

AQA A- Level Geography

LINK TO EXAM BOARD SPECIFICATION: <https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance>

AQA COURSE CODE: **7037** QAN Code - 601/8940/X

Marked/assessed work

GCSE & 'A' Level Geography share the same Assessment Objectives so students will have a sound understanding prior to KS5 study.

YEAR 12

SMSC			SPIRITUAL = SP “Explore beliefs & experience, respect values, discover oneself and the surrounding world, use imagination & creativity, reflect” A SENSE OF AWE & WONDER	MORAL = M “Recognise right and wrong, understand consequence, investigate moral and ethical issues, offer reasoned views” CARE & VALUE THE ENVIRONMENT	SOCIAL = SO “Use social skills in different contexts, work well with others, resolve conflict, understand how communities work” WORKING AS PART OF A TEAM	CULTURAL = C “Appreciate cultural influences, participate in culture opportunities, understand, accept, respect and celebrate diversity” UNDERSTANDING DIFFERENCES		
WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)			New skill = NS Revisit = R Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & provide experience to support KS5 new knowledge & skills?	School Values + SMSC + British Values (See bottom of document)
TERM PLAN	KNOWLEDGE & SKILLS		ASSESSMENT OBJECTIVE					

Term 1	PHYSICAL TOPIC HUMAN TOPIC						
(SEPT)	GLOBAL SYSTEMS AND GLOBAL GOVERNANCE Globalisation <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: developing technologies, systems and relationships including financial, transport, security, communications, management and information systems and trade agreements. Global systems <ul style="list-style-type: none"> • Form and nature of economic, political, social and environmental interdependence in the contemporary world. • Issues associated with unequal flows of people, money, ideas and technology within global systems. • Issues associated with unequal power relations. 	A01 – A03	R Globalisation and trade. Transport infrastructure. China, TNC's + N.E.E challenges and opportunities.	Ongoing independent reading suitable to student ability, set on google classroom and assessed through both verbal and written presentation in lesson time.	Local environment – Understanding globalisations impact in the UK and beyond, building sense of place.	Key ideas studied at GCSE that support content	School values: <ul style="list-style-type: none"> • Making smart decisions. • Smart work • Diversity and difference • Respecting each other's opinions • Independence and working out problems ourselves • Challenge to enable change
		A01 – A03	NS Longer answer (20 mark) responses.	Differentiated levels of support in lesson with use of model answers, writing frames and keywords + vocabulary sheets to help students to access exam	Appreciating the impact of global systems on the lives of the local community.	The changing economic world (GCSE unit) There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. Some LICs and NEEs are experiencing	

	<p>plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, burial, compaction, carbon sequestration in oceans and sediments, weathering.</p> <ul style="list-style-type: none"> 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). <ul style="list-style-type: none"> The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate. <p>SKILLS:</p> <p>Interpreting a variety of charts, data, graphs and maps (especially atlas maps).</p> <p>To develop extended writing skills to explore issues relating to changes in the carbon cycle.</p> <p>Opportunity to create line graphs of amounts of CO₂ in the atmosphere over time.</p> <p>Opportunity to discuss the nature of geographical data and methods of collection of the type of data relevant here, including GIS.</p> <p>Opportunity to analyse and present geographical data employing a variety of graphical techniques and descriptive statistics. (See skills checklist).</p> <p>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 and particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. <p>SKILLS:</p> <p>Comparative graphing techniques.</p> <p>Extended writing to levels descriptors.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information, and sources of information.</p> <p>Evaluating and presenting findings from research.</p> <p><i>Ongoing formative and summative assessment - Creating a markbook of student progress. AFL to highlight need for early interventions ahead of mock assessments.</i></p>	<p>AO3</p> <p>AO1 – AO3</p> <p>AO1 – AO3</p>					
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	<p>Case study 1: Case study of a tropical rainforest setting to illustrate and analyze key themes in water and carbon cycles and their relationship to environmental change and human activity. Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative material when looking at the experiences of people in place.</p> <p>Case Study 2: Case study of a river catchment(s) at a local scale to illustrate and analyze the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding. As above, including fieldwork data collection, presentation and analysis techniques, to come to valid conclusions. Techniques to evaluate the geographical enquiry process.</p> <p>Examination and progress check – Short assessment (PHYSICAL and HUMAN) before Christmas to test understanding and ability to access A-level assessment criteria.</p>	<p>AO3</p> <p>AO1 – AO3</p>	<p>R</p> <p>Analysis of case-studies and advanced data collection and presentation techniques</p> <p>NS</p> <p>Conducting statistical tests in relation to precipitation and discharge and multiple sites (Spearman's rank co-efficient)</p>				
Term 2	<p>Changing Places</p> <p>Introduction to topic</p> <ul style="list-style-type: none"> The concept of place and the importance of place in human life and experience Insider and outsider perspectives on place; categories of place: near and far, experienced and media places Factors contributing to the character of places Endogenous factors 	<p>AO1 + AO2</p>	<p>NS</p> <p>Evaluating the impact of governing bodies on a</p>	Ongoing independent reading suitable to student ability, set on google classroom and assessed through both verbal and	<p>Trip – Links made to Hunstanton, E20 (KS4) and local place studies.</p> <p>Trip – Yr12 residential to Dorset – Assessing sustainable coastal management as well as</p>	<p>Key ideas studied at GCSE that support content</p> <p>The changing economic world</p> <p>Major changes in the economy of the UK have affected</p>	<p>School values:</p> <ul style="list-style-type: none"> Making smart decisions. Smart work Diversity and difference

