



Intent

Curriculum Statement:

The Geography curriculum at Corby Business Academy will ensure that students appreciate the physical and human landscapes of this world; from the concrete jungles known as mega cities to the winding roads that rivers carve into landscapes. They will understand the inner depths of the dysfunctional jigsaw puzzle that we live on, ranging from the plate tectonics to the ever-growing heights of Mount Everest. We will allow students to have a clear view of issues that affect people around the world and empower them to both justify their views and make decisions.

Geography studies will take students on a journey of geographical investigations, to gain knowledge of what places are like now, understand how the past has influenced our present and how it might shape the future. Planning and programmes of study will also allow students to learn how to vocalise their opinions to create arguments and understanding using geographical vocabulary.

Lessons will create curiosity and give students the foundation to make a difference in the ever-changing world we live in. Guidance towards academic and career-based pathways will be embedded within learning experiences, and the wider curriculum, thus ensuring students acquire a passion for Geography.

Implementation

Year 7 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Welcome to the wonderful world of Geography What is Geography? Baseline test Our Island home (Introduction to the UK (Europe) Out and about in the UK (Europe) The UK in Europe (Europe) Migration crisis (Europe – Africa) – Part one Migration crisis (Europe – Africa) – Part two Misconceptions Africa (Africa) What is Africa like and population (Africa) Australia Ecosystems one (Oceania) Coral Reefs part two (Oceania) Ocean Plastic's (Oceania) 	<ul style="list-style-type: none"> Exploring our World 	<ul style="list-style-type: none"> Key stage three – baseline entry test One yellow sheet progress check (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> Jobs relating to different countries of different economic development. Economics associated with logging contrasted with environmental disruption Work skills include: organisation, time keeping and working in groups. Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management

				<ul style="list-style-type: none"> commitments, meeting deadlines and managing stress Combining information from a variety of sources 	
Term 2	<ul style="list-style-type: none"> Megacities (Asia) Development (Asia) Favelas (Asia) Arctic Treaty Part one (Antarctica) Arctic Treaty Part one (Antarctica) What is South America Like? (South America) Tourism – Machu Picchu (South America) Hazards in Chile (South America) Ecosystems (North America) Hazards – Wildfires (North America) Development: Rich vs. Poor Resources (North America) Landscapes – Grand Canyon and Niagara Falls (North America) 	<ul style="list-style-type: none"> Exploring our World 	<ul style="list-style-type: none"> One yellow sheet progress check (2 or 3 marked questions to check topic understanding) End of term exam: Exploring our world 	<ul style="list-style-type: none"> Working in extreme environments can be challenging Communicating with strong presentation skills Improving competence with ICT Carrying out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management
Term 3	<ul style="list-style-type: none"> The major global ecosystems/biomes (names, locations and features (biotic and abiotic) A case study ecosystem/biome to illustrate the following: Characteristics including landscape, climate and vegetation Factors that make the environment extreme Animal adaptations (behavioural and physical) A case study ecosystem/biome to illustrate the following: Human uses (reasons for and impacts) How the chosen ecosystem/biome could be used sustainably The greenhouse effect and the enhanced greenhouse effect 	<ul style="list-style-type: none"> Ecosystems 	<ul style="list-style-type: none"> One yellow sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> Communicating with strong presentation skills Industries that are involved with causing global warming covered Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Combining information from a variety of source 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative

	<ul style="list-style-type: none"> • Cause of global warming • The effects of global warming on the chosen ecosystem/biome 				<ul style="list-style-type: none"> • Self -management
<p>Term 4</p>	<ul style="list-style-type: none"> • What is the difference between weather and climate? • Polar ecosystem feedback lesson • How can we measure weather? • Why does it rain? • What causes the changeable weather we receive in the British Isles • What are the different weather conditions created by low pressure? • What are the different weather conditions created by high pressure? • How can we Interpret data from synoptic charts? • What factors that influence the climate? • Compare the difference in climate around the world? 	<ul style="list-style-type: none"> • Weather 	<p>Two yellow sheet progress (2 or 3 marked questions to check topic understanding)</p>	<ul style="list-style-type: none"> • Descriptions and evaluations are very clear, accurate and thorough; identifying all major issues, trends, patterns and anomalies with regards to weather events and climate data. • Accurate and extended explanations, linking together impacts of weather and climate. • Conclusions are accurate and substantiated with a range of relevant evidence from a variety of sources. • Use key words whenever appropriate and always with accuracy. 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self -management
<p>Term 5</p>	<ul style="list-style-type: none"> • The water cycles • Physical processes of erosion, transportation and deposition • Characteristics of a chosen landscape (coastal) • Features of a drainage basin • The cause (human and physical) and effects of coastal flooding and erosion 	<ul style="list-style-type: none"> • UK Coastal Landscapes 	<ul style="list-style-type: none"> • One yellow sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> • Emergency services and work of the water services discussed. • Communicating with strong presentation skills • Improving competence with ICT • Carrying out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management

