THE ABBEY SCHOOL
A BUSINESS & ENTERPRISE ACADEMY

Geography

Year 13
Scheme of work 2025 - 2026

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**
Topics Taught	Non-Examined Assessment / Fieldwork and individual study	Population and the environment	Population and the environment	Population and the environment Revision of global systems and global governance from Year 12.	Revision of Changing Places from Year 12. Final Revision of Course.	X
Week Times	7 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	X
Prerequisites	Students should have a solid understanding of both human and physical geography, gained from their study of topics: - ➢ changing places ➢ water and carbon 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 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	Students should be familiar with core geographical concepts such as global systems, human-environment interactions, and the impacts of development on social and economic structures. Prior knowledge of how external factors, such as multinational decisions and government policies, shape both local and global environments will be crucial in understanding the dynamic relationship between population and the environment. Students should also have a grasp of food production and consumption patterns from earlier studies, particularly how economic and environmental factors influence these	Students should have a foundational understanding of agricultural systems and environmental factors from previous lessons. This includes 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. Students should also be equipped with a basic understanding of global health patterns, including morbidity and mortality rates, and the concept of the	Students should be well-versed in agricultural systems, food security, and the effects of environmental variables on health from earlier lessons. 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.	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.	X

	familiar with the key steps involved in designing and conducting geographical research. Prior knowledge from their earlier coursework, such as global systems, governance, and place, will be vital in guiding their research questions and methodologies. 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.	processes. The concepts of sustainability and the effects of climate change will play a significant role in analysing agricultural productivity and nutritional standards, which have been touched on in earlier modules related to global governance and changing places.	epidemiological transition. 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.			
Why is this taught now?	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.	Following the independent investigation module, this topic introduces students to the critical relationship between population dynamics and environmental factors. Understanding how physical and human processes intersect is vital at this stage, as it ties together students' knowledge of global	This continuation builds on the earlier exploration of population and the environment, 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	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	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 to solidify understanding	X

	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. 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.	systems with real-world issues such as food security, development, and environmental sustainability. This topic also prepares students for discussions on how global environmental changes—particularly climate change—affect agricultural productivity and nutritional standards, which are increasingly urgent issues. By analysing global and regional patterns of food production and consumption, students will gain a deeper understanding of the complexities surrounding population growth, resource management, and environmental change. This topic builds on their independent research skills and encourages them to apply geographical theories to current global challenges.	environmental conditions and human activities, particularly agriculture. 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. The case study of a local area allows students to apply theoretical concepts to a specific context, linking 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	with resources and environmental changes. Examining contrasting perspectives on population growth helps students critically assess different theories and their implications. The case study of a country provides practical insight into these concepts, linking theoretical knowledge with real-world examples to evaluate future population-environment scenarios.	and boost confidence before the assessment.	

			influence development and economic growth, rounding out their comprehensive understanding of the interplay between population and the environment.			

Topics by Term	Topic Overview for Year Group 13 – physical topics					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topics Taught	Coastal systems and landscapes	Non-Examined Assessment / Fieldwork and individual study	Coastal systems and landscapes	Coastal systems and landscapes. Revision of water and carbon cycles from Year 12.	Revision of Hazards from Year 12. Final Revision of Course.	X
Week Times	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	X
Prerequisites	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,	Students should already be well-versed in fieldwork techniques, having developed these in Term 1 human geography. They should also have experience with data collection, both quantitative and qualitative, and be familiar with the key steps involved in	Students should have a foundational understanding of coastal systems, including key concepts such as coastal processes, landforms, and the dynamic nature of coastal environments, carried over from Term 1. Familiarity with basic geological processes and the impact of natural	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	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	X

	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.	designing and conducting geographical research. Prior knowledge from their earlier study, such as coasts in physical and place in human, will be vital in guiding their research questions and methodologies. 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.	forces on coastal landscapes will be helpful, especially for those who chose for their individual study NEA. 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.	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.	knowledge to practical scenarios.	
Why is this taught now?	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	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	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	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	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	

	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. Plus further foundational understanding and evaluation opportunity to apply to NEA individual study for those who wish to choose.	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. 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.	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 for applying physical geography concepts to real-world coastal management and conservation issues, making it a logical progression.	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 provides a bridge to revision of water and carbon.	clarification, and ensure they are well-prepared for their exams.	