	<ul style="list-style-type: none"> Exogenous factors How humans perceive, engage with and form attachments to place and how they present and represent the world to others. How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg Film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically. Start to research and construct the local place study. For both place studies, there should be an equal focus on peoples lived experience AND EITHER changing demographic and cultural OR economic change. <p>NB The Place study (ies) could form the basis for the fieldwork investigation.</p> <p>The impact of relationships and connections on people and place with a focus on:</p> <ul style="list-style-type: none"> Changing demographic and cultural characteristics and 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. Local place study (ongoing). Start to research distant place study. <p>The characteristics and impacts of external forces operating at different scales</p> <ul style="list-style-type: none"> Including either government policies or the decisions of multi-nationals or the impacts of international or global institutions. How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics. <p>How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and shape the actions of people.</p> <p>Distant place study (ongoing).</p> <p>Place studies</p> <ul style="list-style-type: none"> Two place studies are required: one exploring the developing character of a place local to the 	<p>+ A03</p>	<p>changing place.</p> <p>R</p> <p>Presentation & analytical skills</p> <p>Study of local place and data collection + fieldwork techniques (Field studies weeks 1-5)</p> <p>Online academic research and data collection.</p> <p>Carrying out and analysing statistical tests (Spearman's rank and mann whitney U-Test)</p>	<p>written presentation in lesson time.</p> <p>Differentiated levels of support in lesson with use of model answers, writing frames and keywords + vocabulary sheets to help students to access exam language and rigour of A-level course.</p> <p>Identification of students requiring more support and intervention in scheduled classes following initial assessment.</p> <p>1 to 1 support in lesson for students struggling applying subject matter.</p> <p>Ongoing practice with oracy and encouraging (where possible) full sentence answers and developed responses from students.</p> <p>Challenge tasks given to HPA students that require to think further. Linking to school 'Take it further' initiative.</p>	<p>rates of erosion + sedimentation on the jurrasic coastline.</p> <p>Advanced fieldwork skills + workshops taught to prepare students to tackle N.E.A.</p> <p>4 night residential fieldtrip run in the summer term of year 12 to practice fieldwork techniques, generate and test hypotheses and generate conclusions and evaluations. Data collected may form basis of student NEA - see AO3.</p> <p>Self-taught workshop Swanage bay workshop, students working to test hypothesis and practice applying skills learned in KS4/5 so far.</p> <p>AQA webinars – David redfern exam technique + subject knowledge sessions.</p>	<p>and will continue to affect, employment patterns and regional growth.</p>	<ul style="list-style-type: none"> Respecting each other's opinions Independence and working out problems ourselves Challenge to enable change Co-operation and collaboration <p><u>SMSC + British Values</u> Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 1, 2, 3, 4, 5</p>
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	<p>home or study centre and the other exploring the developing character of a contrasting and distant place.</p> <ul style="list-style-type: none"> It is a good idea to start constructing the place studies before the end of the topic. <p>Ongoing formative and summative assessment - Creating a markbook of student progress. AFL to highlight need for early interventions ahead of mock assessments.</p> <p>Coastal Systems and Landscapes</p> <p>Systems in physical geography</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. <p>SKILLS:</p> <ul style="list-style-type: none"> Use of key subject specific and technical terminology. To identify connections and interrelationships between different aspects of geography. Constructing and using systems and models. Labelling and annotation of diagrams. <p>Systems and processes</p> <ul style="list-style-type: none"> 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, corrosion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and run off. <p>SKILLS:</p>	<p>A01 – A03</p> <p>A01 – A02</p>	<p>R</p> <p>Online academic research and data collection.</p> <p>Carrying out and analysing statistical tests (Spearman's rank and mann whitney U-Test)</p> <p>Evaluation of different maps, graphs and figures.</p> <p>Mathematics in Geography - % increase, averages and data interpretation +</p>	<p>Top-down planning for all abilities to ensure that students strive for end point (based on AQA skills + requirements of course)</p>		<p>Physical Landscapes in the UK: Coasts (GCSE unit)</p> <p>The coast is shaped by a number of physical processes.</p> <p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p>	
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	<ul style="list-style-type: none"> • Use of key subject specific and technical terminology. • Opportunities to develop skills such as drawing, labelling and annotating diagrams. • Opportunity to measure/study characteristics of waves and other coastal processes including erosion, transportation, deposition and weathering. • Handling primary and secondary sources of data. • Online research. • Constructing and interpreting a range of graphical and statistical techniques. • Using a range of maps to identify coastal features. • Opportunity to apply systems theory to identify the inputs, processes, and outputs operating at the coastal zone. <p>Coastal landscape development</p> <ul style="list-style-type: none"> • Origin and development of landforms and landscapes of coastal erosion: Cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development. • Origin and development of landforms and landscapes of coastal deposition. Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development. • Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development. • Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. • Coastlines of emergence and submergence. Origin and development of associate landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts. • Recent and predicted climatic change and potential impact on coasts. • The relationship between process, time, landforms and landscapes in coastal settings. <p>SKILLS:</p> <ul style="list-style-type: none"> • Use of key subject specific and technical terminology. 	AO1 – AO3	presentation techniques.				
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	<ul style="list-style-type: none"> Develop knowledge and understanding of a range of related landforms that combine to form distinctive coastal landscapes. To identify connections and interrelationships between different aspects of geography. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Opportunity to analyse and present geographical data employing a variety of graphical techniques and descriptive statistics (see skills checklist). Opportunity to use a range of sources of information to research the impacts of recent and predicted sea level change on coasts. Opportunity to construct arguments about the impacts of climate change and come to valid conclusions. <p>Coastal management</p> <ul style="list-style-type: none"> Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management. <p>SKILLS:</p> <ul style="list-style-type: none"> Opportunity to conduct fieldwork to investigate the characteristics and effectiveness of different approaches to coastal management. Online research. Handling primary and secondary sources of data. Construct and interpret a range of graphical and statistical techniques. To use a range of maps to identify different management approaches. Opportunity to assess different coastal management approaches, including activities such as cost-benefit analysis etc, and come to valid conclusions. <p>Case study 1 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. SKILLS:</p>	<p>AO1 – AO3</p> <p>AO3</p>					
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	<ul style="list-style-type: none"> Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative material when looking at the experiences of people in place. Present, analyse, draw conclusions and evaluate those findings using a range of geographical techniques (see skills checklist). <p>Case study 2 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 evaluate human responses of resilience, mitigation and adaption.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative material when looking at the experiences of people in place. <p>Examination and progress check – Short assessment (PHYSICAL and HUMAN) before Easter to test understanding and ability to access A-level assessment criteria ahead of mock exam.</p>	<p>AO3</p> <p>AO1 – AO3</p>					
Term 3	<p>Non-Exam Assessment 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. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.</p> <p>The NEA will be taught in lessons until the end of term. After which, students will be expected to complete this both in and outside of school before October half-term of the following academic year. This will be done so alongside the teaching of the final units (seen in Yr13 intent)</p>	<p>AO1,2 & 3</p> <p>AO3</p>	<p>R Presentation & analytical skills</p> <p>Report writing and assessing data in order to prove/disprove hypothesis.</p> <p>Researching academic</p>	<p>Ongoing independent reading suitable to student ability, set on google classroom and assessed through both verbal and written presentation in lesson time.</p> <p>Differentiated levels of support in lesson with use of model answers, writing frames and keywords + vocabulary sheets to help students to</p>	<p>Trip – Yr12 residential to Dorset – Assessing sustainable coastal management as well as rates of erosion + sedimentation on the Jurassic coastline. Advanced fieldwork skills + workshops taught to prepare students to tackle N.E.A.</p> <p>4 night residential fieldtrip run in the summer term of year 12 to practice fieldwork techniques, generate and test hypotheses and generate conclusions and</p>	<p>Many students will have had experience of fieldwork – Fieldstudies weeks 1-5 in KS3/4.</p> <p>RA students have been to E20 in London and Hunstanton on the Norfolk coast in preparation for paper 3 - AQA GCSE</p>	<p>School values:</p> <ul style="list-style-type: none"> Making smart decisions. Smart work Diversity and difference Respecting each other's opinions Independence and working out problems ourselves

