

A-Level Geography AQA – Curriculum Overview Year 12-13

	INTENT	IMPLEMENTATION	IMPACT
Term	<p style="text-align: center;">Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p style="text-align: center;">Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p style="text-align: center;">Assessment opportunities</p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term 1 & 2 Y12	<p><u>Physical Geography: Water & Carbon Cycles</u> <u>Human Geography: ‘Changing Places’</u></p> <p><i>Why is this taught now?</i> At Beths, the A-level course is taught in parallel by two teachers: in Physical Geography students will get introduced to the core topic ‘Water & Carbon Cycles’, while in Human Geography they will start with ‘Changing Places’, one of the two human core topics.</p> <hr/> <p>Physical Geography – 1. Water and Carbon Cycles</p> <p><u>Introduction:</u> Systems in physical geography: Systems concepts and their applications to the water and carbon cycles inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</p> <p><u>The Water Cycle</u></p> <ul style="list-style-type: none"> ➤ Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. ➤ Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, 	<p>Core skills</p> <ul style="list-style-type: none"> • understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • use and understanding of a mixture of methods, including interviews • interpretation and evaluation of a range of material including textual and visual sources • understanding of the opportunities and limitations of qualitative techniques such as coding and sampling • understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. • Use of overlays, both physical and electronic. 	<p>In-class teacher assessment through a range of Question & Answer situation, including targeted questioning and in-depth questioning</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice, independent research and application of knowledge and skills</p> <p>Low-tariff practice exam questions to assess learning with peer- / self-assessment opportunities</p> <p>Formative teacher assessment during lesson</p> <p>Further reading and knowledge check questions (e.g, Geofactfiles)</p> <p>End of module tests</p>

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	<p>drainage basin and global scales with reference to varying timescales involved.</p> <ul style="list-style-type: none"> ➤ Drainage basins as open systems – inputs and outputs, to include precipitation, evapotranspiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance. ➤ Runoff variation and the flood hydrograph. ➤ Changes in the water cycle over time to include natural variation (including storm events, seasonal changes) and human impact (including farming practices, land use change and water abstraction). <p><u>Case study: River Eden, UK</u> Students will be able to describe, explain and evaluate a number of themes relating to water and climate in the River Eden drainage basin, including:</p> <ul style="list-style-type: none"> ○ how changes in the water and carbon cycles have changed the inputs, outputs and processes in a drainage basin ○ the relationships between hydrology, the carbon cycle and the environment ○ how human activity affects the river ecosystem ○ Students will be able to describe and evaluate a range of strategies employed along the River Eden to reduce the effects of climate change. <p><u>The Carbon Cycle</u></p> <ul style="list-style-type: none"> ➤ Global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. ➤ Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, burial, 	<ul style="list-style-type: none"> • Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. • Numeracy – use of number, measure and measurement. <p>Cartographic skills, including: Atlas maps, weather maps, maps with located proportional symbols, maps showing movement and maps showing spatial patterns.</p> <p>Graphical skills, analysing and being able to create: Line graphs, bar graphs (including compound), scatter graphs, pie charts, triangular graphs, graphs with logarithmic scales and dispersion diagrams.</p> <p>Statistical skills, including general numeracy skills, in particular the understanding and application of measures of central tendency such as mean, mode and median, measures of dispersion such as range, inter-quartile range and standard deviation, inferential and relational statistical techniques (e.g. Spearman’s rank correlation and Chi-square test) and the application of significance tests.</p> <p>ICT skills cover a wide range of research and presentation skills, including, for example: the use of remotely sensed data, the use of electronic databases, the use of innovative data sources (e.g. crowd sourcing and ‘big data’), the use of ICT to generate maps, graphs and statistical calculations.</p>	
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compaction, carbon sequestration in oceans and sediments, weathering.

- Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).
- The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.

Human Geography – Changing Places

1. The nature and importance of places: Defining place

- The concept of place and the importance of place in human life and experience.
- How we define 'place'.
- What the difference between space and place is.
- How human geographers consider location, locale and sense of place.

