

Geography

We believe that all of our students can be good geographers, who can look at the world and understand natural processes and how people react to/interact with. All students, irrespective of ability, should be given the opportunity to achieve their full potential in Geography.

At Cornwallis, we are aiming for all of our students to be:

- Able to use the basic skills that allow us to begin investigating our world
- Good communicators by clearly explaining their reasoning in logical steps, giving them a framework for developing answers appropriately as they embark on KS5
- Resilient and as a result, able to evaluate accepted 'truths' who have the confidence to try and try again
- Committed to explaining what they see around them

Our intent in Year 13 is to continue teaching both human and physical Geography units simultaneously and highlighting the synopticity in the course. In addition to this, we need to push the more able on to improving, addressing all of what has been identified in our students' practice through the last year and supporting those for whom it is more challenging to build on what they have achieved

At this stage, there is a focus on dealing with the 'jump' from KS4. The level students are now expected to be working at is higher than even what they experienced at the highest point at GCSE. The marks they earn in A Level questioning are most often biased [75% to 25%] towards evaluation, linking knowledge and applying case studies that help illustrate their knowledge.

Year 12

Term One

Content of study	Tectonic Processes and Hazards [Unit 1-Physical] and Globalisation [Unit 2-Human]
What are the aims and objectives of this term?	In the first units of the physical and human components, we teach the new content while seeking to apply previous knowledge, in this case from GCSE [Physical Hazards and Economic World] Our objectives for Term 1 are: • Be able to identify where level 2 course knowledge may be weak and thus risk development at level 3 [GCE A Level] • Be able to develop contextual knowledge of specific places used as case studies in 'Globalisation' and Tectonic Hazards' • Be able to apply knowledge to draw conclusions to access a higher number of AO2 marks • Be able to interpret data relating to specific places, using existing numeracy skills and more sophisticated statistical analysis. The course content covered in Term 1/Unit 1 Tectonic Processes and Hazards is: • 1.1-The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes. • 1.2- There are theoretical frameworks that attempt to explain plate movements. • 1.3- Physical processes explain the causes of tectonic hazards. • 1.4-Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.

	The course content covered in Term 1/Unit 2 Globalisation is: • 3.1- Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses. • 3.2- Political and economic decision making are important factors in the acceleration of globalisation. • 3.3- Globalisation has affected some places and organisations more than others. • 3.4- The global shift has created winners and losers for people and the physical environment. Case studies are required and will be applied where appropriate, but culminate in a formal write up in Term 2 Exam style questions will also be done at appropriate points in the content.
What previous knowledge is required?	In the study of tectonic hazards, there is little completely new content, aside from volcanic, which are optional in our chosen GCSE spec'. However, to reach higher scores in assessed work, it would be easier to gain a more complex theoretical understanding if there was already some understanding in place. The same can be said of Globalisation, where much of the understanding the human content at GCSE comes from. If students are to do well at A Level, having a secure knowledge of globalisation is helpful.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge from earlier in KS3 and 4, particularly where case studies are common to A level. In KS5, synopticity is vital, so what is learnt in this term will link quite closely. This is further investigated in the Unit 3 exam with a focus on players, attitudes and actions and futures/uncertainties.
Resources	A Level textbook are digitally stored on Teams [in Files] • Video clip to introduce the topic Intro to Edexcel A Level-Tectonic hazards Introduction to globalisation-Tutor2U
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification In Term 1/Year 12, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3 and 4. Physical processes in 'Tectonic Hazard's and the human constructs learnt about in 'Globalisation' all support what is mandated in the KS3 National Curriculum.
Assessments	In Term 1 of Y12, we have opted to set one longer question [12 marks] and one mid-range [6 marks] Both will be set with some guidance on how to answer it as the students have little experience of how to write an A Level response. Trying to test those who even at this early stage appear to be higher ability while not making it inaccessible for others is an important balance. We only set these tasks once there is significant content covered and in so doing, we would reiterate the importance of knowledge that allows you to access higher marks. For example, explaining that some volcanoes producing more gaseous magma and explosive eruptions due to subduction of ocean water.
Term Two	

