



Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



A Level Geography

	Term 1	Term 2	Term 3
Year 12	Topic 1 (Physical and Human)	Topic 2 (Physical and Human)	NEA Planning
Topic Title / Key Area	<p align="center">Physical Geography: Hazards (Weeks 1 - 23)</p> <p align="center">Human Geography: Contemporary Urban Environments (Weeks 1- 23)</p>	<p align="center">Physical Geography: Coasts (Weeks 24 - 33)</p> <p align="center">Human Geography: Changing Places (Weeks 24 - 33)</p>	<p align="center">Students Selecting from: Physical: Coastal Management, Hornsea or Human: Microclimate Study, Beverley (Weeks 34- 39)</p>
Key Retainable Knowledge & Skills	<p align="center"><u>PHYSICAL GEOGRAPHY:</u></p> <p align="center"><u>Topic 1: Hazards</u></p> <p><u>1. Introduction to Natural Hazards:</u> Understanding natural hazards Hazards, risk, vulnerability and disasters.</p> <ul style="list-style-type: none"> Hazard perception Factors affecting vulnerability How we can manage natural hazards Modelling natural hazards (Park model, disaster management cycle) <p><u>2. Plate tectonics Earth structure and internal energy sources.</u> Plate tectonic theory of crustal evolution:</p> <ul style="list-style-type: none"> Tectonic plates; Destructive, constructive and conservative plate margins. Evidence for plate movement. Mechanisms of plate movement including: gravitational sliding; ridge push, slab pull compared to convection currents and seafloor spreading. Features and landforms associated with tectonic plate movement including, fold mountains, rift valleys, ocean ridges, deep sea trenches, island arcs and volcanoes. Hotspots and landforms associated. Orogenesis and landforms associated. <p><u>3. Volcanic Hazards</u></p>	<p align="center"><u>PHYSICAL GEOGRAPHY:</u></p> <p><u>Continuation of topic 1 Hazards;</u></p> <p><u>5. Storm hazards</u> The nature of tropical storms and their underlying causes.</p> <ul style="list-style-type: none"> Forms of storm hazard including: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution of tropical storms, 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. Impacts and human responses as evidenced by Typhoon Haiyan and Hurricane Katrina. How climate change is impacting tropical storms with example of out of season hurricanes and super strength typhoons. <p><u>6. Wildfires</u></p> <ul style="list-style-type: none"> Causes of wildfires including the conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Natural vs human caused wildfires. Global distribution of wildfire events and patterns over time. Impacts: primary/secondary, environmental, social, economic, political. 	<p align="center"><u>NON-EXAMINED ASSESSMENT:</u></p> <p><u>Students will begin to plan their NEA which will consist of the following area:</u></p> <ul style="list-style-type: none"> Introduction, planning and preliminary Research Methods of Data Collection and Methodology Methods of Critical Analysis Conclusions, Presentation and Evaluation <p>The NEA students complete must:</p> <ul style="list-style-type: none"> 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.



