

Geography

Through this course, we encourage students to:

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole
- develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
- recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies
- understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

Year 13 A Level Geography

Term One

Content of study	The Water Cycle and Water Insecurity [Topic 5 -Physical] and Superpowers [Topic 7- Human]
What are the aims and objectives of this term?	Our objectives for Term 1 are: • To draw together all four threads of the course, including the NEA [Non-Examined Assessment] and the synoptic Paper 3 • To draw the contextual knowledge of specific places together and offer a broad understanding illustrated by detailed case studies • To apply knowledge where drawing conclusions required in unseen questions • Be able to interpret data relating to specific places, supporting core knowledge and theories The course content covered in Term 1/Unit 5 The Water Cycle and Water Insecurity is: • 5.1-The global hydrological cycle is of enormous importance to life on earth • 5.2-The drainage basin is an open system within the global hydrological cycle • 5.3-The hydrological cycle influences water budgets and river systems at a local scale.

	5.4-Deficits within the hydrological cycle result from physical processes but can have significant impacts. The course content covered in Term 1/Unit 7 Superpowers is: 7.1- Geopolitical power stems from a range of human and physical characteristics of superpowers. 7.2-Patterns of power change over time and can be uni, bi- or multi-polar. 7.3-Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. 7.4- Superpowers have a significant influence over the global economic system. 7.5 Role of super powers as global police 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 and students will be given class time on their Non Examined Assessment to address any issues that may be emerging.
What previous knowledge is required?	<i>In the study of Water, a strong understanding of what was covered in the GCSE is essential to be able to access the far more sophisticated understanding of water issues but also its role in wider issues, such as climate change, etc.</i> <i>In 'Superpowers' it is a little more complicated. The requirement for a student to be a willing reader and to be aware of current affairs is particularly true in this unit. There is a lot of new theory that is taught but the basic linkages between economics and soft/hard power for example are things that the highest achieving students come to us understanding already.</i>
How will this term's content help with future learning?	<i>Good Geographers are able to build on their place knowledge and these units require, with which they are familiar with already. Geography requires learners to be able to link different types of content. This unit illustrates how the physical limitations can affect the human considerations.</i>
Resources	<i>A Level textbook are digitally stored on Teams [in Files]</i> Video clip to introduce the topic <i>Introduction to Superpowers-The Infographics Show</i> <i>Introduction to Water Scarcity-Netflix production</i>
Links to the national curriculum/specification	<i>Edexcel GCE A Level Geography 2016-Specification</i> <i>In Term 1/Year 13, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3, 4 and in the same vein as in Y12</i> <i>Physical processes in 'Water Cycle and Insecurity' and the human constructs learnt about in 'Superpowers' all support what is mandated in the KS3 National Curriculum to GCSE.</i>
Assessments	<i>In Term 1 of Y13, we have opted to set one longer question [12 marks] and one mid-range [6 marks].</i>
Term Two	
Content of study	<i>Superpowers [Topic 7 Human] Water cycle and water insecurity [Topic 5 Physical]</i>

What are the aims and objectives of this term?	<i>Our objectives for Term 2 are:</i> <i>To draw together all four threads of the course, including the NEA [Non-Examined Assessment] and the synoptic Paper 3</i> <i>To draw the contextual knowledge of specific places together and offer a broad understanding illustrated by detailed case studies</i> <i>To apply knowledge where drawing conclusions required in unseen questions</i> <i>Be able to interpret data relating to specific places, supporting core knowledge and theories</i> <i>The course content covered in Term 1/Unit 1 The Water Cycle and Water Insecurity is:</i> <i>surpluses within the water cycle – causes of flooding – human and physical</i> <i>climate change affecting inputs and outputs within hydro cycle</i> <i>climate change affecting stores and flows</i> <i>short term oscillations (ENSO cycles)</i> <i>water shortages across the globe - contrasts</i> <i>impacts of climate change on water security</i> <i>consequences of water insecurity on development (conflict)</i> <i>management of water supply and sustainability</i> <i>The course content covered in Term 2/Unit 7 Superpowers is:</i> <i>superpower resource – unequal distribution of resources</i> <i>superpowers and carbon emissions</i> <i>actions and attitudes in relation to resource acquisition</i> <i>Political spheres of influence</i> <i>Developing economic global ties in the developing world</i> <i>Rising economic importance of India and China</i> <i>Economic problems and costs of maintaining global power (military)</i> <i>Future balance of global superpowers</i> <i>Case studies are required and will be applied where appropriate, but culminate in a formal write up/PPE in Term 2</i> <i>Exam style questions will also be done at appropriate points in the content and students will be given class time on their Non-Examined Assessment [NEA] to address any issues that may be emerging.</i>
What previous knowledge is required?	<i>In the study of Water, a strong understanding of what was covered in the GCSE is essential to be able to access the far more sophisticated understanding of water issues but also its role in wider issues, such as climate change, etc.</i> <i>In 'Superpowers' it is a little more complicated. The requirement for a student to be a willing reader and to be aware of current affairs is particularly true in this unit. There is a lot of new theory that is taught but the basic linkages between economics and soft/hard power for example are things that the highest achieving students come to us understanding already.</i>
How will this term's content help with future learning?	<i>Good Geographers are able to build on their place knowledge and these units require, with which they are familiar with already. Geography requires learners to be able to link different types of content. This unit illustrates how the physical limitations can affect the human considerations.</i>