				<ul style="list-style-type: none"> Combining information from a variety of sources 	
Term 6	<ul style="list-style-type: none"> Coastal processes (including longshore drift) and resulting landforms (including influence of resistant and less resistant rock (hard and soft)) Advantages and disadvantages of the different coastal management strategies (including why they are used in certain locations e.g. land value) A coastal case study and field trip to develop geographical investigation skills and support knowledge 	<ul style="list-style-type: none"> UK Coastal Landscapes 	<ul style="list-style-type: none"> One yellow sheet progress (2 or 3 marked questions to check topic understanding) End of year test Section A: Introduction to Geography (similar to the baseline assessment) Section B: Ecosystems Section C: UK physical landscapes Question types multiple choice, short answer, levels of response, extended prose. 	<ul style="list-style-type: none"> Construction jobs involved with engineering considered. Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management

Year 8 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Definition of globalisation including examples of how the movement of goods, services, people, money and information have increased and how the world is becoming more interconnected. The factors that have influenced globalisation The pros and cons of globalisation – unequal flows of money and people and unequal power relations The global pattern of trade – the rise of NEEs Use a case study (country, product, service etc) to illustrate the meaning of interdependence 	<ul style="list-style-type: none"> Globalisation 	<ul style="list-style-type: none"> One yellow sheet progress (2 or 3 marked questions to check topic understanding) End of topic assessment: Globalisation 	<ul style="list-style-type: none"> Manufacturing in different countries debated Communicating with strong presentation skills Improving competence The company of Nike is investigated including the range of jobs the company has Ethical consumerism covers multitude of products and businesses 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence

	<ul style="list-style-type: none"> The advantages and disadvantages of TNCs (support with a case study example) Ethical consumerism – Fairtrade, sweatshops, food miles, buy local, organic, agribusinesses 			<ul style="list-style-type: none"> Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Recording and adapting information Being creative Self-management
<p>Term 2</p>	<p>The long profile and changing cross profile of a river and its valley.</p> <ul style="list-style-type: none"> erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion transportation – traction, saltation, suspension and solution <p>Characteristics and formation of landforms resulting from erosion – waterfalls and gorges.</p> <ul style="list-style-type: none"> Characteristics and formation of landforms resulting from deposition – levées How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The costs and benefits of the following management strategies: hard engineering – dams and reservoirs, soft engineering – flood warnings and preparation, flood plain zoning. An example of a flood management scheme in the UK to show why the scheme was required. 	<ul style="list-style-type: none"> River Landscapes 	<ul style="list-style-type: none"> Two yellow sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> The cost and work involved in maintaining river defences Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management
<p>Term 3</p>	<ul style="list-style-type: none"> The Evidence for Climate Change The Natural Causes of Climate Change The Human Causes of Climate Change 	<ul style="list-style-type: none"> Climate change 	<ul style="list-style-type: none"> One yellow sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> Positive and Negative discussed 	<ul style="list-style-type: none"> Communication – written and verbal Literacy

	<ul style="list-style-type: none"> • The Effects of Climate Change • Managing the Impacts of Climate Change • Adapting To Climate Change 			<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources • 	<ul style="list-style-type: none"> • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
<p>Term 4</p>	<ul style="list-style-type: none"> • Global patterns of inequality such as The Brandt line • What is meant by development? • How a range of social, economic and environmental factors can influence development • Social and economic development indicators • The employment structure: the different sectors, how employment structures link to development, how and why the employment structure can change over time with reference to the UK. • Use an example disease to demonstrate the factors that influence the spread of a disease, the effects and attempts to manage 	<ul style="list-style-type: none"> • Developing World 	<ul style="list-style-type: none"> • One yellow sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> • Employment structures with detail of jobs found in each section including in areas of different economic development. • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
<p>Term 5</p>	<ul style="list-style-type: none"> • The difference between a disasters and hazards • Drifting continents theory • Earthquakes (With plate movement understanding) • Case study Earthquakes in-depth causes, primary and secondary impacts of the 2014 Haiti EQ 	<ul style="list-style-type: none"> • Hazards and Place study (Asia) 	<ul style="list-style-type: none"> • One yellow sheet progress (2 or 3-marked questions to check topic understanding) 	<ul style="list-style-type: none"> • Economic issues compared with long term and short-term consequences of Hazards 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy

	<ul style="list-style-type: none"> • Understanding of Different types of Volcanoes (Characteristics and locates) 			<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
<p>Term 6</p>	<ul style="list-style-type: none"> • Case study of Iceland (detailing the immediate and long-term responses) and management of volcanic eruptions • Investigating the causes and Impacts of a Tsunami • Weather hazard case study – Typhoon Haiyan Understand why and where tropical storms form and how LIC and HIC prepare for such hazards. • Understanding the difference between a Human disaster and a natural disaster. • Key information about one human disaster • Investigate the reason and causes of a Famine with case study information. 	<ul style="list-style-type: none"> • Hazards and Place study (Asia) 	<ul style="list-style-type: none"> • One yellow sheet progress (2 or 3 marked questions to check topic understanding) • End of term: Globalisation 	<ul style="list-style-type: none"> • Economic issues and affect on work both positive and negative discussed • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management



Year 9 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1 & 2	<ul style="list-style-type: none"> To understand the link between geography and sport and the positive and negative benefits of sport Explain the negative impacts of sport, local, national, globally. To investigate the link with sport and globalisation (Good and bad elements) Case study investigate of a TNC (Nike) the positive and negatives the company have worldwide. Explain the impacts of a sweatshop To investigate the World Cup and the global impact the event can have locally, nationally and globally Describe conflict that a major sporting event can have on an area Case study (London 2012) to develop detailed understanding of how the Olympic games can boost the UK's economy To know the difference between Brown and Greenfield sites (Understand positive and negative impacts of both) with examples locally and case study based. 	<ul style="list-style-type: none"> The Geography of Sport 	<ul style="list-style-type: none"> <u>Term 1</u>: Two blue sheet progress (2 or 3 marked questions to check topic understanding) <u>Term 2</u>: One yellow sheet End of assessment test: The Geography of Sport. 	<ul style="list-style-type: none"> Cumulative causation and the multiplier effect associated with the work in the sports industry investigated Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management

<p>Term 3 & 4</p>	<ul style="list-style-type: none"> • Maximum extent of ice cover across the UK during the last ice age. • Glacial processes: freeze-thaw weathering erosion – abrasion and plucking movement and transportation – rotational slip and bulldozing deposition – why glaciers deposit sediment (till and outwash). - Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. • Characteristics and formation of landforms resulting from transportation and deposition - erratic’s, drumlins, types of moraine. • An example of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition. • An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. • Conflicts between different land uses, and between development and conservation • An example of a glaciated upland area in the UK used for tourism to show: the attractions for tourists social, economic and environmental impacts of tourism strategies used to manage the impact of tourism. 	<ul style="list-style-type: none"> • Our world of Ice 	<ul style="list-style-type: none"> • Two blue sheet progress (2 or 3 marked questions to check topic understanding) • Term 2: One blue sheet progress (2 or 3 marked questions to check topic understanding) • End of year assessment: Glaciation 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources • Economic activity in relation to upland areas studied including working on farms, with tourist, forestry and quarrying. • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management • Group skills – interpersonal • Communication – written and verbal • Literacy
<p>Term 5</p>	<ul style="list-style-type: none"> - Food, water and energy are fundamental to human development. 	<ul style="list-style-type: none"> • Resource Management 	<ul style="list-style-type: none"> • Two yellow sheet progress 	<ul style="list-style-type: none"> • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal