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 Development curriculum links (SMSC, British Values, PSHE)**
Term 1							
	Topic: Non-Examined Assessment Geography Fieldwork Investigation Independent Study						
3.4 Geography Fieldwork Investigation	How do I plan for my investigation? Which hypotheses are best to test in the local environment? When planning for data collection, which methods are most appropriate? **Local physical environment that has experienced change.** With use of quantitative and qualitative data; what are the physical processes shaping the environment?	The independent investigation must: • 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 • involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis • 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 • involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches • 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 • 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 • 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 • 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 • involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing			The Field Studies Council (and other similar organizations) may also provide guidance and resources to help undertake fieldwork here. RGS guidance on coastal investigation RGS guidance on fieldwork techniques Field Studies Council guidance on	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.

	Local urban environment that has experienced significant change in recent years. With use of quantitative and qualitative data; what are the attitudes towards regeneration and gentrification? How do we present qualitative data?	• demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case • require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.				coastal fieldwork	
	Topic: Coastal Systems and Landscapes {Physical Topic}						
Physical geography 3.1.3 Coastal Systems and Landscapes	• **What systems are there in physical geography?** • **Which Systems concepts and their application to the development of coastal landscapes are there?** : inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.	An overview of the concept and use of '**models**' by geographers as simplifications of a complex world. Understanding of the concept of '**systems frameworks**' as a type of model fundamental to most areas of geographical understanding. Students will be able to identify, describe and explain the elements of geographical systems, including: - stores/components - flows/connections - elements - attributes -relationships. Students will be able to identify, describe and	Small group discussions followed by feedback - what models used in geography do students know? Students to draw and annotate a model system to show the key elements of a system. Students to draw and annotate a diagram showing an example of a positive feedback system and a negative feedback system. Repeat group discussion to see if students can now think of any more examples of systems in geography. Students to work in pairs/small groups to think of ways in which the four 'spheres' are interlinked, then feedback and share ideas. Opportunity here for a short research task for interconnections. Practice low-tariff exam questions to assess learning – peer assessment opportunity. Small group discussion/Q&A to understand coasts as open systems.	Stores Components Flows Connections Elements Interrelationships Boundaries Inputs Outputs Atmosphere Lithosphere Hydrosphere Biosphere Backshore Foreshore Inshore Offshore Nearshore Swash zone Surf zone Breaker zone	Exam style questions. Subject specific vocab tests to assess understanding of new higher level command words. Mock exam using AQA link.	Exam link: http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) Reading Literature Introductory presentation on Natural Systems Website with simple summaries of a number of earth systems A summary of the features of the lithosphere A summary of the features of the hydrosphere	Students examine the relationships 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.

	Exploring Systems and processes in Physical geography • **What are the sources of energy in coastal environments?** winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts. • **What are the Sediment sources, cells and budgets?** • **Which geomorphological processes are there?:** weathering, mass movement, erosion, transportation and deposition.	explain common characteristics of systems including: - boundaries - inputs - outputs - flows. Students will understand systems that are classified as: - isolated systems - closed systems - open systems. Students will understand systems as being in a state of dynamic equilibrium that includes: - positive feedback - negative feedback. Students will be able to identify the four major subsystems of the earth: - atmosphere - lithosphere - hydrosphere - biosphere. To understand that these are interlinked as a 'cascading system'. **Coasts as natural systems** Students will be able to identify coastal environments as open systems. Students will be able to identify the different elements of a coastal system, including:	Construct and annotate a diagram to illustrate various elements of the coast as an open system. Paired/small group task to identify examples of positive and negative feedback in coastal landscapes. Students to draw and annotate a diagram showing an example of a positive or negative feedback in a coastal landscape. Once all students have illustrated one example of feedback at the coast, there is the opportunity for individuals/small groups to research for others. Small group discussion to identify prior knowledge of coastal landforms. Discuss what represents a characteristic coastal landscape. (Specific landforms and landscapes are studied in detail later.) Paired/small group discussion to identify sources of energy at the coast. Students to explore energy at the coast including: - Wind - idea of fetch, and global pattern of major winds – opportunity to study atlas maps to identify coasts exposed to large and small fetch - 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. - Research constructive and destructive waves – annotate photographs and diagrams to identify characteristics. - Use atlas or internet maps to produce a map of ocean currents, accompanied by	Estuaries Cliff erosion Offshore sand banks Hydraulic action Wave quarrying Abrasion Attrition Solution Traction Saltation Suspension Solution Longshore/littoral drift Marine and Aeolian deposition Mechanical Physical Biological Chemical weathering	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 achieve synopticity PiXL resources Completion of independent study programme	A summary of the features of the cryosphere More information on the cryosphere A summary of the features of the atmosphere An online lesson activity investigating connections in the atmosphere A summary of the features of the hydrosphere A summary of the features of the cryosphere plus further information about the cryosphere A summary of the features of the atmosphere An online lesson activity investigating connections in the atmosphere	

