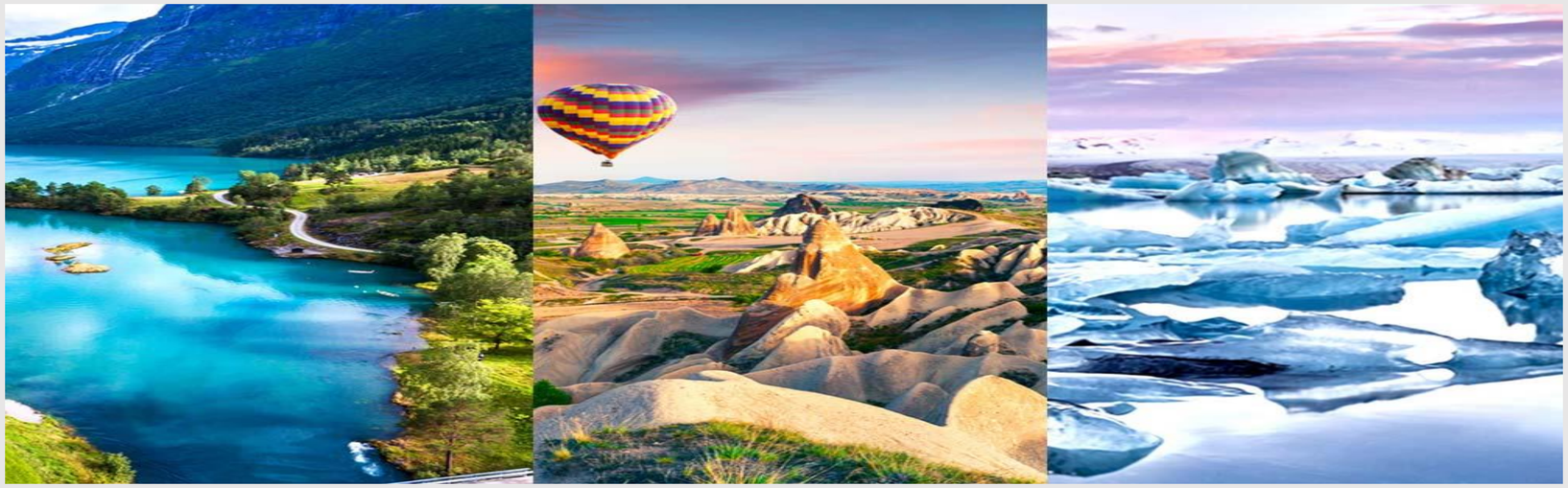
NKS Geography Curriculum Map 2021



The purpose of studying Geography at NKS is…

That our will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact on the people and places around them. The overarching concepts for Geography at Norton Knatchbull are:

- Location – Spatial awareness of different countries' locations and the locations of major physical and human features
- Place – Similarities and differences between different areas
- Biodiversity – Life exists in all environments, how life adapts to it and how we interact with those environments
- Hazards – Physical and human hazards affect people in different ways in different locations.
- Interdependence – How countries and areas are linked through the flow of goods, resources and ideas
- Resource management – How to use our planet's resources sustainably and equally
- Sustainability – Using our planets resources without negatively affecting our planet or future generations
- Fieldwork – How we can observe, measure and analyse geographical processes for ourselves, outside of the classroom
- Analytical skills – Using mathematical and cartographic skills to describe, interpret and analyse our world

Lessons are engaging because they are rigorous. Students want to succeed, and, through hard work and achievement, they want to learn more. Modelling is a key aspect of teaching in geography. Through regular feedback and guided practice students master key concepts, places and processes. Teachers explicitly teach students how to learn and revise so that they can be successful in regular knowledge and vocabulary tests. This helps to ensure long-term retention of core principles from KS3 through to KS4 and beyond. Fieldwork opportunities at KS3 and 4 provide students with real world contexts to apply their knowledge. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall. Case studies that are taught are relevant to the lived experience of the students and cover a range of countries so that students leave as well-rounded and knowledgeable geographers.

Students are expected to be punctual, well organised and to bring their books and the appropriate equipment to each lesson. Students are expected to achieve their full potential. A positive learning environment is maintained in the classroom and students are expected to follow rules to ensure this environment is not compromised. At the same time, we encourage students to use their initiative and plenty of opportunities are provided to allow pupils to express their individuality both in the classroom and in their work. Respect and consideration are key values enforced in the learning of environment of a Geography classroom, both towards the teacher and their peers.

Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple-choice questioning and through marking. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to practice recalling key information, and redrafting and improving work based on feedback from the teacher.

Progress is tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year in KS4 & 5. Data from end of topic tests will be entered into their mark books for teachers to use to review and reteach parts of the curriculum. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in different weeks but will ensure all students are secure in their understanding. Key terms and case study details will be learnt and tested when appropriate. Students will be tested on key words they learnt that week, but also on key terms from previous lessons in order to practice recall and retrieval.

Engagement in geography will be evident in a healthy uptake for GCSE, and again on to A Level when they leave NKS. Students will be inspired to sign up for Duke of Edinburgh as the map and navigation skills required links closely with core geographical map skills that features throughout the course from KS3 to undergraduate level. Conversations about home countries, travel and holidays throughout the school year will show students interest in applying their geography knowledge to places they have visited. Geographers at Norton Knatchbull will be proud to talk of their travels to other countries and their fieldwork activities, and documentaries and TV programmes showing the impact of people and processes on the places that people live in. The diverse and knowledge rich curriculum at Norton Knatchbull should develop confident and articulate geographers who want to learn more about the world around them.

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Year 7

Prior to joining NKS students will have studied…

It is expected that students will have covered the KS2 curriculum below but our baseline testing of students from 46 feeder schools shows an inconsistent variety with some students covering nothing explicitly called Geography.

♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge

♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography

♣ describe and understand key aspects of:

♣ physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Our curriculum builds on and extends this by… e.g. Units are sequenced to encourage/allow…

Ensuring that at the end of KS3, pupils will understand what it is to be a geographer. Pupils will have a curiosity and fascination in finding out about the world and its people, as well as having an interest and intention to travel in order to deepen their understanding of a range of places. They will have developed a passion and commitment to the subject. Our pupils will have developed an excellent knowledge of where places are and what they are like. They will have a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated.

Pupils will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future. Our pupils will have an extensive core of geographical knowledge and vocabulary, which will be learned and regularly practiced so that students are confident and comfortable using academic language in every context that requires it throughout their education and beyond.
They will have good spatial awareness and be able to use a wide range of maps effectively to investigate places routinely. They will be able to carry out increasingly complex, independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Content – Knowledge and Understanding	Unit 1 What is geography?	Unit 2 Geographical Skills	Unit 3 Exploring Britain	Unit 3 (cont.) Exploring Britain	Unit 4 Settlement	Unit 4 (cont.) Settlement
	This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess pupils' geographical capabilities related to the expectations of an 11-year-old; to provide a benchmark for the rest of Year 7. Pupils will investigate features and characteristics of the area around their new school, while also further developing geographical skills. This unit aims to help transfer between KS2 and 3, by determining the contextual world knowledge they have already gained and encouraging them to talk about the geography they already know. The variations in previous Geography content at KS2 because of the number of feeder schools presents some issues.	This unit focuses on the acquisition of the basic skills required by students from KS3 onwards.	This unit over two terms involves a study of the student's home country through a variety of different themes and involves the following coverage in term 3. About the UK - identifying that the UK is made up of four nations. Your island home - learning about the UK's main physical features, mountain ranges, hills and flatter land on a satellite image Knowing that the UK has thousands of rivers and be able to name and locate at least six major ones. It's a jigsaw! finding out how we have divided up the British Isles. Knowing that the British Isles is divided into two countries – the UK and the Republic of Ireland, understanding that the UK is made up of four nations – England, Scotland, Wales and Northern Ireland -appreciating that England is divided into regions and smaller areas. What's our weather like? - learning about weather patterns across the UK. Define weather as being the state of the atmosphere, and know that weather changes from day to day, and from one place to another. Describe the patterns to the weather across the UK.	This second term of the unit continues to involve a study of the student's home country through a variety of different themes and the following coverage in term 4. Who are we? To find out how we are all descended from immigrants and explain that immigrants to the UK have moved from another country to live here. Recognise that people in the UK are all descended from immigrants and know that people have moved to the UK from all over the world Where do we live? To find out how population is spread around the UK. To define population density as the average number of people per square kilometre and describe the variation in population density across the British Isles Understand that rural areas are mainly countryside, with some villages and small towns and that urban areas are built up, and include larger towns and cities How are we doing? - To explore different aspects of the UK, knowing that the average age of the UK's population is 40 Know that the UK has the world's 7th largest economy and explain the different job sectors and recognise that most people work in the tertiary sector, in the UK. Appreciate that there are big differences across the UK – some areas are wealthy, others are poor London: our capital city. To learn about London and how its population has grown. Know that London developed when the Romans invaded (it was called Londinium) and describe how London's population has grown since 1600 to become a multicultural city.	This unit over two terms involves an introduction to aspects of settlement and involves the following coverage in term 5. Where are settlements located? – a consideration of the factors affecting the location of settlements. Developing settlements – Group activity in deciding where to locate their settlements and considering the future growth of their settlement. Settlement functions. – an investigation of the different roles' settlements perform. Settlement hierarchy - an investigation into how we can order settlements based on their characteristics. The role of migration in settlements. – an investigation of the push and pull factors affecting settlement growth.	This second term of the unit continues to involve a study of settlement but more specifically the application of their understanding through their own fieldwork experiences in the town of Rye in East Sussex. Most of the term is given over to an extended enquiry into the town culminating in the production of a detailed presentation of their research into various aspects of the town based on their previous knowledge of settlements as a whole.

Skills and concepts	Physical, human, environmental geography Different scales – local, national and global Social, economic and environmental Use of GIS Changes over time	4 and 6 figure grid references. Longitude and Latitude. Scale on maps. Drawing plans. Measuring distance on maps. Identifying relief on maps. Map symbols. Compass points. OS map use. Atlas skills. Field sketching	Climate graph Choropleth map Relief map	Using case study evidence Line graphs Stacked bar graph Calculating mean Urban/ rural	Fieldwork skills Photo interpretation Field sketch EQS Land Use Survey Radar graphs Stacked bar graphs Located graphs Pictogram Individual research Extended writing Using case study evidence Using data evidence	See term 5
Assessment	Baseline Introducing Geography test – short answer, focussed on key terms	Making and mapping connections – testing knowledge and application of map skills	Population distribution extended question – application of knowledge and use of evidence	Counties project – independent research, use of data		Rye project – data collection, presentation and interpretation
Enrichment and extension	Fieldwork in Rye Geography club Counties project and Rye project – opportunities for independent research and extension. Can revisit Rye to identify differences at different times/ greater depth of study.					