	<p>The significance of food, water and energy to economic and social well-being.</p> <ul style="list-style-type: none"> - An overview of global inequalities in the supply and consumption of resources. - The changing demand and provision of resources in the UK create opportunities and challenges. - Food: the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce - Water: the changing demand for water, water quality and pollution management and matching supply and demand – areas of deficit and surplus - Energy: the changing energy mix – reliance on fossil fuels, growing significance of renewables, economic and environmental issues associated with exploitation of energy sources. 		<p>(2 or 3 marked questions to check topic understanding)</p>	<ul style="list-style-type: none"> • Economic activity in relation to upland areas studied including working on farms, with tourist, forestry and quarrying. • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
<p>Term 6</p>	<ul style="list-style-type: none"> • Mapping Kilimanjaro • Rainforest climate & Soil in Cameroon • Importance of the Savannah • Desertification in the Sahel • Development inequality • Accra, Ghana • Health inequality • Extended writing- Nigeria • Trading with China • Is Globalisation always great? • The true cost of oil • Rich Africa • Is aid dead? 	<ul style="list-style-type: none"> • Place study (Africa) 	<ul style="list-style-type: none"> • Two yellow sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management



	KS4	Assessments		CEIAG	Personal Development
		Topics	Assessment type		
The Living World: Hot Deserts	<ul style="list-style-type: none"> The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people How plants and animals adapt to the physical conditions. Issues related to biodiversity A case study of a hot desert to illustrate: development opportunities in hot desert environments: mineral extraction, energy, farming, tourism challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. 	<ul style="list-style-type: none"> Hot Deserts 	<ul style="list-style-type: none"> 4 blue sheet progress (4-9-mark questions to check topic understanding) 	<ul style="list-style-type: none"> Surviving and working in a desert Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management

<p>The Living World: Tropical rainforests</p>	<ul style="list-style-type: none"> • The physical characteristics of a tropical rainforest. <ul style="list-style-type: none"> • The interdependence of climate, water, soils, plants, animals and people. • How plants and animals adapt to the physical conditions. • Issues related to biodiversity. • Changing rates of deforestation. • A case study of a tropical rainforest to illustrate: <ul style="list-style-type: none"> • causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth • impacts of deforestation – economic development, soil erosion, contribution to climate change. • Value of tropical rainforests to people and the environment. • Strategies used to manage the rainforest • Sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction 	<ul style="list-style-type: none"> • Intro to ecosystems and tropical rainforests 	<ul style="list-style-type: none"> • Two blue sheet progress (2 or 3 marked questions to check topic understanding) 	<ul style="list-style-type: none"> • Economic issues with managing rainforests addressed. • Working with ecotourists • Evaluating the economic and environmental issues with logging • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources • 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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UK Physical landscapes: Rivers	<ul style="list-style-type: none"> • The long profile and changing cross profile of a river and its valley. • Fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion transportation – traction, saltation, suspension and solution deposition – why rivers deposit sediment. Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. • Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. • An example of a river valley in the UK to identify its major landforms of erosion and deposition. • How physical and human factors affect the flood risk – precipitation, geology, relief and land use. • The use of hydrographs to show the relationship between precipitation and discharge. • The costs and benefits of the following management strategies: hard engineering – dams and reservoirs, straightening, embankments, flood relief channels soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. • An example of a flood management scheme in the UK to show: why the scheme was required the management strategy the social, economic and environmental issues. 	