

Term	Year 7	Term	Year 7	Term	Year 7
<p>AUTUMN 1 Map skills and fantastic places</p> <p>SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY: K07</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Introduction to geography, skills based, underpins values of geography curriculum, gives pupils opportunity to explore parts of the world.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Introduction to Geography • Compass points • Grid references • Relief and contour lines • Measuring distances • Fantastic place 1 – Brazil • Fantastic place 2 – Haiti • Fantastic place 3 – Iceland • Fantastic place 4 – Egypt • Fantastic place 5 – Australia <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Mid-term map skills assessment • Extended writing piece 	<p>SPRING 1 & SPRING 2 African study: Kenya</p> <p>SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Significant continent, growing population, involved in global relations, high representation in school, address misconceptions, links to history.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • African continent introduction • African history • Africa today • Population distribution in Africa • African biomes • Introduction to Kenya • Physical geography of Kenya • Weather and climate of Kenya • Kenya' historical journey • Population in Kenya • Tourism in Kenya • Comparing quality of life in Kenya (Cities vs slums) • Trade in Kenya • Development opportunities in Kenya <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Extended writing piece – impacts of tourism • Summative assessment 	<p>SUMMER 2 Local urban environments</p> <p>SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Explores local environment, opportunity for fieldwork in local area, use of GIS.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Urban vs rural • Growth of towns and cities • Megacities • London as an urban area • Challenges with urban growth – fieldwork opportunity. • Counter-urbanisation <p>Assessment opportunity:</p> <ul style="list-style-type: none"> • Summative assessment • Fieldwork write up
<p>AUTUMN 2 Weather and climate change</p> <p>SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Global issue, constantly in news, underpins large amount of environmental geography studied, provides building blocks for further study.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Evidence of climate change • Causes of climate change • Greenhouse effect • Impacts of climate change • Bangladesh climate change • Adapting to climate change • Mitigating climate change • Effects of global warming in the UK • Sustainable future <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Letter writing – extended writing piece • Summative assessment 	<p>SUMMER 1 Tropical rainforest ecosystem</p> <p>SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Significant natural area, high levels of biodiversity, connection to global warming, promoting ideas of stewardship.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Introduction to ecosystems • Features of a rainforest • Animal and plant adaptations in the rainforest • Indigenous tribes in the rainforest • What does the rainforest provide for us? • Deforestation in the rainforest <p>Assessment opportunity:</p> <ul style="list-style-type: none"> • Summative assessment 		

Term	Year 8	Term	Year 8	Term	Year 8
AUTUMN 1 Development and globalisation – Indian perspective SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language ENQUIRY: HOMEWORK: - Weekly knowledge recall - Research activities	Rationale: Human geography elements addressed in detail, emerging country, high representation in school community, opportunity to compare UK to other nations. Topics covered: <ul style="list-style-type: none"> Introduction to development Measuring development using indicators Understanding the development gap Case study – Why is Malawi poor? Introducing India Variation in development in India Introducing globalisation Globalisation in India Development opportunities in India India as a global superpower Assessment opportunity <ul style="list-style-type: none"> Mid topic extended writing Summative assessment 	SPRING 1 Coastal regions SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language ENQUIRY: HOMEWORK: <ul style="list-style-type: none"> Weekly knowledge recall Research activities 	Rationale: Underpinning physical processes which shape UK, history of using the coastline for economic development, management strategies. (stewardship) Topics covered: <ul style="list-style-type: none"> Introduction to coasts Waves and erosion Erosional landforms Transportation and deposition Depositional landforms Uses of the coast Coastal management Case study – Happisburgh Coasts and climate change Assessment opportunity <ul style="list-style-type: none"> Summative assessment 	SUMMER 1 Glaciers and rivers SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language ENQUIRY: HOMEWORK: <ul style="list-style-type: none"> Weekly knowledge recall Research activities 	Rationale: Explains formation of UK landscapes, continues concepts addressed in coastal regions. Topics covered: <ul style="list-style-type: none"> Glacial formation Glacial budget Glacial erosional processes Glacial depositional processes Arctic vs Antarctic Courses of a river River erosion landforms River deposition landforms Causes of flooding Flood management Assessment opportunity: <ul style="list-style-type: none"> Summative assessment