			<p>literature and critically evaluating this.</p> <p>NS Formulating a 3-4,500word scientific report in relation to a specific and focussed fieldwork title.</p>	<p>access exam language and rigour of A-level course.</p> <p>Identification of students requiring more support and intervention in scheduled classes following initial assessment.</p> <p>1 to 1 support in lesson for students struggling applying subject matter.</p> <p>Ongoing practice with oracy and encouraging (where possible) full sentence answers and developed responses from students.</p> <p>Challenge tasks given to HPA students that require to think further. Linking to school 'Take it further' initiative.</p> <p>Top-down planning for all abilities to ensure that students strive for end point (based on AQA skills + requirements of course)</p>	<p>evaluations. Data collected may form basis of student NEA - see AO3.</p> <p>AQA webinars – David redfern exam technique + subject knowledge sessions.</p>	<ul style="list-style-type: none"> Challenge to enable change Co-operation and collaboration <p><u>SMSC + British Values</u> Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 1, 2, 3, 4, 5</p>
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YEA R 13							
SMSC							
<u>WHEN</u>	<u>WHAT & WHY WILL THEY LEARN?</u> (SOW overview linked to assessment Objectives)		New skill = NS Revisit = R Revision = RV	<u>STRETCH & CHALLENGE</u> (Differentiation – how will you stretch the most able to achieve top grades?)	<u>CIEAG</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge, skills & provide experience to support KS5 new knowledge & skills?	<u>SMSC + British Values</u>
TERM PLAN			R Presentation, research & analysis		Links made to KS4 trip to E20 and Dorset coastal fieldwork residential (Yr12 trip Term 3).	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge support new skills & knowledge	School values: <ul style="list-style-type: none"> Making smart decisions. Smart work Diversity and difference Respecting each other's opinions Independence and working out problems ourselves
Term 1	<p>On-going formative and summative assessments (both verbal and non-verbal) in order to check understanding and slow down / intervene to address misconceptions.</p> <p>On-going practice exam questions + past paper practice through AQA.</p>	A	R Short, medium and longer answer responses to	Ongoing independent reading suitable to student ability, set on google classroom and assessed through both verbal and written presentation in lesson time.	AQA webinars – David Redfern exam technique + subject knowledge sessions.		