Content of study (Title)	Tectonic Processes and Hazards [Unit 1-Physical] and Globalisation [Unit 2-Human]
What are the aims and objectives of this term?	In the first units of the physical and human components, we teach the new content while seeking to apply previous knowledge, in this case from GCSE [Physical Hazards and Economic World] Our objectives for Term 1 are: • Be able to identify where level 2 course knowledge may be weak and thus risk development at level 3 [GCE A Level] • Be able to develop contextual knowledge of specific places used as case studies in 'Globalisation' and Tectonic Hazards' • Be able to apply knowledge to draw conclusions to access a higher number of AO2 marks • Be able to interpret data relating to specific places, using existing numeracy skills and more sophisticated statistical analysis. The course content covered in Term 1/Unit 1 Tectonic Processes and Hazards is: • 1.5 – Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience. • 1.6 - Development and governance are important in understanding disaster impact and vulnerability and resilience. • 1.7 – Understanding the complex trends and patterns for tectonic disasters help explain differential impacts. • 1.8 – Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. • 1.9 - Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. The course content covered in Term 1/Unit 2 Globalisation is: • 3.5 - The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. • 3.6 - The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation. • 3.7 - Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality. • 3.8 - Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. • 3.9 - Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.
What previous knowledge is required?	In the study of tectonic hazards, there is little completely new content, aside from volcanic, which are optional in our chosen GCSE spec'. However, to reach higher scores in assessed work, it would be easier to gain a more complex theoretical understanding if there was already some understanding in place. The same can be said of Globalisation, where much of the understanding the human content at GCSE comes from. If students are to do well at A Level, having a secure knowledge of globalisation is helpful.

How will this term's content help with future learning?	By having a strong grasp of both tectonic hazards and globalisation students will be able to realise and establish synoptic links between elements of the geography nexus which is comprised of social, economic, political and environmental factors. Furthermore, they will develop a great appreciation and understanding of cause and effect in addition to the multiplier effects which exist within geographical topics. Moreover, an insight into globalisation will provide a strong platform for superpower geography and how certain countries dominate social, economic and political elements on the global stage.
Resources	• A Level textbook are digitally stored on Teams [in Files] • Video clips to shore up case study knowledge are numerous for the topic of globalisation and are available via YouTube • These are shared via Teams and student's email account
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification In Term 2/Year 12, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3 and 4. Physical processes in 'Tectonic Hazard's and the human constructs learnt about in 'Globalisation' all support what is mandated in the KS3 National Curriculum and seen at GCSE in the Tectonic Hazards topic in Unit 1 and Changing Economic World topic in Unit 2.
Assessments	Over the course of the first year, we have opted to set one higher order question [20 marks] in addition to one middle order questions [9 marks]. We have adopted this approach as it gives students a gentle introduction to more complex questions whilst not overawing students who may struggle with the transition to A-level and the more complex written comprehension that it entails.
Term Three	
Content of study	Coastal Landscapes and Change [Unit 1-Physical] and Regenerating Places [Unit 2-Human]
What are the aims and objectives of this term?	In the first units of the physical and human components, we teach the new content while seeking to apply previous knowledge, in this case from GCSE [Physical Landscapes in the U.K. and Urban Issues and challenges.] Our objectives are to: • Be able to identify where level 2 course knowledge may be weak and thus risk development at level 3 [GCE A Level] • Be able to develop contextual knowledge of specific places used as case studies in 'Regenerating Places' and Coastal Landscapes' • Be able to apply knowledge to draw conclusions to access a higher number of AO2 marks • Be able to interpret data relating to specific places, using existing numeracy skills and more sophisticated statistical analysis. The course content covered in Term 3/Unit 1 Coastal Landscapes and Change is: • 2.1 - The coast, and wider littoral zone, has distinctive features and landscapes. • 2.2 – Geological structure influences the development of coastal landscapes at a variety of scales. • 2.3 - Rates of coastal recession and stability depend on lithology and other factors.