Resources	A Level textbook are digitally stored on Teams [in Files] • Video clip to introduce the topic Introduction to Superpowers-The Infographics Show Introduction to Water Scarcity-Netflix production
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification <i>In Term 2/Year 13, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3, 4 and in the same vein as in Y12</i> <i>Physical processes in 'Water Cycle and Insecurity' and the human constructs learnt about in 'Superpowers' all support what is mandated in the KS3 National Curriculum to GCSE.</i>
Assessments	<i>2 x Pre-Public Exams [PPE] based on past exam papers. Both human and physical units, with a spread of lower and higher tariff questions addressing AO1 and 2, with statistical analysis tasks addressing AO3.</i> <i>Both papers are subject to an upgrade lesson where model answers are examined and used to improve student's own responses.</i>
Term Three	
Content of study	<i>[Topic 8a: Human] Health, Human rights and Interventions [Topic 6: Physical] The Carbon Cycle and Energy Security- Part 1</i>
What are the aims and objectives of this term?	<i>Our objectives for Term 3 are:</i> • <i>To draw together all four threads of the course, including the NEA [Non-Examined Assessment] and the synoptic Paper 3</i> • <i>To draw the contextual knowledge of specific places together and offer a broad understanding illustrated by detailed case studies</i> • <i>To apply knowledge where drawing conclusions required in unseen questions</i> • <i>Be able to interpret data relating to specific places, supporting core knowledge and theories</i> <i>The course content covered in Term 3/Unit 6 The Carbon Cycle and Energy Insecurity is:</i> • <i>6.1-Most global carbon is locked in terrestrial stores as part of the long-term geological cycle.</i> • <i>6.2-Biological processes sequester carbon on land and in the oceans on shorter timescales.</i> • <i>6.3-A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities</i> • <i>6.4-Energy security is a key goal for countries, with most relying on fossil fuels.</i> <i>The course content covered in Term 3/Unit 8a Health, Human rights and interventions is:</i> • <i>Human development and understanding of quality of life</i> • <i>improvements in life expectancy and rights led by economic development</i> • <i>development statistics – do they lead to improvements in things we really care about?</i> • <i>Global variations in basic needs</i> • <i>case study of variation in basic needs</i> • <i>variations of health and life expectancy within countries.</i> • <i>role of governments and IGO's in defining development goals and policies.</i>