2. Place identity: Introduction

The concept of place and the importance of place in human life and experience

- How we define 'place identity'.
- What elements make up place identity.
- How places can generate multiple identities.

3. Factors contributing to the character of places: Relationships and connections

- The impact of relationships and connections on people and place with a particular focus on: either changing demographic and cultural characteristics or economic change and social inequalities.
- How identity can be evident at several scales.
- How religion can foster a sense of identity in places.

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- The meaning of agglomeration, suburbanisation, counter-urbanisation and regeneration.
- The effects of counter-urbanisation on places.
- Case studies include: Gentrification – Notting Hill, London; Local continuity example Cadbury’s Bournville village, Birmingham; National change example Devonport, Plymouth; International investment and illicit influence Medellin, Colombia; Belfast: one place, Two Representations

4. Insider and outsider perspectives on place

- What is meant by the terms insider and outsider perspectives.
- What might be important factors in shaping insider and outsider perspectives.
- What is meant by social and spatial exclusion.
- What might be the causes of social and spatial exclusion

5. Categories of place: Meaning and representation

The importance of the meanings and representations attached to places by people with a particular focus on people’s lived experience of place in the past and at present.

- What place signifiers are and how we attach meaning to places.
- What the terms near places, far places, experienced places and media places mean.
- How media places can contrast from the lived reality of a place.
- Case studies include: Changing Places Amsterdam Rebranding Reimaging Regeneration; Coin Street – London, a community-led project of place making

6. Endogenous and exogenous factors affecting place

Factors contributing to the character of places: Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. Exogenous: relationships with other places.

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- What endogenous factors are. How the physical site, the economic function and the cultural landscape of a place can alter the character of a place.
- What exogenous factors are and how they can alter the character of a place.
- How the shifting flows of people, money, technology and information around the world can affect places.
- Some examples of how globalization has led to de-industrialisation and fundamental change in some places.

7. Globalisation of place and global sense of place

The nature and importance of places and factors contributing to the character of places

- 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.
- What is meant by a 'global sense of place'.
- What is meant by the terms 'placelessness', 'homogenised places' and 'clone towns'.
- What global factors are driving these changes.
- What the terms 'globalisation' and 'glocalisation' mean.

8. Clone towns (Case study: Bexleyheath)

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.

- What is meant by a 'clone town' and a 'home town'
- How globalization and a 'global culture' might be responsible for the loss of high street identity.
- What the factors are that can be used to determine if a place has become a 'clone town'.

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	<ul style="list-style-type: none"> - How some communities have started to resist homogenisation of the high street. <p>9. <u>Localisation of place</u> 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> <ul style="list-style-type: none"> - What is meant by the term 'localisation of place'. - What it means to 'belong' in the context of place, and what factors affect an individual's sense of belonging to a place - How places can promote physical and mental well-being. - What the features and characteristics are of a 'great place'. 		
<p>Spring Term Year 12 2A</p>	<p><u>Continued Water & Carbon Cycles (Physical Geography)</u> <u>Continued Changing Places (Human Geography)</u></p> <p><i>Why is this taught now?</i> The first two topics are very big units and as we teach two topics in parallel, each of the units stretches over 3 half terms</p> <hr/> <p><u>Continued: Water and Carbon Cycles (Physical Geography)</u></p> <p><u>Water, Carbon, Climate and Life on Earth</u></p>	<p>Core skills</p> <ul style="list-style-type: none"> • understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • use and understanding of a mixture of methods, including interviews 	<p>In-class teacher assessment through a range of Question & Answer situation, including targeted questioning and in-depth questioning</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice, independent</p>