	2.4 - Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes. The course content covered in Term 3/Unit 2 Regenerating Places is: 4.1 - Economies can be classified in different ways and vary from place to place. 4.2 - Places have changed their function and characteristics over time. 4.3 - Past and present connections have shaped the economic and social characteristics of your chosen places. 4.4 - Economic and social inequalities changes people's perceptions of an area.
What previous knowledge is required?	Coastal landscapes should be familiar with A-level students that have studied GCSE geography as it is covered in the Physical Landscapes of the UK topic in Unit 1 of the GCSE course. Similarly, regenerating places has been covered to a lesser extent in the urban issues and challenges part of the GCSE course. Both units will involve developing a greater understanding of theory and processes but a solid grasp in the GCSE units listed above should prove very useful to students at A-level.
How will this term's content help with future learning?	By having a strong grasp of both Coastal Processes and Landscapes/Shaping Places and Regeneration, students will be able to realise and establish synoptic links between the physical and human elements of the geography nexus which is comprised of social, economic, political and environmental factors. Furthermore, they will develop a great appreciation and understanding of cause and effect in addition to the multiplier effects which exist within geographical topics. Moreover, an insight into both Coastal landscapes and Regenerating places will provide students with the necessary knowledge to conduct research for their Non-Examined Assessments [NEA]
Resources	- A Level textbook are digitally stored on Teams [in Files] - Video clips to shore up case study knowledge are numerous for the topic of globalisation and are available via YouTube - These are shared via Teams and student's email account - Students are encouraged to follow news organisations, like The Independent, or The Guardian to develop their learning independently. Twitter is a useful resource for this endeavour
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification In Term 3/Year 12, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3 and 4. Physical processes in 'Physical landscapes of the UK's and the human constructs learnt about in 'Globalisation' through the Changing Economic World all support what is mandated in the KS3 National Curriculum.
Assessments	We have opted to set one higher order question in addition to one middle order questions, which in the context of the Coasts and Regeneration units means students will complete a 20-mark question and a 12-mark question. These kinds of questions rely on knowledge of case studies, as well as a deeper theoretical knowledge and ability to evaluate.

	Lower tariff questions will be addressed in class [as well as other longer ones] and are used to determine the quality of basic AO1 knowledge and understanding. All assessed tasks are upgraded with exemplar materials offered to help students recognise a top answer to any given question
Term Four	
Content of study	Coastal Landscapes and Change [Unit 1-Physical Pt 2] and Regenerating Places [Unit 2-Human Pt 2]
What are the aims and objectives of this term?	In the first units of the physical and human components, we teach the new content while seeking to apply previous knowledge, in this case from GCSE [Physical Landscapes in the U.K. and Urban issues and challenges.] Our objectives are to: • Be able to identify where level 2 course knowledge may be weak and thus risk development at level 3 [GCE A Level] • Be able to develop contextual knowledge of specific places used as case studies in 'Regenerating Places' and Coastal Landscapes' • Be able to apply knowledge to draw conclusions to access a higher number of AO2 marks • Be able to interpret data relating to specific places, using existing numeracy skills and more sophisticated statistical analysis. The course content covered in Term 3/Unit 1 Coastal Landscapes and Change is: • 2.5 – Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes. • 2.6 – Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes. • 2.7 - Sea level change influences coasts on different timescales. • 2.8 - Rapid coastal retreat causes threats to people at the coast. The course content covered in Term 3/Unit 2 Regenerating Places is: • 4.5 - There are significant variations in the lived experience of place and engagement with them. • 4.6 - There is a range of ways to evaluate the need for regeneration. • 4.7 – UK government policy decisions play a key role in regeneration. • 4.8 – Local government policies aim to represent areas as being attractive for inward investment.
What previous knowledge is required?	The GCSE work on UK Physical Landscapes and KS3 work on Coasts will enhance students understanding and assist with developing greater synoptic understanding. The work in Urban Issues and Challenges from GCSE, Urbanisation in Y8 and Globalisation in Y9 will assist with issues of regeneration, even with the same city [London] being used, there is greater continuity with it being studied in more depth.
How will this term's content help with future learning?	Similarly, to Term 3, the secure understanding of both Coastal Processes and Landscapes/Shaping Places and Regeneration, students will be able to realise and