Year 8

Our Y8 curriculum builds on and extends the work done in Y7 by applying skills learnt to unfamiliar contexts and locations. Study moves from local to global scale and is designed to broaden their Geographical awareness. It is designed to appeal to students as they make their GCSE option choices.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	**Unit 1 Geography of Sport** This unit initially focuses on the link between sport and geography and is designed to engage our students because of the popularity of sport. As the unit develops however the link with sport becomes more complex with the role of TNC's and sport. The unit involves the following coverage: Mapping sport through a variety of techniques. Exploring success in sport. Benefits of sport to the local area Loser's in sport – exploitation – sweatshops. Role of TNC's in sport.	**Unit 2 Volcanoes** This unit over two terms enables students develop their knowledge of tectonic events and landforms and the processes that create them with reference to volcanoes. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcanoes. Case studies will be relevant to the topic including Montserrat and Iceland. Current case studies show the dynamic nature of the subject and its relevance around the world. This unit provides an opportunity to build on pupil understanding of development from Y7 through the investigation of the differing impact of volcanoes of countries at different stages of development and provides a strong basis for further study in KS4. The unit involves the following coverage: Structure of the earth The crust Plate tectonic theory Plate boundaries Types of volcanoes Monitoring volcanoes Iceland's tectonic activity Montserrat case study	**Unit 2 (cont.) Supervolcanoes** Following term 2 introduction to tectonic events students develop their knowledge of a supervolcano tectonic event in term 3. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by producing their own extensive written report of the phenomenon and associated issues and develop their ability to write at length using appropriate case study materials. This provides a strong basis for further study in KS4 and for writing extended answers and for Unit 3 Geographical Applications paper.	**Unit 3 Africa** This unit over two terms sees students being given the opportunity to complete an in depth and comprehensive study of the continent of Africa and involves the following coverage in term 4. Perceptions and statistics History and statistics Wealth of Africa	**Unit 3 (cont.) Africa** Following the introductory background to the continent in term 4 students continue to investigate the physical geography of the continent, again involving some introduction to aspects of the KS4 specification: (e.g. biomes) Physical Geography of Africa Biomes Desertification Study then continues looking at some specific current issues affecting the continent: Educating Africa Health of Africa Future of Africa Study culminates in students investigating their own country in Africa and producing a detailed presentation of their research into various aspects of the country based on their previous knowledge of the continent.	**Unit 4 Tourism** This unit focusses on the various aspects of tourism and placed here before students embark on their summer holiday. By this stage students' options have already been decided so this topic is of interest to those who will continue with GCSE and those who are not. The unit involves the following coverage; What is a tourist? Global patterns of tourism. Impacts of tourism. Mass tourism. Movie tourism. Ecotourism. Extreme tourism. Dark tourism.
Skills and concepts	Scatter graphs Completing dot map Atlas skills Identifying patterns and distributions OS map skills Empathy for others TNCs Justifying opinions Costs/ benefits	Plate tectonic theory Types of volcano Zonal mapping Investigative skills DME Annotating diagrams	Use of evidence Extended writing Geographical model making	Climate graph Dot maps Choropleth maps Use of statistics	Resource mapping DME Evaluating evidence	Line graph DME

Assessment	Improving sweatshops – decision making and write a report justifying the choices	Volcano test – short answer knowledge test	Supervolcano report – extended writing open book – use of evidence	Africa project – research country – independent research, use of data	WaterAid article – evaluating impact of WaterAid	End of year exam
Enrichment and extension	Design a theme park enrichment activity Individual project – opportunity to extend understanding.					

Year 9

Our Y9 curriculum begins to prepare students for the GCSE programme. Units are sequenced to allow the initial emphasis on the Physical Geography units of the AQA specification as we consider this to appeal more to our students as it is more factually based examining various physical processes and builds on some of the concepts and areas studied in our two year KS3. As the majority of our students continue to study Geography as part of the EBac we feel we are able to follow a two year KS3 course as our students are able to understand concepts in the NC and the similar content of GCSE earlier e.g. some of the physical geography in the NC can be taught at a higher level straight away rather than teaching it at a lower level for KS3 and then repeating it again at KS4.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	**Unit 1 The Living World - Ecosystems/ Rainforests** Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. *Describing distribution of biomes and ecosystems around the world, explanation of the importance of the nutrient cycle* Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. *Describe and explain the distribution of the global rainforest biome, explain the causes of deforestation and evaluate which causes are most significant, assess the various management techniques of deforestation and their importance in preventing issues.*	**Unit 1 The Living World - Deserts** **Unit 2 Challenges of natural hazards** Hot desert ecosystems have a range of distinctive characteristics. Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification. *Describe and explain the distribution of the global hot desert biome, explain the causes of desertification and evaluate which causes are most significant, assess the various management techniques of desertification and their importance in preventing issues. Assess a range of challenges and opportunities for development in a Hot Desert Biome.* Natural hazards pose major risks to people and property. *Describing distribution of hazards.*	**Unit 2 Challenges of natural hazards – Tectonic Hazards** Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. *Explain the formation of tectonic hazards, comparison of effects and responses to earthquakes*.	**Unit 2 Challenges of natural hazards – Weather hazards** Tropical storms (hurricanes, cyclones, typhoons) develop as a result of physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by several weather hazards. Extreme weather events in the UK have impacts on human activity. *Describing distribution of weather hazards, including tropical storms around the world and the UK, explanation of formation of tropical storms and flooding, assessing the effectiveness of different forms of management and responses to hazards.*	**Unit 2 Challenges of natural hazards - Climate Change** Climate change is the result of natural and human factors and has a range of effects. *To describe how climate varies around the world and how these impacts on the environment and landscape.* .	**Unit 3 Urban Issues and Challenges** Patterns of Urban Change in HICs, NEEs and LICs. *Describing the distribution of mega cities, and changes in urbanisation rates.* *Explaining the causes Urbanisation.*