AUTUMN 2 Exploring the Middle East SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language ENQUIRY: HOMEWORK: <ul style="list-style-type: none"> Weekly knowledge recall Research activities 	Rationale: Middle East sphere of influence growing, important to future world economic growth, source of conflict which is shared in the news, opportunity to compare UK cultures and customs to other areas. Topics covered: <ul style="list-style-type: none"> Introducing the Middle East Weather and climate in the Middle East Physical Geography of the Middle East People of the Middle East Economic importance of the Middle East Case study 1 - UAE Case study 2 – Yemen Conflict in the Middle East Case study 3 – Syria Should Qatar host the world cup? Assessment opportunity <ul style="list-style-type: none"> Extended writing task – The Middle East in a complex region. Discuss. 	SPRING 2 Restless Earth SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language ENQUIRY: HOMEWORK: <ul style="list-style-type: none"> Weekly knowledge recall Research activities 	Rationale: Physical processes which shape planet, destructive nature, relevant to recent events. Topics covered: <ul style="list-style-type: none"> Structure of the Earth Plate tectonics and boundaries Case study 1 – Haiti earthquake 2010 Case study 2 – Japan earthquake and tsunami 2011 Volcanic structure Case study 1 – Iceland volcano Case study 2 – Montserrat volcano Disaster management Assessment opportunity: <ul style="list-style-type: none"> Extended writing opportunity – Who suffers more from tectonic disasters? Explain why. 	SUMMER 2 Natural resources SKILLS: KO1 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language ENQUIRY: HOMEWORK: <ul style="list-style-type: none"> Weekly knowledge recall Research activities 	Rationale: Important resource, renewable vs non-renewable argument, stewardship, environmental damage vs economic/social gain, source of conflict. Topics covered: <ul style="list-style-type: none"> Types of resources Non renewable energy and impacts Renewable energy and impacts Resources and conflict Assessment opportunity: <ul style="list-style-type: none"> Summative assessment

Term	Year 9	Term	Year 9	Term	Year 9
<p>AUTUMN 1 Geographies of conflict</p> <p>SKILLS: K01 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Representation of school community, relevant and up-to-date, addresses misconceptions.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> Introducing conflict Causes of conflict Conflict prone areas Conflict over resources (Diamonds) Piracy Historical conflict Conflict in Afghanistan Conflict over water Child soldiers Conflict in Ukraine <p>Assessment opportunity</p> <ul style="list-style-type: none"> 9 mark exam question Summative assessment 	<p>SPRING 1 & SPRING 2 Extreme environments</p> <p>SKILLS: K01 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Scales of environments, comparison of various environments outside of their own, development of concepts covered in earlier years of KS3.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> Introducing ecosystems Reasons for ecosystem location Taiga climate and conditions Threats to the taiga TRF climate and conditions TRF threats Deforestation in Malaysia Sustainable management TRF Tundra climate and conditions Tundra challenges Tundra opportunities Hot desert climate and conditions Desert challenges Desert opportunities <p>Assessment opportunity</p> <ul style="list-style-type: none"> Extended writing piece – impacts of tourism Summative assessment 	<p>SUMMER 2 Health and Geography</p> <p>SKILLS: K01 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Relevant and up-to-date, address misconceptions, links to human development, climate change etc.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> What does health mean to geographers? Communicable vs non communicable diseases Development and health Health and TNCs Healthcare systems Coronavirus <p>Assessment opportunity:</p> <ul style="list-style-type: none"> Summative assessment
<p>AUTUMN 2 Global issues</p> <p>SKILLS: K01 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Global citizen, scale of impacts, stewardship, problem solving skills, cross curricular opportunities. (English, Science etc.)</p> <p>Topics covered:</p> <ul style="list-style-type: none"> Plastic in the oceans Solving the plastic issue Introduction to climate change Climate change in Bangladesh Mass tourism Making tourism sustainable Wilderness areas Pantanal wilderness areas Overpopulation <p>Assessment opportunity</p> <ul style="list-style-type: none"> Letter writing – extended writing piece 9 mark exam question Summative assessment 	<p>SUMMER 1 Geographies of crime</p> <p>SKILLS: K01 – Geographical skills. KO2 – Geographical space and space. KO3 – Development and Geography. KO4 – Human and/or physical geography. KO5 – Geographical impact. KO6 – Geographical language</p> <p>ENQUIRY:</p> <p>HOMEWORK: - Weekly knowledge recall - Research activities</p>	<p>Rationale: Links to own urban area, fieldwork opportunities in local area, addresses misconceptions, use of GIS.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> Introduction to crime Geographical space and crime Mapping crime Crime in London Organised crime Designing out crime <p>Assessment opportunity:</p> <ul style="list-style-type: none"> Summative assessment 		