	establish synoptic links between the physical and human elements of the geography nexus which is comprised of social, economic, political and environmental factors. Furthermore, they will develop a great appreciation and understanding of cause and effect in addition to the multiplier effects which exist within geographical topics. Moreover, an insight into both Coastal landscapes and Regenerating places is particularly useful for the NEA which is based on units completed so far. This does limit the options as some topics, like Tectonic Hazards would be difficult to conduct a study on but numerous beaches and urban areas are in easy reach of the school.
Resources	• A Level textbook are digitally stored on Teams [in Files] • Video clips to shore up case study knowledge are numerous for the topic of globalisation and are available via YouTube • These are shared via Teams and student's email account • Students are encouraged to follow news organisations, like The Independent, or The Guardian to develop their learning independently. Twitter is a useful resource for this endeavour
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification In Term 4/Year 12, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3 and 4. The work is a continuation of what is done in term 3, with the plan being to complete a human and a physical unit over two terms, like in Term 1 and 2 Physical processes in 'Physical landscapes of the UK's and the human constructs learnt about in 'Globalisation' through the GCSE unit 'Changing Economic World' all support what is mandated in the KS3 National Curriculum.
Assessments	Over the course of the first year, we have opted to set one higher order question [20 marks] in addition to one middle order questions [9 marks]. We have maintained this approach as it gives students time to acclimatise to the more complex questions whilst not overawing students who may struggle with the transition to A-level and the more complex written comprehension that it entails. However, this will be done less from now on, particularly with PPEs approaching.
Term Five	
Content of study	Predominantly Non-Examined Assessment [NEA]
What are the aims and objectives of this term?	The aim is, with the sitting of the Y12 PPE, that we can begin to see whether the class-based performance tallies up with the performance in exams. Where there are gaps, they can be dealt with in the post PPE upgrades of responses and any additional teaching can be done. The Non-Examined Assessment NEA becomes a significant part of the course at this stage as it is expected that any data collection will happen between June and when we return in September. Students are entitled to take time out of school [up to 3 additional days] to do this as part of the course specification. In Term 5, the reading of the NEA guidance, studying exemplar materials and planning their own investigation will take the place of the content that was the focus previously.

	It should be noted that the NEA is an independent piece of work and although guidance can be given, the expectation is that the candidates do the work by themselves. Our objectives are to: • Be able to identify where synoptic connections may exist between units that have been taught so far on both Unit 1 and 2. • Be able to widely apply contextual knowledge of specific places in order to illustrate AO2 and achieve better marks/grades • Be able to apply knowledge and understanding to access a higher number of AO1 marks • Be able to interpret data relating to specific places, [specifically for the NEA] using existing numeracy skills and more sophisticated statistical analysis The course content covered in Term 5 is; • The Non-Examined Assessment; ○ Planning stage ○ Examining exemplar materials ○ Designing the introduction, context and proposed methodology • Content revision pertaining to Term 1 to 4 in both Unit 1 and 2 using the specification checklists • Studying the intricacies of the synoptic Unit 3, specifically the following components; ○ Players ○ Attitudes and actions ○ Futures and uncertainties
What previous knowledge is required?	Knowledge from the terms 1 to 4 is vital for the successful practice of exam style questions and the PPEs. The planning stage of the NEA will require significant understanding and secure knowledge to plan and decide upon an appropriate hypothesis and key questions. The knowledge that was learnt in KS3 and 4 will form the basis of a more developed understanding in KS5 which does allow the candidate to plan and write a comprehensive NEA.
How will this term's content help with future learning?	The exams will be successfully completed if there is a secure understanding of units in both Y12 and 13. The work in Y13 will be dependent on Y12 content, albeit in more cases in the human side of the course than the physical. For example, 'Globalisation' will tie in to the 'Health, Human Rights and Intervention' unit, given the global nature of the content in 'Intervention' such as wars.
Resources	• A Level textbook are digitally stored on Teams [in Files] • Video clips to shore up case study knowledge are numerous for the topic of globalisation and are available via YouTube • These are shared via Teams and student's email account • Students are encouraged to follow news organisations, like The Independent, or The Guardian to develop their learning independently. Twitter is a useful resource for this endeavour