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	<p>➤ The key role of the carbon and water stores and cycles in supporting life on Earth and particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</p> <p>➤ Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</p> <p><u>Case study: Amazon Tropical Rainforest</u></p> <p>Students will be able to describe, explain and evaluate a number of themes relating to water and climate in the Amazon tropical rainforest, including:</p> <ul style="list-style-type: none"> - how changes in the water and carbon cycles have changed the tropical rainforest environment - the relationships between hydrology, the carbon cycle and the environment - how human activity affects the tropical rainforest. <p>Students will be able to describe and evaluate a range of strategies employed in the Amazon tropical rainforest to reduce the effects of climate change.</p> <p>Continued: Changing Places (Human Geography)</p> <p><u>10. Meaning and representation (Case study: Isle of Dogs)</u></p> <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"> • interpretation and evaluation of a range of material including textual and visual sources • understanding of the opportunities and limitations of qualitative techniques such as coding and sampling • understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. • Use of overlays, both physical and electronic. • Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. • Numeracy – use of number, measure and measurement. <p>Cartographic skills, including: Atlas maps, weather maps, maps with located proportional symbols, maps showing movement and maps showing spatial patterns.</p> <p>Graphical skills, analysing and being able to create: Line graphs, bar graphs (including compound), scatter graphs, pie charts, triangular graphs, graphs with logarithmic scales and dispersion diagrams.</p> <p>Statistical skills, including general numeracy skills, in particular the understanding and application of measures of central tendency such as mean, mode and median, measures of</p>	<p>research and application of knowledge and skills</p> <p>Low-tariff practice exam questions to assess learning with peer- / self-assessment opportunities</p> <p>Formative teacher assessment during lesson</p> <p>Further reading and knowledge check questions (e.g, Geofactfiles)</p> <p>End of module tests</p>
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	<ul style="list-style-type: none"> ➤ 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. ➤ The definitions of meaning, representation and perception of place and how these can relate to each other. ➤ How media can sometimes skew people’s perception of a place which may be far detached from the lived reality. ➤ What agents of change are and how they manage to change people’s perception of place. <p><u>11. Rebranding and regeneration (Case study: Isle of Dogs)</u></p> <p>Understand 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. Understand 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> <ul style="list-style-type: none"> ➤ What is meant by regeneration and how this might be achieved through the processes of ➤ rebranding and re-imaging. ➤ How the regeneration process may not be in everyone’s best interests, and that there can ➤ be arguments both for and against regenerating places. 	<p>dispersion such as range, inter-quartile range and standard deviation, inferential and relational statistical techniques (e.g. Spearman’s rank correlation and Chi-square test) and the application of significance tests.</p> <p>ICT skills cover a wide range of research and presentation skills, including, for example: the use of remotely sensed data, the use of electronic databases, the use of innovative data sources (e.g. crowd sourcing and ‘big data’), the use of ICT to generate maps, graphs and statistical calculations.</p>	
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- What 'flagship' developments are and how they can form an important part of rebranding.
- An example of an urban rebranding scheme that has been implemented, why and how it was implemented and how successful it has been.

12. Re-imagining and regeneration (Case study: Isle of Dogs)

Understand 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.

Understand 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.

- The role of the re-imagining process in urban regeneration.
- Why some places may generate negative perceptions through the role of media.
- How corporate bodies, community and local groups can successfully change people's perceptions of place through re-imagining.

13. Local and distant places

- *Local place: Isle of Dogs, East London*

Local place study exploring the developing character of a place local to the home or study centre (suburban)

- *Distant place: Brighton*

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	<p>Contrasting place study exploring the developing character of a contrasting and distant place (coastal)</p> <ul style="list-style-type: none"> - Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. - Sources must include qualitative and quantitative data to represent places in the past and present (e.g. poems, paintings, ONS statistics) - Both place studies focus equally on: <ul style="list-style-type: none"> o people's lived experience of the place in the past and at present o changing demographic and cultural characteristics o economic change and social inequalities. 		
<p>Spring Term Year 12 2B</p>	<p><u>Coastal systems and landscapes (Physical)</u> <u>Contemporary Urban Environments (Human)</u></p> <p><i>Why is this taught now?</i> 'Coastal Systems and Landscapes' is one of the two optional topics in Physical Geography and is perfectly suited to follow the first unit on 'Carbon and Water Cycles', where students were introduced to the idea of systems, which can now be transferred to 'Coasts as natural systems'. The content also builds on the optional topic 'Coastal Landscapes' chosen in Paper 1 in GCSE at this school (Year 10)</p> <p>'Contemporary Urban Environments' follows perfectly from 'Changing Places' in the Human Geography lessons, as there are many links with the previous human topic, since urban environments are pivotal in understanding and exemplifying</p>	<p>Core skills</p> <ul style="list-style-type: none"> • understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • use and understanding of a mixture of methods, including interviews • interpretation and evaluation of a range of material including textual and visual sources 	<p>In-class teacher assessment through a range of Question & Answer situation, including targeted questioning and in-depth questioning</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice, independent research and application of knowledge and skills</p>