Term	Year 10	Term	Year 10
<p>AUTUMN 1 Challenges of natural hazards</p> <p>Specification links</p> <ul style="list-style-type: none"> • Natural hazards pose risk to people and property. • Earthquakes and volcanoes are a result of physical processes. • Effects, responses to a tectonic event in contrasting areas of wealth. • Management can reduce effects of tectonic hazards • Global atmospheric circulation determines weather and climate patterns • Tropical storms: Causes, impacts and responses across contrasting areas of wealth. • UK extreme weather hazards • Human and natural causes of climate change • Managing climate change on multiple levels. <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Delivering paper 1 content first.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Reasons for why areas are prone to tectonic hazards • Earth's internal structure • Plate tectonics and plate movement • Case study 1 – Chile earthquake (HIC) • Case study 2 – Nepal earthquake (LIC) • Management and mitigation of tectonic hazards. • Volcanic formation and impacts • Global atmospheric circulation and air pressure • Tropical storm formation and location • Case study 3 – Typhoon Haiyan (LIC) • Case study 4 – Hurricane Katrina (HIC) • Aid and responses to atmospheric hazards • Causes of climate change – human and natural • Impacts of climate change – UK and global • Extreme UK weather • Mitigation and management of a changing climate. <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Summative assessments (35 – 40 marks) 2 times over the topic. 	<p>SPRING 1 & SPRING 2</p> <ol style="list-style-type: none"> Continuation of living world. Physical landscapes in the UK. Issue evaluation (Paper 3) <p>Specification links</p> <ul style="list-style-type: none"> • UK diverse landscapes. • Physical processes which shape the coast. • Causation of varying coastal landforms • Coastal management strategies to reduce erosion. • Shape of a river from source to mouth. • Fluvial landforms due to physical processes. • Causes of flooding and how this is plotted. • Management strategies to reduce flood impacts. • Issue evaluation <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Continuation of paper 1 content + introduction of paper 3 synoptic link</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • UK Geology and relief • Coastal erosional processes • Coastal erosional landforms • Coastal transportation processes • Coastal deposition and landforms • Coastal management strategies • Case study 1 – Lyme Regis • River landscapes • Upper course landforms • Middle course landforms • Lower course landforms • River flooding causes • Case study 2 – UK flood event • River flood management strategies <p>Issue evaluation</p> <p>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue</p> <p>Assessment opportunity Summative assessment (35-40 marks) 2 times over the topic + issue evaluation (37 marks)</p>
<p>AUTUMN 2</p> <ol style="list-style-type: none"> Continuation – Challenges of natural hazards The living world. <p>Specification links:</p> <ul style="list-style-type: none"> • Ecosystems exist on a range of scales • Tropical rainforest distinctive characteristics • Deforestation has economic and environmental impacts • Tropical rainforest management at several scales • Hot desert distinctive characteristics • Development of hot deserts creates opportunities and challenges. • Risk and mitigation of desertification <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Continuation of paper 1 content</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Global distribution of biomes • Small scale ecosystems and food chains/webs. • Location and features of the tropical rainforest. • Case study 1 – Malaysia deforestation • Management of tropical rainforests. • Location and features of the hot desert environments • Case study 2 – That desert opportunities and challenges. • Causes of desertification • Ways to tackle desertification. <p>Assessment opportunity Summative assessments (35 – 40 marks) 2 times over the topic</p>	<p>SUMMER 1 & SUMMER 2</p> <ol style="list-style-type: none"> Urban issues and challenges Changing economic world <p>Specification links</p> <ul style="list-style-type: none"> • Global variations in economic development and quality of life. • Reasons for gaps in development. • Rapid changes in LICs and NEEs. • Changes in the UK economy and impacts on employment etc. • Changes in urban population. • Urban growth creates opportunities and challenges for cities in NEEs and LICs. • Urban changes in UK cities leads to social, economic and environment opportunities/challenges • Urban sustainability <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall 	<p>Rationale: Introduction to paper 2.