		- inputs - components/stores - transfers/flows - outputs. Students will be able to understand coastal landscapes as being in dynamic equilibrium that includes: - positive feedback - negative feedback. **Coasts as characteristic landscapes** Students will understand the concepts of: - landform - landscape. Students will appreciate that characteristic coastal landscapes are the combination of related landforms. Students will be able to identify different zones of the coastline, to include: - backshore - foreshore - inshore - offshore - nearshore - swash zone - surf zone - breaker zone. Students will be able to identify, and analyse the characteristics of the sources of energy in a coastal system, including: - wind	video notes to describe/explain the pattern of ocean currents. - Discuss different types of ocean currents in the coastal zone. - Q&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. - 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. - Q&A/paired discussion about where coastal sediment comes from. Following an introduction to sediment cells, research the sediment cells and sub cells of England and Wales - identify these on an 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. Practice low-tariff exam questions to assess learning – peer assessment opportunity. Q&A/paired discussion – how does the sea erode the land? Ensure students have notes of the processes of coastal erosion. Group discussion to establish the factors affecting the rate of coastal erosion. 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.		Data presentation and analysis Statistical analysis **Homework Tasks see resources column ->**		

		- waves - tides - sea currents. Students will be able to identify the sources of sediment for the coastal system, including: - rivers and streams reaching the coast - estuaries - cliff erosion - offshore sand banks - material from a biological origin. Students identify the features of coastal sediment cells – to understand these using a systems approach. Understanding of the concept of the coastal sediment budget, including: - positive budgets - negative budgets. To explore these using a systems approach.	Construct annotated diagram to illustrate the process of longshore/littoral drift. Q&A to think about the conditions under which material is deposited at the coast – may wish to think about wave and wind action. Possible fieldwork investigation into a range of these coastal processes on a local beach.				
Term 2							
	Topic: Population and the Environment {Human Topic}						
Human geography 3.2.4 Population and the Environment	• **What are the key elements in the physical environment?** • **What are the key population parameters and**	Students will be aware of contemporary concerns regarding population and resources, particularly food supply. Students will be able to distinguish between	How much of the earth can be used for growing food. Look at a recent choropleth map of population density and get students to describe and explain the pattern. Encourage links to physical factors.	Over-population Under-population Optimum population Carrying capacity Ecological footprint	Exam style questions. Subject specific vocab tests to assess understanding of	Exam paper link: http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF Ppts Geofile articles Newspaper articles	Enhanced social development, and a greater degree of self-discipline. Rely on collaborative skills, robust evidence

	development processes? • **What are the global and regional patterns of food production and consumption?** • **What impacts of global environmental change on agricultural productivity and nutritional standards are there?** • **What are agricultural systems and productivity?** • **What are the relationships with key environmental variables? (Climate and soils).** • **What characteristics of two major climate zones are there, to exemplify relationships between climate and human activities and numbers?**	population density and distribution and be able to describe and explain current global patterns. Students will be able to describe and explain trends in food production and consumption by interpreting a range of different data and graphs. Students will recognise that farming is an open system and be able to define the different types of agriculture. Students will be able to describe patterns on a world map – acknowledging that simply naming places is not a pattern. Students will be able to recognise the major climatic zones on a world map and make links with patterns of population density. Students will be able to describe characteristics of two major climate zones and explain the relationship between human numbers and activities.	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. Research the impacts of global environmental change on agricultural productivity and nutritional standards. **Extension**: 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. A series of photographs to outline the different types of farming, Consider the physical and human impacts on agricultural productivity. Opportunity to watch documentaries/clips etc and get students to research and produce a poster/presentation detailing two major contrasting climatic zones. Recap the causes and impacts of climate change (links to carbon topic here).	Resources Consumption Density Sparse Dense Climate Agriculture Sustainable Morbidity Mortality Health Epidemiological	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 order to achieve synopticity PiXL resources Completion of independent study programme Data presentati	Economist articles (all either saved on the system or hard copies in s10) Geofiles	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. Moral questioning surrounding proposals to manage and control population growth, evaluating to the significant impact upon resources and future sustainability.