	Past papers, as well as sample papers are available once used for PPE and class-based assessments.
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification In Term 5/Year 12, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3 and 4. The work is a continuation of what is done in Term 1 to 4 but the focus is on planning for the Unit 4 component or Non-Examined Assessment [NEA]
Assessments	The PPE's form the basis of this term's assessment though they are upgraded in the same way as the normal assessments are. As we move in to the last term, there will be revision of learnt content and more exam style questions, adding to the volume of assessed materials.
Term Six	
Content of study	Predominantly Non-Examined Assessment [NEA]
What are the aims and objectives of this term?	The NEA will require 4 days to be given to students to complete data collection, but one of those will be used by the department and a trip to a nearby coastal town of Herne Bay will be completed in the 3rd week of term. Once this is done, there will be time to work on completing the first two sections. A consolidation of knowledge already gathered in Terms 1 to 4 is a continuing aim that works alongside the NEA.
What previous knowledge is required?	Similar to Term 5, the knowledge from the terms 1 to 4 is vital for the successful practice of exam style questions that will be done alongside the independent NEA work. The planning stage of the NEA will require significant understanding and secure knowledge to plan and decide upon an appropriate hypothesis and key questions. The knowledge that was learnt in KS3 and 4 will form the basis of a more developed understanding in KS5 which does allow the candidate to plan and write a comprehensive NEA.
How will this term's content help with future learning?	The exams will be successfully completed if there is a secure understanding of units in both Y12 and 13. The work in Y13 will be dependent on Y12 content, albeit in more cases in the human side of the course than the physical. For example, 'Globalisation' will tie in to the 'Health, Human Rights and Intervention' unit, given the global nature of the content in 'Intervention' such as wars. As this term is about consolidation, the units we have covered will inevitably need to go over the synoptic considerations. They are: - Players - Attitudes and actions - Futures and uncertainties The 'Players' for example are different in all units, such as Local Councils may be a stakeholder in coastal management while National Governments may be most important when deciding policy to determine regeneration. Such a clear understanding

	can only help to support the Unit 3 paper as it is based around those three synoptic themes.
Resources	• A Level textbook are digitally stored on Teams [in Files] • Video clips to shore up case study knowledge are numerous for the four topics that would have been covered by now and are available via YouTube • These are shared via Teams and student's email account • Students are encouraged to follow news organisations, like The Independent, or The Guardian to develop their learning independently. Twitter is a useful resource for this endeavour • Past papers, as well as sample papers are available once used for PPE and class-based assessments.
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification Similar to what was done in Term 5, in Term 6/Year 12, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3 and 4. The work is a continuation of what is done in Term 1 to 4 but the focus is on planning for the Unit 4 component or Non-Examined Assessment [NEA]
Assessments	Over the course of the year, we have completed the same number of formally assessed pieces of work, but there are now more set as it is more important that we know the students are prepared for the step up in challenge. The topics are becoming more difficult, both in Human and Physical Geography. Tectonic and Coasts have been done in KS4 while Regeneration and Globalisation have also been tackled. However, Water and Carbon in Physical and Superpowers and Health, Human Rights and Intervention have not been covered so explicitly and are new to students in many ways.