b>What are exogenous factors?</b></li> <li>• How do humans perceive, engage with and form attachments to place?</li> <li>• <b>How do humans present and</b></li> </ul>	<p>Students will learn that place is more than just a location but also incorporates the notions of locale and sense of place.</p> <p>Students will understand the terms 'insider' and 'outsider' in relation to place and the different categories of place.</p> <p>Students understand the difference between sense of place and perception of place.</p> <p>Students will be able to detail a range of human and physical factors which contribute to the character of place.</p> <p>Students will be able to define the terms endogenous and exogenous.</p> <p>Students can discuss the range of factors that influence perception of place and sense of place.</p> <p>Students understand the term representation of place.</p> <p>Students can provide examples of different resources which can be</p>	<p>Small group discussions followed by feedback - what is place and what does it mean to different people? What is the difference between space and place? Why does place matter?</p> <p>Use photographs of a range of places (local-global scale) to illustrate how different places mean different things to different people, eg Old Trafford (Man Utd v Man City fan); Kos (seen through eyes of tourist or refugee); Jerusalem (seen through eyes of people from different religions).</p> <p>How do people develop a <b>sense of place</b>? This can be linked to the notions of experienced place and near place. Get students to think of a place special to them and write down a number of words to describe their feelings about that place. They might want to describe a few of their experiences there. In groups, ask them to compare their paragraphs. Are they positive/negative? Does everyone feel the same way? If not, why not? How might their different personal experiences affect the way they feel about it? How might factors such as gender, ethnicity etc affect feelings? They could use these words to produce a 'Wordle'.</p> <p>Alternatively, students could work collectively to produce a local 'sense of place toolkit' to highlight what is special about their local area. See Morecambe Bay and Snowdonia NP examples.</p> <p>Repeat the same exercise for a media place/somewhere the students have not visited. How would they describe it? How have they developed feelings/perceptions about this place?</p>	<p>Place Space Sense of place Endogenous Exogenous Disneyfication Migration Economic Cultural Deprivation Reimaging Rebranding Place marketing Contemporary Urban</p>	<p>Exam style questions</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions</p>	<p><b>Exam paper link:</b> <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a></p> <p><b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> <b>(all either saved on the system or hard copies in s10)</b></p> <p><b>Reading Literature</b> Introduction on defining place pp. 1-21, in Cresswell, T. (2015) <i>Place: an introduction</i>, second edition, Blackwell. <a href="#">'Changing Places' by Richard Phillips (2016)</a> on the RGS website. It provides a useful introduction to the different aspects of place. 'Teaching about places', Freeman, D. and Morgan, A. (2014) <i>Teaching Geography</i>, 39:3. Cultural Geographer Jon Anderson has written a good book on place entitled <i>Understanding Cultural Geography: Places and Traces</i>, (2015). It is also worth looking at his</p>	<p>Respect faith, culture, and feelings of others in a range of multicultural aspects around the world. Investigate moral and ethical issues, offering reasoned views.</p> <p>Engaging with British Values of democracy, rule of law, liberty, respect, and tolerance.</p> <p>Evaluate respect law and resolving conflict in comparison cities.</p> <p>Appreciate cultural influences and participate in cultural opportunities. Respect and celebrate diversity.</p> <p>The study of real people in real places, and our relationship with the environment.</p>

	<p><b>represent the world to others?</b></p> <ul style="list-style-type: none"> <li>• <b>How are places represented in a variety of different forms?</b> (such as advertising copy, tourist agency materials, local art exhibitions in diverse media).</li> <li>• <b>What contrasting images are presented formally or statistically?</b></li> <li>• <b>What are the impacts of relationships and connections on people and place?</b> ...with a focus on: <ul style="list-style-type: none"> <li>1. Changing demographic and cultural characteristics</li> <li>2. Economic Change and social inequalities.</li> </ul> </li> <li>• <b>How are the demographic, socio-economic and cultural characteristics of</b></li> </ul>	<p>used to represent place and acknowledge that they may present contrasting images.</p> <p>Students can distinguish between quantitative and qualitative resources and start to build up their local place study.</p> <p>Students can critically evaluate the usefulness of a range of quantitative and qualitative resources.</p> <p>Students research and construct the local place study. For both place studies, there should be an equal focus on <i>peoples lived experience</i> AND EITHER changing <i>demographic and cultural</i> OR <i>economic change</i>.</p> <p>NB The Place study (ies) could form the basis for the fieldwork investigation.</p> <p>Students will appreciate that places are dynamic, and they are always changing.</p> <p>Students will be able to discuss the impacts of globalisation on place.</p> <p>Students will be able to discuss how places are shaped by factors such as</p>	<p><b>Stretch and Challenge:</b> research the three theoretical approaches to studying place: descriptive, social constructionist and phenomenological</p> <p>Discussions followed by feedback – what factors contribute to a place’s unique character? Could refer to languages, dialect, belief systems, rituals, clothing, products, services, etc.</p> <p>Using a local map (1:25000 OS map), get students to look at the physical geography of the local area: relief, height, aspect, drainage etc. Discuss how these have affected the development and character of the place and then consider the impact of humans. Compare old and new maps. How has the area changed? Why?</p> <p>Show YouTube clip parody of ‘New York state of mind’ based on Newport, South Wales. Students could write a parody for their local place.</p> <p>What kind of factors affect place? Globalization and localization: follow the example of Doreen Massey and take a walk down your local high street. Does it have chain stores or independent shops? Are there signs of different cultures and languages? Produce an annotated photographic display. Is it a ‘clone town’ or is it holding on to its own identity?</p> <p>Short exam question practice, eg distinguish between endogenous and exogenous factors. Focus on command word and key terms here.</p> <p><b>Stretch and Challenge:</b> Authors have argued that tourist places like Disney World are not real places but ‘placeless’ places or ‘pseudo-</p>	<p>, in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis <b>Homework Tasks see resources column -&gt;</b></p>	<p><a href="#">‘Spatial manifesto’ webpage</a>  <a href="#">Sense of Place toolkit for Morecambe Bay</a></p> <p><a href="#">Snowdonia sense of place</a></p> <p>There are several TED talks focused on ideas around sense of place. Discussion about perceptions of place can be found at <a href="#">GeogSpace</a></p> <p>The UK Commission for Architecture and the Built Environment (CABE) which ran from 1999 to 2011, highlighted the importance of architecture in defining place: found at <a href="#">The National Archives website</a>.</p> <p>A variety of maps from the past : <a href="#">Old Maps</a>. <a href="#">Vision of Britain</a> shows how the country has changed over time. <i>Space, Place and Gender</i>, (1994), Doreen Massey uses her own local area (Kilburn High Street, London) to illustrate that place is influenced by constantly changing elements of a wider world.</p>	
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	<p><b>places shaped by shifting flows of people, resources, money and investment?</b></p> <ul style="list-style-type: none"> <li>• <b>How do we apply to a local place?</b></li> </ul>	<p>migration, employment opportunities and investment.</p> <p>Students will recognize that different places have responded to these changes in different ways.</p>	<p>places' with no real sense of history or belonging. Discuss this idea. Which other places might be considered 'placeless'? (airports, major hotels, etc). Have globalization and digital technology increased placelessness?</p> <p>Show some images of different places and discuss why place stereotypes may have occurred.</p> <p>Ask students to reflect on the way their lives are intertwined with that of the places and the landscapes they inhabit or introduce them to the more subjective and personal responses of others through poetry, art, novels etc. They could then produce their own poems, pictures, pieces of prose showing their engagement with a particular place. This could be done as a cross-disciplinary exercise. Opportunity for individual or group presentations here.</p> <p>Discuss the impact of social media on place representation and attachment. Show the Social landmarks around the world (from Facebook) image.</p> <p>Use anecdotal evidence, web research, historical documents and / or newspapers and other media reports to build and compare different stories of a place. Find positive and negative articles/reports for the same place to illustrate different representations of place. Discuss the impacts this can have on an area.</p> <p>Watch a series of TV clips from soap operas, crime dramas and sci-fi. How do they represent different places? Compare the different portrayals of urban and rural areas.</p>			<p>For census data and social and economic characteristics of places in the UK, go to <a href="#">ONS Neighbourhood statistics</a>.</p> <p>For interactive visualization of 2011 census data, go to the <a href="#">DataShine website</a>. You can also use the <a href="#">'Maps' section of the Consumer Data Research Centre</a> website to explore different areas.</p> <p>An internet search on East London Olympics regeneration will yield many interesting resources. The RGS website also has some useful links. Time Out article <a href="#">'Stratford: then and now'</a> . Follow <a href="#">the daily blog of 'the gentle author'</a> who writes about life in and around Spitalfields and Brick Lane in East London. Articles such as <a href="#">'How power, money and art are shifting to the East End'</a> (of London) can be found in <i>The Guardian</i>.</p>	
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			<p>Show students a collection of photographs or pictures of art/sculpture/buildings and ask students to research who they were produced/built for and why. Students should then reflect on how this may affect their representation of that particular place. Examples include:</p> <ul style="list-style-type: none"> <li>• The Angel of the North, Gateshead</li> <li>• The Kelpies, Falkirk</li> <li>• One World trade center, NYC</li> <li>• Burj Khalifa, Dubai, UAE</li> <li>• Trafalgar Square, London</li> <li>• Guggenheim museum, Bilbao, Spain</li> <li>• Dismaland temporary exhibition, Weston-Super-Mare 2015.</li> </ul> <p><a href="#">Extended exam question practice with opportunity for peer assessment here</a></p> <p><b>Stretch and Challenge/cross-disciplinary:</b> Think of places associated with Shakespeare’s plays. How did Shakespeare know of these places (he was rumored to have travelled little)? Why were they set here? How has his work affected these places today (e.g. Verona: <i>Romeo and Juliet</i>)?</p> <p>How and why does migration affect different places? Identify places which have experienced mass immigration and research the impacts of this. Students could produce a mind map here. This is also a good opportunity to use the census to produce geospatial data.</p> <p>You could use the example of East London here. It has experienced significant change in recent years as a result of migration and regeneration. There is also a wealth of quantitative and qualitative information to be found about the area.</p>			<p>The RGS has produced <a href="#">an online lecture on gentrification</a></p>	
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			Use local and national newspaper sources to research the different attitudes towards gentrification and regeneration in East London. There were some interesting editorials after the anti-gentrification protests in 2015. See also RGS online lecture on gentrification.				
<b>Topic: Water and Carbon Cycles {Physical Topic}</b>							
<b>Physical geography</b> 3.1.1 Water and carbon cycles	<ul style="list-style-type: none"> <li><b>What are systems in physical geography?</b> (Revisit from Term 1)</li> <li><b>Which concepts are applied to water and carbon cycles?:</b> inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</li> </ul> <p><b>The Water Cycle</b></p> <ul style="list-style-type: none"> <li><b>What is the global distribution and size of major stores of water?:</b> lithosphere, hydrosphere,</li> </ul>	<p>An overview of the concept and use of 'models' by geographers as simplifications of a complex world.</p> <p>Understanding of the concept of 'systems frameworks' as a type of model fundamental to most areas of geographical understanding.</p> <p>Students will be able to identify, describe and explain the elements of geographical systems, including:</p> <ul style="list-style-type: none"> <li>Stores/Components</li> <li>Flows/Connections</li> <li>Elements</li> <li>Attributes</li> <li>Relationships</li> </ul> <p>Students will be able to identify, describe and explain common characteristics of systems including:</p> <ul style="list-style-type: none"> <li>Boundaries</li> <li>Inputs</li> </ul>	<p>Small group discussions followed by feedback - what models used in geography do students know?</p> <p>Students to draw and annotate a model system to show the key elements of a system.</p> <p>Students to draw and annotate a diagram of an example of a positive feedback system and a negative feedback system.</p> <p><b>Stretch and Challenge: Repeat group discussion to see if students can now think of any more examples of systems in geography.</b></p> <p>Students to work in pairs/small groups to think of ways in which the 4 'spheres' are interlinked. To feedback and share ideas. Opportunity here for a short research task for interconnections between geographical systems.</p> <p>Practice low-tariff exam questions to assess learning – peer assessment opportunity.</p> <p>Brief Q&amp;A/paired discussion – in what 'states' does water exist?</p> <p>Construct a diagram to illustrate water changing state, including latent heat.</p> <p>An opportunity to conduct research into each of the major stores of water – in small groups each student given one store to</p>	<p>Atmosphere</p> <p>Lithosphere</p> <p>Hydrosphere</p> <p>Biosphere</p> <p>Oceanic water</p> <p>Cryospheric water</p> <p>Terrestrial water</p> <p>Atmospheric water</p> <p>Precipitation</p> <p>Interception</p> <p>store</p> <p>Throughfall</p> <p>Stemflow</p> <p>Infiltration</p> <p>Latent heat</p> <p>Soil storage</p> <p>Vegetation storage</p> <p>Transpiration</p> <p>Infiltration</p> <p>Surface storage</p> <p>Evapotranspiration</p> <p>Overland flow/sheet flow</p> <p>Throughflow</p> <p>Percolation</p> <p>Groundwater store and flow</p>	<p>_ Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions, in depth case study research. Linking together of key modules in order to achieve</p>	<p><b>Exam link:</b>  <a href="http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF">http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF</a></p> <p><b>Ppts</b>  <b>Geofile articles</b>  <b>Newspaper articles</b>  <b>Economist articles</b>  <b>(all either saved on the system or hard copies in s10)</b>  <b>Reading Literature</b>  Introductory presentation on <a href="#">Natural Systems</a>  Website with simple summaries of a number of <a href="#">earth systems</a>  A summary of the features of the <a href="#">lithosphere</a>  A summary of the features of the <a href="#">hydrosphere</a>  A summary of the features of the <a href="#">cryosphere</a>  More information on the <a href="#">cryosphere</a>  A summary of the features of the <a href="#">atmosphere</a></p>	<p>Spiritual reflections upon the diverse nature of our world, and moral decisions upon humanity's interactions with the environment around us. Questioning and debates contrasting frameworks and geographical processes. Research and reflections upon the dynamic equilibrium of our world. Raising further awareness of environmental impacts created by human actions.</p>