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	<p>Volcanic hazards The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard:</p> <ul style="list-style-type: none"> • What is vulcanicity and the classification of volcanoes including VEI. • The hazards associated with volcanic activity including: 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. • Case studies of Iceland 2010 and Mt Nyiragongo volcanoes to compare the impacts / responses and how they vary across the world. <p>4. Seismic hazards The nature of seismicity and its relation to plate tectonics:</p> <ul style="list-style-type: none"> • What are seismic hazards and how do we measure them including richter and Mercalli scales. • The hazards associated with earthquakes including: 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. • Impacts and human responses as evidenced by a Haiti 2010 earthquake and Japan 2010 earthquake/Tsunami. 	<ul style="list-style-type: none"> • 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 Saddleworth Moor wildfires and Alberta wildfires. <p style="text-align: center;"><u>Topic 2 – Coastal Systems and Landscapes:</u></p> <p><u>1. Coasts as natural systems</u> Systems concepts and their application to the development of coastal landscapes – ensuring we view the coast as a system. This includes the study of coasts via: inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</p> <p><u>2. Processes occurring at the coast:</u></p> <ul style="list-style-type: none"> • Sources of energy in coastal environments including:winds, waves (constructive and destructive), currents and tides. • Formation of tides and relation to landforms and processes. • Different types of waves and link to climate / wind patterns. • How process control the coastal landscape – the difference between low energy and high energy coastlines. <p><u>3. Sediment sources, cells and budgets.</u></p> <ul style="list-style-type: none"> • Where sediment comes from at the coast. • How sediment is transported along the coastline. • The impact of human intervention on coastal sediment. <p><u>4. Geomorphological processes:</u></p> <ul style="list-style-type: none"> • The different types of weathering and their impact on the coastal system. • The types of mass movement and their impact on the coastal system. • Process of erosion: Including hydraulic action, wave quarrying, abrasion, cavitation, solution and attrition. • Process of transportation including saltation, suspension, traction and solution. Also long shore drift as a transportational process. • Process of deposition and an understanding of why deposition occurs and how this has a major role in the coastal system. 	<ul style="list-style-type: none"> • 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 • 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 • Require 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. <p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> • Students will visit the Cranedale Centre for 3 days of fieldwork. This will form the data collection for the NEA and will take place between weeks 36/39 in the summer term. • This will provide students with the data to begin the NEA write up over the summer between Y12 and Y13.
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	<p style="text-align: center;"><u>HUMAN GEOGRAPHY</u></p> <p>Urbanisation Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945 The use of contrasting case studies to illustrate the following processes:</p> <ul style="list-style-type: none"> • Urbanisation, • suburbanisation, • counter-urbanisation, • urban resurgence. <p>The emergence of megacities and world cities and their role in global and regional economies (Mumbai case study) Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p> <p>Urban change:</p> <ul style="list-style-type: none"> • Deindustrialisation (Sheffield and Detroit case studies) • decentralisation • rise of service economy <p>Urban policy and regeneration in Britain since 1979: Urban Development Corporations (SDC – Lower Don Valley), City Challenge (Hulme), Partnership Schemes (Park Hill, Sheffield)</p> <p>Urban forms Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms.</p> <ul style="list-style-type: none"> • Spatial patterns of land use, • economic inequality, • social segregation. <p>New urban landscapes:</p> <ul style="list-style-type: none"> • town centre mixed developments • cultural and heritage quarters (Kelham Island, Sheffield and Northern Quarter, Manchester) • fortress developments • gentrified areas (Kelham Island, Sheffield) 	<p style="text-align: center;"><u>HUMAN GEOGRAPHY</u></p> <p>The nature and importance of places The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place.</p> <p>Categories of place:</p> <ul style="list-style-type: none"> • near places and far places • experienced places and media places <p>Factors contributing to the character of places:</p> <ul style="list-style-type: none"> • Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. • Exogenous: relationships with other places. <p>Changing places – relationships, connections, meaning and representation</p> <p>In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales:</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 <p>Local place = Wath Upon Dearne Distant place = Sheffield, UK</p>	