<ul style="list-style-type: none"> • Rivers 	<ul style="list-style-type: none"> • Two blue sheet progress (2 or 3 marked questions to check topic Understanding) • End of year assessment: Ecosystems and rivers 	<ul style="list-style-type: none"> • The cost and work involved in maintaining river defences • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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<p>Natural Hazards: Tectonic Hazards</p>	<ul style="list-style-type: none"> • Definition of a natural hazard • Types of natural hazard • Factors affecting hazard risk • Plate tectonics theory • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins • Physical processes taking place at different types of plate margin (constructive, destructive • and conservative) that lead to earthquakes and volcanic activity. • Primary and secondary effects of a tectonic hazard • Immediate and long-term responses to a tectonic hazard • Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth • Reasons why people continue to live in areas at risk from a tectonic hazard • How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard 	<ul style="list-style-type: none"> • Tectonic Hazards 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding) • End of term assessment: • Section A: Hot deserts • Section B: Tectonic Hazards • Section C: Living world 	<ul style="list-style-type: none"> • Economic issues including loss of work due to natural disasters covered. • Natural disasters can provide new work especially in construction • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self- management
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<p>Natural Hazards: Weather and Climate change</p>	<ul style="list-style-type: none"> • General atmospheric circulation model: pressure belts and surface winds. • Global distribution of tropical storms (hurricanes, cyclones, typhoons). • An understanding of the relationship between tropical storms and general atmospheric circulation • Causes of tropical storms and the sequence of their formation and development • The structure and features of a tropical storm • How climate change might affect the distribution, frequency and intensity of tropical storms • Primary and secondary effects of tropical storms. • Immediate and long-term responses to tropical storms. • Use a named example of a tropical storm to show its effects and responses • How monitoring, prediction, protection and planning can reduce the effects of tropical storms • An overview of types of weather hazard experienced in the UK. • An example of a recent extreme weather events in the UK to illustrate: causes social, economic and environmental impacts • how management strategies can reduce risk. • Evidence that weather is becoming more extreme in the UK. • Evidence for climate change from the beginning of the Quaternary period to the present day. • Possible causes of climate change: natural factors – orbital changes, volcanic activity and solar output human factors – use of fossil fuels, agriculture and deforestation. 	<ul style="list-style-type: none"> • Weather hazards and climate change 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding) 	<ul style="list-style-type: none"> • Examples of economic activity that is affected in tropical storms investigated • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<ul style="list-style-type: none"> • Overview of the effects of climate change on people and the environment. • Managing climate change: mitigation – alternative energy production, carbon capture, planting trees, international agreements adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. 				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Urban Issues and Challenges: Rio and Leicester</p>	<ul style="list-style-type: none"> • The global pattern of urban change • Urban trends in different parts of the world including HICs and LICs. • Factors affecting the rate of urbanisation • migration (push–pull theory), natural increase. • The emergence of megacities. • A case study of a major city in an LIC or NEE to illustrate: the location and importance of the city, regionally, nationally and internationally • Causes of growth: natural increase and migration • How urban growth has created opportunities: social: access to services – health and education; access to resources – water supply, energy economic: how urban industrial areas can be a stimulus for economic development how urban growth has created • challenges: managing urban growth – slums, squatter settlements providing clean water, sanitation systems and energy providing access to services – health and education Reducing unemployment and crime Managing environmental issues Waste disposal, air and water pollution, Traffic congestion. An example of how urban planning is improving The quality of life for the urban poor. 	<ul style="list-style-type: none"> • Urban Issues and Challenges 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding) • End of term assessment: • Section A: Weather Hazards • Section B: Climate change • Section C: Urban issues 	<ul style="list-style-type: none"> • Economics as a driving force for migration debated • Opportunities available in urban areas compared to rural areas • Unemployment • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources • 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management