					on and analysis Statistical analysis **<u>Homework Tasks see resources column -></u>**		
	Topic: Non-Examined Assessment Geography Fieldwork Investigation Independent Study						
3.4 Geography Fieldwork Investigation	**<u>Local physical environment that has experienced change.</u>** With use of quantitative and qualitative data; what are the physical processes shaping the environment? **<u>Local urban environment that has experienced significant change in recent years.</u>** With use of quantitative and qualitative data; what are the attitudes towards regeneration and gentrification? How do we present qualitative data?	The independent investigation must: • 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 • involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis • 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 • involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches • 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 • 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 • 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 • 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 • involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing • demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case		The Field Studies Council (and other similar organizations) may also provide guidance and resources to help undertake fieldwork here. RGS guidance on coastal investigation RGS guidance on fieldwork techniques Field Studies Council guidance on coastal fieldwork	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.

	What is the difference between spearman's rank and chi-squared test in quantitative data? How do we analyse using the Simpson's Diversity Index versus the Mann Whitney U Test? What do different means of data analysis tell us about data, as we evaluate their use in our investigation?	• require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.					
Term 3							
	Topic: Population and the Environment {Human Topic}						
Human geography 3.2.4 Population and the Environment	• **How does climate change affect agriculture?** • **What characteristics of two key zonal soil types are there, to exemplify relationships between soils and human activities,**	Students will be able to discuss impacts of climate change on agriculture. Students will be able to define the terms health, morbidity and mortality. Students will be able to describe and explain global patterns of health. Students will be able to describe and explain the idea of epidemiological transition.	Produce a flow diagram to show the impacts of climate change on agriculture similar to the one at Climate change and food security Get students to research and produce a poster/presentation detailing two major contrasting zonal soils. This could be part of the climatic zones research. 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. Research different strategies being used to manage soil and ensure food security.	Over-population Under-population Optimum population Carrying capacity Ecological footprint Resources Consumption Density Sparse Dense Climate Agriculture	Exam style questions. Subject specific vocab tests to assess understanding of new higher level command words.	Exam paper link: http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) **Reading Literature** Geofile	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

	especially agriculture? • **What soil problems are there, and what is their management?** , as they relate to agriculture: soil erosion, waterlogging, salinization, structural deterioration • **Which strategies are there to ensure food security?** • **What are the global patterns of health, mortality, and morbidity?** • **What are the economic and social developments, and the epidemiological transition?** • **Using a case study of a specified local area, what is the relationship between place and health?** • **What is the relationship between**	Students will be able to describe and explain links between environmental variables such as climate, topography, air quality, water quality and health. Students will be able to describe and explain the global prevalence, distribution and impacts of one specified biologically transmitted disease such as malaria. Students will be able to describe and evaluate strategies adopted to tackle the chosen disease. 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. Students will be able to describe and evaluate strategies adopted to tackle the chosen disease. Students will be aware of the role of different international agencies and NGOs in promoting health and combating disease at the global scale.	**Stretch and Challenge**: With reference to located examples, discuss how sustainable development strategies can ensure food security. Brainstorm known links between different environmental factors and health. You could start by discussing diseases students may experience themselves like hayfever and 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. 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. **Extension and Challenge:** The World Health Organisation (WHO) has a range of resources on different diseases such as malaria at: WHO: Health topics 2016 WHO report on eliminating malaria: WHO: Eliminating malaria The Bill and Melinda Gates Foundation has numerous resources on malaria at: Gates Foundation: Malaria Melbourne, B. (2007) 'Tropical diseases', *Geofile,* 553. Information about malaria: Malaria No More 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?	Sustainable Morbidity Mortality Health Epidemiological DTM Longevity Life expectancy Climate Topography 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	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 achieve synopticity PiXL resources Completion of independent study programme Data presentation and analysis Statistical analysis	Population Connection: Earth Apple Farmland See section on malaria in Cowling, D. and Digby, B. (2010) *Top Spec Geography: Health issues in Geography*, Geographical Association. World Health Organisation (WHO): Global Urban Ambient Air Pollution Database	growth, evaluating to the significant impact upon resources and future sustainability. To express opinion and communicate with peers. Questions and debates encourage "what would you do" situations. To explore consequences of mismanagement, and look at situations from different points of view.