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	<ul style="list-style-type: none"> • edge cities <p>The concept of the post-modern western city. This is applied to Los Angeles, and tested against Sheffield so students can understand the elements and characteristics that PMWC comprise of.</p> <p>Social and economic issues associated with urbanisation Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues. Mumbai, India vs Sheffield contrasting case studies.</p> <p>Urban climate 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. • Pollution reduction policies. <p>Urban drainage Urban precipitation, surfaces and catchment characteristics;</p> <ul style="list-style-type: none"> • impacts on drainage basin storage areas; • urban water cycle, • water movement through urban catchments as measured by hydrographs. <p>Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS) - Manor Fields, Sheffield</p> <p>River restoration (Sheffield Waterways Project – River Don) and conservation in damaged urban catchments with reference to a specific project:</p> <ul style="list-style-type: none"> • Reasons for and aims of the project, 		
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	<ul style="list-style-type: none"> attitudes and contributions of parties involved, project activities, evaluation of project outcomes. <p>Urban waste and its disposal 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</p> <p>Other contemporary urban environmental issues Environmental problems in contrasting urban areas:</p> <ul style="list-style-type: none"> atmospheric pollution, water pollution dereliction. Strategies to manage these environmental problems. <p>Sustainable urban development 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. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities (applied to Sheffield)</p>		
<p>Cross Curricular Links</p>	<p>Physical Geography – The processes in Hazards is strongly connected to the Science curriculum. There are a range of links from rock type, tectonic processes and volcanoes.</p> <p>Human Geography – There are links with History in regards to urban policy and deindustrialisation. Social issues are also covered in cities with a strong SMSC links. Links with sociology when considering urbanism and the impact of this on human affairs.</p>	<p>Physical Geography - The systems and processes in coasts links with the science curriculum, investigating the processes of weathering and erosion. The development of some landscapes has a biology link; sand dune succession and pioneering plants and processes. A range of coastal vegetation is also studied.</p> <p>Human Geography – the philosophy of place, meanings and representation links with the social sciences. There are links with History when looking at how places change with different flows of investment, people and influence.</p>	<p>The NEA allows students to develop skills in planning, questioning, researching, collecting data and presenting / concluding.</p> <p>There are strong links with mathematics; averages, graphs, data manipulation, statistical techniques and methods of central tendency</p>

Assessment 1:	Assessment 2:	Assessment 3:	Assessment 4:
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Hazards Contemporary Urban Environments A range of 1, 3, 6, 9 and 20 Marker	Hazards Contemporary Urban Environments A range of 1, 3, 6, 9 and 20 Marker	Hazards Coasts Contemporary Urban Environments Changing Place A range of 1, 3, 6, 9 and 20 Marker	End of Year Assessment / Trial Exam <i>Two full sections: Hazards and Contemporary Urban Environments</i>
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	Term 1	Term 2	Term 3
Year 13	Topic 2 (Physical and Human) Cont.	Topic 3 (Physical and Human)	Revision
Topic Title / Key Area	Physical Geography: Coasts Cont. (Weeks 1 - 11) Human Geography: Changing Places Cont. (Weeks 1 – 11)	Physical Geography: Water and Carbon Cycle (Weeks 12 - 26) Human Geography: Global Systems and Global Governance (Weeks 12 - 26)	Physical Geography – Paper 1 Human Geography – Paper 2
Key Retainable Knowledge & Skills	<u>PHYSICAL GEOGRAPHY</u> <u>Topic 2: Coastal Systems and Landscapes</u> Coastal landscape development: 1. Erosional landforms: Origin and development of landforms and landscapes of coastal erosion including an understanding of the factors and process involved in the development of: <ul style="list-style-type: none"> Cliffs and wave cut platforms, Cliff profile features including caves, arches and stacks; Headlands and bays 2. Depositional landforms: Origin and development of landforms and landscapes of coastal deposition including an understanding of the factors and process involved in the development of: <ul style="list-style-type: none"> Beaches, Simple and compound spits, 	<u>PHYSICAL GEOGRAPHY</u> <u>Topic 3: Water and Carbon Cycle</u> 1. Water and carbon cycles as natural systems <ul style="list-style-type: none"> Systems concepts and their application to the water and carbon cycles including an understanding of: inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. 2. The water cycle <ul style="list-style-type: none"> What is the water cycle and how is water distributed globally. Global distribution and size of major stores of water including water stored in: lithosphere, hydrosphere, cryosphere and atmosphere. Processes driving change in the magnitude of these stores over time and space, including flows and transfers, for example: evaporation, condensation, cloud formation, causes of precipitation. What are drainage basins and how do these relate to the water balance. Cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved. Drainage basins as open systems including the study of: precipitation, evapotranspiration, runoff, interception, surface, soil water, groundwater, channel storage, stemflow, infiltration, overland flow, channel flow. 	<u>PHYSICAL GEOGRAPHY</u> Revision of Physical and Human Topics in relation to: Hazards: <ul style="list-style-type: none"> Plate tectonics Earth structure and internal energy sources. Volcanic hazards The nature of volcanicity and its relation to plate tectonics: Seismic hazards Storm hazards Nature of wildfires. Coasts: <ul style="list-style-type: none"> Coasts and Systems Coastal Processes Coastal Landscape Development Coastal Management