<ul style="list-style-type: none"> • Overview of the distribution of population and the major cities in the UK. • A case study of a major city in the UK to illustrate: the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city how urban change has created opportunities: social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems • environmental: urban greening how urban change has created challenges: social and economic: urban deprivation, inequalities in housing, education, health and employment • environmental: dereliction, building on brownfield and greenfield sites, waste disposal • the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. • An example of an urban regeneration project to show: reasons why the area needed regeneration the main features of the project. Features of sustainable urban living: water and energy conservation waste recycling Creating green space. • How urban transport strategies are used to Reduce traffic congestion. • The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and 	<ul style="list-style-type: none"> • Urban Issues and Challenges Fieldwork 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding) 	<ul style="list-style-type: none"> • Economic opportunities created in urban areas • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<p>secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced.</p> <ul style="list-style-type: none"> • Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods. • Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods • Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data. • Draw evidenced conclusions in relation to original aims of the enquiry. • Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable. 				
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UK Physical Landscapes: Coasts and fieldwork	<ul style="list-style-type: none"> Wave types and characteristics. Coastal processes: weathering processes – mechanical, chemical mass movement – sliding, slumping and rock falls erosion – hydraulic power, abrasion and attrition transportation – longshore drift deposition – why sediment is deposited in coastal areas. How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. The costs and benefits of the following management strategies: hard engineering – sea walls, rock armour, gabions and groynes soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat – coastal realignment. An example of a coastal management scheme in the UK to show: the reasons for management the management strategy the resulting effects and conflicts. The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human 	<ul style="list-style-type: none"> Coasts and Physical Fieldwork 	<ul style="list-style-type: none"> 4 blue sheet progress (4-9-mark questions to check topic understanding) End of term assessment: Section A: Coasts Section B: Fieldwork 	<ul style="list-style-type: none"> Communicating with strong presentation skills Improving competence with ICT Carry out research Working effectively in a team and taking a variety of roles in a team Being able to manage time by juggling commitments, meeting deadlines and managing stress Combining information from a variety of sources 	<ul style="list-style-type: none"> Group skills – interpersonal Communication – written and verbal Literacy Critical thinking skills – ability to appreciate different opinions Embedding core British values Organisational skills Seeing relationships and patterns Resilience Flexibility Developing a line of reasoning Examining evidence Recording and adapting information Being creative Self-management
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	<p>and physical fieldwork and how these risks might be reduced.</p> <ul style="list-style-type: none"> • Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods. • Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods • Description, analysis and explanation of the results of fieldwork data. Establish links between data sets. Use appropriate statistical techniques. Identification of anomalies in fieldwork data. • Draw evidenced conclusions in relation to original aims of the enquiry. • Identification of problems of data collection methods. Identification of limitations of data collected. Suggestions for other data that might be useful. Extent to which conclusions were reliable. 				
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<ul style="list-style-type: none"> • Different ways of classifying parts of the world according to their level of economic development and quality of life. • Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). • Limitations of economic and social measures. • Link between stages of the Demographic Transition Model and the level of development. • Causes of uneven development: physical, economic and historical. • Consequences of uneven development: disparities in wealth and health, international migration. • An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, Fairtrade, debt relief, microfinance loans. • An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. • A case study of one LIC or NEE to illustrate: the location and importance of the country, regionally and globally the wider political, social, cultural and environmental context within which the country is placed. • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country • the changing political and trading relationships with the wider world international aid: types of aid, impacts of aid 	<ul style="list-style-type: none"> • Changing Economic World 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding) 	<p>TRAVEL AGENT - Travel Agents research, plan, and book trips for individuals and groups. Although people are starting to research and book their travel plans online, it's often easier to use a Travel Agent, as they have years of experience and knowledge.</p> <p>HOTEL MANAGER - Hotel Managers oversee all aspects of running a hotel – from housekeeping and general maintenance to budget management and marketing of the hotel.</p> <p>SPA MANAGER - Spa Managers are responsible for the day-to-day running of health and/or beauty spas. They manage a spa's finances, employees, and services.</p> <p>TOUR OPERATOR - A Tour Operator typically combines tour and travel components to create holiday packages.</p> <p>EVENT & CONFERENCE ORGANISER - Organising any <u>event</u> or conference is time consuming, so an Event and Conference Organiser will help with the finer details of planning an event.</p> <p>TOUR GUIDE - Tour Guides work in the travel industry, and give guided tours to groups of visitors/tourists.</p> <p>SOMMELIER - In short, a Wine Sommelier is an expert in wines. A Wine Sommelier is passionate about wine. He or she is a highly trained and knowledgeable wine professional, specialising in all</p>	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<p>on the receiving country the environmental impacts of economic</p> <ul style="list-style-type: none"> development the effects of economic development on quality of life for the population. Economic futures in the UK: causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks impact of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable social and economic changes in the rural landscape in one area of population growth and one area of population decline improvements and new developments in road and rail infrastructure, port and airport capacity the north–south divide. Strategies used in an attempt to resolve regional differences the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 			<p>aspects of wine service.</p> <p>PR MANAGER - A PR Manager manages a brand’s reputation, and will plan, develop, and implement specific strategies to build and maintain the overall brand and reputation.</p> <p>LEISURE ACTIVITY CO-ORDINATOR - Leisure Activity Co-ordinators usually work for resorts and hotel chains. They’re the people on the ground who make sure that any planned activities run smoothly.</p>
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<p>The challenge of Resource</p>	<ul style="list-style-type: none"> • The significance of food, water and energy to economic and social well-being • An overview of global inequalities in the supply and consumption of resources. • An overview of resources in relation to the UK. Food: the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce • Larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food the trend towards agribusiness. Water: • The changing demand for water water quality and pollution management matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies. Energy: • The changing energy mix – reliance on fossil fuels, growing significance of renewables reduced domestic supplies of coal, gas and oil economic and environmental issues associated with exploitation of energy sources. - Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. • Areas of surplus (security) and deficit (insecurity): • Global distribution of energy consumption and supply reasons for increasing energy consumption: economic development, rising population, technology factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. • Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply. 	<ul style="list-style-type: none"> • Resource Management 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding • PPE (Human and Physical paper) 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<ul style="list-style-type: none"> • Different strategies can be used to increase energy supply. Overview of strategies to increase energy supply: • Renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy an example to show how the extraction of a fossil fuel has both advantages and disadvantages. • Moving towards a sustainable resource future: Individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels. • An example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. 				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pre-release booklet</p>	<ul style="list-style-type: none"> • A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. 	<ul style="list-style-type: none"> • Paper 3 Preparation 	<ul style="list-style-type: none"> • 4 blue sheet progress (4-9-mark questions to check topic understanding • PPE TWO (Human, Physical and fieldwork paper) 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management