	environmental variables and incidence of disease? • **How is the global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease (eg malaria) linked to physical and socio-economic environments, including impacts of environmental variables on transmission vectors?** • **What are the impacts on health and well-being?** • **What are the management and mitigation strategies?** • **What is the role of international agencies and NGOs in promoting health and combating**		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. Coronary Heart Disease (CHD) WHO: Cardiovascular diseases British Heart Foundation US website Centers for Disease Control & Prevention (CDC): Heart Disease Facts 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.		**Homework Tasks see resources column -**		

	disease at the global scale?						
	Topic: Coastal Systems and Landscapes {Physical Topic}						
Physical geography 3.1.3 Coastal Systems and Landscapes	**<u>Continue Exploring Systems and processes in Physical geography</u>** • **What are the distinctive coastal processes?:** 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. **<u>Coastal landscape development</u>** • **What are the landforms and Landscapes of Coastal Erosion**?:Cliffs and wave cut platforms, cliff	Students will understand that coastlines are affected by two main sets of geomorphological processes: - marine processes, including: ○ marine erosion – hydraulic action; Wave quarrying; abrasion/corrasion; attrition; contribution of solution/corrosion ○ marine transportation – traction; saltation; suspension; solution; longshore/littoral drift ○ marine and aeolian deposition - Sub-aerial processes, including ○ sub-aerial weathering – mechanical/physical; biological; chemical ○ mass movement – landslides; rock falls; mudflows; rotational slip/ slumping ○ run-off	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). 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). 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. Opportunities to assess all aspects with a full range of exam style questions, including peer assessment. 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	Landslides Rock falls Mudflows 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 Hard Engineering	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 link: http://filestore2.aqa.org.uk/resources/geography/AQA-70371-SQP.PDF Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) **<u>Reading Literature</u>** Summary of fetch and the effect of wind Interactive map of current surface winds Summary of wave formation Video explanation of many aspects of the features of waves Simple map of major ocean currents Exploration of the causes and effects of surface ocean currents Exploration of ocean currents in coastal areas Detailed video explanation of ocean currents 3-minute video on "motion in the ocean" covering	Students examine the relationships 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.

	profile features including caves, arches and stacks; factors and processes in their development. • **What are the landforms and landscapes of coastal deposition?** Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development. • **What are the factors and processes in the development of Estuarine mudflat/saltmarsh environments and associated landscapes?** • **What is Eustatic, isostatic and tectonic sea level change?** The major changes in sea level in the last 10,000 years.	Students will revisit the idea of distinctive coastal landscapes resulting from a combination of related landforms. Students will be able to describe the characteristics and analyse the factors and processes in the development of landforms and landscapes of coastal erosion, including: - cliffs and wave cut platforms - cliff profile features – caves, arches and stacks. 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: - beaches - simple and compound spits - tombolos - offshore bars - barrier beaches and islands - sand dunes. 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.	give named illustrative examples of places where the processes are occurring (not extended case studies). Again there are opportunities to visit a local coast and investigate which are the dominant weathering processes and why. Q&A/discussion to define 'landforms' and 'landscapes'. For each erosional landform listed in the specification, use a range of resources to produce a revision card/sheet (or electronic resource). To include: - annotated sketch/ diagram showing its characteristics - a flow diagram giving a sequenced explanation of formation – explaining processes in their development. - factors affecting their formation - reference to inputs, processes and outputs of erosional coastal landscapes - a named illustrative example (not developed case study) from a local UK area and one from beyond the UK - a summary of the timescales involved in the formation of the landforms. 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).	Soft Engineering	Exam style questions, in depth case study research. Linking together of key modules in order to achieve synopticity PiXL resources Completion of independent study programme Data presentation and analysis Statistical analysis **Homework Tasks see**	tides and ocean currents Detailed video exploring tides, with links to activities and other information about tides A summary of wave characteristics, including high and low energy coastlines Short video on 'where coastal sediment comes from' US Geological Survey information on sediment cells and budgets US Geological Survey information on coastal land loss and sediment budgets Video introduction to processes of coastal erosion Clip illustrating fluvial transport Simple introduction to coastal deposition but also has links to landforms, climate change and fieldwork ideas. A guide to completing an investigation into longshore drift Video clip discussing factors affecting coastal	