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	<ul style="list-style-type: none"> • Tombolos, • Offshore bars, • Barrier beaches and islands and sand dunes • Estuarine mudflat/saltmarsh environments and associated landscapes. <p>Changing coastlines:</p> <ul style="list-style-type: none"> • 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 associated 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>Coastal management Human intervention in coastal landscapes.</p> <ul style="list-style-type: none"> • 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>Quantitative and qualitative skills</p> <ul style="list-style-type: none"> • Engagement with a range of quantitative and relevant qualitative skills, within the theme landscape systems. • Including observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements. <p>Case studies</p> <ul style="list-style-type: none"> • Holderness Coast case study which is an environments at a local scale to illustrate and analyse fundamental coastal processes, their 	<ul style="list-style-type: none"> • Concept of the water balance. • Factors causing variation in surface run off and the flood hydrograph. • Changes in the water cycle over time to include natural variation including: Storm events, seasonal changes • The impact of humans on the water cycle including: farming practices, land use change, water abstraction. <p>3. The carbon cycle</p> <ul style="list-style-type: none"> • Global distribution, and size of major stores of carbon including: 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. • A study of the process of: Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans sediments, weathering. • Factors driving change in the carbon cycle including both: 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>4. 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. • The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. • Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. <p>5. Case studies</p> <ul style="list-style-type: none"> • Case study of the Amazon rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity. • Case study of a river catchment (Dearne Valley) at a local scale to illustrate and analyse 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. 	<p>Water and Carbon Cycle</p> <ul style="list-style-type: none"> • Carbon and Water as Systems • The Water Cycle • The Carbon Cycle • Water, Carbon and Life on Earth
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	<p>landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management.</p> <ul style="list-style-type: none"> • Odisha, India case study to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation. <p style="text-align: center;"><u>HUMAN GEOGRAPHY</u></p> <p>Relationships and connections The impact of relationships and connections on people and place with a particular focus on:</p> <p>either changing demographic and cultural characteristics or economic change and social inequalities:</p> <ul style="list-style-type: none"> • 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. <p>Meaning and representation</p>	<p style="text-align: center;"><u>HUMAN GEOGRAPHY</u></p> <p>Globalisation Dimensions of globalisation:</p> <ul style="list-style-type: none"> • flows of capital, • labour, • products, • services • Information; • global marketing; • patterns of production, • distribution and consumption. <p>Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.</p> <p>Global systems Form and nature of economic, political, social and environmental interdependence in the contemporary world. 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. <p>International trade and access to markets</p>	<p style="text-align: center;"><u>HUMAN GEOGRAPHY</u></p> <p>Contemporary Urban Environments:</p> <ul style="list-style-type: none"> • Urbanisation • Urban Forms • Social Issues • Urban Drainage • Urban Climate • Other Environmental Issues • Sustainable Cities <p>Changing Places:</p> <ul style="list-style-type: none"> • The nature and importance of places • Changing places – relationships, connections, meaning and representation • Relationships and connections • Meaning and representation • Local and distant place studies (Sheffield and Wath) <p>Global Systems and Global Governance:</p> <ul style="list-style-type: none"> • Globalisation • Global systems • International trade and access to markets
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	<p>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.</p> <ul style="list-style-type: none"> • 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 presented formally or statistically such as cartography and census data. • 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. 	<p>Global features and trends in the volume and pattern of international trade and investment associated with globalisation.</p> <p>Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America.</p> <p>Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.</p> <p>The nature and role of transnational corporations (TNCs), including their:</p> <ul style="list-style-type: none"> • spatial organisation, • production, • linkages, • trading • marketing patterns <p>With a detailed reference to a specified TNC (Apple) and its impacts on those countries in which it operates.</p> <p>World trade of a manufacturing product (iPhone)</p> <p>Global governance 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:</p> <ul style="list-style-type: none"> • 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. 3 <p>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.</p> <p>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. Threats to Antarctica arising from:</p>	<ul style="list-style-type: none"> • Global governance • The 'global commons' • Antarctica as a global common
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		<ul style="list-style-type: none"> • climate change • fishing and whaling • the search for mineral resources • tourism and scientific research. <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>	
Cross Curricular Links	<p>Physical Geography - The systems and processes in coasts links with the science curriculum, investigating the processes of weathering and erosion. The development of some landscapes has a biology link; sand dune succession and pioneering plants and processes. A range of coastal vegetation is also studied.</p> <p>Human Geography – the philosophy of place, meanings and representation links with the social sciences. There are links with History when looking at how places change with different flows of investment, people and influence.</p>	<p>Physical Geography – links with science with the processes of Water and Carbon. Carbon (its origins) and forms is studied in detail with strong links with Chemistry. Graphs used, such as the hydrograph has strong links with the Mathematics curriculum.</p> <p>Human Geography – The concept of global systems and global governance has strong links with History and Politics. Globalisation is also covered in Economics and Business.</p>	