Skills, concepts and *vocabulary*	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. *Abiotic, Biotic, Consumer, Decomposer, Ecosystem, Food Chain, Food Web, Nutrient Cycle, Global Ecosystem/ Biome, Producer, Climate Graphs. Biodiversity, Commercial Farming, Debt Reduction, Deforestation, Ecotourism, Logging, Mineral Extraction, Selective Logging, Soil Erosion, Subsistence Farming Sustainability, Amazon, Adaptation, Climate Trophic Levels, Indigenous People, Rainforest Structure, Hydrological Cycle, Nutrient Cycle.* All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. *Appropriate technology, biodiversity, Desertification, hot desert, mineral extraction, overcultivation, overgrazing, global atmospheric circulation, adaptation, management, sustainability, development, fringe, Sahel, Sahara, opportunities, challenges, environment.* All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. *Hazard, Atmospheric, Geomorphological, Tectonic, Biological, Lithosphere, Asthenosphere, Mesosphere, Convection, Slab-pull, Constructive, (Divergent), Destructive (Convergent), Conservative (Transform), Primary/Secondary effects, Immediate/ Long-term Responses, Tsunami, Volcano, Earthquake* All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. *Tropical Cyclone, Hurricane/ Typhoon, Mitigation, Adaptation, Tropical Storm, Storm surge, Wind Shear. Primary/Secondary effects, Immediate/ Long-term Responses Flooding, Flood Hydrographs, Velocity, Discharge, Monitoring, Prediction, Planning/ Protection.* All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. *Climate change, Global Warming, Greenhouse Effect, Atmosphere, Greenhouse Gases* All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. *Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling.* All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF
Assessment	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.
Enrichment and extension	Documentaries available on a range of hazards and examples, links to documentary style TV programmes, links to Geography in the News when relevant.					

Year 10

Our Y10 curriculum builds on the Y9 GCSE programme. Units are sequenced to allow the initial emphasis on completing the Urban Issues and Challenges unit started at the end of Y9. We then return to our Physical Geography units in term 3 and 4 in order for us to complete the Physical Geography units of the AQA specification before beginning the final two Human Geography units which we feel presents the greatest challenge to our students in Y11.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	**Unit 3 Urban Issues and Challenges** Case study of a major NEE city - LAGOS Location, regional/international importance, causes of urban growth, social/economic and environmental opportunities and challenges for urban populations, urban planning to improve quality of life for the urban poor. *Evaluation whether opportunities or challenges are greater for the urban population of a city.* *Discussing the effectiveness of a range of urban planning strategies which can help to improve the lives of people.*	**Unit 3 Urban Issues and Challenges** Patterns of Urban Change in the UK Case study of a major UK city – Location, national/international importance, causes of urban growth/decline, social/economic and environmental opportunities and challenges for urban populations, urban planning to improve sustainability. *Describing the distribution of UK cities, and changes in population size.* *Explaining the causes urbanisation.* *Explaining how a city has changed over time in terms of population, ethnicity and inequalities.* *Evaluation whether opportunities or challenges are greater for the urban population of a city.* *Discussing the effectiveness of a range strategies which can help to improve sustainability in cities*	**Unit 4 Physical Geography of the UK** Introduction to the physical geography of the UK involving the mapping of major rivers, mountains and lowland areas of the UK. The coastline is shaped by several physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. Explaining how marine processes lead to the creation of various landforms. How coastal management strategies have both costs and benefits and work to reduce the impact of flooding.	**Unit 4 Physical Geography of the UK** Rivers are both shaped by several physical processes. Distinctive river landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect rivers from the effects of physical processes. Explaining how fluvial processes lead to the creation of various landforms. How river management strategies have both costs and benefits and work to reduce the impact of flooding.	**Human Geography fieldwork** Preparation lessons for the human Geography fieldwork with issue of fieldwork booklet and completion of study location, risk assessment and methodology sections of the booklet. Fieldwork visits completed. Completion of data presentation and analysis, conclusion and evaluation sections of the fieldwork booklet.	**Unit 5 Challenge of Resource Management** The distribution of global food/water and energy production and consumption. Changes in the UK supply and demand for food/water/energy. Why global demand for energy is increasing. Why energy insecurity an increasing issue.