	• **What are the Coastlines of emergence and submergence?** Origin and development of associate landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts.	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. Students will be able to describe the characteristics and analyse the factors and processes in the development of landforms of coastlines of emergence and submergence, including: - raised beaches and marine platforms - rias, fjords and Dalmatian coasts.			**resources column ->**	erosion and resultant landforms How erosional landforms are linked with the impacts of climate change Video presentation of the effects of coastal erosion including animations of erosional features British Geological Society's case studies of coastlines affected by erosion with interesting information and images Information on coastal deposition with in-depth text Videos on coastal sand dunes and sand dune formation Estuarine mudflats in Pembrokeshire Background information on mudflats Summary of saltmarshes Simple animation illustrating the locational relationship between mudflats and saltmarshes Video of estuarine environments in Cardigan Bay in west Wales Estuarine environment beyond the UK:	

						saltmarshes in the USA	
Term 4							
	Topic: Population and the Environment {Human Topic}						
Human geography 3.2.4 Population and the Environment	• **Why does the case study of a local place show the relationship between place and health?** • **What key factors in natural population change are there?** • **Why do the models of natural population change, and what does their application in contrasting settings do?** • **What is the concept of the Demographic Dividend?** • **What is the international migration: types, causes and implications?** • **What are the population growth dynamics?**	Students will have built up a case study on a specific local area in which they have illustrated and analysed the relationship between place and health. Students will be able to describe, explain and evaluate the demographic transition model. 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. Students will be able to describe age-sex variations using population pyramids. Students will understand the concept of the Demographic Dividend. Students will be able to distinguish between refugees, asylum seekers and economic migrants. Students will be able to discuss the reasons why people move and the impacts this has on both	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 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) *Thinking through Geography.* Using the latest PRB booklet - 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. Define and discuss the concept of a demographic dividend. **Stretch and Challenge**: Some have discussed the notion of a second demographic dividend. What is this? 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 The UN Refugee Agency (UNHCR): figures at a glance)	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 Airpocalypse Communicable disease Population pyramid NGOs Coronary heart disease (CHD) Cardiovascular disease CDC	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 paper link: http://filestore.aqa.org.uk/resources/geography/AQA-70372-SQP.PDF Ppts Geofile articles Newspaper articles Economist articles (all either saved on the system or hard copies in s10) **Reading Literature** The Migration Observatory at the University of Oxford Migration policy Migration Watch UK (monitoring migration flows in and out of the UK) The UN publishes an annual report on international migration which can be found at The United Nations (UN) The UN Refugee Agency has a wealth of up-to-date resources on refugees at: UNHCR: figures at a glance Watch the 5 minute clip showing global refugee trends for 2015 at The	Moral questioning surrounding proposals to manage and control population growth, evaluating to the significant impact upon resources and future sustainability. 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