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	<p>how places and meanings are changing (e.g. homogenisation and placelessness). Pupils will also be able to draw in prior knowledge from their GCSE unit 'Urban Issues and Challenges' (Year 11).</p>	<ul style="list-style-type: none"> • understanding of the opportunities and limitations of qualitative techniques such as coding and sampling • understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. • Use of overlays, both physical and electronic. • Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. • Numeracy – use of number, measure and measurement. <p>Cartographic skills, including: Atlas maps, weather maps, maps with located proportional symbols, maps showing movement and maps showing spatial patterns.</p> <p>Graphical skills, analysing and being able to create: Line graphs, bar graphs (including compound), scatter graphs, pie charts, triangular graphs, graphs with logarithmic scales and dispersion diagrams.</p> <p>Statistical skills, including general numeracy skills, in particular the understanding and application of measures of central tendency such as mean, mode and median, measures of dispersion such as range, inter-quartile range and standard deviation, inferential and</p>	<p>Low-tariff practice exam questions to assess learning with peer- / self-assessment opportunities</p> <p>Formative teacher assessment during lesson</p> <p>Further reading and knowledge check questions (e.g. Geofactfiles)</p> <p><i>Year 12 Trial Exams in April will cover 1.5 topics in Human and 1.5 topics in Physical Geography</i></p>
	<p><u>Physical 2: Coastal systems and landscapes</u></p> <p>1. Systems in Physical Geography</p> <ul style="list-style-type: none"> • Systems in physical geography: Systems concepts and their application to the development of coastal landscapes: inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. • The concepts of landform and landscape and how related landforms combine to form characteristic landscapes. • Understanding of the concept of 'systems frameworks' as a type of model (simplifications of a complex world) fundamental to most areas of geographical understanding. • Students will be able to identify the four major subsystems of the earth: atmosphere, lithosphere, hydrosphere, biosphere – and understand that these are interlinked as a 'cascading system'. • Students will be able to identify coastal environments as open systems with different elements, including: <ul style="list-style-type: none"> ○ inputs ○ components/stores ○ transfers/flows ○ outputs. • Students will be able to understand coastal landscapes as being in dynamic equilibrium that includes positive feedback and negative feedback. <p>2. Systems and processes</p>		

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- Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts.
- Sediment sources, cells and budgets.
- Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.
- Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrosion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and run off.

3. Coastal landscape development

- Origin and development of landforms and landscapes of coastal erosion: Cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development.
- Origin and development of landforms and landscapes of coastal deposition. Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development.
- Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development.
- Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years.
- Coastlines of emergence and submergence. Origin and development of associate landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts.
- Recent and predicted climatic change and potential impact on coasts.
- The relationship between process, time, landforms and landscapes in coastal settings.

Human Geography: Contemporary Urban Environments

relational statistical techniques (e.g. Spearman's rank correlation and Chi-square test) and the application of significance tests.

ICT skills cover a wide range of research and presentation skills, including, for example: the use of remotely sensed data, the use of electronic databases, the use of innovative data sources (e.g. crowd sourcing and 'big data'), the use of ICT to generate maps, graphs and statistical calculations.