	<p>cryosphere and atmosphere.</p> <ul style="list-style-type: none"> <li>• <b>Which processes driving change in the magnitude of these stores over time and space?:</b> including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved.</li> <li>• <b>How do drainage basins operate as open systems?:</b> inputs and outputs, to include precipitation, evapotranspiration and runoff; stores and flows, to include interception, surface, soil water, groundwater</li> </ul>	<ul style="list-style-type: none"> <li>• Outputs</li> <li>• Flows</li> </ul> <p>Students will understand systems that are classified as:</p> <ul style="list-style-type: none"> <li>• Isolated systems</li> <li>• Closed systems</li> <li>• Open systems</li> </ul> <p>Students will understand systems as being in a state of dynamic equilibrium that includes:</p> <ul style="list-style-type: none"> <li>• Positive feedback</li> <li>• Negative feedback</li> </ul> <p>Students will be able to identify the four major subsystems of the earth:</p> <ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Lithosphere</li> <li>• Hydrosphere</li> <li>• Biosphere</li> </ul> <p>To understand that these are interlinked as a 'cascading system'.</p> <p>Students will understand that on earth water exists in three forms:</p> <ul style="list-style-type: none"> <li>• Solid ice</li> <li>• Liquid water</li> <li>• Gaseous water vapor</li> </ul> <p>Students will understand the idea of latent heat and energy in the context of evaporation and condensation and how they relate to major atmospheric processes like</p>	<p>research and return to the group to share and snowball.</p> <p>Construct and annotate a range of diagrams to illustrate hydrological cycles, drainage basin hydrological cycles and slope drainage systems</p> <p>Construct and annotate a model of the soil moisture budget – opportunity to stretch students with thinking skills to identify and analyse factors affecting the SMB.</p> <p>Opportunities to study local level case studies of drainage basins, storm hydrographs, etc.</p> <p>Opportunities to assess all aspects with a full range of exam style Qs.</p>	<p>Channel flow Run off</p> <p>Inputs, outputs and stores River regime Soil moisture budget</p> <p>Rising limb Peak discharge Lag time Receding limb</p> <p>Deforestation Soil drainage Water abstraction Plant Sere Continental.</p> <p>Photosynthesis Respiration Decomposition Combustion Burial Compaction Carbon sequestration Weathering.</p> <p>Wild fires Volcanic activity Hydrocarbon fuel extraction Land use changes.</p> <p>Carbon Capture and Sequestration (CCS) Mitigation</p>	<p>synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks see resources column -&gt;</b></p>	<p>An online lesson activity investigating connections in the <a href="#">atmosphere</a></p> <p>An interactive website that summarizes the <a href="#">water cycle</a></p> <p>A simple summary of the <a href="#">changing state of water</a> including latent heat</p> <p>More detailed information on the <a href="#">properties of water</a></p> <p>A link to some lesson ideas on the <a href="#">hydrosphere</a></p> <p>A summary of some of the key themes within the <a href="#">water cycle</a></p> <p>A summary of <a href="#">cloud formation</a></p> <p>Information on cloud <a href="#">formation and precipitation</a></p> <p>Met Office video clip on <a href="#">precipitation</a></p> <p>A range of Met Office videos on many aspects of the <a href="#">weather and atmosphere</a></p> <p>A summary of <a href="#">global water stores</a></p> <p>Further information on <a href="#">global water stores / hydrosphere and global water stores</a></p> <p>A summary of the characteristics of <a href="#">drainage basins</a></p>	
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	<p>and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance.</p> <ul style="list-style-type: none"> <li>• <b>What is runoff variation and the flood hydrograph? What changes in the water cycle occur over time to include natural variation</b> (including storm events, seasonal changes) <b>and human impact?</b> (including farming practices, land use change and water abstraction).</li> </ul>	<p>cloud formation and precipitation.</p> <p>Students will understand the distribution of water on earth in terms of:</p> <ul style="list-style-type: none"> <li>• Oceanian and fresh water</li> <li>• The limited amount of water economically and physically accessible for human use.</li> </ul> <p>Students will understand that the Earth's water is distributed between:</p> <ul style="list-style-type: none"> <li>• Oceanic water</li> <li>• Cryospheric water</li> <li>• Terrestrial water</li> <li>• Atmospheric water</li> </ul> <p>Students will explore the nature of the dynamic equilibrium between these stores.</p> <p>Students will be able to describe and explain the characteristics of each of these stores.</p> <p>Students will be able to describe and explain the characteristics and inputs, stores, transfers and outputs of a drainage basin system, including:</p> <ul style="list-style-type: none"> <li>• Precipitation</li> <li>• Interception store</li> <li>• Throughfall</li> <li>• Stemflow</li> </ul>				<p>A resource for creating a storm hydrograph:  <a href="#">Impacts of flooding activity</a>  Search for information on and flow data for gauging stations in the UK – data can be downloaded to create hydrographs:  <a href="#">Search for gauging stations</a>  The National river flow archives and  <a href="#">UK river and flow regimes</a></p>	
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		<ul style="list-style-type: none"> <li>• Infiltration</li> <li>• Soil storage</li> <li>• Vegetation storage</li> <li>• Transpiration</li> <li>• Infiltration</li> <li>• Surface storage</li> <li>• Evapotranspiration</li> <li>• Overland flow/sheet flow</li> <li>• Throughflow</li> <li>• Percolation</li> <li>• Groundwater store and flow</li> <li>• Channel flow</li> <li>• Run off</li> </ul> <p>Students to be able to describe and explain the global water cycle.</p> <p>Students will be able to describe and explain the water balance to include:</p> <ul style="list-style-type: none"> <li>• Inputs, outputs and stores</li> <li>• River regime</li> <li>• Soil moisture budget</li> </ul> <p>Students will be able to describe and explain the characteristics of and human and physical factors affecting a storm and flood hydrograph. To include:</p> <ul style="list-style-type: none"> <li>• Rising limb</li> <li>• Peak discharge</li> <li>• Lag time</li> <li>• Receding limb</li> </ul>					
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		To understand specific factors affecting the water cycle, to include: <ul style="list-style-type: none"> <li>Deforestation</li> <li>Soil drainage</li> </ul> Water abstraction					
<b>Term 5</b>							
		<b>Topic: Changing Places {Human Topic}</b>					
<b>Human geography</b> 3.2.2 Changing Places	<ul style="list-style-type: none"> <li><b>What are the characteristics and impacts of external forces operating at different scales?</b> (including either government policies or the decisions of multi-nationals or the impacts of international or global institutions).</li> <li><b>How have past and present connections within and beyond localities shaped places?</b></li> <li><b>How have past and present development influenced the social and economic characteristics?</b></li> </ul>	<p>Students will be able to describe and explain the impacts of either government policies or the decisions of multi-nationals or the impacts of international or global institutions on place.</p> <p>Students will be able to detail how past and present development influences social and economic characteristics of a place.</p> <p>Students understand the terms place-marketing, rebranding and reimagining and can provide examples of where and why these strategies have been adopted.</p> <p>Students will be familiar with the principles of research design and ways to collect data.</p> <p>Students will engage with a range of quantitative and qualitative resources.</p> <p>Students will be able to critically evaluate data categories and approaches.</p>	<p>Students to research examples of external forces on place: government policies such as regeneration schemes; decisions of MNCS (Tata Steel) or international or global institutions (UN, IMF, World Bank) and present findings to rest of the class. Opportunity for individual or group presentations here.</p> <p>Detroit is a good example of somewhere affected (both positively and negatively) by the decisions of major car manufacturers ('Motown' nickname for Detroit). Ford have just started to redevelop large areas of Detroit – students could research this.</p> <p>Get students to conduct a survey or search newspaper websites to compare the views of local people with the local government and corporate bodies involved in marketing and regenerating places? The London Olympics regeneration wasn't welcomed by everybody for example. Resources about the impacts of the London Olympics on East London are useful and plentiful.</p> <p>Find and discuss examples of places influenced by past development. These might include former industrial cities such as Birmingham, Liverpool, Sheffield, Manchester and Glasgow or mining towns. You could make links to</p>	Place Space Sense of place Endogenous Exogenous Disneyfication Migration Economic Cultural Deprivation Reimagining Rebranding Place marketing Contemporary Urban	Exam style questions . Subject specific vocab tests to assess understanding of new higher level command words. Mock exam using AQA link. PIT and refining of application of knowledge	Exam paper link: <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a> Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) <b>Reading Literature</b> Look at <a href="#">current government regeneration projects in the UK</a> Three minute clip about <a href="#">the regeneration of Salford</a> <i>The Guardian</i> website is an excellent resource for researching topical issues. Case study of Detroit: article about <a href="#">'the decline of Detroit'</a> and the <a href="#">Ford development</a> in Detroit See <a href="#">The Guardian city logo quiz</a> See <a href="#">The Guardian datablog on city</a>	Respect faith, culture, and feelings of others in a range of multicultural aspects around the world. Investigate moral and ethical issues, offering reasoned views. Engaging with British Values of democracy, rule of law, liberty, respect, and tolerance. Evaluate respect law and resolving conflict in comparison cities. Appreciate cultural influences and participate in cultural opportunities. Respect and celebrate diversity. The study of real

	<ul style="list-style-type: none"> <li>• <b>How have external agencies, (including government, corporate bodies and community or local groups) made attempts to influence or create specific place-meanings and shape the actions of people?</b></li> </ul> <p><u>Two place studies</u></p> <ul style="list-style-type: none"> <li>• <b>What is the developing character of a place locally?</b></li> <li>• <b>What is the developing character of a contrasting, distant place?</b></li> </ul>	<p>Awareness of crowd-sourcing and big data.</p>	<p>rebranding/reimaging here as well as to the contemporary urban environments topic looking at urban regeneration and the use of industrial or heritage quarters (Sheffield industrial quarter). Consider how industrial cities attracted migrants and the subsequent impacts of mass migration to British cities.</p> <p>Discuss the meaning of the term branding and how and why it is done. Take <i>The Guardian</i> city logo quiz.</p> <p>Students could investigate a place they know or one of the following to look at the causes and consequences of rebranding (<i>GeoFile</i> 619</p> <p>Reimaging settlements suggests some fieldwork tasks): Liverpool, Manchester, Barcelona, Amsterdam, Copenhagen, Melbourne and Hong Kong.</p> <p>Crowd-sourcing and social media was used in the 2013 rebranding of Glasgow – the ‘People make Glasgow ...’ campaign. This campaign is also worth looking at in terms of peoples’ <b>lived experience of place</b>.</p> <p>The Lake District National Park authority has wanted to brand the Lake District NP as the ‘adventure capital’ of the UK to attract younger visitors. What has it done and how successful has it been with this strategy? Watch BBC documentary Tales from the National Parks: Lake District.</p> <p>Rebranding of other rural areas has been carried out – this is another area to research.</p> <p><b>Stretch and challenge: Local groups involved in change could include residents associations, heritage associations and social</b></p>		<p>e/exam technique</p> <p>Exam style questions , in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p>	<p><a href="http://www.theguardian.com/cities/datablog/2014/may/06/world-cities-most-powerful-brands-get-the-data">branding http://www.theguardian.com/cities/datablog/2014/may/06/world-cities-most-powerful-brands-get-the-data</a></p> <p>Glasgow rebranding resources at <a href="#">People Make Glasgow</a> and <a href="#">BBC article on Glasgow’s new brand</a></p> <p>‘Case study of regeneration: the Jewellery quarter, Birmingham’ in <i>GeoFile</i>, 642, April 2011</p> <p>The <a href="#">Barcelona Field Studies Centre</a> has some useful resources and web links about rebranding</p> <p>Regenerating Liverpool: Information at <a href="#">Liverpool Vision</a></p> <p>Article in <a href="#">The Guardian on negative stereotyping of Liverpool</a></p> <p>How being ‘<a href="#">Capital of Culture transforms perceptions of Liverpool</a>’</p> <p><b>Quantitative sources</b></p> <p><a href="#">‘A short introduction to</a></p>	<p>people in real places, and our relationship with the environment.</p>
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			<p>media. Students could research the presence and role of these in their local area.</p> <p>Students should think of quantitative geography as being about telling geographical stories with data. Q&amp;A/discussion about potential sources of quantitative data and their limitations.</p> <p>Students will need a lot of time here to research and construct their two place studies.</p> <p><b>Stretch and Challenge:</b> Get students to find examples of dodgy statistics, misunderstandings and misuse of data, for example on the <a href="#">Bad Science website</a> or <a href="#">Full Fact website</a>. Richard Harris also provides examples of these in his RGS paper.</p> <p>For lived experience of place, get students to design and conduct a questionnaire/survey to give to local people. Alternatively, they can look at ways of analysing social media sources such as Twitter, Facebook, Instagram and Pinterest for experience of place.</p> <p>It is important to discuss with the students the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</p> <p>Crowd-sourcing was used in the 2013 rebranding of Glasgow – the ‘People make Glasgow ...’ campaign. This is worth looking at as example of lived experience of place.</p> <p>Look at the impact of and use of social media in representing place. Look at the social landmarks according to Facebook images.</p>		<p><b><u>Homework Tasks</u></b> <b><u>see resources column -&gt;</u></b></p>	<p><a href="#">Quantitative Geography</a>’ by Richard Harris (2016) on the RGS website</p> <p>An overview of quantitative skills is provided in Holmes, D. (2016) ‘Quantitative skills for Geographers’ in <i>Geography Review</i>: 29, 4.</p> <p>Resources on the RGS website at <a href="#">‘Teaching the census through GIS’</a> Holmes, D. 2016 ‘Using GIS with census data’ IN <i>Geography Review</i>, 29:3.</p> <p>For census data and social and economic characteristics of places in the UK, go to <a href="#">ONS Neighbourhood statistics</a>.</p> <p>For localized data on information such as house prices, school results, council tax and crime, go to: <a href="#">Local Government Association UK Local Area Check My Area</a></p> <p>For health-related data, see the <a href="#">Public Health Outcomes Framework</a></p> <p>Unconventional sources of data have been used to produce maps</p>	
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						<p>about London and the lives of the people who live there at <a href="#">The Information Capital</a></p> <p><b>Qualitative sources</b> Using mysteries to develop place knowledge in <i>Teaching Geography</i>: 41:1, Spring 2016.</p> <p>The three chapters on Place in Butt, G. (2011) <i>Geography, Education and the Future</i> are useful in their discussion of teaching Place using qualitative resources.</p>	
<b>Topic: Water and Carbon Cycles {Physical Topic}</b>							
<p><b>Physical geography</b> 3.1.1 Water and carbon cycles</p>	<p><b>The Carbon Cycle</b></p> <ul style="list-style-type: none"> <li>• <b>What is the Global distribution and size of major stores of carbon?:</b> lithosphere, hydrosphere, cryosphere, biosphere, atmosphere.</li> <li>• <b>Which factors drive change in the magnitude of these stores over time and space? :</b> including flows and transfers at</li> </ul>	<p>Students to understand the features of carbon as an element, its versatility and importance as a component of organic and inorganic compounds.</p> <p>Students to understand that as geographers the study of carbon dioxide (CO<sub>2</sub>) is of most importance currently due to its perceived role in controlling climate.</p> <p>Students to understand the origins of the carbon that we study in the carbon cycle.</p> <p>Students to be able to describe and explain the</p>	<p>Introductory discussion/Q&amp;A to establish what students know about carbon and its importance and versatility as an element.</p> <p>Opportunity for group research activity, with each student given a carbon store to study and then feedback shared with the group.</p> <p>Opportunity for students to engage with a range of charts, diagrams, graphs and maps to be able to describe the characteristics of different carbon transfers.</p> <p>Opportunity for independent research into natural and human impacts on the carbon cycle. With illustrations of examples from different places around the world.</p> <p>Opportunity for students to read around the impacts of changes in the carbon cycle and</p>	<p>Atmosphere Lithosphere Hydrosphere Biosphere Oceanic water Cryospheric water Terrestrial water Atmospheric water Precipitation Interception store Throughfall Stemflow Infiltration Latent heat Soil storage</p>	<p>Exam style questions.</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p>	<p><b>Exam link:</b> <a href="http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF">http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF</a></p> <p><b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> <b>(all either saved on the system or hard copies in s10)</b></p> <p><b>Reading Literature</b> An article that summarizes many of the key aspects of the carbon cycle: <a href="#">Global carbon cycle</a> Web page with a diagram summarizing the</p>	<p>Spiritual reflections upon the diverse nature of our world, and moral decisions upon humanity's interactions with the environment around us. Questioning and debates contrasting frameworks and geographical processes. Research and reflections upon the</p>