<p>Contemporary Urban Environments</p> <p>Global patterns of urbanisation since 1945. Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. The emergence of megacities and world cities and their role in global and regional economies. Contemporary characteristics of mega/world cities.</p> <p>Suburbanisation, counter-urbanisation, urban resurgence. Urban change: deindustrialisation, decentralisation, rise of service economy. Urban policy and regeneration in Britain since 1979.</p> <p>Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use and the factors that influence them. New urban land uses: town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities. The concept of the post-modern western city.</p> <p>Spatial patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them. Issues associated with these processes and strategies to manage them.</p> <p>The impact of urban forms and processes on local climate and weather. 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.</p> <p>Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle, water movement through urban catchments as measured by hydrographs. 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.</p> <p>Urban physical waste generation: sources of waste - 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, reduction (incineration), burial, submergence, trade.</p>	<p>A01 – A03</p>	<p>AQA exam questions.</p> <p>R</p> <p>Revision skills and exam technique.</p> <p><i>Core AQA Geographical skills.</i></p> <p>R</p> <p>Revision skills and exam technique.</p> <p><i>Core AQA Geographical skills.</i></p>	<p>Interventions based on subject knowledge and application of skills such as ‘graph analysis, longer answer (20 mark responses) and shorter answers.</p> <p>Differentiated levels of support in lesson with use of model answers, writing frames and keywords + vocabulary sheets to help students to access exam language and rigour of A-level course.</p> <p>Identification of students requiring more support and intervention in scheduled classes following initial assessment.</p> <p>1 to 1 support in lesson for students struggling applying subject matter.</p> <p>Ongoing practice with oracy and encouraging (where possible) full sentence answers and developed responses from students.</p>		<p>Urban issues and challenges (GCSE unit)</p> <p>Urbanisation and global patterns of urban change.</p> <p>Planning for urban poor and importance of sustainable housing.</p> <p>Links between local/national/global geography, specific to urban environments and how humans overcome urban challenges.</p>	<ul style="list-style-type: none"> Challenge to enable change Co-operation and collaboration <p>SMSC + British Values</p> <p>Spiritual 1, 2, 3, 4, 5</p> <p>Moral 1, 2, 3, 4</p> <p>Social 1, 2, 3</p> <p>Cultural 1, 2, 3, 4</p> <p>British values 1, 2, 3, 4, 5</p>
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	<p>Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.</p> <p>Air quality: particulate and photo-chemical pollution. Pollution reduction policies. Other environmental problems in contrasting urban areas: water pollution and dereliction and management. Impact of urban areas on local and global environments.</p> <p>Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities.</p> <p>Case study development – this could be left to the end or built up over the course of the topic. Students are expected to study two contrasting urban areas to illustrate and analyse key themes set out in the specification, to include: patterns of economic and social well-being and the nature and impact of physical environmental conditions with reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations</p> <p>Ecosystems under stress</p> <p>Ecosystems and sustainability</p> <p>The concept of biodiversity. Local and global trends in biodiversity. Causes, rates and potential impacts of declining biodiversity.</p> <p>Ecosystems and their importance for human populations in the light of continuing population growth and economic development. Human populations in ecosystem development and sustainability.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use of key subject-specific and technical terminology. • To identify connections and interrelationships between different aspects of geography. • Labelling and annotation of diagrams. • Identifying, finding and using a variety of sources of geographical information. • Using models in geography. • Research skills. 	<p>AO1 – AO3</p>		<p>Challenge tasks given to HPA students that require to think further. Linking to school 'Take it further' initiative.</p> <p>Top-down planning for all abilities to ensure that students strive for end point (based on AQA skills + requirements of course)</p>		<p>Living world GCSE unit</p> <p>The physical characteristics of a tropical rainforest.</p> <p>The interdependence of climate, water, soils, plants, animals and people.</p>	
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	<ul style="list-style-type: none"> Report writing. Group work. <p>Ecosystems and processes</p> <p>Nature of ecosystems – their structure, energy flows, trophic levels, food chains and food webs.</p> <p>Application of systems concepts to ecosystems – inputs, outputs, stores and transfers of energy and materials. Concepts of biomass and net primary production.</p> <p>Concepts of succession: seral stages, climatic climax, sub-climax and plagioclimax.</p> <p>Mineral nutrient cycling.</p> <p>Nature of terrestrial ecosystems and the inter-connections between climate, vegetation, soil and topography which produce them. Ecosystem responses to changes in one or more of their components or environmental controls.</p> <p>Factors influencing the changing of ecosystems, including climate change and human exploitation of the global environment.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> Use of key subject-specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Online research into ecosystems and processes. Construct and annotate a range of graphs and use statistical skills. Developing extended writing skills. Using atlas maps. Producing annotated maps. Practising exam-style questions. Including the use of peer assessment. Conducting independent and group research tasks. Making links within, across and beyond this area of the specification. Report writing. <p>Biomes</p> <p>The concept of the biome. The global distribution of major terrestrial biomes.</p> <p>The nature of two contrasting biomes: tropical rainforest and savanna grassland to include: the main characteristics of each biome ecological response to the climate, soil and soil moisture budget – adaptations by flora and fauna</p> <p>- human activity and its impact on each biome</p>	<p>AO1 – AO3</p> <p>AO3</p>				<p>Impacts of deforestation – economic development, soil erosion, contribution to climate change.</p> <p>How plants and animals adapt to the physical conditions.</p> <p>Issues related to biodiversity.</p>	