	• Dominant IGO's and neo-liberal viewpoints • millennium development goals examined • key features of the Declaration of Human rights statement Case studies are required and will be applied where appropriate, but culminate in a formal write up Exam style questions will also be done at appropriate points in the content and students will be given class time on their Non-Examined Assessment {NEA} to address any issues that may be emerging.
What previous knowledge is required?	In the study of Carbon Cycle and Energy Insecurity, a study of Living World in Term 1/Year 11 offers a outline of the carbon cycle, though somewhat simplified by comparison. Additionally, the issues behind 'energy security' would be informed by evaluating Nigeria's oil business [Term 3/Year 11-Changing Economic World] as well as in Term 5/Year 10-Challenge of Managing Resources, where carbon-based fuels are discussed and evaluated in comparison to renewable ones, like Wind. A strong understanding of what was covered in the GCSE is essential to be able to access the far more sophisticated understanding of water issues but also its role in wider issues, such as climate change, etc. In 'Health, Human rights and interventions' it is a little more complicated. The requirement for a student to be a willing reader and to be aware of current affairs is particularly true in this unit. There is a lot of new theory that is taught but the basic linkages between economics, development and NGOs/IGOs are things that the highest achieving students come to us understanding already.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and these units require, with which they are familiar with already. Geography requires learners to be able to link different types of content. This unit illustrates how the physical limitations can affect the human considerations.
Resources	A Level textbook are digitally stored on Teams [in Files] • Video clips to introduce the topic The carbon cycle is key to understanding climate change Millennium Development Goals-Dream or Reality
Links to the national curriculum/specification	Edexcel GCE A Level Geography 2016-Specification In Term 3/Year 13, we continue using knowledge of place and of locations, linking the physical and human geographies as we do in KS3, 4 and in the same vein as in Y12 Physical processes in 'The Carbon Cycle and Energy Insecurity' and the human constructs learnt about in 'Health, Human rights and interventions' all support what is learnt about in the KS3 National Curriculum to GCSE. For example, the Millennium Development Goals are referenced in the Changing Economic World, [Term 3/Year 11] though only used in stretch & challenge for more able students. The finite nature of fossil fuels in 'The Carbon Cycle and Energy Insecurity' is covered in Term 1/Year 9-Natural Resources] as are the links to climate change, though these are covered again as part of Unit 1.1 [Challenge of Natural Hazards/Climate Change]

Assessments	<i>In Term 3 of Y13, we have opted to set two longer questions [12 marks and 20 marks] as students need to practice their higher order skills in the most challenging style questions on the course. Both will be set with some guidance where differentiation is required to write an A Level response, but at this stage a greater degree of independence and self-led post-response upgrading is essential.</i> <i>We aim to stretch those who even at this early stage of a unit appear to be higher ability while not making it inaccessible for. We only set these tasks once there is significant content covered and in so doing, we are reiterating the importance of knowledge to help you to access higher marks.</i>
Term Four	
Content of study	<i>[Topic 8a: Human] Health, Human rights and Interventions [Topic 6: Physical] The Carbon Cycle and Energy Security- Part 2</i>
What are the aims and objectives of this term?	<i>Our objectives for Term 4 are:</i> <i>To draw together all four threads of the course, including the NEA [Non-Examined Assessment] and the synoptic Paper 3</i> <i>To draw the contextual knowledge of specific places together and offer a broad understanding illustrated by detailed case studies</i> <i>To apply knowledge where drawing conclusions required in unseen questions</i> <i>Be able to interpret data relating to specific places, supporting core knowledge and theories</i> <i>The course content covered in Term 4/Unit 6 The Carbon Cycle and energy insecurity is:</i> <i>6.5-Reliance on fossil fuels to drive economic development is still the global norm</i> <i>6.6-There are alternatives to fossil fuels but each has costs and benefits.</i> <i>6.7-Biological carbon cycles and the water cycle are threatened by human activity.</i> <i>6.8-There are implications for human wellbeing from the degradation of the water and carbon cycles.</i> <i>6.9-Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales.</i> <i>The course content covered in Term 3/Unit 8a Health, Human rights and Interventions is:</i> <i>8.4b- European convention on Human rights</i> <i>8.4c – Geneva convention</i> <i>8.5a – Differences in interpretations about human rights</i> <i>8.5b – Global corruption (index)</i> <i>8.6a – Global inequalities (Aboriginal and Amerindian rights)</i> <i>8.6b – Gender and ethnic equality issues</i> <i>8.7a – Geopolitical interventions – military and economic.</i> <i>8.7b – Validity and success of interventions</i> <i>8.7c – National sovereignty and the defence of rights</i> <i>8.8a – Forms and purposes of Aid</i> <i>8.8b – Impact of aid – Social, economic, environmental</i> <i>8.9a – Patterns of global conflicts and military intervention</i> <i>Case studies are required and will be applied where appropriate, but culminate in a formal write up</i>