	<p>plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, burial, compaction, carbon sequestration in oceans and sediments, weathering.</p> <ul style="list-style-type: none"> <li>• <b>What are the changes in the carbon cycle over time?</b> :to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).</li> <li>• <b>What is the carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere (including global climate)?</b></li> </ul>	<p>global stores of carbon, including:</p> <ul style="list-style-type: none"> <li>• Lithosphere</li> <li>• Hydrosphere</li> <li>• Cryosphere</li> <li>• Biosphere</li> <li>• Atmosphere</li> </ul> <p>Students to be able to describe and explain the movement of transfer between the carbon stores, studied above, at a range of scales. Including:</p> <ul style="list-style-type: none"> <li>• Plant</li> <li>• Sere</li> <li>• Continental.</li> </ul> <p>Students to be able to describe and explain the processes involved in these transfers, including:</p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Decomposition</li> <li>• Combustion</li> <li>• Burial</li> <li>• Compaction</li> <li>• Carbon sequestration</li> <li>• Weathering.</li> </ul> <p>Students to be able to describe, explain, analyse and comment on factors leading to change in the carbon cycle, including:</p> <ul style="list-style-type: none"> <li>• Wild fires</li> <li>• Volcanic activity</li> <li>• Hydrocarbon fuel extraction</li> <li>• Land use changes.</li> </ul>	<p>the possible impacts. Students to categorize the impacts according to:</p> <ul style="list-style-type: none"> <li>- Human or physical</li> <li>- Social, economic, environmental, demographic, political, etc.</li> <li>- With an opportunity for students to investigate the possible effects of the disruption of the North Atlantic ocean currents on the climate of NW Europe.</li> </ul> <p>The greenhouse effect should be prior knowledge for A-level students – in pairs ask students to produce a diagram and accompanying annotations and text to explain to each other the Greenhouse effect. Students to ‘peer assess’ each other and identify strengths and weaknesses of each other’s explanation.</p> <p>Ensure all students have access to a “correct” description and explanation, followed by multimedia or research opportunity to explore the idea of the “enhanced greenhouse effect”.</p> <p>An opportunity for students to construct comparative graphs – to show increases in greenhouse gases and atmospheric temperatures.</p> <p>Students could construct feedback diagrams to illustrate relationships between water and carbon cycles and climate change.</p> <p><b>Stretch and challenge: discussion and reading students to write an extended prose exam style answer to explain the role of carbon and water in the greenhouse effect. Opportunity for peer assessment.</b></p> <p>Opportunity for group work for students to identify as many mitigation strategies as possible, and to then categorise. This</p>	<p>Vegetation storage Transpiration Infiltration Surface storage Evapotranspiration Overland flow/sheet flow Throughflow Percolation Groundwater store and flow Channel flow Run off</p> <p>Inputs, outputs and stores River regime Soil moisture budget</p> <p>Rising limb Peak discharge Lag time Receding limb</p> <p>Deforestation Soil drainage Water abstraction Plant Sere Continental.</p> <p>Photosynthesis Respiration Decomposition Combustion Burial Compaction Carbon sequestration Weathering.</p>	<p>PIT and refining of application of knowledge /exam technique.</p> <p>Exam style questions, in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PIXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks see</b></p>	<p>main stores of <a href="#">carbon</a> An interactive multiple choice <a href="#">quiz</a> on the carbon cycle (with links to other reading and resources) The full length lesson on the carbon cycle from TED Ed lessons: <a href="#">‘The carbon cycle’ full length by Nathan Manning</a> ‘The carbon cycle’ A summary of changing carbon emissions and sinks since 1750: <a href="#">Global carbon emissions and sinks since 1750 (2013)</a> Changes in the <a href="#">carbon cycle</a> over different time scales, including natural cycles Links between <a href="#">carbon and climate</a> (links include an interactive carbon budget between 1960 and 2100) Met Office summary of a range of <a href="#">impacts of climate change</a> Interactive resource on the <a href="#">greenhouse effect</a>, with various articles on climate change Interactive map of possible <a href="#">impacts of climate change</a></p>	<p>dynamic equilibrium of our world. Raising further awareness of environmental impacts created by humanities actions.</p>
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	<p><b><u>Water, Carbon, Climate and Life on Earth</u></b></p> <ul style="list-style-type: none"> <li>• <b>What is the key role of the carbon and water stores and cycles in supporting life on Earth?</b> (and particular reference to climate).</li> <li>• <b>What is the relationship between the water cycle and carbon cycle in the atmosphere?</b></li> <li>• <b>What is the role of feedback within and between cycles and their link to climate change, and implications for life on Earth?</b></li> <li>• <b>Which human interventions to the carbon cycle have been designed to influence carbon transfers and mitigate the impacts of climate change?</b></li> </ul>	<p>Students to be able to describe and explain, and draw conclusions about the nature of the impacts of carbon cycle, and possible future changes, for:</p> <ul style="list-style-type: none"> <li>• the land</li> <li>• the oceans</li> <li>• the atmosphere and global climate.</li> </ul> <p>Students to be introduced to the idea of “enhance greenhouse effect”</p> <p>Students to understand the positive feedback between CO<sub>2</sub> led warming leading to higher evaporation rates and a wetter atmosphere.</p> <p>Students to understand the significance of water (water vapour and clouds) and carbon (CO<sub>2</sub>) as greenhouse gases.</p> <p>Students to understand the dominance of CO<sub>2</sub> in controlling the <i>scale</i> of the greenhouse effect.</p> <p>Students to understand and explain why there is a lag between increased emissions of CO<sub>2</sub> and any resulting temperature increase.</p> <p>Students to have a clear understanding of the concept of “mitigation”.</p>	<p>information once shared could be used to produce a summary Mind map.</p> <p>An opportunity for a research or individual learning activity for students to explore different mitigation strategies – this learning could be shared with the group in a range of ways including wall display, group/individual presentation, PowerPoint/Prezi presentation, YouTube video, or blog, etc.</p> <p><b>Stretch and Challenge: to discuss the differing views relating to climate change, and any ethical, moral or socio-political issues arising. Also, to be critical of the sources of data.</b></p>	<p>Wild fires Volcanic activity Hydrocarbon fuel extraction Land use changes. Carbon Capture and Sequestration (CCS) Mitigation</p>	<p><b><u>resources column -&gt;</u></b></p>	<p>Website with a range of pages exploring links between the <a href="#">water and carbon cycles and climate</a> Studying the effects of <a href="#">changes in the carbon cycle</a> Met Office summary of a range of <a href="#">impacts of climate change</a> Interactive resource on the <a href="#">greenhouse effect</a>, with various articles on climate change Interactive map of possible <a href="#">impacts of climate change</a> Website with a range of pages exploring links between the <a href="#">water and carbon cycles and climate</a> Studying the effects of <a href="#">changes in the carbon cycle</a> Met Office climate scientist explores the idea of <a href="#">climate feedbacks</a> Video clip of Met Office climate scientist exploring the idea of climate feedbacks (9 mins): <a href="#">‘Climate feedback’ by Ben Booth (2009)</a> Ted-Ed video exploring the role of clouds in climate change:</p>	
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		<p>All students will be able to identify a range of possible human interventions to reduce or prevent emissions. Differentiation could be used when getting students to identify categories or groupings of strategies/approaches – eg local, regional, national, global etc.</p> <p>Students to be able to describe and explain in detail a range of specific strategies that are employed to mitigate greenhouse gas emissions. Possibly including:</p> <ul style="list-style-type: none"> <li>• Carbon Capture and Sequestration (CCS)</li> <li>• Changing rural land use</li> </ul> <p>Improved transport practices.</p>				<p><a href="#">‘Cloudy climate change’ by Jasper Kirkby (2014)</a> Video looking at the Human Role in climate change (11 mins): <a href="#">‘Human role in climate change’ Richard Alley (2008)</a> Carbon <a href="#">capture and sequestration</a> in the USA Link to the Imperial College Centre for Carbon Capture and Storage <a href="#">website</a> A lengthy 2005 IPCC report on Carbon capture and storage, runs to +400 pages, but the “Summary for Policymakers” introduces a range of key ideas with accompanying diagrams: <a href="#">Carbon dioxide capture and storage report</a> The UNEP <a href="#">website</a> for Climate Change Mitigation, with links to different sectors including Agriculture and Transport: IPCC video clips: Working Group II – Fifth Assessment Report – Climate change 2014: Impacts, Adaptation and Vulnerability: <a href="#">Climate Change: Impacts, Adaptation</a></p>	
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						<a href="#">and Vulnerability (2014)</a> Working Group III – Fifth Assessment Report – Climate change 2014: Mitigation of climate change: <a href="#">Climate change: Mitigation of climate change (2014)</a>	
<b>Term 6</b>							
<b>Topic: Fieldwork NEA / Individual Study Prep {Human Topic}</b>							
<b>3.4 Geography Fieldwork Investigation</b>	<p>What is the NEA and how do I prepare for it?</p> <p>How do I plan for my investigation?</p> <p>Which hypotheses are best to test in the local environment?</p> <p>When planning for data collection, which methods are most appropriate?</p> <p><b><u>Local physical environment that has experienced change.</u></b> With use of quantitative and qualitative data; what are the physical processes shaping the environment?</p>	<p>All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.</p> <p>The independent investigation must:</p> <ul style="list-style-type: none"> <li>• be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content</li> <li>• involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis</li> <li>• incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation</li> <li>• involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches</li> <li>• draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes</li> <li>• demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them</li> <li>• demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding</li> <li>• require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context</li> </ul>	<p>The Field Studies Council (and other similar organizations) may also provide guidance and resources to help undertake fieldwork <a href="#">here</a>.</p> <p><a href="#">RGS guidance on coastal investigation</a>  <a href="#">RGS guidance on fieldwork techniques</a>  <a href="#">Field Studies Council guidance on coastal fieldwork</a></p>	<p>Fieldwork enhances social development, and a greater degree of self-discipline. Rely on collaborative skills, robust evidence collated, and evaluation to conduct decision making.</p> <p>Analysing the characteristic of local areas, compare culturally why the area is like that, and contrast where they live to more distant areas.</p>			

	<p><b><u>Local urban environment that has experienced significant change in recent years.</u></b>          With use of quantitative and qualitative data; what are the attitudes towards regeneration and gentrification?</p> <p>How do we present qualitative data?</p> <p>What is the difference between spearman's rank and chi-squared test in quantitative data?</p> <p>How do we analyse using the Simpson's Diversity Index versus the Mann Whitney U Test?</p> <p>What do different means of data analysis tell us about data, as we evaluate their use in our investigation?</p>	<ul style="list-style-type: none"> <li>involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing</li> <li>demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case</li> <li>require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.</li> </ul>		
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**Topic 2: Water and Carbon Cycles / Fieldwork / Individual Study Prep {Physical Topic}**

Physical geography	Case Study 1			Atmosphere Lithosphere	Exam style	Exam link: <a href="http://filestore2.aqa.org.uk/resources/">http://filestore2.aqa.org.uk/resources/</a>	Students examine the relationships
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<p>3.1.1 Water and carbon cycles</p>	<p>Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.</p> <p><b>Case Study 2</b> Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.</p>	<p>Students will be able to describe, explain and evaluate several themes relating to water and climate in the Amazon tropical rainforest, including:</p> <ul style="list-style-type: none"> <li>• how changes in the water and carbon cycles have changed the tropical rainforest environment</li> <li>• the relationships between hydrology, the carbon cycle, and the environment</li> <li>• how human activity affects the tropical rainforest.</li> </ul> <p>Students will be able to describe and evaluate a range of strategies employed in the Amazon tropical rainforest to reduce the effects of climate change.</p> <p>Students could either study a local river through the use of secondary data sources – including online and digital mapping, or students could engage first hand and complete fieldwork to collect primary data, or a combination of both. The aim of such work is to:</p> <ul style="list-style-type: none"> <li>• illustrate how the hydrological</li> </ul>	<p>Opportunity for individual, paired or group research task, using a range of textual, digital or audiovisual resources. Findings could be shared in traditional classroom approaches or shared through a VLE on a blog for example.</p> <p>For a more active learning approach students could research from the point of view of different stakeholders. Feedback could then take the form of a debate/roleplay or construction of SWOT analysis in groups etc.</p> <p>An opportunity to either create a “virtual fieldwork investigation” and provide students with a range of data relating to a local river for students to investigate and address the themes of the enquiry.</p> <p>Or an opportunity for students to conduct a short fieldwork enquiry of a local river to investigate the main themes of the lesson.</p> <p>Students could write up a mini-fieldwork enquiry to act as a case study of a local river, or base enquiry on terms 1-3 coastal landscapes. = (This could feed into the completion of coursework for the non-examination assessment element of the specification).</p>	<p>Hydrosphere Biosphere Oceanic water Cryospheric water Terrestrial water Atmospheric water Precipitation Interception store Throughfall Stemflow Infiltration Latent heat Soil storage Vegetation storage Transpiration Infiltration Surface storage Evapotranspiration Overland flow/sheet flow Throughflow Percolation Groundwater store and flow Channel flow Run off</p> <p>Inputs, outputs and stores River regime Soil moisture budget</p> <p>Rising limb Peak discharge Lag time Receding limb</p>	<p>questions .</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions , in depth case study research.</p>	<p><a href="http://geography/AQA-70371-SQP.PDF">geography/AQA-70371-SQP.PDF</a></p> <p>Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10)</p> <p><b>Reading Literature</b> Deforestation and carbon cycles in the Amazon rainforest: <a href="#">Deforestation: facts, causes &amp; effects</a> <a href="#">Amazon river breathes carbon dioxide from rain forest</a> Simple introductory video clip about the <a href="#">Amazon rainforest</a> and water and carbon. Presentation exploring the impacts of land use change on the hydrological cycle in the Brazilian Amazon region: <a href="#">‘The Hydrological cycle’ by Woods Hole Research Centre (2014)</a> Exploring the impacts of climate change in the Amazonian tropical rainforest: <a href="#">Amazon and climate change</a> <a href="#">Understanding climate change</a></p>	<p>they have with the environment. Moral development exploring through decision making, examining place dealing with the impacts of cliff collapse. Social citizenship debates and discusses the planning process for coastal management strategies, and the impacts upon people. Explore the consequences of mismanagement, and to look to situations from different points of view. Debates allocate students different roles in decision making processes which help develop empathy and appreciate the opinions on others.</p>
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		<p>system affects channel flow</p> <ul style="list-style-type: none"> <li>analyse the relationships between inputs and outputs in a local river.</li> <li>to understand implications for flooding on a local river.</li> </ul> <p>If students complete a fieldwork investigation, they will be able to follow through a complete geographical investigation and route to enquiry.</p>		<p>Deforestation Soil drainage Water abstraction Plant Sere Continental.</p> <p>Photosynthesis Respiration Decomposition Combustion Burial Compaction Carbon sequestration Weathering.</p> <p>Wild fires Volcanic activity Hydrocarbon fuel extraction Land use changes.</p> <p>Carbon Capture and Sequestration (CCS) Mitigation</p>	<p>Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p>	<p><a href="#">impacts on the Amazon rainforest</a> <a href="#">Climate change and the Amazon rainforest</a> <a href="#">Addressing climate change</a></p> <p>Search for information on flow data for gauging stations in the UK – data can be downloaded from the National to create <a href="#">hydrographs</a>. The National river flow archives and UK river and flow regimes: <a href="#">UK river and flow regimes</a></p>	
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# Geography