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	<p>Typical development issues in each biome to include changes in population, economic development, agricultural extension and intensification, implications for biodiversity and sustainability.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use of key subject-specific and technical terminology. • Opportunities to develop skills such as drawing, labelling and annotating diagrams. • Online research into biomes. • Construct a range of graphs and use statistical skills. • Developing extended writing skills. • Using atlas maps. • Producing annotated maps. • Practicing exam style questions. Including the use of peer assessment. • Conducting independent and group research tasks. • Making links within, across and beyond this area of the specification. • Engage with remotely sensed satellite data. <p>Ecosystems in the British Isles over time</p> <p>Succession and climatic climax as illustrated by lithoseres and hydroseres.</p> <p>The characteristics of the climatic climax: temperate deciduous woodland biome.</p> <p>The effects of human activity on succession – illustrated by one plagioclimax such as a heather moorland.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use of key subject specific and technical terminology. • Opportunities to develop skills such as drawing, labelling and annotating diagrams. • Online research into ecosystems in the British Isles over time. • Construct and a range of graphs and use statistical skills. • Developing extended writing skills. • Using atlas maps. • Producing annotated maps. • Practicing exam style questions. Including the use of peer assessment. • Conducting independent and group research tasks. 	<p>AO1 – AO3</p>					
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	<ul style="list-style-type: none"> • Making links within, across and beyond this area of the specification. • Engage with remotely sensed satellite data. <p>Marine ecosystems</p> <p>The distribution and main characteristics of coral reef ecosystems. Environmental conditions associated with reef development.</p> <p>The following aspects should be examined with reference to a named, located coral reef: Factors in the health and survival of reefs: natural: water temperature, acidity, salinity, algal blooms. human activity and its impacts: major drainage basin schemes, onshore development, desalination, pollution, tourism, fishing. future prospects for coral reefs.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use of key subject-specific and technical terminology. • Opportunities to develop skills such as drawing, labelling and annotating diagrams. • Online research into marine ecosystems – coral reefs. • Construct and a range of graphs and use statistical skills. • Developing extended writing skills. • Using atlas maps. • Using weather maps. • Producing annotated maps. • Practising exam style questions. Including the use of peer assessment. • Conducting independent and group research tasks. • Making links within, across and beyond this area of the specification. • Engage with remotely sensed satellite data. <p>Local ecosystems</p> <p>The main characteristics of a distinctive local ecosystem (such as an area of heathland, managed parkland, pond, dune system). Ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna.</p> <p>Local factors in ecological development and change (such as agriculture, urban change, the planned and unplanned introduction of new species).</p>	<p>AO1 – AO3</p>					
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	<p>The impacts of change and measures to manage these impacts. Conservation strategies and their implementation in specific settings.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use of key subject-specific and technical terminology. • Opportunities to develop skills such as drawing, labelling and annotating diagrams. • Online research into local ecosystems. • Construct and a range of graphs and use statistical skills. • Developing extended writing skills. • Using atlas maps. • Producing annotated maps. • Practising exam style questions. Including the use of peer assessment. • Conducting independent and group research tasks. • Making links within, across and beyond this area of the specification. • Engage with remotely sensed satellite data. <p>Case study 1 – Tanzania rainforest</p> <p>Case study of a specified region experiencing ecological change to illustrate and analyse the nature of the change and the reasons for it, how the economic, social and political character of its community reflects its ecological setting and how the community is responding to change.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Collect, analyse and interpret a range of qualitative and quantitative data from a range of secondary sources. • Report writing. <p>Case study 2 – Dorset (Sand dunes ecosystem, Studland Beach)</p> <p>Case study of a specified ecosystem at a local scale to illustrate and analyse key themes set out above, including the nature and properties of the ecosystem, human impact upon it and the challenges and opportunities presented in its sustainable development.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Collect, analyse and interpret a range of qualitative and quantitative data from a range of secondary sources. • Report writing. 	<p>AO1 – AO3</p>					
		<p>AO3</p>					