	<i>Exam style questions will also be done at appropriate points in the content and students will be given class time on their Non-Examined Assessment to address any issues that may be emerging.</i>
What previous knowledge is required?	<i>For this term, the previous knowledge required is very similar to that of Term 3. It is still true that a strong understanding of what was covered in the GCSE is essential to be able to access the far more sophisticated understanding of water issues but also its role in wider issues, such as climate change, etc.</i> <i>In 'Health, Human rights and interventions' it is a little more complicated than looking back to GCSE and building on that. The requirement for a student to be a willing reader and to be aware of current affairs is particularly true in this unit and for this term, as it was in Term 3. There is a lot of new theory that is taught but the basic linkages between economics, development and NGOs/IGOs are things that the highest achieving students come to us understanding already.</i>
How will this term's content help with future learning?	<i>Good Geographers are able to build on their place knowledge and these units require, with which they are familiar with already. For example, place knowledge is required when studying named example of countries exporting large amounts of fossil fuel while utilising green energy themselves [Norway]</i> <i>Geography requires learners to be able to link different types of content, particularly in the synoptic paper 3. These units illustrate how the physical limitations/factors can affect the human considerations so developing the specific content affect how synoptic understanding develops in our students</i>
Resources	<i>A Level textbook are digitally stored on Teams [in Files]</i> • Video clips to introduce the topic <i>Water and Carbon Cycles - Links and Feedback</i> <i>Carnegie Endowment for Int' Peace-Russia in Syria</i>
Links to the national curriculum/specification	<i>Edexcel GCE A Level Geography 2016-Specification</i> <i>In Term 4/Year 13, we continue using knowledge of place and of locations, as we did in Term 3 linking the physical and human geographies as we do in KS3, 4 and in the same vein as in Y12</i> <i>Physical processes in 'The Carbon Cycle and Energy Insecurity' and the human constructs learnt about in 'Health, Human rights and interventions' all support what is learnt about in the KS3 National Curriculum to GCSE.</i> <i>For example, the Millennium Development Goals are referenced in the Changing Economic World, [Term 3/Year 11] though only used in stretch & challenge for more able students. The finite nature of fossil fuels in 'The Carbon Cycle and Energy Insecurity' is covered in Term 1/Year 9-Natural Resources] as are the links to climate change, though these are covered again as part of Unit 1.1 [Challenge of Natural Hazards/Climate Change]</i>
Assessments	<i>In Term 4 of Y13, we have opted to set two longer questions [12 marks and 20 marks] as students need to practice their higher order skills in the most challenging style questions on the course. Both will be set with some guidance where differentiation is required to</i>

	<i>write an A Level response, but at this stage a greater degree of independence and self-led post-response upgrading is essential.</i> <i>We aim to stretch those who even at this early stage of a unit appear to be higher ability while not making it inaccessible for. We only set these tasks once there is significant content covered and in so doing, we are reiterating the importance of knowledge to help you to access higher marks.</i>
Term Five	
Content of study	Revision
What are the aims and objectives of this term?	• <i>Time is spent revising the topics from Y12 as content should be complete by now. Any content not covered by now will be completed in this term</i> • <i>Case studies are a vital component of the course and a good understanding of them vital to achieve higher grades</i> • <i>Unit 3 synoptic paper is covered and structure is understood. It can be used as a yardstick for understanding of how different units may interconnect and of how capable students are of discussing it.</i> • <i>Exam style questions will also be done at appropriate points in the content</i> • <i>Students will be given class time on their Non-Examined Assessment to address any last-minute issues that may have emerged.</i>
What previous knowledge is required?	<i>All content from the A Level course, over Year 12 and 13 will be referenced, as are case studies and specific content that is new to the students.</i>
How will this term's content help with future learning?	<i>There is no future learning, but instead exam question practice, intensive revision of content which has been informed by performance in exam style questions.</i>
Resources	<i>All previously used resources will be accessed in the course of this revision.</i> <i>Past papers for Unit 3 will be used more extensively than in previous terms as we build upon the familiarity and likely range of the topics used.</i> <i>Notes from the entire course will need to be brought in and past PPEs can be used as the exemplar responses from them are of use when revising</i>
Links to the national curriculum/specification	<u>Edexcel GCE A Level Geography 2016-Specification</u> The course specification will be used as a checking tool to ensure that all areas of the course can be used. The activities undertaken this term are all aimed at developing the content taught and so is linked to all of it
Assessments	<i>In Term 5 of Y13, we have opted to continue to set two longer questions [12 marks and 20 marks] as students need to practice their higher order skills in the most challenging style questions on the course. This is no different to previous terms but in this term, there is a lot more time spent practicing questions as content has been completed.</i> <i>We continue to aim to stretch those who although are at different levels, need to push further to achieve higher grades, or even to achieve their targets if not being reached yet.</i>