KS5	Assessments		CEIAG	Personal Development
	Topics	Assessment type		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Hazards</p> <ul style="list-style-type: none"> - The concept of hazard in a geographical context - Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. - Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. - The Park model of human response to hazards. The Hazard Management Cycle. <p>Plate tectonics</p> <ul style="list-style-type: none"> - Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and sea-floor spreading. - Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. - Magma plumes and their relationship to plate movement. <p>Volcanic hazards</p> <ul style="list-style-type: none"> - The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. - Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. - Impacts and human responses as evidenced by a recent volcanic event. <p>Seismic hazards</p> <ul style="list-style-type: none"> - The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. - Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. 	<ul style="list-style-type: none"> • Hazards 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<ul style="list-style-type: none"> - Impacts and human responses as evidenced by a recent seismic event. <p>Storm hazards</p> <ul style="list-style-type: none"> - The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events. - Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. <ul style="list-style-type: none"> - Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world. <p>Fires in nature</p> <ul style="list-style-type: none"> - Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. - Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. - Impact and human responses as evidenced by a recent wild fire event. <p>Case studies</p> <ul style="list-style-type: none"> - Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. <p>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p>				
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Contemporary urban environments	<p>Urbanisation</p> <ul style="list-style-type: none"> - Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. The emergence of megacities and world cities and their role in global and regional economies. - Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. - Urban change: deindustrialisation, decentralisation, rise of service economy. - Urban policy and regeneration in Britain since 1979. - Urban forms - Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them. - New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city. - Social and economic issues associated with urbanisation - Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. <p>Strategies to manage these issues.</p> <ul style="list-style-type: none"> - Urban climate <p>The impact of urban forms and processes on local climate and weather.</p> <ul style="list-style-type: none"> - Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution. <p>Pollution reduction policies.</p> <ul style="list-style-type: none"> - Urban drainage - Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement 	<ul style="list-style-type: none"> • Contemporary urban environments 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<p>through urban catchments as measured by hydrographs.</p> <ul style="list-style-type: none"> - Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS). - River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes. - Urban waste and its disposal - Urban physical waste generation: sources of waste <ul style="list-style-type: none"> - industrial and commercial activity, personal consumption. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade - Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area. <p>Other contemporary urban environmental issues</p> <ul style="list-style-type: none"> - Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction. - Strategies to manage these environmental problems. - Sustainable urban development <p>Impact of urban areas on local and global environments. Ecological footprint of major urban areas. - - Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability.</p> <ul style="list-style-type: none"> - Contemporary opportunities and challenges in developing more sustainable cities. - Strategies for developing more sustainable cities. 				
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Coastal systems and Landscapes</p> <p>Coasts as natural systems</p> <ul style="list-style-type: none"> - Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes. - Systems and processes - Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts. - Sediment sources, cells and budgets. - Geomorphological processes: weathering, mass movement, erosion, transportation and deposition. - Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff. - Coastal landscape development - Coastal management - Human intervention in coastal landscapes. <p>Traditional approaches to coastal flood and erosion risk: hard and soft engineering.</p> <ul style="list-style-type: none"> - Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management. <p>Quantitative and qualitative skills</p> <p>Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.</p> <p>Case studies</p> <p>Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management.</p> <p>Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and</p>	<ul style="list-style-type: none"> • Coastal systems and landscapes 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	evaluate human responses of resilience, mitigation and adaptation.				
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<p>Changing Places</p>	<ul style="list-style-type: none"> - The ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place - The ways in which students’ own lives and those of others are affected by continuity and change in the nature of places and our understanding of place. - Relationships and connections - The impact of relationships and connections on people and place with a particular focus on: - Changing demographic and cultural characteristics - Economic change and social inequalities. - How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global. - The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions. - How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales. - Meaning and representation - The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. - How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences. - How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. - How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that 	<ul style="list-style-type: none"> • Changing Places 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<p>presented formally or statistically such as cartography and census data.</p> <ul style="list-style-type: none">- How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.				