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Development indicators • Exploring the reasons for a gap in development (human and physical geography) • Study into one location of a changing NEE and LICs (Kenya and Rio) • Changes in UK economy (employment, cities etc.) • Sustainable living opportunities in various locations. <p>Assessment opportunity:</p> <ul style="list-style-type: none"> • Summative assessments (35 – 40 marks) 2 times over the topic + end of year assessment (Paper 1 – 88 marks + paper 3 issue evaluation – 37 marks)

Term	Year 11	Term	Year 11
<p>AUTUMN 1 Fieldwork</p> <p>Specification links</p> <ul style="list-style-type: none"> • Fieldwork enquiry • Geographical applications <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities - SENECA revision 	<p>Rationale: Paper 3 continued</p> <p>Topics covered: Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content. Fieldwork must take place outside the classroom and school grounds on at least two occasions</p> <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Summative assessment of 35-40 marks of fieldwork based questions • Fieldwork write up, which is marked and feedback provided 	<p>SPRING 1 & SPRING 2 1. Revision for upcoming examinations</p> <p>Specification links</p> <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities - SENECA revision 	<p>Rationale: Addressing misconceptions which have arisen throughout the academic year through PPE's and internal examinations within class.</p> <p>Topics covered:</p> <p>Assessment opportunity Summative assessment (35-40 marks) 2 times over the topic + issue evaluation (37 marks)</p>
<p>AUTUMN 2 Challenges of resource management</p> <p>Specification links:</p> <ul style="list-style-type: none"> • Fundamental resources: Food; water; and energy are important for development. • Changing demand and provision of these fundamental resources. • Demand for water resources growing rapidly, but lack security. • Strategies implemented to increase water supply <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities - SENECA revision 	<p>Rationale: Finishing off paper 2</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Distribution of resources around the world. • Conflict associated with resources. • Reasons for supply and demand issues. • Distribution of water secure and water insecure areas. • Ways to solve issues with water scarcity. <p>Assessment opportunity Summative assessments (35 – 40 marks) 2 times over the topic</p>	<p>SUMMER 2</p>	<p>GCSE EXAMS</p>

Term	12 (Block A) – Physical Geography	Term	Year 12 (Block B – Human Geography)
<p>AUTUMN 1 + 2 Hazards</p> <p>SPECIFICATION LINKS</p> <ul style="list-style-type: none"> • Hazards as a geographical concept • Plate tectonics • Volcanic hazards • Seismic hazards • Storm hazards • Fires in nature • Case study – Multi hazardous event • Case study – local hazard event <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Introduction to A level content with clear links to GCSE specification in order to make pupils feel comfortable.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Natural hazards vs disasters • Human perceptions to natural hazards • Models to disaster management • Earth’s internal structure • Plate tectonic theories (slab pull, ridge push etc.) • Tectonic landform hazards • Volcanic hazards (Case study – Mount Mayon, Philippines) • Seismic events (primary and secondary impacts) • Planning and mitigation towards seismic hazards • Tropical storm nature, distribution and magnitude • Impacts of tropical storms • Responses to tropical storms • Case study (Hurricane Michael, USA) • Forest fires • Multi-hazardous event (Haiti – LDC) <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Fortnightly assessment questions • Formative assessment (35 – 40 marks) to represent the A level Geography exam process. 	<p>AUTUMN 1 + 2 Changing places</p> <p>SPECIFICATION LINKS</p> <ul style="list-style-type: none"> • Nature and importance of place • Changing relationships and connections to place • Meaning and representation of place • Local case study – Uxbridge • Far away case study - Mumbai <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Introduction to A level content with clear links to GCSE specification in order to make pupils feel comfortable.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Concept of place • Geographical approaches to place • Factors contributing to the character of places • Demographic change • Economic change and social inequalities • Changing places – meaning and representation • Quantitative vs qualitative data of place • Comparison of place with a near and far location (Liverpool and Uxbridge) <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Fortnightly assessment questions • Formative assessment (35 – 40 marks) to represent the A level Geography exam process.
