



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: Microclimate Study, Beverley or Human: Coastal Management, Hornsea (Weeks 34- 39)</p>
Key Retainable Knowledge & Skills	<p align="center"><u>PHYSICAL GEOGRAPHY</u></p> <p>Plate tectonics Earth structure and internal energy sources. Plate tectonic theory of crustal evolution:</p> <ul style="list-style-type: none"> • tectonic plates; • plate movement; • gravitational sliding; ridge push, slab pull; • convection currents and seafloor spreading. <p>Destructive, constructive and conservative plate margins.</p> <p>Characteristic processes: seismicity and vulcanicity. Associated landforms:</p> <ul style="list-style-type: none"> • young fold mountains, • rift valleys, • ocean ridges, • deep sea trenches and island arcs, • volcanoes. <p>Magma plumes and their relationship to plate movement.</p> <p>Volcanic hazards The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard:</p> <ul style="list-style-type: none"> • nuées ardentes, • lava flows, • mudflows, • pyroclastic and ash fallout, • gases/acid rain, • tephra. <p>Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.</p>	<p align="center"><u>PHYSICAL GEOGRAPHY</u></p> <p>Coasts as natural systems Systems in physical geography: Systems concepts and their application to the development of coastal landscapes –</p> <ul style="list-style-type: none"> • inputs, • outputs, • energy, stores/components, • flows/transfers, • positive/negative feedback, • dynamic equilibrium. <p>The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.</p> <p>Systems and processes Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides.</p> <p>Low energy and high energy coasts. Sediment sources, cells and budgets. Geomorphological processes:</p> <ul style="list-style-type: none"> • weathering, • mass movement, • erosion, • transportation and • deposition. 	<p>Students will begin to plan their NEA which will consist of the following area:</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 will cover the following key aspects</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



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A Level Geography

<p>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> <p>Seismic hazards The nature of seismicity and its relation to plate tectonics: forms of seismic hazard:</p> <ul style="list-style-type: none"> • Earthquakes, • shockwaves, • tsunamis, • liquefaction, • landslides. <p>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 recent seismic event.</p> <p>Storm hazards 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. Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.</p> <p>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>	<p>Distinctively coastal processes: marine: erosion</p> <ul style="list-style-type: none"> • hydraulic action, • wave quarrying, • corrasion/ abrasion, • cavitation, • solution, • attrition <p>transportation:</p> <ul style="list-style-type: none"> • traction, • suspension (longshore/littoral drift) and deposition; <p>sub-aerial weathering, mass movement and runoff.</p>	<p>investigations that is of good quality and relevant to the topic under investigation</p> <ul style="list-style-type: none"> • 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 • 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
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Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



A Level Geography

	<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.</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. 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, • decentralisation, • rise of service economy. <p>Urban policy and regeneration in Britain since 1979.</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, • fortress developments, • gentrified areas, • edge cities. <p>The concept of the post-modern western city.</p> <p>Social and economic issues associated with urbanisation</p>	<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 	<ul style="list-style-type: none"> • 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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A Level Geography

<p>Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues.</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).</p> <p>River restoration 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,• 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>		
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Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



A Level Geography

	<ul style="list-style-type: none"> atmospheric pollution, water pollution dereliction. <p>Strategies to manage these environmental problems.</p> <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.</p>		
Cross Curricular Links	<p>Physical Geography – The processes in Hazard 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, investigating the changes to urban policy and regeneration over. Social issues are also covered in cities with a strong SMSC link .</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. How place is viewed by insiders and outsiders.</p>	<p>The NEA allows students to develop skills in planning, questioning, researching, collecting data and presenting / concluding. 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:
Hazards	Hazards	Hazards Coasts	End of Year Assessment / Trial Exam
Contemporary Urban Environments	Contemporary Urban Environments	Contemporary Urban Environments Changing Place	<i>Two full sections: Hazards and Contemporary Urban Environments</i>
A range of 1, 3, 6, 9 and 20 Marker	A range of 1, 3, 6, 9 and 20 Marker	A range of 1, 3, 6, 9 and 20 Marker	



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



A Level Geography

	Term 1		Term 2	Term 3
Year 13	Topic 2 (Physical and Human) Cont.		Topic 2 (Physical and Human)	NEA and 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)	Students Selecting from: Physical: Microclimate Study, Beverley or Human: Coastal Management, Hornsea	
Key Retainable Knowledge & Skills	<u>PHYSICAL GEOGRAPHY</u> Coastal landscape development Origin and development of landforms and landscapes of coastal erosion: <ul style="list-style-type: none"> cliffs and wave cut platforms, 	<u>PHYSICAL GEOGRAPHY</u> Water and carbon cycles as natural systems Systems in physical geography: systems concepts and their application to the water and carbon cycles <ul style="list-style-type: none"> inputs, outputs, 	<u>PHYSICAL GEOGRAPHY</u> Revision of Physical and Human Topics in relation to: Hazards:	



