

	Autumn		Spring		Summer	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	Students have 2 A-level Geography teachers and lesson time is split between them. Each teacher will cover different units as this helps students to develop understanding. For the two units covered this term it is particularly beneficial that they are taught side by side as they both have several elements in common. Indeed, exam questions may require reference to both topics in the same answer. As compulsory topics it is important for developing further synoptic links as well. Throughout this term students also continue to work on their Independent Investigation.		These two units pull together elements from Y12 globalisation as well as water and energy security from last term to look at ways in which countries influence each other through a mix of soft and hard power strategies and the consequences for different groups of people around the world.		The final half term before the Summer exams is used to revise key content, and skills, but also to draw together elements from the units to build the skills needed for the Synoptic paper (Paper 3). In the exam they are given a booklet of information and data sources to interpret in an UNSEEN exam. It is important that students build a range of skills to analyse different types of data sources to unpick this information and apply their knowledge to a potentially new location.	
	PHYSICAL SYSTEMS & SUSTAINABILITY (Paper 1): <u>CARBON CYCLE AND ENERGY INSECURITY</u> This unit builds on elements from resource management and climate change at GCSE. A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet.	PHYSICAL SYSTEMS & SUSTAINABILITY (Paper 1): <u>WATER CYCLE AND WATER INSECURITY</u> This unit draws on some elements about the water cycle covered in weather and rivers units covered at GCSE, as well as elements from the resource management unit. Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.	HUMAN SYSTEMS & GEOPOLITICS (Paper 2): <u>SUPERPOWERS</u> Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.	GLOBAL DEVELOPMENT & CONNECTIONS (Paper 2): <u>HEALTH, HUMAN RIGHTS & INTERVENTION</u> Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.	<u>SYNOPTIC & EXAM SKILLS</u> Students will undertake revision this term guided by areas identified for development by ongoing assessments and student feedback. As part of practice of exam skills we will also work on synoptic skills required for Paper 3. The specification contains three synoptic themes within the compulsory content areas: <ul style="list-style-type: none"> ● Players ● Attitudes and actions ● Futures and uncertainties. 	SUMMER EXAMS

<p>Skills- What will be developed?</p>	<ul style="list-style-type: none"> • Use of proportional flow diagrams showing carbon fluxes. • Use of maps showing global temperature and precipitation distribution. • Graphical analysis of the energy mix of different countries, including change over time. • Analysis of maps showing global energy trade and flows. • Comparisons of emissions from different energy source. • Using GIS to map land-use changes such as deforestation over time. • Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. • Plotting graphs of carbon dioxide levels, calculating means and rates of change. 	<ul style="list-style-type: none"> • Use of diagrams showing proportional flows within systems. • Comparative analysis of river regime annual discharges. • Analysis and construction of Water Budget graphs. • Using comparative data, labelling of features of storm hydrographs. • Use of large database to study the pattern and trends in floods and droughts worldwide. • Interpretation of synoptic charts and weather patterns, leading to droughts and floods. • Use of a global map to analyse world water stress and scarcity. • Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. • Identify seasonal variations in the regime of international rivers. 	<ul style="list-style-type: none"> • Constructing power indexes using complex data sets, including ranking and scaling. • Mapping past, present and future sphere of influence and alliances using world maps. • Using graphs of world trade growth using linear and logarithmic scales. • Mapping emissions and resource consumption using proportional symbols. • Plotting the changing location of the world's economic centre of gravity on world maps. • Analysing future Gross Domestic Product (GDP) using data from different sources. 	<ul style="list-style-type: none"> • Comparison of different measurements of development using ranked data. • Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development. • Use of proportional circles. • Use qualitative & quantitative indicators to derive an index of corruption. • Use of flowlines on global maps to show both the direction and level of aid from donor to recipient global regions. • Evaluating source material, including newspaper articles and marketing material. • Interpreting images to evaluate the impact of economic development. • Critical analysis of source material to identify possible reasons for error in the assessment of success. • Using Gini Coefficient. • Critical analysis of source materials to identify possible misuse of data in the assessment of success. 	<p>We will revisit skills covered over the last two terms and apply them in a variety of exam question styles. It will involve a wide range of data sources to interpret.</p>	