Skills, concepts and vocabulary	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling. All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Brownfield site, dereliction, economic opportunities, greenfield site, inequalities, integrated transport systems, mega-cities, migration, natural increase, pollution, rural-urban fringe, sanitation, social deprivation, social opportunities, squatter settlement, sustainable urban living, traffic congestion, urban greening, urbanisation, urban regeneration, urban sprawl, waste recycling. All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Abrasion, arch, attrition, bar, beach, beach nourishment, beach reprofiling, cave, chemical weathering, cliff, deposition, dune regeneration, erosion, gabion, groyne, hard engineering, headlands and bays, hydraulic power, longshore drift, managed retreat, mass movement, mechanical weathering, rock armour, sand dune, sea wall, sliding, slumping, soft engineering, spit, stack, transportation, wave cut platform, waves. All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Abrasion, attrition, cross profile, dam and reservoir, discharge, embankments, estuary, flood, flood plain, flood plain zoning, flood relief channels, flood risk, flood warning, fluvial processes, gorge, hard engineering, hydraulic action, hydrograph, interlocking spurs, lateral erosion, levees, long profile, meander, ox-bow lake, precipitation, saltation, soft engineering, solution, (channel) straightening, suspension, traction, vertical erosion, waterfall All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy.	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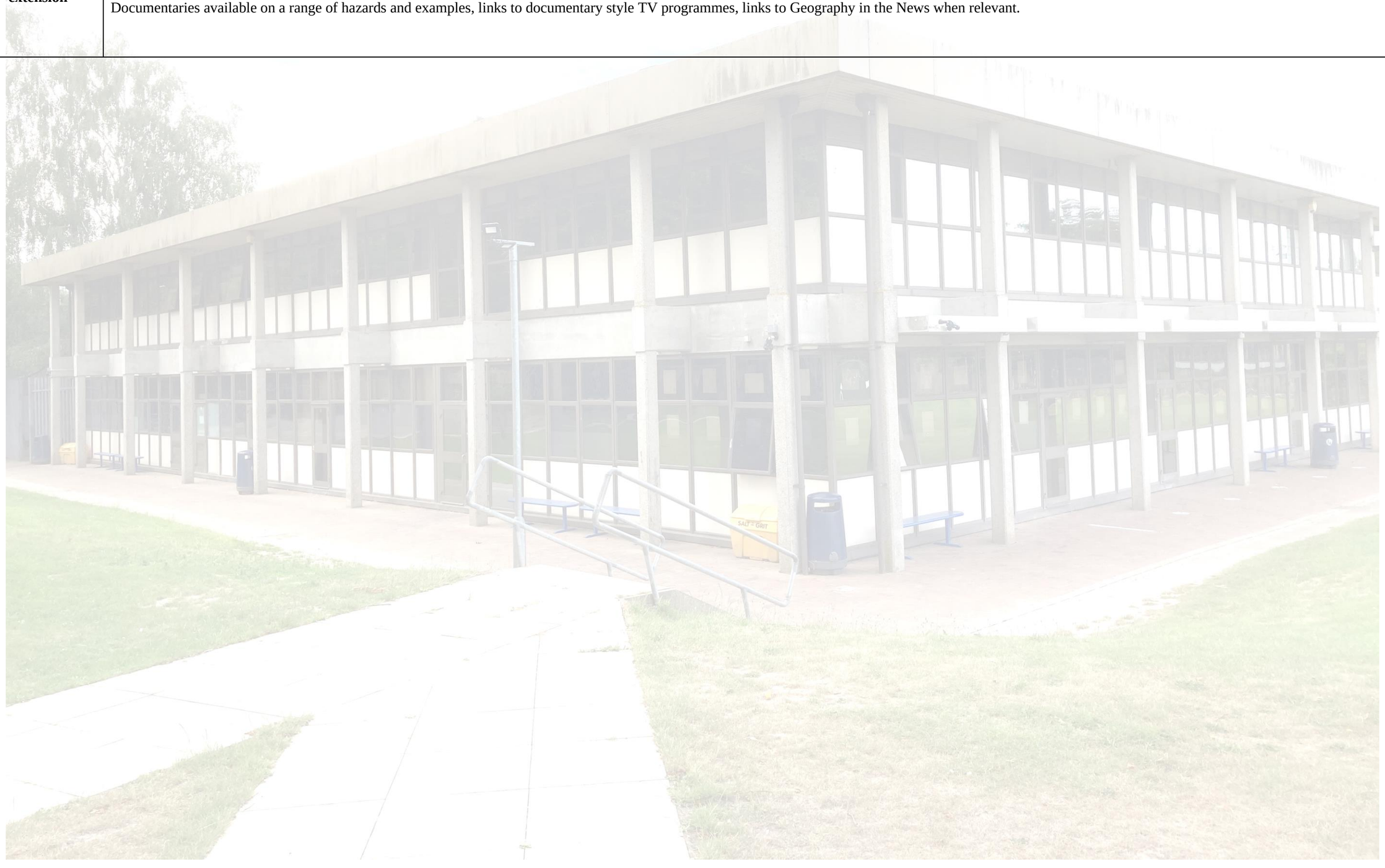
Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, aeroponics, biotechnology, famine, food insecurity, food security, hydroponics, irrigation, permaculture, sustainable development, sustainable food supply, the new green revolution, undernutrition, urban farming, ‘grey’ water, groundwater management, over-abstraction, sustainable development, sustainable water supply, waterborne diseases, water conflict, water conservation, water deficit, water insecurity, water quality, water security, water stress, water surplus, water transfer, biomass, energy conservation, energy exploitation, energy security, fossil fuel, geothermal energy, hydro(electric) power, nuclear power, renewable energy sources, solar energy, sustainable development, sustainable energy supply, wind energy. All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF

Assessment	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research. Past paper questions.	Homework set. Student research Past paper questions. End of unit test.
Enrichment and extension	Fieldwork visit to Ashford to complete the required Human fieldwork as specified by AQA. Documentaries available on a range of hazards and examples, links to documentary style TV programmes, links to Geography in the News when relevant.					



Year 11

Our Y11 curriculum builds on the Y10 GCSE programme and completes the specification. Units are sequenced to allow the emphasis on completing the Challenge of Resource Management unit started at the end of Y10. We then continue with our Human Geography units in term 2 and 3 in order for us to complete the Human Geography units of the AQA specification before completing the Physical Geography fieldwork in Term 4 leaving term 5 for revision and work on the pre-release materials.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	**Unit 5 Challenge of Resource Management** How energy supplies can be increased globally and locally. How energy is produced sustainably on a small scale. *Describing the distribution of global food/water/energy productions and consumption.* *Explaining changes in the UK supply and demand for food/water/energy.* *Explaining why global energy demand and insecurity increasing.* *Explaining how energy supplies can be increased globally and locally.* *Explaining how energy is produced sustainably on a small scale.*	**Unit 6 Changing Economic World** Classifying countries – LIC, NEE, HIC. Development indicators. Demographic Transition Model. Population pyramids. Causes and consequences of uneven development. How to reduce the development gap. How tourism can reduce the development gap – case study (Tunisia) Nigeria Case Study: The location and regional/global importance of Nigeria. What challenges does Nigeria face? Industrial change in Nigeria. Advantages/disadvantages of TNCs and how their role in Nigeria's development. Why Nigeria needs international aid. How development has improved the lives of Nigeria's population. *Describing the distribution of HIC/LIC/NEEs* *Comparing development indicators.* *Explaining the causes of population growth in relation to the DTM.* *Explaining the causes, consequences and solutions to uneven development* *Explaining the multiplier effect.* *Describing the location of Nigeria.* *Explaining the challenges faced by Nigeria.* *Discussing the role and advantages/disadvantages of TNCs in Nigeria.* *Explaining the need for international aid, and how this will*	**Unit 6 Changing Economic World** UK Case Study: Causes of economic change in the UK. Rural changes in the UK. The North-South divide. Costs and benefits of changing transport in the UK. Sustainable industry in the UK. The UK's global, European and Commonwealth links. *Describing how the UK industrial structure has changed.* *Explain how the UK government has responded to de-industrialisation.* *Suggest why 'growth' corridors exist in certain locations around the UK.* *Asses why quaternary industries locate in hi-tech hubs.* *Describing population change/unemployment in the UK.* *Discussing the costs and benefits of transport improvements in the UK.* *Describing the distribution of Commonwealth countries.* *Describe how EU membership has changed over time.* *Comparing changes in UK trade patterns.* *Describing the distribution of UK global transport links.*	**Physical Geography fieldwork** Preparation lessons for the physical Geography fieldwork with issue of fieldwork booklet and completion of study location, risk assessment and methodology sections of the booklet. Fieldwork visits completed. Completion of data presentation and analysis, conclusion and evaluation sections of the fieldwork booklet.	**Revision and Pre-release** Analysing data. Using data to support opinions. Using data to consider costs and benefits of the prescribed issue. Revision and exam preparation in lessons tailored by the classroom teacher according to the needs of the class.	**STUDY LEAVE**