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	<p>1. Urbanisation</p> <ul style="list-style-type: none"> ➤ Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. The emergence of megacities and world cities and their role in global and regional economies. ➤ Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. ➤ Urban change: deindustrialisation, decentralisation, rise of service economy. ➤ Urban policy and regeneration in Britain since 1979. <p>2. Urban Forms</p> <ul style="list-style-type: none"> ➤ Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them. ➤ New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city. <p>3. Social and economic issues associated with urbanisation</p> <ul style="list-style-type: none"> ➤ Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. ➤ Strategies to manage these issues. 		
<p>Summer Term Year 12 3A & 3B</p>	<p><u>Continued: Coastal Landscapes and Processes (Physical)</u> <u>Continued: Contemporary Urban Environments (Human)</u></p>	<p>Core skills</p>	<p>In-class teacher assessment through a range of Question & Answer situation,</p>

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	<p>INTENT <i>Why is this taught now?</i> Both, the physical and the human topic of the course stretch over roughly three halfterms, so will continue to be taught until the end of the summer term.</p> <p>NEA <i>Why is this taught now?</i> The final submission deadline for the Non-exam assessment element of the A-level Geography course is usually the 15th May (in Year 13). To enable all pupils to complete the necessary fieldwork and literature research, preferably during the holidays, we introduce the NEA at the end of the summer term.</p>	<ul style="list-style-type: none"> • understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • use and understanding of a mixture of methods, including interviews • interpretation and evaluation of a range of material including textual and visual sources • understanding of the opportunities and limitations of qualitative techniques such as coding and sampling • understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. • Use of overlays, both physical and electronic. • Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. • Numeracy – use of number, measure and measurement. <p>Cartographic skills, including: Atlas maps, weather maps, maps with located proportional symbols, maps showing movement and maps showing spatial patterns.</p>	<p>including targeted questioning and in-depth questioning</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice, independent research and application of knowledge and skills</p> <p>Low-tariff practice exam questions to assess learning with peer- / self-assessment opportunities</p> <p>Formative teacher assessment during lesson</p> <p>Further reading and knowledge check questions (e.g, Geofactfiles)</p> <p>End of module tests</p>
	<p>CONTENT</p> <p>Coast 4. Coastal management</p> <p>Gain an understanding of why people manage different coastlines in different ways, which will be illustrated with two contrasting case studies.</p> <ul style="list-style-type: none"> • Human intervention in coastal landscapes. • Traditional approaches to coastal flood and erosion risk: hard and soft engineering. • Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management. • traditional approaches to coastal flood risk and coastal erosion, including: (1) hard engineering – sea walls; rock armour/rip rap; gabions; revetments; groynes; cliff fixing; offshore reefs; barrages and (2) soft engineering – beach nourishment; dune regeneration; managed retreat; land-use management; ‘Do nothing’. 		

	<p>5. Case studies for coastal landscapes and management</p> <p><u>Case study 1: Holderness and Brighton</u> Case studies of coastal environments at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes and how field data can be collected and what challenges might be represented in their sustainable management.</p> <p>Students study one local coastal landscape on the East Coast of England (Holderness Coast) through the use of secondary data sources (including online digital mapping, secondary data, local authority websites and text book resources). In addition, they will engage first hand with fieldwork to collect primary data in a second case study on the South Coast of England (Brighton)</p> <ul style="list-style-type: none"> ○ Engaging with real case studies will illustrate how the coastal landscape is distinctive and is the unique combination of the processes and environmental characteristics that created it at a local scale. ○ Enabling students to investigate and understand how the combination of local coastal processes and landscape features present specific challenges for sustainable management. ○ Students will be able to follow through a complete geographical investigation and route to enquiry. <p><u>Case study 2: Odisha, India</u> Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaption.</p> <p><u>Continued: Contemporary Urban Environments (Human)</u></p> <p>4. Urban Climate</p>	<p>Graphical skills, analysing and being able to create: Line graphs, bar graphs (including compound), scatter graphs, pie charts, triangular graphs, graphs with logarithmic scales and dispersion diagrams.</p> <p>Statistical skills, including general numeracy skills, in particular the understanding and application of measures of central tendency such as mean, mode and median, measures of dispersion such as range, inter-quartile range and standard deviation, inferential and relational statistical techniques (e.g. Spearman’s rank correlation and Chi-square test) and the application of significance tests.</p> <p>ICT skills cover a wide range of research and presentation skills, including, for example: the use of remotely sensed data, the use of electronic databases, the use of innovative data sources (e.g. crowd sourcing and ‘big data’), the use of ICT to generate maps, graphs and statistical calculations.</p>	
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	<ul style="list-style-type: none">➤ The impact of urban forms and processes on local climate and weather.➤ Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution.➤ Pollution reduction policies. <p>5. Urban Drainage</p> <ul style="list-style-type: none">➤ Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs.➤ Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS).➤ River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes. <p>6. Urban waste & its disposal</p> <ul style="list-style-type: none">➤ Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade.➤ Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area. <p>7. Other contemporary environmental issues</p>		
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- Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction.
- Strategies to manage these environmental problems.