Year 13

Scheme of work 2026 - 2027

**Head of Learning: Mrs. H Finney**

Topics by Term	Topic Overview for Year Group 13 – human topics					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics Taught</b>	Non-Examined Assessment / Fieldwork and individual study.	Global systems	Complete Global Systems / Global governance	Global commons: Antarctica  Revision of Changing Places from Year 12.	Revision of Population and the Environment from Year 12. Final Revision of Course.	X
<b>Week Times</b>	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	X
<b>Prerequisites</b>	<p>Students should have a solid understanding of both human and physical geography, gained from their study of topics: -</p> <ul style="list-style-type: none"> <li>➤ Changing places</li> <li>➤ Population and the Environment</li> <li>➤ Water and carbon</li> <li>➤ Coasts</li> </ul> <p>This prior knowledge will be essential as they begin to design their own independent investigations, choosing research questions that relate to any part of the A Level specification.</p> <p>Students should already be well-versed in fieldwork techniques, having developed these in Year 12. They should also have experience</p>	<p>Familiarity with how global flows of people, resources, and money affect the characteristics of places provided the foundation in Terms 4 and 5 of Changing place at a more local level. This could have been further studied by students in their NEA investigation.</p> <p>Students should also be familiar with the basic concepts of globalisation introduced at GCSE level, including the movement of goods, services, and people across borders. They should understand key elements of economic geography, such as trade patterns and the impact of global trade on both developed and developing nations. An understanding of basic financial, communication, and transport systems is</p>	<p>Students should have a solid understanding of global systems from the previous unit, particularly the flows of capital, labour, and information that shape international trade. Familiarity with the concept of economic interdependence and unequal power relations will be critical as they explore the role of Transnational Corporations (TNCs) and their geographical impact. Students should also be able to analyse global trade patterns and variable access to markets, as this knowledge will underpin their understanding of how these systems affect both their own lives and those of people worldwide.</p>	<p>Students should have a solid foundation in the concept of global commons from the previous unit, understanding the importance of protecting shared resources like the atmosphere and oceans. They should be familiar with global governance mechanisms and the role of international laws and institutions in managing global systems. This prior knowledge will be essential when critically appraising the various treaties and governance bodies regulating activities in Antarctica.</p> <p>Students should also be aware of the environmental consequences of</p>	<p>All key concepts and topics from the A Level geography course have been covered. Students should be familiar with the full range of material, including global systems, governance, the global commons, changing places, fieldwork, population-environment interactions, and related case studies.</p>	X

	<p>with data collection, both quantitative and qualitative, and be familiar with the key steps involved in designing and conducting geographical research. Prior knowledge from their preliminary research in Terms 5 and 6 in Year 12 will be vital in guiding their research questions and methodologies.</p> <p>The ability to critically evaluate data, explore secondary sources, and apply theoretical concepts to field observations will be essential. Students should have a solid understanding of the ethical dimensions of field research, ensuring that their independent investigations are both methodologically sound and ethically robust.</p>	<p>necessary, as well as how they facilitate global interdependence. This will allow students to analyse more complex systems like international trade, marketing, and the flow of information in a global context.</p> <p>Knowledge of disparities between different countries and regions, in terms of wealth, access to technology, and development levels, is also crucial. This prior knowledge sets the foundation for deeper exploration of issues related to unequal power relations and differential access to markets, which are central to this topic.</p>	<p>Additionally, prior exposure to the basic idea of governance and regulation will help students appreciate the emergence of global norms, laws, and institutions. Understanding the concept of sustainability, introduced at GCSE, will be important as students engage with the need to protect the global commons and ensure equitable development.</p>	<p>human activities, particularly in relation to climate change and resource exploitation. The foundations of this knowledge and understanding seen in prior topics of Population and the Environment and Water and Carbon in physical. This background, along with their understanding of the role of NGOs in global governance, will allow them to assess both the threats facing Antarctica and the effectiveness of governance measures in place to protect it.</p>		
<b>Why is this taught now?</b>	<p>This continuation of the fieldwork module is essential for allowing students to apply their geographical knowledge in a meaningful, independent context. By this stage, students are expected to have developed the skills needed to define their own research questions,</p>	<p>This unit bridges the gap between Local / National sense of place taught in Year 12 to Global connections in Year 13. Builds directly upon students' knowledge and understanding of globalisation from GCSE, and expands to include more advanced concepts such as global systems,</p>	<p>This topic builds on students' growing knowledge of global systems, moving from an understanding of trade and interdependence to a focus on the entities and mechanisms that regulate these processes. Teaching this topic now allows students to explore the</p>	<p>Following the exploration of global governance, the focus on Antarctica serves as a case study to apply and deepen students' understanding of global commons and governance. The topic allows students to critically assess real-world examples of</p>	<p>This revision period is designed to reinforce and consolidate the material covered throughout the course. It provides an opportunity to review all topics, clarify any remaining questions, and ensure students are well-prepared for their final exams. This phase aims</p>	X

	<p>collect and analyse data, and draw conclusions. The practical experience gained from their earlier studies—combined with the independence they now apply—deepens their ability to think critically and engage with geography on a higher level.</p> <p>This phase of the course provides the necessary time and support for students to collaborate in certain stages, such as data collection, while reinforcing the importance of independence in key areas of analysis and presentation. As they move toward completing their independent study, students are developing not only their geographical skills but also their ability to manage a large-scale research project, which is a vital academic and professional skill.</p>	<p>economic interdependence, and power relations. The timing of this topic allows students to develop a comprehensive understanding of how global systems operate and how globalisation affects flows of capital, labour, and information. This will be crucial as they begin to analyse more specific issues like international trade patterns and market access in later topics.</p> <p>Understanding global systems at this stage prepares students to critically engage with real-world phenomena, including the impact of globalisation on economic, social, and environmental factors. With globalisation as a continuing trend in contemporary geography, students will gain the analytical skills needed to evaluate the complexities of international relationships and the consequences of unequal global flows.</p>	<p>powerful role of TNCs and understand the complex ways these corporations influence economies, environments, and societies worldwide.</p> <p>The introduction of global governance and the concept of the global commons will expand their scope of analysis. As globalisation continues to raise pressing questions about sustainability and inequality, this unit enables students to critically assess current systems and the challenges associated with managing shared global resources. Understanding the interplay between global systems and governance at this point solidifies students understanding of geopolitical and environmental issues, equipping them with the tools further to evaluate governance efforts in addressing global challenges.</p>	<p>international cooperation and the challenges of protecting a fragile environment from a variety of threats, including climate change and human activity.</p> <p>Teaching this now highlights the complexities of managing a region with no permanent population but global significance. The governance structures of Antarctica, with contributions from the UN, the International Whaling Commission, and NGOs, provide students with a nuanced understanding of how global governance is implemented in practice. This topic also prompts students to evaluate the effectiveness of existing measures and explore potential improvements, linking back to their broader understanding of sustainability and global power relations.</p>	<p>to solidify understanding and boost confidence before the assessment.</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics Taught</b>	Non-Examined Assessment / Fieldwork.  Hazards	Non-Examined Assessment / Fieldwork and individual study.	Hazards	Hazards  Revision of Water and Carbon cycles from Year 12.	Revision of Coastal Systems and Landscapes from Year 12. Final Revision of Course.	X
<b>Week Times</b>	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	X
<b>Prerequisites</b>	Students should already be well-versed in fieldwork techniques, having developed these in the earlier part of this module. They should also have experience with data collection, both quantitative and qualitative, and be familiar with the key steps involved in designing and conducting geographical research.  Students should have a foundational understanding of basic natural processes and human geography from GCSE, including basic concepts of natural hazards and their impacts. They should be familiar with types of natural hazards (e.g., earthquakes, floods, hurricanes) and have an awareness of how these hazards affect human	The ability to critically evaluate data, explore secondary sources, and apply theoretical concepts to field observations will be essential. Students should have a solid understanding of the ethical dimensions of field research, ensuring that their independent investigations are both methodologically sound and ethically robust.	Students need a solid grasp of basic geological concepts, where this unit bridges that gap further from physical processes and human activity taught in Year 12, to the Global connections presented by hazards now in Year 13. This includes the Earth's structure and plate tectonics, which has had a foundational coverage in GCSE level. Students should now be familiar with general concepts of natural hazards and their impacts from Term 1. Understanding the principles of tectonic processes, the nature of volcanic and seismic activities, and their potential hazards will build on this foundational knowledge	Students will have previously explored various types of natural hazards, including volcanic and seismic events, and their associated impacts and management strategies. They will be familiar with the basic concepts of hazard perception, responses, and the Park Model of human response.  Teaching this now highlights the complexities of hazard management at a variety of scales. Building upon physical knowledge and understanding of concepts towards critical analysis of specific types of hazards, including tropical storms and wildfires.	By this stage, students will have covered all key concepts in physical geography, including the water and carbon cycles, coastal systems, and various types of hazards. They will have explored in-depth case studies, understood complex systems and processes, and applied their knowledge to practical scenarios.	X

	populations and environments. Knowledge of fundamental geographical concepts such as systems, processes, and their interactions will support a deeper understanding of hazard types and their impacts.					
<b>Why is this taught now?</b>	<p>This phase of the course provides the necessary time and support for students to collaborate in certain stages, such as data collection, while reinforcing the importance of independence in key areas of analysis and presentation. As they move toward completing their independent study in Terms 2 and 3, students are developing not only their geographical skills but also their ability to manage a large-scale research project, which is a vital academic and professional skill.</p> <p>This topic builds on prior learning about physical processes and introduces complex concepts of hazard management and human responses. By exploring</p>	<p>This continuation of the fieldwork module is essential for allowing students to apply their geographical knowledge in a meaningful, independent context. By this stage, students are expected to have developed the skills needed to define their own research questions, collect and analyse data, and draw conclusions. The practical experience gained from their earlier studies—combined with the independence they now apply—deepens their ability to think critically and engage with geography on a higher level.</p>	<p>This topic extends the exploration of natural hazards by delving deeper into the processes behind volcanic and seismic events. It builds on previous lessons about general hazard types by introducing specific geological mechanisms, such as plate tectonics and volcanic activity. This is essential for understanding the underlying causes of these hazards and their impact on human societies. By examining detailed case studies, students will apply theoretical knowledge to real-world scenarios, enhancing their ability to assess hazard impacts and responses. This topic is crucial for developing a comprehensive understanding of hazard</p>	<p>Following a foundational understanding of general hazards and their management, this topic delves into the specific characteristics and impacts of tropical storms and wildfires. It emphasizes the underlying causes, forms, and effects of these hazards, and provides case studies to illustrate real-world applications. By exploring the nature, impacts, and responses to these specific hazards, students can deepen their understanding of how different types of natural events affect both environments and human societies, and how effective risk management strategies are developed and</p>	<p>This revision topic consolidates and reinforces all previously covered material in preparation for final exams. It allows students to review and integrate their understanding of physical geography concepts, case studies, and key processes. This final review helps to solidify their knowledge, identify any areas needing further clarification, and ensure they are well-prepared for their exams.</p>	X

	<p>the nature of hazards, their classification, and the Park model and Hazard Management Cycle, students can understand how these hazards affect societies and environments. Understanding these concepts is crucial for analysing real-world case studies of disaster responses and management strategies. This topic is timely as it allows students to apply theoretical knowledge to current global and local hazard scenarios, enhancing their ability to evaluate and critique hazard management practices.</p>		<p>management and response strategies.</p>	<p>implemented in various contexts.</p>		
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### **SMSC In Geography**

**Spiritual** – The study of real people in real places, and of our relationship with the environment, is at the heart of the curriculum.

**Moral** – Most geographical issues have a moral dimension. Environmental relationships (for instance) have a wealth of opportunities for distinguishing a moral dimension.

**Social** – Geography has a key role in developing understanding of citizenship. For example, decision-making exercises and planning processes.

**Cultural** – Through its study of real people in real places, geography is a natural vehicle for exploring multicultural society.