	over-population, under-population and optimum population • **What implications of population size and structure are there, for the balance between population and resource?** the concepts of 'carrying capacity' and 'ecological footprint' and their implications • **What is the Population, resources and pollution model?** positive and negative feedback • **What contrasting perspectives on population growth and its implications are there?** ; Malthusian, neo-Malthusian and alternatives such as	the origin and destination country. Students will be able to discuss the causes and consequences of recent international migratory movements. Students will be able to describe the health implications of migration. Students will be able to define the terms over-population, under-population, optimum population, carrying capacity and ecological footprint. Students will be able to describe the population , resources and pollution model and discuss the positive and negative feedback mechanisms associated with this. Students will be able to discuss the merits and drawbacks of the theories of Malthus, The Club of Rome, Boserup and Simon. Students will be able to outline the main health risks associated with global environmental change such as ozone depletion and climate change.	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 be good examples of international migration streams. **Stretch and Challenge**: 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? Define the terms over-population, under-population and optimum population and use the PRB booklet to decide which countries could fit the definitions above. Get students to work out their own ecological footprint at myfootprint.org 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. Draw a copy of the population, resources and pollution model (after D.D. Chiras) and add positive and negative feedback annotations. 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	Migration Asylum seeker Refugee United Nations Malthus The Club of Rome Boserup and Simon	Exam style questions , in depth case study research. Linking together of key modules in order to achieve synopticity PiXL resources Completion of independent study programme Data presentation and analysis Statistical analysis **Homework Tasks see resources column ->**	UNHCR: Global trends 2015 Townsend, J. (2013) 'Remittances: an economic lifeline' in *Geography Review,* 26: 4. The Guardian has excellent data-based articles relating to current population trends. See for example The Guardian: Over-populated or under-developed? The real story of population growth The Global Footprint Network 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: World Wildlife Fund (WWF) Footprint Roser, M. (2015) 'Future world population growth' published at Our World in Data There was a WHO conference on health and climate in July 2016. Resources relating to this can be found at WHO: Public health,	cultures, religions, ethnicities and socio-economic groups across the globe.

	associated with Boserup and Simon • **What are the health impacts of global environmental change?:** ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases • **What are the prospects for the global population, projected distributions, and critical appraisal of future population-environment relationships?** • Using a case study of a country – **How is society experiencing specific patterns of overall population change?**	Students will be aware of the main drivers of global population change and be able to discuss predicted changes. Students will be aware of the drawbacks of population predictions and will be able to debate whether population or consumption is a more significant threat to the environmental limits set by planet Earth. Students will have built up a case study of a country/society experiencing specific patterns of overall population change.	population growth appears most applicable in the 21st century? Watch the Hans Rosling documentary 'Don't Panic – the facts about population' available free at gapminder.org/videos/dont-panic-the-facts-about-population/ **Stretch and Challenge**: Research the views of the Danish academic Bjorn Lomborg. Why have some of his ideas attracted criticism? 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). Look at projected population distributions. How much variation exists between different projections? Why is there variation? 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. **Stretch and Challenge**: Discuss what governments can do to manage population growth more sustainably.			environmental and social determinants of health Latest UN World Population Prospects 'A world with 11 billion people? New population projections shatter earlier estimates' by Robert Kunzig, published in *National Geographic*, September 2014	

	Topic: Coastal Systems and Landscapes {Physical Topic}						
Physical geography 3.1.3 Coastal Systems and Landscapes	• **What recent and predicted climatic changes have potential impacts upon coasts?** • **What is the relationship between process, time, landforms and landscapes in coastal settings?** **<u>Coastal management</u>** • **What are the traditional approaches to coastal flood and erosion risk: hard and soft engineering?** **What are the sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management?** **Case study 1**	Understanding of the nature and causes of recent and predicted climate change and the potential impact on coasts. Students will explore the relationship between process, time, landforms, and landscapes in coastal settings. Students will be able to understand why people manage different coastlines in different ways. Students will be able to identify and describe traditional approaches to coastal flood risk and coastal erosion, including: - hard engineering – sea walls; rock armour/rip rap; gabions; revetments; groynes; cliff fixing; offshore reefs; barrages soft engineering – beach nourishment; dune regeneration; managed retreat; land-use management; 'Do nothing'. 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	Q&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? Establish full definitions of 'eustatic' and 'Isostatic' sea level change, and the role played by tectonic processes. Opportunities to use a range of resources to map and understand changes in sea level throughout the last 10,000 years. Opportunity to research the British coastline to identify examples of emergent and submergent sections of coast. 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). 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.) Opportunity for a group research task – students given/find a range of resources on predicted future sea level rise. Questions could include: - What is the range of predicted increase in future sea levels? - Why is there uncertainty in future predictions? - What will the impacts be on coastlines in general? - For a specific location what will the impact be on the current landforms that combine to form the landscape?	Stores Components Flows Connections Elements Interrelationships 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 Marine and Aeolian deposition	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 achieve synopticity PiXL resources Completion of	Intergovernmental Panel on Climate Change (IPCC) videos on climate change: 2013 video provides good general background IPCC presentation on possible impacts of climate change on sea levels Maps of predicted sea level change over the next 20,000 years National Geographic articles on sea level rise and how this will affect climate change talks Coastal impacts of sea level change from the US perspective Detailed information on ocean impacts of climate change and sea level rise. Videos giving aerial views of estuarine mudflat and salt marsh landscapes at Morecambe Bay. Video animation of sea level change around the British Isles in the last 12,000 years – plays in QuickTime Summary of coastline features with good diagrams and images–	Students examine the relationships 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.

	Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management. **Case study 2** 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 adaption.	resources) or engage first hand or complete fieldwork to collect primary data, or a combination of both. The aims of such work are to: - 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 - to investigate and understand how the combination of local coastal processes and landscape features present specific challenges for sustainable management.	- A comparison with the rates of sea level change in the last 10,000 years. Opportunities to assess all aspects with a full range of exam style questions, including peer assessment. Paired/small group discussion with feedback/snowballing to the group as a whole. Possible questions include: - Why should people manage the coastline? - Why might some stretches of coastline be managed differently? - What techniques could be used to manage different coastlines? 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 This could involve fieldwork or be classroom based. Activities could include: - finding a map of the area - mapping the extent of different management strategies employed - describing each strategy - explaining how each strategy protects the coast - suggesting why each strategy has been used in each location - If field data is collected, this could be analysed alongside information on costs and benefits etc.	Mechanical Physical Biological Chemical weathering Landslides Rock falls Mudflows 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 SubmergenceRaised beach Rias Fjords Dalmation coasts Hard Engineering Soft Engineering	independent study programme Data presentation and analysis Statistical analysis **Homework Tasks see resources column ->**	including emergent and submergent features Short video about fjords National Geographic encyclopedia entry on fjords Open University video on forming fjords Information on raised beaches/marine terraces. WizScience video on marine terraces The Geological Society information on the raised beach at Loch Tarbert Summary information and video clips of sub-aerial weathering and mass movement Fieldwork Studies Council summary of approaches to coastal management strategies and different approaches available, with reference to fieldwork opportunities. Summary article on some coastal management approaches Strategies used along one stretch of	

			Reminder of the definition of 'sustainability' and 'sustainable development'. As part of the previous exercises, or following them, comment on the sustainability of each of the approaches studied. Opportunity to research sustainable approaches to coastal flood and erosion management in the 21st Century, including Shoreline Management Plans. Possible tasks include: - research the background to SMPs - identify how the British coastline is separated into SMPs - identify the key aims and features of SMPs - produce a mini-illustrative example of the features of the SMP most local to them. Opportunity to conduct research into Integrated Coastal Zone Management (ICZM). Possible questions include: - What are the origins of ICZM? - What is the background to why an integrated coastal management is needed? - Why is concentrating on people and economic activity putting pressure on coastal environments? - What are the specific issues facing coastal environments in the future? - Who are the stakeholders, who should be considered when thinking about coastal management? - How can ICZM be viewed as a cyclical process?			coastline at Pevensey Bay in East Sussex Environment Agency information on Shoreline Management Plans UK government information on how the Environment Agency and local councils are developing shoreline management plans to manage the threat of coastal change What is a Shoreline Management Plan? It is quite easy to find information about each of the SMP areas online like the last resource for the Southeast Coastal Group. 20min interview with Dr. Burbridge from Newcastle University on Integrated Coastal Zone Management European Commission information on ICZM Summary of the importance of ICZM for planning in the UK European Commission presentation on ICZM and Maritime	

						Spatial Planning with useful summary diagrams Summary of the origin of the concept and policies of ICZM	
Term 5							
	Topic: Revision of Year 12 topics (Global systems and global governance / Changing Places) - Final Course Revision						
Human geography 3.2.1 Global systems and global governance 3.2.2 Changing Places	**Independent revision over topics – see BQs in SOL 2024-25**						
	Topic: Revision of Year 12 topics (Water and Carbon / Hazards) – Final Course Revision						
Physical geography 3.1.1 Water and carbon cycles 3.1.5 Hazards	**Independent revision over topics – see BQs in SOL 2024-25**						