8. 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.

Case studies (London HIC & Mumbai NEE) of two contrasting urban areas to illustrate and analyse key themes set out above, to include:

- patterns of economic and social well-being
- the nature and impact of physical environmental conditions

with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.

NEA – Introduction to the Non-Exam Assessment

- Introduction to Geographical Research: How to find a topic? How to find a suitable location?
- Literature research: How to find reliable sources of information? How to reference sources correctly?
- Methodology: Overview of a range of research methods in Human and Physical Geography – supported by fieldwork in Brighton and Canary Wharf to gain practical experience
- Models and Theories in Geography

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<p>Autumn Term Year 13 1A and 1B</p>	<p>Human Geography: Global Systems and Global Governance Physical Geography: Ecosystems under stress</p> <p>INTENT <i>Why is this taught now?</i> The rationale for ‘Global systems and global governance’ to be included as a core topic is for pupils to understand how citizens, states and non-state actors make and re-make our contemporary world. Faced with multiple challenges, including climate change, fossil fuel dependency, worsening economic inequalities and ongoing resource consumption of a world population approaching ten billion, the world community needs to find global solutions in the context of an international political system, which is predicated upon national sovereignty. The topic builds on the GCSE topic ‘Changing Economic World’ but introduces students to more complex ideas, such as the conflict between traditional geopolitical systems based on sovereign states and the mobile and fluid spaces and flows of human (e.g. tourists, refugees) and non-human systems (e.g. information). In Physical Geography, teaching ‘Ecosystems under stress’ towards the end of the A-Level course, follows the rational that pupils are at a point in their geographical learning journey, where they are able to make connections between different topics and apply their knowledge to the challenges in our contemporary world. Students will also be able to assess the role of humans in the development of ecosystems and their future sustainability, including scenarios that could result from human population growth and climate change. The topic hence builds on prior knowledge from their GCSE studies in ‘The Living World’ (ecosystems) and ‘Atmospheric Hazards’ (Climate Change) as well as both human and physical topics from Year 12.</p> <p>CONTENT</p>	<p>Core skills</p> <ul style="list-style-type: none"> • understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • use and understanding of a mixture of methods, including interviews • interpretation and evaluation of a range of material including textual and visual sources • understanding of the opportunities and limitations of qualitative techniques such as coding and sampling • understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. • Use of overlays, both physical and electronic. • Literacy – use of factual text and discursive/ creative material and coding techniques when analysing text. • Numeracy – use of number, measure and measurement. <p>Cartographic skills, including: Atlas maps, weather maps, maps with located proportional symbols, maps showing movement and maps showing spatial patterns.</p>	<p>In-class teacher assessment through a range of Question & Answer situation, including targeted questioning and in-depth questioning</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice, independent research and application of knowledge and skills</p> <p>Low-tariff practice exam questions to assess learning with peer- / self-assessment opportunities</p> <p>Formative teacher assessment during lesson</p> <p>Further reading and knowledge check questions (e.g. Geofactfiles)</p> <p>End of module tests</p> <p>Y13 mocks (in class)</p>
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	<p>Human Geography: Global Systems and Global Governance Physical Geography: Ecosystems under stress</p> <p>1. Ecosystems and sustainability The concept of biodiversity. Local and global trends in biodiversity. Causes, rates and potential impacts of declining biodiversity. Ecosystems and their importance for human populations in the light of continuing population growth and economic development. Human populations in ecosystem development and sustainability.</p> <p>2. Ecosystems and processes Nature of ecosystems – their structure, energy flows, trophic levels, food chains and food webs. Application of systems concepts to ecosystems – inputs, outputs, stores and transfers of energy and materials. Concepts of biomass and net primary production. Concepts of succession: seral stages, climatic climax, sub-climax and plagioclimax. Mineral nutrient cycling. Nature of terrestrial ecosystems and the inter-connections between climate, vegetation, soil and topography which produce them. Ecosystem responses to changes in one or more of their components or environmental controls. Factors influencing the changing of ecosystems, including climate change and human exploitation of the global environment.</p> <p>3. Biomes The concept of the biome. The global distribution of major terrestrial biomes. The nature of two contrasting biomes: tropical rainforest and savanna grassland to include:</p> <ul style="list-style-type: none"> • the main characteristics of each biome • ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna 	<p>Graphical skills, analysing and being able to create: Line graphs, bar graphs (including compound), scatter graphs, pie charts, triangular graphs, graphs with logarithmic scales and dispersion diagrams.</p> <p>Statistical skills, including general numeracy skills, in particular the understanding and application of measures of central tendency such as mean, mode and median, measures of dispersion such as range, inter-quartile range and standard deviation, inferential and relational statistical techniques (e.g. Spearman’s rank correlation and Chi-square test) and the application of significance tests.</p> <p>ICT skills cover a wide range of research and presentation skills, including, for example: the use of remotely sensed data, the use of electronic databases, the use of innovative data sources (e.g. crowd sourcing and ‘big data’), the use of ICT to generate maps, graphs and statistical calculations.</p>	
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- human activity and its impact on each biome
- typical development issues in each biome to include changes in population, economic development, agricultural extension and intensification, implications for biodiversity and sustainability.