	<p>N.E.A Submission –October Half Term</p> <p>Students must hand in N.E.A's by October Half Term – These are to then be internally marked against the assessment criteria and submitted for external moderation through AQA.</p>						
<p>Terms 2-3</p>	<p>Recap of Learning – Yr1 Topics</p> <p>Water and the carbon cycle</p> <p>Global governance</p> <p>Coastal systems</p> <p>Changing places</p> <ul style="list-style-type: none"> Focussed revision sessions and assessment practice using past paper questions. Opportunities for lectures / webinars from exam board + guest speakers to further knowledge of the AQA A-level course and beyond. Intervention of students struggling in key areas of the course – Both in lesson and after school to help to highlight and bridge weaknesses in exam technique and subject knowledge. On-going and focused assessment of knowledge for key areas of units, application of geographical skills, interpretation of data and drawing conclusions from resources. Assessment to include A-level style questions, command words and format to ready students for rigour of future qualifications at university and beyond. 	<p>AO1 – AO3</p>	<p>R</p> <p>Revision skills and exam technique.</p> <p><i>Core AQA Geographical skills.</i></p>			<p>Revision skills and practice taught extensively prior to Yr13 to prepare students for retrieval of knowledge + practice applying this in exam contexts.</p> <p>Many students will have had experience of fieldwork – Field studies weeks 1-5 in KS3/4.</p> <p>RA students have been to E20 in London and Hunstanton on the Norfolk coast in preparation for paper 3 - AQA GCSE</p>	<p>School values:</p> <ul style="list-style-type: none"> Making smart decisions. Smart work Diversity and difference Respecting each other's opinions Independence and working out problems ourselves Challenge to enable change Co-operation and collaboration <p>SMSC + British Values</p> <p>Spiritual 1, 2, 3, 4, 5</p> <p>Moral 1, 2, 3, 4</p> <p>Social 1, 2, 3</p> <p>Cultural 1, 2, 3, 4</p>

