

	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 – this helps students to develop understanding of a wider range of geographical concepts as they go along and encourages them to make links between different areas of study. This is beneficial for their deeper geographical learning and builds their knowledge of synoptic links needed for Paper 3.		The two units this term allow students to apply their learning to their local area contexts and practise skills that are useful for their NEA (Independent Investigation).		The summer term is used to revisit previous learning with an aim to both revise for the Y12 End of year assessment but also to draw together elements from the units to build the skills needed for the Synoptic paper (Paper 3). In which 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.	
	<p>DYNAMIC LANDSCAPES (Paper 1): <u>TECTONIC PROCESSES & HAZARDS</u> This unit builds on prior learning at both KS3 and GCSE but aims to develop students understanding of the complexity of dealing with the hazardous world in which we live. Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.</p>	<p>DYNAMIC PLACES (Paper 2): <u>GLOBALISATION</u> This unit builds on knowledge from GCSE about inequality, development, and world economies. However, it broadens the range of elements affected to consider the winners and losers of our increasingly connected world. Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</p>	<p>LANDSCAPE SYSTEMS (Paper 1): <u>COASTAL LANDSCAPES & CHANGE</u> In this unit students build upon their knowledge from GCSE to develop a deeper understanding of the complexity of coastal zones. Coastal landscapes develop due to the interaction of winds, waves, and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy, and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts.</p>	<p>SHAPING PLACES (Paper 2): <u>DIVERSE PLACES</u> This unit pulls on a variety of geographical concepts from previous years. Local places vary both demographically and culturally with change driven by local, national, and global processes. These processes include movements of people, capital, information, and resources, making some places more demographically and culturally diverse whilst other places appear to be less dynamic. This creates and exacerbates considerable social inequalities both between and within local areas. Variations in past and present connections with places lead to very different lived experiences of places at a local level. This is because demographic and cultural changes impact variably on people in terms of the lived experience of change and their perception of and attachment to places. The relative success of the management of demographic and cultural changes for individuals and groups depends on that lived experience of change and how perceptions of, and attachments to, the place are changed.</p>	<p><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:</p> <ul style="list-style-type: none"> ● Players ● Attitudes and actions ● Futures and uncertainties. 	<p><u>NON-EXAMINATION ASSESSMENT: INDEPENDENT INVESTIGATION</u> Students start work on their individual Investigation into a Geographical issue of their choosing. It must be underpinned by a wider issue or topic they have studied, and they must be able to collect some primary based data to support their conclusions. Students have at least 2 days to collect data although they may do more than this in their own time. The main purpose is to see whether they can carry out a successful investigation from start to finish and critically evaluate the decisions taken and understand the impact this may have on the validity of their conclusions.</p>
Skills- What will be developed?	<ul style="list-style-type: none"> ● Analysis of hazard distribution patterns on maps. ● Use of block diagrams to identify key features. ● Analysis of tsunami time-travel maps to aid prediction. ● Use of correlation techniques to analyse links between magnitude, deaths, & damage. ● Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. ● Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. 	<ul style="list-style-type: none"> ● Use of proportional flow lines showing networks of flows. ● Ranking and scaling data to create indices. ● Analysis of human & physical features on maps. ● Use of population, deprivation, and land-use datasets to quantify the impacts of deindustrialisation. ● Use of proportional flow arrows to show global movement of migrants. ● Analysis of global TNC & brand value datasets to quantify the influence of western brands. ● Critical use of World Bank and United Nations (UN) data sets to analyse trends in development, including the 	<ul style="list-style-type: none"> ● Satellite/OS map interpretation of a variety of coastlines to attempt to classify them. ● Use of measures of central tendency. ● Use of statistical analysis to investigate coastal data (student t-test, Chi-square test, Spearman's rank) ● Map and aerial interpretation of distinctive landforms indicating past of sea level change. ● Use of GIS, aerial photos, and maps to calculate recession rates for a variety of temporal 	<ul style="list-style-type: none"> ● Investigation of social media to understand how people relate to the places where they live. ● Use of GIS to analyse crime data and to show variations in levels of crime across communities. ● Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place. ● Testing of the strength of relationships using scatter graphs and Spearman's rank correlation. ● Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different 	<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>The independent investigation must:</p> <ul style="list-style-type: none"> ● be based on a question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any of the compulsory or optional content ● incorporate field data and/or evidence from field investigations, collected individually or in groups ● draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student