AQA A-Level Geography 7037 AQA							
Specification o References	Big questions	Topic area: main Items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Developme nt curriculum links (SMSC, British Values, PSHE)
<b>Term 1</b>							
<b>Topic: Non-Examined Assessment Geography Fieldwork Investigation Independent Study</b>							
3.4 Geography Fieldwork Investigatio n	<p>How do I plan for my investigation?</p> <p>Which hypotheses are best to test in the local environment?</p> <p>When planning for data collection, which methods are most appropriate?</p> <p><b>Local physical environment that has experienced change.</b> With use of quantitative and qualitative data; what are the physical processes shaping the environment?</p>	<p>The independent investigation must:</p> <ul style="list-style-type: none"> <li>• be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content</li> <li>• involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis</li> <li>• incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation</li> <li>• involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches</li> <li>• draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes</li> <li>• demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them</li> <li>• demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding</li> <li>• require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context</li> <li>• involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing</li> </ul>				<p>The Field Studies Council (and other similar organizations) may also provide guidance and resources to help undertake fieldwork <a href="#">here</a>.</p> <p><a href="#">RGS guidance on coastal investigation</a> <a href="#">RGS guidance on fieldwork techniques</a> <a href="#">Field Studies Council guidance on</a></p>	<p>Fieldwork enhances social development, and a greater degree of self-discipline. Rely on collaborative skills, robust evidence collated, and evaluation to conduct decision making. Analysing the characteristic of local areas, compare culturally why the area is like that, and contrast where they live to more distant areas.</p>

	<p><b><u>Local urban environment that has experienced significant change in recent years.</u></b>          With use of quantitative and qualitative data; what are the attitudes towards regeneration and gentrification?</p> <p>How do we present qualitative data?</p>	<ul style="list-style-type: none"> <li>demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case</li> <li>require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.</li> </ul>	<p><a href="#">coastal fieldwork</a></p>				
<p><b>Topic: Hazards</b></p>							
<p><b>Physical geography</b> 3.1.5 Hazards</p>	<p><b>What is a hazard in a geographical context?</b></p> <p><b>What natural, forms and potential impacts of natural hazards are there?</b> (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants.</p> <p><b>What are Characteristic human responses?</b> – fatalism, prediction, adjustment/adaptation, mitigation,</p>	<p>An overview of the concept of the terms ‘<b>hazard</b>’, ‘<b>natural hazard</b>’ and ‘<b>disaster</b>’ as used by geographers.</p> <p>Students to be able to identify examples of different types of natural hazards, including:</p> <ul style="list-style-type: none"> <li>geophysical</li> <li>atmospheric</li> <li>hydrological.</li> </ul> <p>Students will understand that natural hazards have common characteristics:</p> <ul style="list-style-type: none"> <li>each has clear origins and distinctive effects</li> <li>little or no warning</li> </ul>	<p>Small group discussion/Q&amp;A followed by feedback – what does the term ‘hazard’ mean? What natural hazards are students familiar with? What is a disaster?</p> <p>Students to use textbooks or the internet to identify types of each category of hazard.</p> <p>Class discussion to identify common features that help define events as natural hazards.</p> <p>Ensure students have definitions of key terms used so far.</p> <p>Small group discussion - Why might populations be vulnerable to natural hazards and exposed to risk?</p> <p>Opportunity to use textbooks or the internet to research a model of vulnerability; students to draw/construct a mind-map or model identifying the variables that affect vulnerability.</p>	<p>Hazard Natural hazard Disaster Geophysical Atmospheric Hydrological Risk Vulnerability Distribution Frequency Magnitude Seismic Crust Lithosphere Asthenosphere Mantle Outer/inner core Tectonic plate boundaries Convection currents Continental Oceanic</p>	<p>Exam style questions</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p>	<p><b>Exam link:</b> <a href="http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF">http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF</a></p> <p><b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> <b>(all either saved on the system or hard copies in s12)</b></p>	<p>Enhanced social development, and a greater degree of self-discipline. Rely on collaborative skills, robust evidence collated, and evaluation to conduct decision making. Analysing the characteristic of local areas, compare culturally why the area is like that, and contrast where they live to more distant areas.</p>

<p>management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.</p> <p><b>What is the Park model of human response to hazards?</b></p> <p><b>What is The Hazard Management Cycle?</b></p>	<ul style="list-style-type: none"> <li>• exposure to the risk may be involuntary</li> <li>• most damage and loss of life occurs shortly after the hazard, but impacts may last into the future</li> <li>• their scale and impact requires an emergency response.</li> </ul> <p>Students to understand the terms ‘risk’ and ‘vulnerability’ with reference to natural hazards.</p> <p>Students to be able to identify and understand factors influencing the perception of natural hazards, including:</p> <ul style="list-style-type: none"> <li>• socio-economic status</li> <li>• level of education</li> <li>• employment status</li> <li>• religion, cultural background</li> <li>• family situation</li> <li>• past experience</li> <li>• personal values and personality.</li> </ul> <p>Students to understand three key responses to natural hazards:</p> <ul style="list-style-type: none"> <li>• fatalism</li> <li>• adaptation</li> </ul>	<p>Paired/small group discussion with feedback for students to identify factors that influence people’s perception of natural hazards.</p> <p>Opportunity to ask students to explain the three key responses to natural hazards.</p> <p>Q&amp;A to establish that students can define primary and secondary (short term and long term) impacts of natural hazards.</p> <p>Opportunity for independent research task. Students given a brief to research and create a short report on the key ideas relating to the management of natural hazards (listed in previous column). They should also find a copy of a model of the ‘process of risk management’, the Park Response Model and The Hazard Management Cycle and give a written explanation of each. This could be presented as a wall display, PowerPoint/Prezi presentation, video/animation (to share on the VLE), or written report.</p> <p>Short discussion/Q&amp;A to ensure students can define the key terms relating to distribution, frequency and magnitude of natural hazards.</p> <p>Various opportunities above to assess learning with a range of exam style questions and peer assessment.</p>	<p>Residual heat Radioactive decay Gravitational sliding Ridge push Slab pull Palaeomagnetism</p>	<p>PIT and refining of application of knowledge/exam technique .</p> <p>Exam style questions , in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p>	<p>When looking at natural disasters, a fascination and sense of awe and wonder. In many ways towards spiritual development. The study of real people and our relationship with the environment. Debates allocate students different roles in decision making processes which develop empathy and to appreciate the opinions of others.</p>
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		<ul style="list-style-type: none"> <li>• fear.</li> </ul> <p>Students to understand the difference between primary and secondary (short term and long term) impacts of natural hazards.</p> <p>Students to understand key ideas relating to the management of natural hazards, including:</p> <ul style="list-style-type: none"> <li>• community preparedness/risk sharing</li> <li>• integrated risk management</li> <li>• mitigation</li> <li>• monitoring</li> <li>• prediction</li> <li>• prevention</li> <li>• protection</li> <li>• reconstruction</li> <li>• rehabilitation</li> <li>• relief</li> <li>• resilience.</li> </ul> <p>Students to understand and be able to explain the Park Response Model and the Hazard Management Cycle.</p> <p>Students to understand the terms '<b>distribution</b>', '<b>frequency</b>' and '<b>magnitude</b>' as they are used by geographers in relation to natural hazards.</p> <p>It is vital that these generic themes relating to the concept of 'hazards' are reinforced throughout the</p>			<p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b><u>Homework Tasks</u></b></p> <p><b><u>see resources column -&gt;</u></b></p>		
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		following on volcanic, seismic, storm and fire hazards.					
<b>Term 2</b>							
		<b>Topic: Global Systems and Global Governance {Human Topic}</b>					
<b>Human geography</b> 3.2.1 Global systems and global governance	<ul style="list-style-type: none"> <li><b>What are the dimensions of globalisation?:</b> flows of capital, labour, products, services and information.</li> <li><b>How does global marketing operate?</b></li> <li><b>What are the patterns of production, distribution and consumption?</b></li> <li><b>What factors in globalisation are there?:</b> developing technologies, systems and relationships including financial, transport, security, communications, management and information</li> </ul>	<p>Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy.</p> <p>Students appreciate that globalisation has accelerated within their own lifetime, driven by companies based in countries all over the world. It's not just an assumed outcome of improved technology.</p> <p>Students can discuss the advantages and disadvantages of globalisation.</p> <p>Students will recognise that globalisation has led to divisions in patterns of production, distribution and consumption.</p> <p>Students will be able to discuss the factors which have combined to increase the breadth and depth of links between nations and trading groups over the past 30 years.</p>	<p>Students discuss their understanding of the term globalisation and consider its impact on their lives. You could discuss where their belongings are from, recent holidays, music, meals etc. Are there any patterns?</p> <p>Initial discussion: Is globalisation a good thing? (It's worth asking this question throughout the topic.) How might responses vary depending on the person asked?</p> <p>Students produce a poster detailing the global life/journey of a particular product: <a href="#">Globalisation project: Follow that product!</a></p> <p>When and why has globalisation occurred? The GA have an introductory lesson to globalisation where students discuss these questions and produce a globalisation timeline using a number of key events. Lesson details and resources can be found at <a href="#">RGS: Introducing Globalisation</a></p> <p><b>Stretch and Challenge:</b> <a href="#">Measuring globalisation -the KOF Index and A.T.Kearney index. Look at factors used to measure globalisation in rankings like these.</a></p> <p><b>Fieldwork Challenge:</b> <a href="#">Linked to Changing Places, students could follow the example of Doreen Massey and take a walk down the local high street. Does it have chain stores, independent shops, are there signs of different cultures and languages? What are the immediate signs of globalisation in the local area?</a></p>	Globalisation Global systems Governance Trade Trading BLOCs World Bank International Monetary Fund (IMF) World Trade Organisation (WTO) International panel on climate change (IPCC) Fair trade Transnational corporations (TNCs) United Nations (UN) Civil conflict Financial instability Antarctica Treaty Climograph Stakeholders	Exam style questions.  Subject specific vocab tests to assess understanding of new higher level command words.  Mock exam using AQA link.  PIT and refining of application of knowledge /exam technique.  Exam style questions, in depth case study research . Linking together of key modules in	<p><b>Exam paper link:</b>  <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a></p> <p><b>Ppts</b>  <b>Geofile articles</b>  <b>Newspaper articles</b>  <b>Economist articles</b>  <b>(all either saved on the system or hard copies in s10)</b>  <b>Reading Literature</b>  RGS subject content overview on Global systems and global governance by Klaus Dodds before teaching this module. Find it at <a href="#">Royal Geographical Society (RGS): Global Systems and Global Governance</a></p> <p>General global systems and governance websites:  The websites of the <a href="#">United Nations</a>, <a href="#">World Trade Organisation</a> and <a href="#">World Bank</a> have material on various aspects linked to global systems.</p>	Awe and wonder manifests a spiritualism about the world around. Globalisation allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Debate centres on the role of humans and how ethical our actions are. Debate also allows students different roles in decision making processes, which help to develop empathy and appreciate others. Explore the consequences of mismanagement.

	<p>systems and trade agreements.</p> <ul style="list-style-type: none"> <li>• <b>What global systems form?:</b> the nature of economic, political, social and environmental interdependence in the contemporary world.</li> <li>• <b>What issues associated with unequal flows of people, money, ideas and technology within global systems?</b></li> <li>• <b>Which issues are associated with unequal power relations?</b></li> <li>• <b>For the international trade and access to markets: how do global features and trends in the volume and pattern of international trade and investment</b></li> </ul>	<p>Students will be able to describe and give examples of trading blocs and discuss the advantages and disadvantages of trade agreements between countries.</p> <p>Students can explain the role of the World Bank, IMF and World Trade Organisation.</p> <p>Students can discuss the causes and consequences of inequality linked to globalisation.</p> <p>Students can discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).</p> <p>Students are able to define the term 'trade' and describe and explain general patterns in world trade.</p> <p>Students appreciate the unequal nature of world trade and the dominance of a few countries.</p> <p>Students are aware of barriers to trade and understand the term 'protectionism'.</p>	<p>Discuss the notion of global shift – the filtering down of manufacturing industry from developed countries to lower wage economies. Why has this happened and what have been the impacts of this? Students could research different industries in the UK affected by this movement. (Car manufacturing, steel, Cadburys ...).</p> <p>Split group into pairs to research the different factors which have driven globalisation. Each pair could present their findings on one factor? It would be worth the students producing a mind map to summarise the key factors and supporting material.</p> <p>Get students to produce an annotated map to show the global regional trading blocs. Brexit discussion likely here.</p> <p>Extended writing opportunity: Discuss the main factors that have contributed to the process of globalisation.</p> <p><b>Stretch and Challenge:</b> Discuss the extent to which flows of capital, labour, products, services and information are a cause rather than consequence of globalisation.</p> <p>Research the role of the IMF, World Bank and WTO and assess their role in global systems. What are the main criticisms of these institutions?</p> <p>Lots of resources detail inequality between and within countries. Issues of inequality are discussed in the Contemporary urban environments topic and Changing Places – link.</p> <p>Inequality related activities (make sure to link to globalisation):</p>		<p>order to achieve synopticity</p> <p>PIXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks</b></p> <p><b>see resources column -&gt;</b></p>	<p><a href="#">The Economist</a> is useful.. Interesting articles on globalisation and development can be found at <a href="#">Global Eye</a></p> <p><a href="#">International forum on globalisation</a> ; <a href="#">Global Issues Organisation for Economic Cooperation and Development</a></p> <p>Gapminder and worldmapper are useful for looking at global issues. This GA webpage details how you can use these websites</p> <p><a href="#">Gapminder and Worldmapper</a></p> <p>Townsend, J. (2013) 'Remittances: an economic lifeline' in <i>Geography Review</i>, 26: 4.</p> <p>Jones, P., Comfort, D. and Hillier, D. (2013) 'Data centres and globalisation' in <i>Geography Review</i>, 26: 3.</p> <p>Adams, K. (2011) 'Hip hop: a culture and globalisation case study' in <i>Geography Review</i>, 25: 2.</p> <p>KOF Index of globalisation resources <a href="#">KOF Index of globalisation</a></p>	
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	<p><b>show association with globalisation?</b></p> <ul style="list-style-type: none"> <li>• <b>What trading relationships and patterns between large, highly developed countries, emerging major economies and smaller, less developed economies are there?</b></li> <li>• <b>What is the differential access to markets associated with levels of economic development and trade agreements, plus its impacts on economic and societal wellbeing?</b></li> <li>• <b>Are you able to evaluate a world trade in at least one food commodity or one manufacturing product?</b></li> </ul>	<p>Students can discuss trading relationships and patterns and the conflicts which can result from these.</p> <p>Students are able to describe world trade for a food commodity and/or manufactured product.</p>	<ul style="list-style-type: none"> <li>• Get students to produce an infographic detailing global inequalities using the Oxfam 2016 report and other sources.</li> <li>• Get students to carry out a Spearman's rank statistical test using GDP and economic growth data.</li> <li>• Get students to produce a Lorenz Curve showing inequality within a range of countries.</li> <li>• Describe the pattern of inequality shown by the latest global Gini coefficient map.</li> <li>• Using a variety of sources, research and discuss whether inequality is increasing?</li> </ul> <p>Consider different methods of presenting data relating to inequality.</p> <p><b>Stretch and Challenge:</b> In the 1999 book, <i>The Lexus and the Olive Tree</i>, Thomas Friedman outlined the idea of the 'Global Arches Theory of Conflict Prevention' suggesting that 'No two countries that both had McDonald's had fought a war against each other since each got its McDonald's.' Is this true? Consider the extent to which economic integration decreases the likelihood of armed conflict between countries.</p> <p>Look at recent maps showing world trade for a number of different items and get students to describe and explain the patterns shown. Which countries dominate world trade and why? Make links back to trading blocs and trade agreements.</p> <p>Discuss the costs and benefits of trading relationships.</p> <p>Build a case study on a food commodity or manufactured product: cash crops such as bananas, coffee and cocoa have great discussion potential here due to their production largely focused in LICs.</p>			<p>Dicken, P. (2007) <i>Global Shift: Mapping the Changing Contours of the World Economy</i> Look out for newspaper and journal articles on examples and case studies on global shift</p> <p>West, E. (2016) 'Globalisation: what are the causes?' in <i>Geography Review</i>, 29:3.</p> <p>A summary of information about trading blocs can be found at: <a href="#">Economics Online</a></p> <p>Oakes, S. (2015) 'ICT and globalisation' in <i>Geography Review</i>, 28: 3.</p> <p>Nash, S. (2010) 'The globalisation of services', <i>Geofile</i>, 617.</p> <p>Robert Morris has written an article and provided resources on the role of shipping containers in driving globalisation: <a href="#">Containerisation: The unsung hero of globalisation?</a></p> <p>Two videos from TED Talks: <a href="#">Rose George 'Inside the secret shipping industry'</a> <a href="#">How</a></p>	
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			<p>Define and discuss Fairtrade and alternative trading organisations such as Cafedirect and Traidcraft. Why are these organisations viewed as more ethical? How does Fairtrade differ to Free trade?</p> <p>Play the chocolate game or trade game to make the point about unfair trade.</p> <p><b>Stretch and Challenge:</b> There has been much discussion about the increasing role of the Chinese in Africa. Research and discuss the different viewpoints on this investment</p>			<p><a href="#">containerisation shaped the modern world</a> In 2008, the BBC tracked a shipping container for a year. More details/resources can be found at: <a href="#">BBC News: The Box</a></p> <p>Puddephatt, P. (2016) 'What are localisation, globalisation and sustainability?', <i>Geoactive</i>, 555.</p>	
<b>Topic: Non-Examined Assessment Geography Fieldwork Investigation Independent Study</b>							
<p><b>3.4 Geography Fieldwork Investigation</b></p>	<p><b><u>Local physical environment that has experienced change.</u></b> With use of quantitative and qualitative data; what are the physical processes shaping the environment?</p> <p><b><u>Local urban environment that has experienced significant change in recent years.</u></b> With use of quantitative and qualitative data; what are the attitudes towards regeneration and gentrification?</p>	<p>The independent investigation must:</p> <ul style="list-style-type: none"> <li>• be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content</li> <li>• involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis</li> <li>• incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation</li> <li>• involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches</li> <li>• draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes</li> <li>• demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them</li> <li>• demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding</li> <li>• require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context</li> <li>• involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing</li> <li>• demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case</li> </ul>		<p>The Field Studies Council (and other similar organizations) may also provide guidance and resources to help undertake fieldwork <a href="#">here</a>.</p> <p><a href="#">RGS guidance on coastal investigation</a>  <a href="#">RGS guidance on fieldwork techniques</a>  <a href="#">Field Studies Council guidance on coastal fieldwork</a></p>	<p>Fieldwork enhances social development, and a greater degree of self-discipline. Rely on collaborative skills, robust evidence collated, and evaluation to conduct decision making. Analysing the characteristic of local areas, compare culturally why the area is like that, and contrast where they live to more distant areas.</p>		