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> • How is the majority of global carbon locked in terrestrial stores as part of the long-term geological cycle? • What are the biological processes which sequester carbon on land and in the oceans on shorter timescales? • Why is a balanced carbon cycle important in sustaining other earth systems? • Why is it increasingly being altered by human activities? • Why is energy security a key goal for countries, with most relying on fossil fuels? • Why is the reliance on fossil fuels to drive economic development is still the global norm? • What are alternatives to fossil fuels? • What are the costs and benefits? • How are biological carbon cycles threatened by human activity? • What are the implications for human wellbeing from the degradation of the water and carbon cycles? • How does the risk of further planetary warming from large-scale release of stored carbon, require responses from different players at different scales? 	<ul style="list-style-type: none"> • How is the global hydrological cycle of enormous importance to life on earth? • How does the drainage basin function as an open system within the global hydrological cycle? • How does the hydrological cycle influence water budgets and river systems at a local scale? • How do deficits within the hydrological cycle result from physical processes? • How can they have significant impacts? • How do surpluses within the hydrological cycle lead to flooding, with significant impacts for people? • How might Climate change have significant impacts on the hydrological cycle globally and locally? • What are the physical and human causes of water insecurity? • What are the consequences and risks associated with water insecurity? • Why are there different approaches to managing water supply? • Why are some more sustainable than others? 	<ul style="list-style-type: none"> • What is a global superpower? • How does Geopolitical power stem from a range of human and physical characteristics of superpowers? • How do the patterns of power change over time? (Uni-, bi- or multi-polar). • How do Emerging powers vary in their influence on people and the physical environment? • Why do Superpowers have a significant influence over the global economic system? • How do Superpowers and emerging nations play a key role in international decision making? • Why are global concerns about the physical environment disproportionately influenced by superpower actions? • How is global influence contested in several different economic, environmental, and political spheres? • How do Developing nations have changing relationships with superpowers with consequences for people and the physical environment? 	<ul style="list-style-type: none"> • How are concepts of human development complex and contested? • Why are there variations in human health and life expectancy? • How do Governments and International Government Organisations play a significant role in defining development targets and policies? • How have Human rights become important aspects of both international law and international agreements? • Why are there are significant differences between countries in both their definitions and protection of human rights? • Why are there significant variations in human rights within countries? • How are they reflected in different levels of social development? • What are the different forms of geopolitical intervention in defence of human rights? • How is it that some development is focused on improving both human rights and human welfare, but other development has very negative environmental and cultural impacts? • How are Military aid, and both direct and indirect military intervention 		

			<ul style="list-style-type: none"> How do Existing superpowers face ongoing economic restructuring, which challenges their power? 	<p>frequently justified in terms of human rights?</p> <ul style="list-style-type: none"> What are the ways of measuring the success of geopolitical intervention? Why does Development aid have a mixed record of success? Why does Military intervention, both direct and indirect, have a mixed record of success? 		
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<ul style="list-style-type: none"> All lessons are designed with clear structure tasks which are broken up into smaller chunks to enable students to build their understanding. Appropriate scaffolding is given to help students complete written work. This may include key terms, sentence starters, partially modelled answers, frameworks for different styles of extended writing... Questioning is flexible and tailored to the needs of the group. Demonstrations and examples for students to apply to new contexts. 					
<p>Assessment- What? Why?</p>	<ul style="list-style-type: none"> Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies. Throughout lessons students will apply the knowledge learned to real exam questions – in Y12 we will use a mixture of shorter AS style questions and longer Alevel questions to ease the transition from GCSE to A-level. The highest mark tariff question for this term will be a 12 mark ASSESS question. At least twice per half term student will have a multi question assessment to complete (one per teacher) Students will also complete other extended writing tasks marked by staff for constructive feedback. 	<ul style="list-style-type: none"> Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies. Throughout lessons students will apply the knowledge learned to real exam questions – in Y12 we will use a mixture of shorter AS style questions and longer Alevel questions to ease the transition from GCSE to A-level. The highest mark tariff question for this term will be a 20 mark EVALUATE question. At least twice per half term student will have a multi question assessment to complete (one per teacher) Students will also complete other extended writing tasks marked by staff for constructive feedback. 	<ul style="list-style-type: none"> Recall quizzes at the start of every lesson. These may cover keywords or facts and figures from case studies. Throughout lessons students will apply the knowledge learned to real exam questions – in Y12 we will use a mixture of shorter AS style questions and longer Alevel questions to ease the transition from GCSE to A-level. The highest mark tariff question for this term will be a 12 mark ASSESS question. FORMAL Y12 End of year assessments Students will have meetings with their coursework mentor to monitor progress. 			