Assessment 1:	Assessment 2:	Assessment 3:
<p>Trial Exam</p> <p><i>Two full sections:</i></p> <p>Hazards</p> <p>Contemporary Urban Environments</p>	<p>Hazards</p> <p>Contemporary Urban Environments</p> <p>Coasts</p> <p>Changing Places</p> <p>A range of 1, 3, 6, 9 and 20 Marker</p>	<p>Hazards</p> <p>Coasts</p> <p>Contemporary Urban Environments</p> <p>Changing Place</p> <p>Water and Carbon</p> <p>Global Systems</p> <p>A range of 1, 3, 6, 9 and 20 Marker</p>



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Cultural Capital:	<p>During the A Level, a range of different landscapes and landforms are studied in the UK, and beyond, enriching students' knowledge of unique areas and their characteristics. Lessons are very visual, including photographs, maps and interactive resources, which expose students to the most intriguing and dynamic landscapes. Great care has been taken into the case studies that we teach. We want our students to leave knowing about the most up-to-date and important geographical events. As mentioned in our intent, we want students to be taught <i>important and powerful geography</i>.</p> <p>In human geography, students learn about a range of different cities across the globe and develop an understanding of their uniqueness and importance globally. Students also consider their own place in the world and identity in Changing Places. In Global Systems and Governance, students develop an understanding of the major political forces that shape our lives today.</p> <p>Fieldwork and residential visits are also provided to students so they can learn in the field and experience hands-on learning. Places include visits to coastal areas, so that students can see a range of different coastal landforms.</p>
Rationale:	<p>We select AQA Geography as it provides a broad coverage of both Physical and Human Geography, allowing students to build a detailed subject knowledge. The specification is varied, but also specialised so that we can engage students in both Human and Physical Geography, with each sub area taught by a specialist. We explore a range of countries, case studies and landforms, exposing students to a wide range of environments in different areas of the world. Additionally, the use of fieldwork is an excellent opportunity in that it allows students to apply their knowledge, understanding and skills to the field. Furthermore, the independent study (NEA) allows students to develop their geographical enquiry skills and gives students an opportunity to complete a piece of work that bridges the gap between A level and University. This encourages students to read widely, plan their investigation and work independently in relation to their study area.</p>
Wider Reading:	<p>Each unit has a list of articles and wider reading. This includes articles and links to websites and online material. In addition, students are provided with 2-year textbook, which provides they key literature for the course. Finally, for NEA planning a 'preparation pack' is issued with a range of links to materials and articles in order to support students in their literature review.</p>