<p>How do we present qualitative data?</p> <p>What is the difference between spearman's rank and chi-squared test in quantitative data?</p> <p>How do we analyse using the Simpson's Diversity Index versus the Mann Whitney U Test?</p> <p>What do different means of data analysis tell us about data, as we evaluate their use in our investigation?</p>	<ul style="list-style-type: none"> <li>require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.</li> </ul>			
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**Term 3**

**Topic: Global Systems and Global Governance {Human Topic}**

<p><b>Human geography</b> 3.2.1 Global systems and global governance</p>	<ul style="list-style-type: none"> <li><b>What is the nature and role of Transnational corporations (TNCs)?</b></li> <li>Analysis and assessment of the geographical consequences of global systems to</li> </ul>	<p>Students can describe the characteristics of a TNC and discuss their costs and benefits.</p> <p>Students will be able to detail the practices of one particular TNC in detail.</p> <p>Students acknowledge changing nature of 21<sup>st</sup> century TNCs - they no</p>	<p>Students research and prepare presentations on different TNCs outlining their spatial organisation, production processes and the social, economic and environmental impacts on the countries they operate.</p> <p>Discuss why the role of TNCs in aiding development can be viewed positively and negatively.</p>	<p>Globalisation Global systems Governance Trade Trading BLOCs World Bank International Monetary Fund (IMF) World Trade Organisation (WTO)</p>	<p>Exam style questions.</p> <p>Subject specific vocab tests to assess understanding of new higher level command words.</p>	<p>Exam paper link: <a href="http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF">http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF</a></p> <p>Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) <b>Reading Literature</b></p>	<p>Awe and wonder manifests a spiritualism about the world around. Globalisation allows students to reflect on their own beliefs and others, and the impacts a global world</p>
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	<p>consider: <b>how does international trade and variable access to markets impact on students' and other peoples' lives across the globe?</b></p> <p><b><u>Global governance and the global commons</u></b></p> <ul style="list-style-type: none"> <li>• <b>What are the emergence and developing role of norms, laws and institutions in regulating and reproducing global systems?</b></li> <li>• <b>What issues are associated with attempts at global governance?</b></li> <li>• <b>What is the concept of the global commons?</b></li> <li>• <b>Acknowledging peoples' rights to sustainable development: why do we need to protect the</b></li> </ul>	<p>longer just originate from more developed regions.</p> <p>Students define the term 'global governance' and are aware of the key 'players' in decision making.</p> <p>Students outline the role of the United Nations.</p> <p>Students understand the need for global governance and can give recent examples.</p> <p>Students discuss negative issues associated with global governance.</p> <p>Students understand the term 'global commons' and can name the four global commons.</p> <p>Students understand the notion of 'The tragedy of the commons.'</p> <p>Students can give examples and describe the importance of laws and treaties aimed at preserving the global commons.</p>	<p><b>Stretch and Challenge: Extended writing opportunities here: 'The benefits of globalisation outweigh the costs.'</b> Discuss.</p> <p>Or</p> <p><b>Assess the extent to which international trade and variable access to markets have impacted upon people's lives across the globe.</b></p> <p>Students research the role of the United Nations and the advantages and disadvantages of global governance</p> <p>Global governance has focused on a number of international issues. Get students to research and evaluate the success of different strategies adopted. Students could research efforts to tackle:</p> <ul style="list-style-type: none"> <li>• Environmental problems such as climate change</li> <li>• Reduction of poverty (MDGs, Post-2015 Sustainable Development Goals)</li> <li>• Trade and investment inequities</li> <li>• Human rights violations</li> <li>• Civil conflict and</li> <li>• Financial instability</li> </ul> <p>International action on climate change would be a good focus – it can link to the carbon and water topic and reference recent international climate summits.</p> <p>Discuss the notion of the global commons and how they can be protected. Look at examples of ways in which crowd sourced events or campaigns have sought to tackle global (environmental) problems.</p> <p><b>Stretch and Challenge: Discuss the notion that cyberspace meets the definition of a global common and should be policed.</b></p>	<p>International panel on climate change (IPCC) Fair trade Transnational corporations (TNCs) United Nations (UN) Civil conflict Financial instability Antarctica Treaty Climograph Stakeholders</p>	<p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge /exam technique.</p> <p>Exam style questions, in depth case study research. Linking together of key modules in order to achieve synopticity</p> <p>PIXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p>	<p><a href="#">Global Policy</a> has some good resources on TNCs Oakes, S. (2012) 'Globalisation: a risky business.' In <i>Geography Review</i>, 25: 4. Oakes, S. (2013) 'TNCs, the geography of ownership, profit and identity' in <i>Geography Review</i>, 26: 4. Wright, P. (2013) 'The role of TNCs in food production and global trade in foodstuffs', <i>Geofile</i>, 684. Melbourne, B. (2006) 'Transnational corporations', <i>Geofile</i>, 513.</p> <p>The <a href="#">United Nations</a> website is a useful starting point for this part of the specification. It has resources on both global governance and the global commons <a href="#">UN: Global Commons</a> <a href="#">UN: An early perspective - Our Common Future: managing the commons (1987)</a> Other organisations operating internationally are connected to the</p>	<p>has on these. Debate centres on the role of humans and how ethical our actions are. Debate also allows students different roles in decision making processes, which help to develop empathy and appreciate others. Explore the consequences of mismanagement.</p>
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	global commons?				Statistical analysis  <b>Homework Tasks</b> <b>see resources column -</b>	UN such as the <a href="#">United Nations Development Programme (UNDP)</a> ; <a href="#">UN: Evaluation of Millennium Development Goals (2000-2015)</a> ; <a href="#">Post-2015 sustainable development goals</a> ; <a href="#">Intergovernmental panel on climate change</a> ; <a href="#">United Nations Framework Convention on climate change</a> ; <a href="#">The BBC: 2015 Climate change summit details</a> ; <a href="#">The wealth of the Commons</a> NGOs such as Greenpeace run campaigns to protect the global commons.	
<b>Topic: Hazards {Physical Topic}</b>							
<b>Physical geography</b> 3.1.5 Hazards	<b><u>Continue Hazards Plate tectonics</u></b>  <b>What is the Earth's structure and internal energy sources?</b> Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push,	Opportunity to discuss the age of the Earth and assess students' prior knowledge of the structure of the Earth.  Opportunity to use internet/audio-visual resources to briefly explore early theories (pre-plate tectonics) of the formation of the Earth and its structure.  Students to understand the structure of the Earth and	Paired/small group discussion followed by feedback – how old is the Earth? How did it form? What is the structure of the Earth?  Opportunity for a short research task: using a range of textbook and internet resources students to produce a short report/set of notes/display/electronic presentation to include information, notes and diagrams covering the structure of the Earth.  Students produce annotated sketches explaining the different characteristics of continental and oceanic crust and their	Hazard Natural hazard Disaster Geophysical Atmospheric Hydrological Risk Vulnerability Distribution Frequency Magnitude Seismic Crust	Exam style questions  Subject specific vocab tests to assess understanding of	<b>Exam link:</b> <a href="http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF">http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF</a>  <b>Ppts</b> <b>Geofile articles</b> <b>Newspaper articles</b> <b>Economist articles</b> <b>(all either saved on the system or hard copies in s12)</b> <b><u>Reading Literature</u></b>	When looking at natural disasters, a fascination and sense of awe and wonder. In many ways towards spiritual development. The study of real people and our relationship