		help improve the quality of life of Nigeria's population.				
Skills, concepts and vocabulary	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Agribusiness, carbon footprint, energy mix, food miles, fossil fuel, local food sourcing, organic produce, resource management, aeroponics, biotechnology, famine, food insecurity, food security, hydroponics, irrigation, permaculture, sustainable development, sustainable food supply, the new green revolution, undernutrition, urban farming, 'grey' water, groundwater management, over-abstraction, sustainable development, sustainable water supply, waterborne diseases, water conflict, water conservation, water deficit, water insecurity, water quality, water security, water stress, water surplus, water transfer, biomass, energy conservation, energy exploitation, energy security, fossil fuel, geothermal energy, hydro(electric) power, nuclear	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Birth rate, Commonwealth, death rate, deindustrialisation, demographic transition model, development, development gap, European Union, Fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, literacy rate, microfinance loans, North-South divide, post-industrial economy, science and business parks, service industries (tertiary industries), trade, transnational corporation (TNC). All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy. Birth rate, Commonwealth, death rate, deindustrialisation, demographic transition model, development, development gap, European Union, Fairtrade, globalisation, gross national income (GNI), human development index (HDI), industrial structure, infant mortality, information technologies, intermediate technology, international aid, life expectancy, literacy rate, microfinance loans, North-South divide, post-industrial economy, science and business parks, service industries (tertiary industries), trade, transnational corporation (TNC). All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy.	Reading maps, satellite images, tables, diagrams, infographics and written text for comprehension. Analysing data, reading tables/graphs, interpreting maps. Cartographic skills (atlas maps, OS maps, Satellite photography), Graphical skills, Numerical skills (e.g. scale, magnitude and frequency), Statistical skills (e.g. mean, median, mode), Qualitative and Quantitative data, formulate enquiry and argument, literacy.	

	power, renewable energy sources, solar energy, sustainable development, sustainable energy supply, wind energy. All key vocabulary taken from https://filestore.aqa.org.uk/resources/geography/AQA8035-SSV.PDF					
Assessment	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions. End of unit test.	Homework set. Student research Past paper questions.	Homework set. Past paper questions.	
Enrichment and extension	Fieldwork visit to the Kent coast to complete the required Physical fieldwork as specified by AQA. Documentaries available on a range of hazards and examples, links to documentary style TV programmes, links to Geography in the News when relevant. Additional lunchtime and breakfast revision and intervention sessions.					

Year 12

Prior to commencing A Level students will have studied…

An understanding of students' starting points is achieved by…

Our Y12 curriculum builds on and extends this by… e.g. Units are sequenced to encourage/allow…

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	**TEACHER 1 Human Geography core – Changing Places** This topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. **The nature and importance of places** The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place. Categories of place: - Near places and far places - Experienced places and media places Factors contributing to the character of places: - Endogenous (location, topography, physical Geography, land use, built environment and infrastructure, demographic and economic characteristics) - Exogenous (relationships with other places) **Relationships and connections** How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales. The characteristics and impacts of external forces operating at different scales, including either government policies or the decisions of multinational corporations or the impacts of international or global institutions. How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales. **Meaning and representation** How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences. How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. How both past and present processes of development can be seen to influence the social and economic characteristics of places and be so implicit in present meanings. **Place studies** Students must apply the theoretical knowledge previously acquired through two place studies. These studies should be short research pieces relating to the local place within which students live or study and then at least one further contrasting place.			**TEACHER 1 Physical Geography core – Water and Carbon Cycles** This topic focuses on the major stores of water and carbon in Earth's subsystems and associated interactions. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical Geography. This topic invites students to contemplate a 'system's approach within the magnitude and significance of the cycles and their relevance to wider Geography and their importance for human populations. This topic offers the opportunity to exercise and develop Geographical skills including observation, measurement and geospatial mapping skills together with data manipulation and statistical skills. **Water and carbon cycles as natural systems** Understanding what systems are in physical Geography and associated concepts i.e. positive / negative feedback, dynamic equilibrium, flows/ transfers. Application of systems to water and carbon cycles. **The water cycle** Exploring the global distribution of major water stores in Earth's subsystems. Analysing the physical and human processes driving changes in water cycles i.e. human interference and the long-term potential impacts of these changes. **The carbon cycle** Exploring the global distribution of major carbon stores in Earth's subsystems. Analysing the physical and human processes driving changes in the carbon cycles i.e. carbon sequestration and the long-term potential impacts of these changes. **Water climate and life on Earth** The key roles and relationships of the carbon and water stores and cycles in supporting life on Earth with reference to climate. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. **Case study 1** Students will explore a case study of a tropical rainforest to illustrate and analyse key themes studied in water and carbon cycles and their relationship to environmental change and human activity. **Case study 2** Students will explore a case study of a river catchment 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.		