	<ul style="list-style-type: none"> • Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features. 	<p>use of line graphs, bar charts and trend lines.</p> <ul style="list-style-type: none"> • Plotting Lorenz curves and calculating the Gini Coefficient. 	<p>rates (annual changes and longer-term changes).</p> <ul style="list-style-type: none"> • Use of GIS to implement cost/benefit analysis to inform the choice of coastal management strategy. 	<p>representations and image of a local place.</p> <ul style="list-style-type: none"> • Use of indexes to measure ethnic and cultural diversity. • Interpretation of photographic and map evidence showing 'before and after' cross-sections. • Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. 		<ul style="list-style-type: none"> • require the student independently to contextualise, analyse and summarise findings and data • involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data.
<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 can global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes? • What are the theoretical frameworks that attempt to explain plate movements? (Convection currents, slab pull theory, subduction suck, and ridge push) • How do physical processes explain the causes of tectonic hazards? • Why are some volcanoes more dangerous than others? • How can disaster occurrence be explained by the relationship between hazards, vulnerability, resilience, and disaster? • How are hazard profiles important to an understanding of contrasting hazard impacts, vulnerability, and resilience? • Why are development and governance important in understanding disaster impact and vulnerability and resilience? • How can tectonic hazard impacts be managed by a variety of mitigation and adaptation strategies? • How do they vary in their effectiveness? 	<ul style="list-style-type: none"> • Why has Globalisation accelerated? (Rapid developments in transport, communications, and businesses). • Why are political and economic decision making important factors in the acceleration of globalisation? • Why has globalisation affected some places and organisations more than others? • How do TNCs both contribute to the spread of globalisation? (Global production networks, glocalisation, and the development of new markets), and take advantage of economic liberalisation? (Outsourcing and offshoring). • How has the global shift has created winners and losers for people & physical environment? • How has the scale and pace of economic migration has increased as the world has become more interconnected? • Has there been an emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment? • How has globalisation led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality? • How have Social, political and environmental tensions resulted from the rapidity of global change caused by globalisation? • What are the ethical and environmental concerns about unsustainability which have led to increased localism and awareness of the impacts of a consumer society? 	<ul style="list-style-type: none"> • How do coastal areas, and wider littoral zone, have distinctive features and landscapes? • How does the geological structure influence the development of coastal landscapes at a variety of scales? • Why do rates of coastal recession and stability depend on lithology and other factors.? • How does marine erosion create distinctive coastal landforms, and contribute to coastal landscapes? • How do sediment transport and deposition create distinctive landforms and contribute to coastal landscapes? • What are the subaerial processes of mass movement and weathering? • How do they influence coastal landforms and contribute to coastal landscapes? • To what extent does sea level change influence coasts on different timescales? • How does rapid coastal retreat cause threats to people at the coast? • How do increasing risks of coastal recession and coastal flooding have serious consequences for affected communities? • Why are there different approaches to managing the risks associated with coastal recession and flooding? • Why are coastlines now increasingly managed by holistic integrated coastal zone management (ICZM)? 	<ul style="list-style-type: none"> • How do the population characteristics vary from place to place and over time? • How have past and present connections shaped demographic and cultural characteristics? • Why are urban places seen differently by different groups due to their lived experience, and their perception of those places? • Why are rural places seen differently by different groups due to their lived experience and their perception of those places? • What are the range of ways to evaluate how people view their living spaces? • Why is culture and society more diverse now in the UK? • How do levels of segregation reflect cultural, economic and social variation and change over time? • How can changes to diverse places lead to tension and conflict? • How can the management of cultural and demographic issues be measured using a range of techniques? • How do different urban stakeholders have different criteria for assessing the success of managing change in diverse urban communities? • How do different rural stakeholders have different criteria for assessing the success of managing change in diverse rural communities? 		

<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>Focus on appropriate styles of analytical writing and structure for REPORT writing.</p>
<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>Choosing appropriate SAMPLING methods, selection and use of Statistical and presentation styles including graphs.</p>
<p>Character development</p>	<p>Respectful and compassionate – students will be looking at a range of other places in the world some of which have experienced disasters. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people. 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 some of which are experiencing significant poverty or discrimination. They will need to be both respectful and compassionate when thinking about the issues facing different groups of people. Resilience – students can also learn how resilient people can be in the face of significant challenges.</p>	<p>Compassion – students will need to put themselves in the position of people affected by coastal erosion and understand why they may feel unhappy with decision not to protect their communities. Resilience – students can also 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 places including those local to them. They will have to look at a range of social and economic issues some of which can be controversial within communities. Resilience – students can also learn how resilient people can be in the face of significant challenges or changes.</p>	<p>Resilience – students can also learn how to be resilient when faced with unfamiliar locations and learn to unpick and apply their knowledge.</p>	<p>Respectful– students will have to interact with members of the public as part of the fieldwork including interviewing them for questionnaires – so they will have to develop their communication skills. Resourcefulness & Resilience – students may have to adapt to conditions or change their plans when carrying out their fieldwork.</p>
<p>Equality/Diversity opportunities</p>	<p>Students will develop awareness of the different practical choices that people in other places have to make when faced with different levels of risk. Develop awareness of how cultures and societies are influenced by the physical geographies surrounding them.</p>	<p>Students will be looking at a variety of global cultures and trying to build an understanding of the complexity of factors which create diversity and influence equality around the world.</p>	<p>Students will be looking at different coastal communities to understand the differences they face in terms of the impact of the physical geography upon where they live and decisions about whether they qualify for protection.</p>	<p>Students will develop awareness of the fact that people can live in the same place but have very different life experiences. They will also develop understanding of how patterns of ethnicity and deprivation develop within urban areas and across the UK.</p>		<p>Students need to think about how they plan data collection to make sure they are inclusive of different groups of people and opinions.</p>

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 role SCIENTISTS (seismologists, Geologists and Vulcanologists) in hazard risk assessment.	Students will gain a deeper understanding in global trends in employment opportunities for a wide variety of industrial sectors.	Students look at the role of COASTAL ENGINEERS and ENVIRONMENTAL RISK MANAGEMENT ASSESSORS in making decisions and designing schemes to protect coastal communities.	Look at the role of URBAN PLANNERS in managing large urban areas and the projects that they might oversee as part of their role.		We discuss the importance of the various skills of investigation and how they are useful in a variety of job types.