<p>slab pull; convection currents and seafloor spreading.</p> <p><b>What are Destructive, constructive and conservative plate margins and their Characteristic processes?</b> seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes.</p> <p><b>What is the role of Magma plumes and their relationship to plate movement?</b></p> <p><b>Volcanic hazards</b></p> <p><b>What is nature of vulcanicity and what is its relation to plate tectonics?</b> forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency,</p>	<p>internal energy sources, including:</p> <ul style="list-style-type: none"> <li>- Internal structure and the characteristics of: <ul style="list-style-type: none"> <li>• crust</li> <li>• lithosphere</li> <li>• asthenosphere</li> <li>• mantle</li> <li>• outer core</li> <li>• inner core</li> </ul> </li> <li>- The distribution of the major tectonic plates and plate boundaries.</li> <li>- Internal sources of heat, including: <ul style="list-style-type: none"> <li>• residual heat from Earth's formation</li> <li>• radioactive decay of elements in the core.</li> </ul> </li> </ul> <p>Students to understand the characteristics and origin of continental and oceanic crust.</p> <p>Students to be able to describe and explain the nature of plate movement, including:</p> <ul style="list-style-type: none"> <li>- Speed and direction of movement of the major plates</li> <li>- The evolution of various theories to explain plate movement. To include: <ul style="list-style-type: none"> <li>• gravitational sliding</li> <li>• ridge push</li> <li>• slab pull</li> <li>• convection currents</li> <li>• sea floor spreading (possibly paleomagnetism).</li> </ul> </li> </ul> <p>Students to understand that the movement of tectonic plates gives rise to different plate margins:</p> <ul style="list-style-type: none"> <li>• destructive</li> </ul>	<p>origin. Possibly annotate a map indicating the distribution of different ages of crust.</p> <p>Students annotate a map of plate boundaries to indicate the direction and speed of movement of the major tectonic plates.</p> <p>Using a range of resources students to produce detailed annotated diagrams to explain plate movement. An opportunity for students to research different theories and then peer teach to each other.</p> <p>Using an atlas/textbook/ internet resources students to produce an annotated map to locate the different kinds of plate margins.</p> <p>Q&amp;A/discussion to ask students what kinds of processes they would expect to find at each type of margin, and why, including seismicity and vulcanicity.</p> <p>Students to add a tracing overlay to their map of plate boundaries to indicate the distribution of earthquakes and volcanoes. Opportunity to assess learning with exam style questions to explain the nature of plates, plate boundaries, plate movement and associated processes.</p> <p>Opportunity for small group research task. Each student given one landform associated with a different type of plate margin to research. The group then produces a display/report/ electronic presentation/set of revision notes etc. that describes the distribution of, describes the characteristics of and explains the formation of the range of landforms listed.</p> <p>Opportunity to direct students to short articles to research the idea of magma plumes and "hot spots". Students could illustrate this with detailed annotated maps/cross-sections through the island chain of Hawaii and remnant seamount chains to</p>	<p>Lithosphere Asthenosphere Mantle Outer/inner core Tectonic plate boundaries Convection currents Continental Oceanic Residual heat Radioactive decay Gravitational sliding Ridge push Slab pull Paleomagnetism Destructive Constructive Conservative Young fold mountains Rift valleys Ocean ridges Deep sea trenches Island arcs Volcanoes Subduction zones Rift valleys Intraplate vulcanicity Viscosity Silica Volcanic explosivity index Acidic</p>	<p>new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions, in depth case study research. Linking together of key modules in order to achieve synopticity</p>	<p><a href="#">background information on drivers of plate movement</a> (ridge push, slab pull etc.) <a href="#">summary of types of plate boundaries and other areas of tectonic theory</a> with interactive maps and video/animation clips: <a href="#">Short introductory video on plate boundaries and theory</a> from National Geographic, with some questions and extra reading The contemporary academic literature has quite a debate about the idea of "magma plumes". Resources below signpost A-level students to the traditionally accepted view of J T Wilson (1969) of magma plumes linked to hot spot volcanoes, followed by some information that highlight that the debate exists: <a href="#">Video about magma plumes and hotspots in the Hawaiian Islands</a> Information and diagrams explaining 'How volcanoes work'</p>	<p>with the environment. Debates allocate students different roles in decision making processes which develop empathy and to appreciate the opinions of others.</p>
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<p>regularity and predictability of hazard events.</p> <p><b>What are volcanic Impacts?:</b> primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p> <p><b>Using a Case Study: What are the Impacts and human responses as evidenced by a recent volcanic event?</b></p> <p><u>Seismic hazards</u></p> <p><b>What is the nature of seismicity and its relation to plate tectonics?</b></p> <p><b>What are the different forms of seismic hazard?:</b> earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution,</p>	<ul style="list-style-type: none"> <li>• constructive</li> <li>• conservative.</li> </ul> <p>Students to be able to describe and explain the characteristic processes associated with each type of plate margin, including:</p> <ul style="list-style-type: none"> <li>• seismicity</li> <li>• vulcanicity.</li> </ul> <p>Whilst learning about each type of plate boundary students should also understand the range of landforms that are associated with each type of plate boundary, including:</p> <ul style="list-style-type: none"> <li>• young fold mountains</li> <li>• rift valleys</li> <li>• ocean ridges</li> <li>• deep sea trenches</li> <li>• island arcs</li> <li>• volcanoes.</li> </ul> <p>Students should understand that movement of magma within the mantle is not as simple as some easier/older texts may suggest and that, although still valid and relevant, earlier ideas of simple convection cells are only part of the explanation. Students should understand the theory and proposed role of magma plumes. It may suffice to focus on the idea of Hot Spots as proposed by J T Wilson in the 1960s or more able students may wish to engage with the more recent and broader debate that exists about the nature and role of magma plumes.</p>	<p>help explain hot spots and their relationship to plate movement. Some students may be able to research more detailed academic articles to explore the more recent debate in the literature.</p> <p>Opportunity for students to research the distribution of volcanic events and annotate a base map of the Earth accordingly (may have been done above).</p> <p>Mapping activity completed in previous lesson – students to ensure their maps are accurate, detailed and complete.</p> <p>Students to use textbooks/online resources to research the nature of different types of magma and produce a classification table to help compare each type.</p> <p>Ensure students have notes on the key ideas around magnitude and frequency of volcanic events. There is an opportunity here, or elsewhere, for students to explore how the experience of these ideas will vary from place to place and so links to ‘experience of place’ in the Changing Places unit.</p> <p>Opportunity for a small group research task – each group is given the list of volcanic hazards and individuals research one/two. This information is shared within their group and possibly with the class as a whole. Opportunity to produce a short report/wall display/electronic presentation etc.</p> <p>Paired/small group discussion – how can the impacts of volcanic hazards be categorized? Students to try and think of examples of each.</p> <p>Continuation of discussion above to ask, what is meant by short and long-term responses? In pairs students to think of examples of each.</p>	<p>Rhyolitic Andesitic Active Dormant Extinct Nuees ardentes Pyroclastic flow/events Tephra Acid rain Tsunami Preparation Mitigation Prevention Adaptation Richter scale Mercalli Moment Magnitude scale Soil liquefaction Avalanche Landslide Coriolis effect Latent heat Converging air Saffir-Simpson scale</p>	<p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks</b> <u>see resources column -&gt;</u></p>	<p><a href="#">Brief overview of mantle thermal plumes</a> <a href="#">CT scans link deep mantle plumes with volcanic hotspots</a> <a href="#">Debate over the ‘question of mantle plumes’</a> <a href="#">Hazard information about volcanoes in the USA</a> <a href="#">Factsheet on volcano hazards</a> <a href="#">Details on hazardous events caused by volcanic activity</a> <a href="#">Geohazards information on volcanoes</a> <a href="#">Information on effects of volcanic events</a></p> <p>Detailed academic article on <a href="#">the effects and consequences of very large explosive volcanic eruptions</a></p> <p>Human response to volcanoes: <a href="#">Key facts about preparing for a volcanic eruption</a> <a href="#">Short video on responses in Congo as a low income country</a> Some links and ideas about <a href="#">teaching about response to a volcano</a> Open University information about</p>	
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	<p>randomness, magnitude, frequency, regularity, predictability of hazard events.</p> <p><b>What are the Impacts?:</b> primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p> <p><b>Using a case Study, What are the impacts and human responses as evidenced by a recent seismic event?</b></p>	<p>Students to understand that most volcanic activity is associated with plate tectonic processes and occurs along plate boundaries.</p> <p>Students to be able to describe the distribution of volcanic activity as being mainly associated with:</p> <ul style="list-style-type: none"> <li>• ocean ridges and sea floor spreading</li> <li>• destructive plate boundaries and subduction zones</li> <li>• rift valleys</li> <li>• intraplate vulcanicity - hot spots.</li> </ul> <p>Students should understand that the nature of volcanic events and volcanic features are the result of a combination of factors, including:</p> <ul style="list-style-type: none"> <li>- type of plate boundary – constructive, destructive or intraplate</li> <li>- nature of magma, ie <ul style="list-style-type: none"> <li>• viscosity – silica, gas and water content</li> <li>• explosivity – Volcanic Explosivity Index</li> <li>• acidic → basic, rhyolitic → andesitic → basic.</li> </ul> </li> </ul> <p>Ensure students understand what is meant by ‘spatial distribution’, ‘magnitude and frequency’ in relation to volcanic events. Reinforce previous map work locating volcanic activity and the Volcanic Explosivity Index.</p>	<p>Opportunity for a group discussion and mind-mapping activity. Ask students to discuss the following terms in relation to managing volcanic hazards, and to suggest examples of each:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul> <p>Students to be given clear instructions and guidance about creating a detailed case study of one recent volcanic event. Students could be encouraged to be creative in the method used to present their findings, but as a guide it should include the information listed in previous column.</p>			<p><a href="#">mitigating the effects of volcanoes worldwide</a>, with links to mitigating volcano impacts</p> <p>National Geographic information on <a href="#">living with/adapting to volcanoes</a></p> <p>Short but in-depth academic article on <a href="#">living with volcanoes and potential opportunities for sustainable livelihoods</a></p> <p>British Geological Survey Computer animation of <a href="#">the travel of seismic waves (shockwaves)</a> following an earthquake in California</p> <p><a href="#">16-page summary information sheet on many aspects of tsunamis</a></p> <p><a href="#">Brief video explaining the ‘anatomy of a tsunami’</a></p> <p><a href="#">Short summary of liquefaction with two video clips</a></p> <p><a href="#">Prof. D. Petley’s Landslide blog:</a> some interesting blogs, with great images and illustrative examples</p> <p><a href="#">USGS maps, magnitude,</a></p>	
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		<p>Introduce idea of how familiar a population is and active, dormant and extinct.</p> <p>Students should be able to describe, explain and assess the impact of a range of volcanic hazards, including:</p> <ul style="list-style-type: none"> <li>- primary hazards (impacts) <ul style="list-style-type: none"> <li>• ash</li> <li>• lava flows</li> <li>• nuées ardentes</li> <li>• pyroclastic events</li> <li>• tephra</li> <li>• volcanic gases</li> </ul> </li> <li>- secondary hazards (impacts) <ul style="list-style-type: none"> <li>• acid rain</li> <li>• climate change</li> <li>• flooding</li> <li>• tsunamis.</li> </ul> </li> </ul> <p>Students to understand volcanic hazards can be categorised (possible opportunity to discuss the usefulness of classification in geography). Categories to include:</p> <ul style="list-style-type: none"> <li>• primary/secondary</li> <li>• environmental, social, economic, political.</li> </ul> <p>Students to understand that responses to volcanic hazards can be categorised as 'short and long-term'.</p> <p>Students to appreciate that risk management is designed to reduce the impacts of volcanic hazards via:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul>				<p><a href="#">statistics and details of current/recent seismic events</a>  <a href="#">Short animation on techniques and scales for measuring earthquakes</a>  <a href="#">Brief summary of Richter, MM and Mercalli Scales</a>  British Geological Survey <a href="#">discussion about whether earthquake activity is increasing</a>  <a href="#">Information about the long term trends of earthquakes</a>  The Geological Society information on <a href="#">predicting, forecasting and mitigating earthquakes</a>  <a href="#">Short video from Harvard Museum of Natural Science on predicting earthquakes</a>  Dara O'Briain's Science Club: <a href="#">short video clip on predicting earthquakes including crowd sourcing data</a>  <a href="#">Overview and definitions of hazards, and their primary and secondary impacts</a>  <a href="#">More detailed information on some of the</a></p>	
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		<p>Students to develop a detailed understanding of one recent volcanic event (to be chosen by individual students/centres). Students must be able to:</p> <ul style="list-style-type: none"> <li>describe the spatial and temporal setting of the event</li> <li>describe and explain the association of the event to plate boundaries and plate movement</li> <li>assess the perception of the event, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>explain the causes of the event</li> <li>explain and assess the impacts of the event</li> </ul> <p>Explain, assess and justify the response to the event – including the factors affecting this response.</p>				<p><a href="#">impacts of earthquakes</a>  <a href="#">Earthquake Country Alliance information and resources about <u>preparing for, surviving and recovering from earthquakes</u></a>  <a href="#">Detailed booklet with guidelines on preparing for, responding to and recovering from earthquakes</a>  <a href="#">Article about ‘7 ways the response to a devastating earthquake has changed’</a>  <a href="#">An excellent list of resources to help prepare for and respond to earthquakes</a>  <a href="#">Short Geological Society <a href="#">article on hazard mitigation</a></a></p>	
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**Term 4**

**Topic: Global Systems and Global Governance {Human Topic}**

<p><b>Human geography</b>  3.2.1 Global systems and global governance</p>	<ul style="list-style-type: none"> <li><b>Where is Antarctica?:</b> the geography of.</li> </ul>	<p>Students can describe the human and physical geography of Antarctica</p>	<p>Students draw a detailed map of Antarctica, labelling key physical features and ice sheets. Also draw a climograph.</p>	<p>Globalisation  Global systems  Governance  Trade</p>	<p>Exam style questions</p>	<p><b>Ppts</b>  <b>Geofile articles</b>  <b>Newspaper articles</b></p>	<p>To examine the relationships students have with an environment</p>
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	<ul style="list-style-type: none"> <li>• <b>What threats to Antarctica are arising?:</b> from climate change, fishing and whaling, the search for mineral resources and tourism and scientific research.</li> <li>• <b>What is the critical appraisal of the governance of Antarctica?:</b> including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium.</li> <li>• <b>What role do NGOs have in monitoring threats and enhancing protection of Antarctica?</b></li> <li>• <b>How can we analysis and make</b></li> </ul>	<p>Students can discuss the different threats to Antarctica</p> <p>Students detail and critically appraise the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium.</p> <p>Students can name different non-governmental organisations protecting the Antarctic.</p> <p>Students assess the geographical consequences of global governance.</p>	<p>This Maye as a large poster or student display outlining other key features. Look at (NASA) satellite images showing recent changes in Antarctica such as ice break ups – why is this happening? Investigate threats to Antarctica and the different organisations and treaties which protect it. How successful have these been? The BAS website <a href="#">Discovering Antarctica</a> is an excellent source of information. Students could write an article for a magazine or blog outlining the threats facing Antarctica.</p> <p>Debate on the future of Antarctica: students adopt the roles of different stakeholders (scientists, oil prospectors, tourists, Greenpeace, ASOC representatives, International whaling commission, climate scientists, fishermen) to discuss plans to develop Antarctica after the expiry of the ATS. Extended writing opportunity: How successful has the Antarctic Treaty System been in protecting Antarctica from its many threats?</p> <p><b>Stretch and Challenge: Should the Antarctic Treaty be extended post 2048?</b></p>	<p>Trading BLOCs World Bank International Monetary Fund (IMF) World Trade Organisation (WTO) International panel on climate change (IPCC) Fair trade Transnational corporations (TNCs) United Nations (UN) Civil conflict Financial instability Antarctica Treaty Climograph Stakeholders</p>	<p>Subject specific vocab tests to assess understanding of new higher level command words.</p> <p>Mock exam using AQA link.</p> <p>PIT and refining of application of knowledge/exam technique</p> <p>Exam style questions, in depth case study research. Linking together of key</p>	<p><b>Economist articles</b> (all either saved on the system or hard copies in s10)</p> <p><b>Reading Literature</b> The <a href="#">British Antarctic Survey (BAS)</a> (educational website for the BAS) is a useful starting point for resources on Antarctica. <a href="#">Antarctic and Southern Ocean Coalition (ASOC)</a> is the website of ASOC, an NGO working to preserve the Antarctic continent and the surrounding Southern Ocean. <a href="#">Cool Antarctica</a> is also good. <a href="#">Scientific Committee on Antarctic Research (SCAR)</a> develops and coordinates scientific</p>	<p>contrasting to where they live, instilling a sense of enthrallment. Moral development exploring through decision making, examining place impacts. Social citizenship debates and discussions, especially around the consequences of global governance. To investigate the moral and ethical issues surrounding international agreements.</p>
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	<p>assessment of the geographical consequences of global governance?</p>			<p>modules in order to achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks</b></p> <p><b>see resources column -&gt;</b></p>	<p>research efforts on Antarctica. Garrington, S. (2009) 'The exploitation of the Southern Ocean', <i>Geofile</i>, AQA3.</p> <p>Nash, S. (2008) 'Antarctica – politics, resources and tourism: 'More than ice and penguins'', <i>Geofile</i>, AQA1.</p> <p>NASA has been monitoring ice break ups on Antarctica</p> <p><a href="#">NASA: Antarctica's Larsen B Ice Shelf</a></p> <p>See also <a href="#">Ecowatch: Nansen ice shelf Antarctica</a> and <a href="#">Live Science: Antarctica Larsen ice shelf collapsing, International Association of</a></p>	
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						<a href="#">Antarctic Tour Operators.</a> <a href="#">News and teaching resources about Antarctica</a> from The Guardian and from <a href="#">Greenpeace.</a>	
<b>Topic: Hazards {Physical Topic}</b>							
<b>Physical geography</b> 3.1.5 Hazards	<b>Storm hazards</b>  <b>What are the nature of tropical storms and their underlying causes?</b> Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.  <b>What are the potential Impacts of a tropical storm?:</b> primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the	Students to understand that the nature of tropical storms is determined by their origins within the tropics. To be able to explain the causes of tropical storms, to include: <ul style="list-style-type: none"> <li>ocean location where sea temperatures are above 27°C</li> <li>ocean depth of at least 70m to provide moisture and latent heat</li> <li>a location beyond 5° north and south of the equator where the effect of the Coriolis force is greatest</li> <li>low level convergence of air</li> <li>rapid outflow of air in the upper atmosphere.</li> </ul>	Opportunity for students to use textbook/internet resources to ensure they have detailed notes to explain the underlying causes of tropical storms.  Opportunity for students to research the distribution of tropical storms and annotate a base map of the Earth accordingly.  Students discuss factors affecting the nature of hazards posed by tropical storms.  Opportunity for students to research how the scale and magnitude of tropical storms is measured including the Saffir-Simpson Scale.  Ensure students have notes on the key ideas around magnitude and frequency of tropical storms. There is an opportunity here, or elsewhere, for students to explore ideas of how the experience of these concepts will vary from place to place and so links to 'experience of place' in the Changing Places unit.  Opportunity for a small group research task: each group is given the list of hazards posed by tropical storms and individuals research one/two. This information is shared within their group and possibly with the class as a whole. Opportunity to produce a short	Hazard Natural hazard Disaster Geophysical Atmospheric Hydrological Risk Vulnerability Distribution Frequency Magnitude Seismic Crust Lithosphere Asthenosphere Mantle Outer/inner core Tectonic plate boundaries Convection currents Continental Oceanic Residual heat Radioactive decay Gravitational sliding Ridge push Slab pull	_ Mock exam using AQA link.  PIT and refining of application of knowledge/exam technique.  Exam style questions, in depth case study research. Linking together of key modules in order to	<b>Exam link:</b> <a href="http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF">http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF</a>  <b>Ppts</b> <a href="#">Geofile articles</a> <a href="#">Newspaper articles</a> <a href="#">Economist articles</a> (all either saved on the system or hard copies in s12) <b>Reading Literature</b> <a href="#">Life cycle of hurricanes and tropical storms</a> Information on <a href="#">tropical storms and how to assess/categorise their impacts</a> United States Department of Labor information on <a href="#">hurricane preparedness and response</a> <a href="#">Various links to resources on preparing for, responding to and</a>	When looking at natural disasters, a fascination and sense of awe and wonder. In many ways towards spiritual development. The study of real people and our relationship with the environment. Debates allocate students different roles in decision making processes which develop empathy and to appreciate the opinions of others.