Skills, concepts and vocabulary	**Key vocabulary** - *Agents of change, endogenous factors, exogenous factors, infrastructure, locale, location, meaning, media, objective, perception of place, place, place making, qualitative data, quantitative data, representation, sense of place, subjective.*	**Key vocabulary** - *Atmosphere, balance, biosphere, carbon, cryosphere, cyclical, deforestation, dynamic, equilibrium, feedback, hydrocarbon, hydrograph, hydrological, hydrosphere, intervention, mitigation, photosynthesis, processes relationships, sequestration, sustainable, system, water.*
Content – Knowledge and Understanding	**TEACHER 2 Physical Geography option – Coastal Systems and Landscapes** This topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. **Coasts as natural systems** Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes. **Systems and processes** Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts. Sediment sources, cells and budgets. Geomorphological processes: weathering, mass movement, erosion, transportation and deposition. Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/ abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff. **Coastal landscape development** This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples. Origin and development of landforms and landscapes of coastal erosion: cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development. Origin and development of landforms and landscapes of coastal deposition. Beaches, simple and compound spits, tombolo's, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development. Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development. Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts. Recent and predicted climatic change and potential impact on coasts. The relationship between process, time, landforms and landscapes in coastal settings. **Coastal management** Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management. **Case studies** 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 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.	**TEACHER 2 Human Geography option – Contemporary Urban Environments** This topic focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. **Urbanisation** Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. The emergence of megacities and world cities and their role in global and regional economies. Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. Urban change: deindustrialisation, decentralisation, rise of service economy. Urban policy and regeneration in Britain since 1979. **Urban forms** Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them. New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city. **Social and economic issues associated with urbanisation** Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues. **Urban climate** The impact of urban forms and processes on local climate and weather. Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution. Pollution reduction policies. **Urban drainage** Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs. Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS). River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes. **Urban waste and its disposal** Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade. Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area. **Other contemporary urban environmental issues** Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction. Strategies to manage these environmental problems. **Sustainable urban development**

		Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities. **<u>Case studies</u>** Case studies of two contrasting urban areas to illustrate and analyse key themes set out above, to include: • patterns of economic and social well-being • the nature and impact of physical environmental conditions with reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.
Skills, concepts and vocabulary	**Key vocabulary:** *natural systems, inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium, constructive and destructive waves. Sediment sources, cells and budgets. Geomorphological processes: weathering, mass movement, erosion, transportation and deposition, hydraulic action, wave quarrying, corrasion/ abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff, cliffs and wave cut platforms, cliff profile features including caves, arches and stacks, beaches, simple and compound spits, tombolo's,* offshore bars, barrier beaches and islands and sand dunes, estuarine mudflat/saltmarsh. Eustatic, isostatic and tectonic sea level change. Hard and soft engineering.	**Key vocabulary:** *Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. Megacities and world cities. Deindustrialisation, decentralisation, rise of service economy. Urban policy and regeneration. Urban forms. Economic inequality, social segregation and cultural diversity. Town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. Post-modern western city. Sustainable urban drainage systems (SUDS). River restoration* *Recycling, recovery, incineration, Sustainable urban development. Ecological footprint. Concept of liveability*
Assessment		
Enrichment and extension		

Year 13

Our Y13 curriculum builds on and extends this by… e.g. Units are sequenced to encourage/allow…

	Term 1	Term 2	Term 3	Term 4	Term 5
Content – Knowledge and Understanding	**TEACHER 1 NEA fieldwork preparation and data collection and write up.** The independent fieldwork investigation is worth 20% of the overall A-level grade. Students are required to undertake an independent investigation which must incorporate a significant element of fieldwork. Terms 1 and 2 of Y13 is used for students to plan their investigations and collect their primary data in the local environment and then to present, analyse and evaluate their investigation. **Fieldwork preparation and data collection** Students will first identify a preliminary research question/hypothesis from a physical or human topic of interest. They will then devise a methodology identifying a range of quantitative and qualitative primary data collection techniques and research comprehensive secondary sources of information. During the fieldwork, students will be responsible for collecting their primary data from adequate sample sizes/populations. **Fieldwork write up** Students will then begin the NEA fieldwork write-up. The introduction will comprise of approximately 500 words explaining the aim of the investigation and providing some theoretical context. The 500-word methodology will explain how the students carried out their date collection and determined the necessary sampling techniques. Students will choose appropriate presentation for their data incorporating a range of high-level techniques. Analysis will be added to the presented data and run to between 1,000 and 1,500 words. Advanced statistical techniques (chi-squared or a Lorenz Curve) will be used. Conclusions will be drawn from the data. The final section of the NEA involves a thorough evaluation of the investigation, focusing upon aspects such as validity of results, potential improvements, and ethical issues.		**TEACHER 1 Physical Geography Option – Natural Hazards** This topic focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students can engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills. **The concept of hazards in a Geographical context** Exploring the nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological), hazard perception and its economic and cultural determinants. Analysing a range of characteristic human responses to risk and relationships with hazard incidence and degree of economic development. **Plate tectonics** Exploring Earth structure, internal energy sources and plate tectonic theory of crustal evolution. Understanding of plate boundaries, movements and associated seismic and volcanic characteristic processes, and associated landforms i.e. volcanoes, rift valleys and island arcs. **Volcanic hazards** Exploring the nature and profile of all associated volcanic hazards i.e. pyroclastic flows and lahars. Through the application of two recent eruptions, students will evidence a range of socio-economic, environmental and political impacts, before considering appropriate short- and long-term responses and mitigation measures. **Seismic hazards** Exploring the nature and profile of all associated seismic hazards i.e. tsunami and liquefaction. Through the application of two recent earthquakes, students will evidence a range of socio-economic, environmental and political impacts, before considering appropriate short and long-term responses and mitigation measures. **Tropical storm hazards** Exploring the nature and profile of all associated tropical storm hazards i.e. storm surges and coastal flooding. Through the application of two recent tropical storms, students will evidence a range of socio-economic, environmental and political impacts, before considering appropriate short and long-term responses and mitigation measures.		**TEACHER 1 Revision and final exam preparation** Once the content has been taught, students will focus on revision and exam preparation for their final exams in early June. There are two papers with each having a 2-hour 30-minute duration. Paper 1 will comprise of exam questions on the three physical topics learnt: Natural Hazards, Water and Carbon Cycles and Coasts. Paper 2 will comprise of exam questions on the three human topics learnt: Changing Places, Contemporary Urban Environments and Global Systems and Global Governance. Lessons and independent study will cover all six topics as students have to be able to make synoptic links between topics. Students will spend term five with their teacher preparing for their final exams in early June. Each week, lessons will focus on one or more of the following six topics: Paper 1: Physical Geography Paper 2: Human Geography - Natural Hazards - Changing Places - Water and Carbon Cycles - Global systems and governance - Coastal Systems and landscapes - Contemporary urban environments Revision will comprise of use of past papers, specimen papers, mark schemes and examiners' reports to practise effective application. Also available is a bank of teacher produced exam questions with, exemplar student answers, summary notes and commentary answers highlighting the indicative content.