<p>SPRING 1 + 2 Coasts</p> <p>SPECIFICATION LINKS</p> <ul style="list-style-type: none"> • Coasts as natural systems • Coastal systems and geomorphological processes • Coastal landscape developments • Coastal management • Case studies – local and foreign coastal landscape region. <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Continuation of introducing A level content with reference to GCSE specification, building knowledge and understanding of exam techniques.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Coasts as natural systems • Sources of energy in coastal environments • Sediment sources, cells and budgets • Coastal geomorphological processes • Coastal landscapes formed by erosion and deposition • Impact of sea level change on coastal areas • Human intervention with coastlines (engineering techniques) • Fieldwork skills (qualitative and quantitative approaches) <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Fortnightly assessment questions • Formative assessment (35 – 40 marks) to represent the A level Geography exam process. 	<p>SPRING 1 + 2 Contemporary urban environments</p> <p>SPECIFICATION LINKS</p> <ul style="list-style-type: none"> • Urbanisation • Urban forms – such as urban primacy/world cities/megacities etc. • Spatial land-use of urban areas • Social and economic issues associated with urbanisation • Urban climate • Urban drainage • Urban waste and disposal • Sustainable urban development opportunities • Case studies – London and Mumbai. <p>HOMEWORK:</p> <ul style="list-style-type: none"> - Weekly knowledge recall - Research activities 	<p>Rationale: Continuation of introducing A level content with reference to GCSE specification, building knowledge and understanding of exam techniques.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Urbanisation • Causes and consequences of urban growth • Contemporary urban processes • Urban changes • Urban policy and regeneration in Britain since 1979 • Characteristics/features of mega and world cities • Land use in urban spaces • Social and economic issues associated with urbanisation • Urban climates • Urban drainage • Urban waste and its disposal • Sustainable cities • Comparison: London vs Mumbai. <p>Assessment opportunity</p> <ul style="list-style-type: none"> • Fortnightly assessment questions • Formative assessment (35 – 40 marks) to represent the A level Geography exam process.
<p>SUMMER 1 + 2 NEA</p> <p>SPECIFICATION LINKS</p>			

AUTUMN 1 NEA			
SPECIFICATION LINKS Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. The independent investigation must: be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content.			
<ul style="list-style-type: none"> involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis. incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation. involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches. draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes. 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. 			
HOMEWORK: - Weekly knowledge recall - Research activities			

AUTUMN 2 + SPRING 1 Water and carbon cycles	Rationale: Continuation of introducing A level content with reference to GCSE specification, building knowledge and understanding of exam techniques.	AUTUMN 2 + SPRING 1 Global systems and global governance	Rationale: Continuation of introducing A level content with reference to GCSE specification, building knowledge and understanding of exam techniques.
SPECIFICATION LINKS <ul style="list-style-type: none"> Water and carbon cycles as natural systems The water cycle – stores of water The water cycle – Processes driving changes in cycle The water cycle – Drainage basins as open systems The water cycle – flood causation and impacts Relationship between the water and carbon cycles Case study 1 – Tropical rainforest Case study 2 – River catchment 	Topics covered: <ul style="list-style-type: none"> Hydrological cycles Water stores Drainage basin systems Flood hydrographs Land use changes and affects on the water cycle Stores of carbon Carbon movement Carbon budget and effects Climate change Case study – Water and carbon in the Amazon. 	SPECIFICATION LINKS <ul style="list-style-type: none"> Globalisation Dimensions of globalisation Factors leading to globalisation Global systems International trade and access Global governance Global commons Globalisation critique Case study – TNC (Apple) Case study – NAFTA/EU Case study – Global banana trade Case study - Antarctica 	Topics covered: <ul style="list-style-type: none"> Globalisation introduction Flows which influence globalisation Trade agreements Forms and nature of interdependence International trade and access to markets Trade patterns Roles of TNCs Case study 1 – Apple Case study 2 – Banana trade Global commons – Antarctica case study
HOMEWORK: - Weekly knowledge recall - Research activities	Assessment opportunity <ul style="list-style-type: none"> Fortnightly assessment questions Formative assessment (35 – 40 marks) to represent the A level Geography exam process. 	HOMEWORK: - Weekly knowledge recall - Research activities	Assessment opportunity <ul style="list-style-type: none"> Fortnightly assessment questions Formative assessment (35 – 40 marks) to represent the A level Geography exam process.