	Yr13 Mock preparation and completion	AO1 – AO3					British values 1, 2, 3, 4, 5
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Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Geography specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).
- AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).
- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:
 - investigate geographical questions and issues
 - interpret, analyse and evaluate data and evidence
 - construct arguments and draw conclusions (20–30%).

Assessment objective weightings for A-level Geography

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Component 1	Component 2	Component 3	
AO1	15 – 20	15 – 20	0	30 – 40
AO2	14 – 19	14 – 19	2	30 – 40
AO3	1 – 6	1 – 6	18	20 – 30
Overall weighting of components	40	40	20	100

Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1: Physical geography	120	x1	120
Component 2: Human geography	120	x1	120
Component 3: Geographical investigation	60	x1	60
Total scaled mark:			300

Component 3: Geography fieldwork investigation

What's assessed

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed

- 3,000–4,000 words
- 60 marks
- 20% of A-level
- marked by teachers
- moderated by AQA

BRITISH VALUES

Spiritual

1. Developing personal values and beliefs
2. Experiencing fascination, awe and wonder
3. Exploring the values and beliefs of others
4. Understanding human feelings and emotions
5. Using imagination and creativity in learning

Moral

1. Developing and expressing personal views or values
2. Investigating moral values and ethical issues
3. Recognising right and wrong and applying it
4. Understanding the consequences of actions

Social

1. Developing personal qualities and using social skills
2. Participating, cooperating and resolving conflicts
3. Understanding how communities and societies function

Cultural

Exploring, understanding and respecting diversity
Participating and responding to cultural activities
Preparing for life in modern Britain
Understanding and appreciating personal influences

British values

Democracy
Rule of law
Individual liberty
Mutual respect
Tolerance