Skills, concepts and vocabulary	**Key vocabulary -** *Contextualise, critical analysis, field data, hypothesis, methodology, preliminary, primary, qualitative, quantitative, research, sampling, secondary, sourcing, statistical, theoretical*	**Key vocabulary -** *Adaptation, andesitic , asthenosphere, convection, Coriolis, crustal evolution, disaster, distribution, fallout, fatalism, frequency, geophysical, hazard, hydrological, interrelationships, island arc, liquefaction, lithosphere, Mercalli scale, mitigation, multi-hazardous, nuees ardentes, palaeomagnetism, Park Model, predictability, prevention, pyroclastic, pyrophytic, randomness, regularity, remote sensing, rhyolitic, rifting, risk sharing, Saffir-Simpson scale, sea-floor spreading, seismicity, silica, socio-economic, storm surge, temporal, tephra, volcanicity, vulnerability.*	**Key vocabulary** *from all six topics will be essential (see all Sixth Form curriculum maps) as we also closely examine command words: analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, summarise, to what extent.*
Content – Knowledge and Understanding	**TEACHER 2 NEA fieldwork preparation and data collection and write up.** The independent fieldwork investigation is worth 20% of the overall A-level grade. Students are required to undertake an independent investigation which must incorporate a significant element of fieldwork. Terms 1 and 2 of Y13 is used for students to plan their investigations and collect their primary data in the local environment and then to present, analyse and evaluate their investigation. **Fieldwork preparation and data collection** Students will first identify a preliminary research question/hypothesis from a physical or human topic of interest. They will then devise a methodology identifying a range of quantitative and qualitative primary data collection techniques and research comprehensive secondary sources of information. During the fieldwork, students will be responsible for collecting their primary data from adequate sample sizes/populations. **Fieldwork write up** Students will then begin the NEA fieldwork write-up. The introduction will comprise of approximately 500 words explaining the aim of the investigation and providing some theoretical context. The 500-word methodology will explain how the students carried out their date collection and determined the necessary sampling techniques. Students will choose appropriate presentation for their data incorporating a range of high-level techniques. Analysis will be added to the presented data and run to between 1,000 and 1,500 words. Advanced statistical techniques (chi-squared or a Lorenz Curve) will be used. Conclusions will be drawn from the data. The final section of the NEA involves a thorough evaluation of the investigation, focusing upon aspects such as validity of results, potential improvements, and ethical issues.	**TEACHER 2 Human Geography Option – Global Systems and Global Governance** This topic focuses on globalisation – the economic, political and social changes associated with the driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted attempts to manage and govern some aspects of human affair. Students engage with important dimensions of these phenomena with emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. **Global governance** Issues associated with global governance, including: - how agencies can work to promote growth and stability but may also exacerbate inequalities. -how interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. **The 'global commons'** - The concept of the 'global commons' and people's rights to sustainable development. - Antarctica as a global common: - An outline of the contemporary Geography of Antarctica to demonstrate its role as a global common and illustrate its vulnerability to global economic pressure and environmental change. - Threats to Antarctica arising from: - climate change - fishing and whaling - the search for mineral resources - tourism and scientific research - Critical appraisal of the governance of Antarctica - Analysis and assessment of the Geographical consequences of global governance for Antarctica and elsewhere to consider how global governance underlies and impacts lives across the globe. **Globalisation critique** The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact	**TEACHER 2 Revision and final exam preparation** Once the content has been taught, students will focus on revision and exam preparation for their final exams in early June. There are two papers with each having a 2-hour 30-minute duration. Paper 1 will comprise of exam questions on the three physical topics learnt: Natural Hazards, Water and Carbon Cycles and Coasts. Paper 2 will comprise of exam questions on the three human topics learnt: Changing Places, Contemporary Urban Environments and Global Systems and Global Governance. Lessons and independent study will cover all six topics as students have to be able to make synoptic links between topics. Students will spend term five with their teacher preparing for their final exams in early June. Each week, lessons will focus on one or more of the following six topics: Paper 1: Physical Geography Paper 2: Human Geography - Natural Hazards - Changing Places - Water and Carbon Cycles - Global systems and governance - Coastal Systems and landscapes - Contemporary urban environments Revision will comprise of use of past papers, specimen papers, mark schemes and examiners' reports to practise effective application. Also available is a bank of teacher produced exam questions with, exemplar student answers, summary notes and commentary answers highlighting the indicative content.

Skills, concepts and vocabulary	**Key vocabulary -** *Contextualise, critical analysis, field data, hypothesis, methodology, preliminary, primary, qualitative, quantitative, research, sampling, secondary, sourcing, statistical, theoretical*	**Key vocabulary -** *Contextualise, critical analysis, field data, hypothesis, methodology, preliminary, primary, qualitative, quantitative, research, sampling, secondary, sourcing, statistical, theoretical*	**Key vocabulary** from all six topics will be essential (see all Sixth Form curriculum maps) as we also closely examine command words: analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, summarise, to what extent.
Assessment			
Enrichment and extension			

SALT / GRIT