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<ul style="list-style-type: none"> We use a variety of quiz styles and questioning to retrieve prior knowledge. Use of revision guides and notes during lessons but also for homework to encourage students to go back over previous learning. Students regularly complete a variety of exam questions during lesson to apply their learning. Guided analysis of modelled or completion of partially modelled answers with students. Keyword plenary tasks to develop repetition of key vocab for students to use. 					
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> Written skills focus writing analytically using evidence to support points, DESCRIBING trends and patterns clearly, using language of COMPARISON effectively. Using planning frameworks for 12 mark ASSESS and 20 mark EVALUATE questions. Reading – working on the ability to read different styles of text to find evidence to find meaning and support judgments. Analysis of model answers to ensure students are using the correct language for Geographical concepts. 					
<p>Numeracy/computing skills</p>	<ul style="list-style-type: none"> Calculate: mean/median values, percentages change over time, ranges, and interquartile ranges Statistical: use of a variety of statistical tests and interpretation of correlations and levels of confidence to analyse data variables. Graphical: use and interpretation of a wide range of different techniques. 					
<p>Character development</p>	<p>Respectful and compassionate – students will be looking at a range of other places in the world and they will have to objectively look at a range of opinions they may disagree with. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people and why they may hold differing opinions.</p> <p>Resilience – students can also learn how resilient people can be in the face of significant challenges.</p>	<p>Respectful and compassionate – students will be looking at a range of other places in the world and they will have to objectively look at a range of opinions they may disagree with. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people and why they may hold differing opinions.</p> <p>Resilience – students can also learn how resilient people can be in the face of significant challenges.</p>	<p>Respectful & Compassionate – Students are looking at the interactions between countries at a global scale however, these decisions have significant consequences for many of the poorest people.</p> <p>Resilience – students can learn how resilient people can be in the face of significant challenges particularly when they are at an economic disadvantage.</p>	<p>Respectful and compassionate – Students will be looking at a range of sensitive issues including the consequences of conflict upon survivors – they will need to be sensitive to potentially very controversial viewpoints.</p> <p>Resilience – students can also learn how resilient people can be in the face of significant challenges or changes.</p>		

Equality/Diversity opportunities	Students will develop awareness of the different practical choices that people in other places have to make when faced with different problems. Develop awareness of how cultures and societies are influenced by the physical geographies surrounding them.	Students will develop awareness of the different practical choices that people in other places have to make when faced with different problems. Develop awareness of how cultures and societies are influenced by the physical geographies surrounding them.	Students will be at the shifting balance of power globally and reflecting upon how those changes might reflect global shifts in demographics. Which groups may benefit the most from these changes.	Students will develop awareness of the fact that people can live in the same place but have very different life experiences. They will look at the consequences of inequality and discrimination may have upon societies.		
Homework/Independent learning	<ul style="list-style-type: none"> • Satchel based quizzes design to reinforce in class learning. • Students may be given articles, photographs, graphs, or video clips to interpret with supporting questions set. • Students may be asked to look at sources from exam papers and answer questions to build their analytical skills. • Students may also be set subject specific keywords to learn for in lesson tests. • Students will also have EXAM QUESTION set to answer. 					
CIAG coverage/links	Students look at the changing job opportunities across the energy sector including those in OFFSHORE WIND and NUCLEAR ENERGY in the local area.	Students look at a range of roles in resource management including the world of organisations like the ENVIRONMENT AGENCY in monitoring and reducing flood risk. Also, the role of water companies in managing water availability.	Students look at a range of jobs and their global reach. Also, how the location of some types of jobs are changing across the globe.	Students look at the role of NGOs in their work to support disadvantages communities around the world. We also look at the work of the military in conflicts.		