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



A Level Geography

<ul style="list-style-type: none"> • cliff profile features including caves, arches and stacks; factors and processes in their development <p>Origin and development of landforms and landscapes of coastal deposition.</p> <ul style="list-style-type: none"> • Beaches, • simple and compound spits, • tombolos, • offshore bars, • barrier beaches and islands and sand dunes; <p>factors and processes in their development.</p> <p>Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development.</p> <p>Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. Coastlines of emergence and submergence.</p> <p>Origin and development of associated landforms:</p> <ul style="list-style-type: none"> • raised beaches, • marine platforms; • rias, • fjords, • Dalmatian coasts. <p>Recent and predicted climatic change and potential impact on coasts.</p> <p>The relationship between process, time, landforms and landscapes in coastal settings.</p> <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"> • energy, stores/components, • flows/transfers, • positive/negative feedback, • dynamic equilibrium. <p>The water cycle Global distribution and size of major stores of water –</p> <ul style="list-style-type: none"> • lithosphere, • hydrosphere, • cryosphere and • atmosphere. <p>Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation</p> <p>Cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved.</p> <p>Drainage basins as open systems –</p> <ul style="list-style-type: none"> • precipitation, • evapotranspiration, • runoff, • interception, • surface, • soil water, • groundwater, • channel storage, • stemflow, • infiltration, • overland flow, • channel flow. <p>Concept of water balance. Runoff variation and the flood hydrograph. Changes in the water cycle over time to include natural variation including:</p> <ul style="list-style-type: none"> • Storm events, • seasonal changes 	<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. <p>Coasts:</p> <ul style="list-style-type: none"> • Coasts and Systems • Coastal Processes • Coastal Landscape Development • Coastal Management <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 <p 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>
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A Level Geography

	<p>Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems.</p> <p>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 evaluate human responses of resilience, mitigation and adaptation.</p>	<p>human impact including:</p> <ul style="list-style-type: none"> • farming practices, • land use change • water abstraction. <p>The carbon cycle</p> <p>Global distribution, and size of major stores of carbon –</p> <ul style="list-style-type: none"> • lithosphere, • hydrosphere, • cryosphere, • biosphere, • atmosphere. <p>Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales.</p> <ul style="list-style-type: none"> • Photosynthesis, • respiration, • decomposition, • combustion, • carbon sequestration in oceans • sediments, • weathering. <p>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).</p> <p>The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.</p> <p>Water, carbon, climate and life on Earth</p> <p>The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate.</p> <p>The relationship between the water cycle and carbon cycle in the atmosphere.</p> <p>The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</p> <p>Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</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 <p>Global Systems and Global Governance:</p> <ul style="list-style-type: none"> • Globalisation • Global systems • International trade and access to markets • Global governance • The 'global commons' • Antarctica as a global common <p style="text-align: center;">NEA</p> <p>NEA to be submitted, covering key areas in:</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
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A Level Geography

	<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>Case studies Case study of a tropical 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(s) 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> <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 Global features and trends in the volume and pattern of international trade and investment associated with globalisation.</p>	
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Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



A Level Geography

	<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>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 and its impacts on those countries in which it operates.</p> <p>World trade in at least one food commodity or one manufacturing product.</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>	
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Geography Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



A Level Geography

		<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. How place is viewed by insiders and outsiders.</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 most history and politics.</p>	<p>The NEA allows students to develop skills in planning, questioning, researching, collecting data and presenting / concluding. There are strong links with mathematics; averages, graphs, data manipulation, statistical techniques and methods of central tendency</p>

Assessment 1:

Assessment 2:

Assessment 3:



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



A Level Geography

<p align="center">Trial Exam</p> <p><i>Two full sections: Hazards and Contemporary Urban Environments</i></p>	<p align="center"> Hazards Contemporary Urban Environments Coasts Changing Places </p> <p align="center">A range of 1, 3, 6, 9 and 20 Marker</p>	<p align="center"> Hazards Coasts Contemporary Urban Environments Changing Place Water and Carbon Global Systems </p> <p align="center">+ NEA</p> <p align="center">A range of 1, 3, 6, 9 and 20 Marker</p>
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<p>Cultural Capital:</p>	<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 best and most dynamic landscapes.</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.</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. Additionally, students have the opportunities to explore European destinations in a visit abroad.</p>
<p>Rationale:</p>	<p>We select AQA Geography as it provides a board 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, each sub area of geography is 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 excellent in allowing students to apply their knowledge, understanding and skill to the field. Furthermore, the independent study (NEA) allows students to develop geographical enquiry skills to selected, plan, carry out and write up an enquiry. This encourages students to read widely, plan and work independently in relation to their study area.</p>
<p>Wider Reading:</p>	<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>