<p>hazard through preparedness, mitigation, prevention and adaptation.</p> <p><b>What are the impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world?</b> – Case Studies of recent and contrasting Tropical Storms.</p> <p><u>Fires in nature</u></p> <p><b>What are the nature of wildfires?</b> Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour.</p> <p><b>What causes fires?:</b> natural and human agency.</p> <p><b>What are the typical Impacts of wildfires?:</b> primary/secondary, environmental, social, economic, political.</p>	<p>Students to be able to describe the distribution of tropical storms, noting their different names in different oceans.</p> <p>Ensure students understand what is meant by ‘spatial distribution’, ‘magnitude and frequency’ in relation to tropical storms. Reinforce previous map work locating storms and the scale used to measure the magnitude/intensity of tropical storms - The Saffir-Simpson Scale.</p> <p>Students should understand that the nature of tropical storm hazards relates to the marine and coastal locations involved, and hazards include:</p> <ul style="list-style-type: none"> <li>• high winds</li> <li>• storms surges</li> <li>• coastal flooding</li> <li>• river flooding</li> <li>• landslides.</li> </ul> <p>Students should be able to describe, explain and assess the specific nature of these impacts of tropical storms.</p> <p>Students to understand tropical storm hazards can be categorized (possible opportunity to discuss the usefulness of classification in geography). Categories to include:</p>	<p>report/wall display/electronic presentation etc.</p> <p>Paired/small groups discussion – how can the impacts of tropical storm hazards be categorized? Students to try and think of examples of each.</p> <p>Continuation of discussion above to ask what is meant by short and long-term responses? In pairs students to think of examples of each.</p> <p>Opportunity for a group discussion and mind-mapping activity. Ask students to discuss the following terms in relation to managing storm hazards and to suggest examples of each:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul> <p>Students to be given clear instructions and guidance about creating detailed case studies of <b>two</b> recent tropical storms. Students could be encouraged to be creative in the method used to present their findings, but as a guide it should include the information listed in previous column.</p> <p>Opportunity for students to use textbook/internet resources to ensure they have detailed notes to explain the underlying causes of <b>intense</b> wildfires.</p> <p>Opportunity for students to research the distribution of wildfires and annotate a base map of the Earth accordingly.</p> <p>Students to research the main causes of wildfires, including human and natural agency. Findings could be used to develop a class debate about the relative importance of each.</p>	<p>Paleomagnetism</p> <p>Destructive</p> <p>Constructive</p> <p>Conservative</p> <p>Young fold mountains</p> <p>Rift valleys</p> <p>Ocean ridges</p> <p>Deep sea trenches</p> <p>Island arcs</p> <p>Volcanoes</p> <p>Subduction zones</p> <p>Rift valleys</p> <p>Intraplate vulcanicity</p> <p>Vicosity</p> <p>Silica</p> <p>Volcanic explosivity index</p> <p>Acidic</p> <p>Rhyolitic</p> <p>Andesitic</p> <p>Active</p> <p>Dormant</p> <p>Extinct</p> <p>Nuees ardentes</p> <p>Pyroclastic flow/events</p> <p>Tephra</p> <p>Acid rain</p> <p>Tsunami</p> <p>Preparation</p> <p>Mitigation</p> <p>Prevention</p> <p>Adaptation</p> <p>Richter scale</p> <p>Mercalli</p>	<p>achieve synopticity</p> <p>PiXL resources</p> <p>Completion of independent study programme</p> <p>Data presentation and analysis</p> <p>Statistical analysis</p> <p><b>Homework Tasks</b> see <b>resources column -&gt;</b></p>	<p><a href="#">recovering from hurricanes</a></p> <p><a href="#">Information on predicting tropical storms</a></p> <p>Information with diagrams on <a href="#">tracking and forecasting tropical storms</a></p> <p><a href="#">How tropical storms are forecast</a> by the National Hurricane Center</p> <p><a href="#">Live imagery mapping tropical storm activity around the world</a></p> <p><a href="#">Short article about adapting to tropical storms</a></p> <p><a href="#">National Geographic photo gallery and summary of wildfires</a></p> <p><a href="#">Natural Disasters Association information about wildfires</a></p> <p><a href="#">Interactive global map of wildfires</a> spanning from March 2000 to January 2016</p> <p><a href="#">Accounts of wildfires on each of the different continents</a></p> <p><a href="#">Simple introductory information on many aspects of wildfires</a></p> <p>Information on <a href="#">‘how wildfires work’</a></p>	
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<p><b>How can we categorise responses to wildfires?</b> Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p> <p><b>Using a case Study of a recent event, what Impacts and human responses are evidenced by a recent wild fire event?</b></p> <p><b>Case study 1</b></p> <p><b>Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its</b></p>	<ul style="list-style-type: none"> <li>• primary/secondary</li> <li>• environmental, social, economic, political.</li> </ul> <p>Students to understand that responses to storm hazards can be categorised as 'short and long-term'.</p> <p>Students to appreciate that risk management is designed to reduce the impacts of tropical storm hazards via:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul> <p>Students to develop a detailed understanding of <b>TWO</b> recent tropical storms from <b>contrasting areas of the world</b> (to be chosen by individual students/centres).</p> <p>Students must be able to:</p> <ul style="list-style-type: none"> <li>• describe the spatial and temporal setting of the tropical storms</li> <li>• assess the perception of the tropical storms, and the factors affecting those perceptions at a range of scales – eg, magnitude,</li> </ul>	<p>Students discuss factors affecting the nature of hazards posed by wildfires.</p> <p>Opportunity for a small group research task: each group to research hazards posed by wildfires and individuals research one/two. This information is shared within their group and possibly with the class as a whole. Opportunity to produce a short report/wall display/electronic presentation etc.</p> <p>Paired/small group discussion – how can the impacts of wildfire hazards be categorized? Students to try and think of examples of each.</p> <p>Continuation of discussion above to ask what is meant by short and long-term responses? In pairs students to think of examples of each.</p> <p>Opportunity for a group discussion and mind-mapping activity. Ask students to discuss the following terms in relation to managing wildfire hazards, and to suggest examples of each:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul> <p>Students to be given clear instructions and guidance about creating detailed case studies of <b>one</b> recent wildfire event. Students could be encouraged to be creative in the method used to present their findings, but as a guide it should include the information listed in previous column.</p> <p>Opportunity for group discussion – what is meant by the term 'multi-hazardous environment'? Can students identify possible natural hazards?</p>	<p>Moment Magnitude scale Soil liquefaction Avalanche Landslide Coriolis effect Latent heat Converging air Saffir-Simpson scale</p>	<p>Earth Unplugged <a href="#">video on causes of wildfires</a> SciShow <a href="#">video on the science behind wildfires</a> Environmental impacts of forest fires: <a href="#">Short article on the environmental effects of wildfires</a> <a href="#">CBS article on the long term environmental impacts</a> Social and economic impacts of wildfires: <a href="#">Article summarizing the economic impacts of wildfires</a> Wildfires and health: Information on research into <a href="#">the effects of wildfires on respiratory health</a> <a href="#">Long distance impacts of wildfires on health and climate change</a> Managing wildfires: <a href="#">Factsheets on how to respond to the various hazards associated with wildfires</a> <a href="#">Information on managing wildfires from the US Forest Service</a> <a href="#">Canadian perspective on how to manage wildfires</a></p>	
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	<p><b>continuing human occupation.</b></p> <p><b>Case study 2</b></p> <p><b>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</b></p>	<p>frequency, population characteristics etc.</p> <ul style="list-style-type: none"> <li>• explain the causes of the tropical storms</li> <li>• explain and assess the impacts of the tropical storms</li> <li>• explain, assess and justify the response to the tropical storms – including the factors affecting this response.</li> </ul> <p>Students to understand that the nature of wildfires is determined by the geographical characteristics of the area affected.</p> <p>To be able to explain the causes/conditions leading to <b>intense</b> wildfires, to include:</p> <ul style="list-style-type: none"> <li>• vegetation type</li> <li>• fuel characteristics</li> <li>• climate</li> <li>• recent weather</li> <li>• fire behavior.</li> </ul> <p>Students to be able to describe the distribution of wildfires.</p> <p>Students to understand the causes of wildfires, including:</p>	<p>Opportunity for students to engage with GIS and/or online mapping tools to locate and identify multiple hazard locations</p> <p>Students should reflect on how they completed the case studies above, then be given clear instructions and guidance about creating a detailed case study of <b>one</b> multi-hazardous environment. Students could be encouraged to be creative in the method used to present their findings, but as a guide it should include the information listed in previous column. (There are opportunities for students to work together, or independently)</p> <p>Opportunity to discuss what factors at a local scale affect the nature of a natural hazard, its impacts and responses to it in relation to the local community.</p> <p>Students should reflect on how they completed the case studies above, then be given clear instructions and guidance about creating a detailed case study of <b>one</b> local place in a hazardous setting. Students could be encouraged to be creative in the method used to present their findings, but as a guide it should include the information listed in the previous column. (There are opportunities for students to work together, or independently).</p>			<p>Preventing wildfires:  <a href="#">Recommended methods of preventing wildfires in California</a>  <a href="#">National Geographic wildfire safety tips</a>  <a href="#">Information on forest fire prevention</a>  Adapting to wildfires:  <a href="#">Lecture on adapting to wildfires in California</a>, with a video, podcast and PowerPoint  <a href="#">Article on living in areas prone to wildfires</a>  <a href="#">Article on learning to live with wildfires, including diagrams</a>  Some resources that relate to multi-hazardous environments:  <a href="#">Excellent interactive map of live/recent natural hazard events across the world</a>  <a href="#">Interesting maps and data on global distribution of different natural hazards</a>  <a href="#">Discussion of some issues surrounding the approach taken in multi-hazardous environments</a></p>	
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		<ul style="list-style-type: none"> <li>• natural agency</li> <li>• human agency .</li> </ul> <p>Students should be able to describe, explain and assess the specific nature of impacts of wildfires.</p> <p>Students to understand wildfire hazards can be categorised (possible opportunity to discuss the usefulness of classification in geography). Categories to include:</p> <ul style="list-style-type: none"> <li>• primary/secondary</li> <li>• environmental, social, economic, political.</li> </ul> <p>Students to understand that responses to wildfire hazards can be categorised as 'short and long-term'.</p> <p>Students to appreciate that risk management is designed to reduce the impacts of wildfire hazards via:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul> <p>Students to develop a detailed understanding of <b>ONE</b> recent wildfire event (to be chosen by individual students/centres).</p> <p>Students must be able to:</p> <ul style="list-style-type: none"> <li>• describe the spatial and</li> </ul>				<a href="#">Information on multi-hazard mapping using GIS</a>	
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		<p>temporal setting of the wildfire</p> <ul style="list-style-type: none"> <li>• assess the perception of the wildfire, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>• explain the causes of the wildfire</li> <li>• explain and assess the impacts of the wildfire</li> </ul> <p>explain, assess and justify the response to the wildfire – including the factors affecting this response.</p> <p>Students should understand the idea that some locations are multi-hazardous environments and are exposed to more than one category of natural hazard.</p> <p>Students should be able to identify areas of the world that are vulnerable to multiple natural hazards.</p> <p>Once a multi-hazardous environment has been selected (probably a small</p>					
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		<p>country or region within a larger country) students must be able to:</p> <ul style="list-style-type: none"> <li>- Describe and assess the nature of the hazards</li> <li>- Assess and explain the social, economic and environmental risks presented by the hazards</li> <li>- Explain how local populations remain able to live in the environment due to their: <ul style="list-style-type: none"> <li>• Human qualities</li> <li>• Responses – resilience, adaptation, mitigation and management.</li> </ul> </li> </ul> <p>Students should understand that the nature of a hazard, its impacts and the response to it is very much place specific and that a range of factors in that place will determine these.</p> <p>Once a specified place at a local scale in a hazardous setting has been selected (probably named settlement, or maybe <i>very</i> small island) students must be able to:</p> <p>Describe and analyse how the following affects the impacts of the hazard and the community's response to the risk: The economic,</p>					<p>Revision-centric approach enables students to reflect on their geography journey thus far and adopt creative and imaginative strategies to effectively recap their learning. During revision time students are able to revisit their learning of numerous topics - understanding and appreciation of different cultures, religions, ethnicities and socio-economic groups across the globe.</p>
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		social and political character of the community.					
<b>Term 5</b>							
	<b>Topic: Revision of Year 12 topics (Changing Places / Population and the Environment) - Final Course Revision</b>						
Human geography 3.2.2 Changing Places 3.2.4 Population and the Environment	<b>Independent revision over topics – see BQs in SOL 2025-26</b>						
	<b>Topic: Revision of Year 12 topics (Water and Carbon Cycles / Coastal Systems and Landscapes) – Final Course Revision</b>						
Physical geography 3.1.1 Water and carbon cycles 3.1.3 Coastal Systems and Landscapes	<b>Independent revision over topics – see BQs in SOL 2025-26</b>						