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<p>Water and Carbon cycles</p>	<ul style="list-style-type: none"> - Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. - Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved. - Drainage basins as open systems – inputs and outputs, to include precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance. - Runoff variation and the flood hydrograph. - Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction. <p>The carbon cycle</p> <ul style="list-style-type: none"> - Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. - Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering. - Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes). - The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate. <p>Water, carbon, climate and life on Earth</p> <ul style="list-style-type: none"> - The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. 	<ul style="list-style-type: none"> • Water and carbon cycles 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carry out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<ul style="list-style-type: none">- The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. <p>Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</p>				
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<p>Global systems and global governance</p>	<ul style="list-style-type: none"> - Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. - Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. - Global systems Form and nature of economic, political, social and environmental interdependence in the contemporary world. <p>Issues associated with interdependence including how:</p> <ul style="list-style-type: none"> - unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places - unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way. - International trade and access to markets - Global features and trends in the volume and pattern of international trade and investment associated with globalisation. - Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies less developed economies. - Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being. - The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. - World trade in at least one food commodity or one manufacturing product. - Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable 	<ul style="list-style-type: none"> • Global systems and global governance 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading • PPE 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carrying out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self management
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	<p>access to markets underly and impacts on students' and other people's lives across the globe.</p> <p>Global governance</p> <ul style="list-style-type: none"> - The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. - Issues associated with attempts at global governance, including how: - agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices - interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. - The 'global commons' - The concept of the 'global commons. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons. - Antarctica as a global common - An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change. <p>Threats to Antarctica arising from:</p> <ul style="list-style-type: none"> - climate change <p>fishing and whaling the search for mineral resources tourism and scientific research.</p> <p>Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement.</p> <ul style="list-style-type: none"> - The role of NGOs in monitoring threats and enhancing protection of Antarctica. - Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance 				
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	<p>underlies and impacts on students' and other people's lives across the globe.</p> <p>Globalisation critique</p> <ul style="list-style-type: none">- The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.				
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Independent geography fieldwork investigation	<ul style="list-style-type: none"> • All students are required to undertake fieldwork in relation to processes in both physical and human geography. • Students must undertake four days of fieldwork during their A-level course. • Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. • Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. • The fieldwork undertaken as part of the individual investigation and may be based on either human or physical aspects of geography, or a combination of both. • Students may incorporate field data and/or evidence from field investigations collected individually • What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding. • The independent investigation must: • be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis • incorporate the observation and recording of field data and/or evidence from field • investigations that is of good quality and relevant to the topic under investigation involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches • draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes 	<ul style="list-style-type: none"> • Independent geography fieldwork investigation 	<ul style="list-style-type: none"> • One progress check per week. • Weekly homework • Fortnightly reading 	<ul style="list-style-type: none"> • Communicating with strong presentation skills • Improving competence with ICT • Carrying out research • Working effectively in a team and taking a variety of roles in a team • Being able to manage time by juggling commitments, meeting deadlines and managing stress • Combining information from a variety of sources 	<ul style="list-style-type: none"> • Group skills – interpersonal • Communication – written and verbal • Literacy • Critical thinking skills – ability to appreciate different opinions • Embedding core British values • Organisational skills • Seeing relationships and patterns • Resilience • Flexibility • Developing a line of reasoning • Examining evidence • Recording and adapting information • Being creative • Self-management
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	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable • quantitative or qualitative approaches and to apply them demonstrate the ability to interrogate and critically examine field data in order to comment on • its accuracy and/or the extent to which it is representative, and use the experience to extend • geographical understanding requires the student to independently contextualise, analyse and summarise findings and • data, and to draw conclusions, by applying existing knowledge, theory and concepts to order • and understand field observations and identify their relation to the wider context • involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing demonstrate the ability to answer a specific geographical question drawing effectively on • evidence and theory to make a well-argued case require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research. 				
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