Case studies that compare and contrast the tropical rainforest ecosystem in the Brazilian Amazon and the Serengeti grasslands of Southern Africa

4. Ecosystems in the British Isles over time

Succession and climatic climax as illustrated by lithoserres and hydroseres.

The characteristics of the climatic climax: temperate deciduous woodland biome.

The effects of human activity on succession – illustrated by one plagioclimax such as a heather moorland.

Case study:

North York Moors and the impact of grouse shooting leading to the development of a plagioclimax

Human Geography- Global systems & governance

1. Globalisation

Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.

Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.

2. Global systems

Form and nature of economic, political, social and environmental interdependence in the contemporary world.
Issues associated with interdependence including how:

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- 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.

3. International trade and access to markets

- Global features and trends in the volume and pattern of international trade and investment associated with globalisation.
- Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America.
- Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.
- The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. **Case study: Apple**
- World trade in at least one food commodity or one manufacturing product. **Case study: Coffee**
- Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.

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<p>Spring Term Year 13 2A and 2B</p>	<p>INTENT</p> <p><u>Human Geography: Global Systems and Global Governance</u> <u>Physical Geography: Ecosystems under stress</u> <u>NEA: Submission</u></p> <p><i>Why is this being taught now?</i></p> <p>In the final term before the external examinations start, pupils will focus on understanding the bigger picture and proactively making connections between the content of different topics.</p> <p>This is combined with an increasing focus on exam preparation, including revision strategies and exam techniques.</p> <p>The NEA submission deadline falls into Spring Term 2B, so some lesson time is also dedicated to finishing this independent piece of work.</p>	<p>Core skills</p> <ul style="list-style-type: none"> • understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data • an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data • use and understanding of a mixture of methods, including interviews • interpretation and evaluation of a range of material including textual and visual sources • understanding of the opportunities and limitations of qualitative techniques such as coding and sampling • understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities. • Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. • Use of overlays, both physical and electronic. • Literacy – use of factual text and discursive/creative material and coding techniques when analysing text. • Numeracy – use of number, measure and measurement. <p>Cartographic skills, including: Atlas maps, weather maps, maps with located proportional</p>	<p>In-class teacher assessment through a range of Question & Answer situation, including targeted questioning and in-depth questioning</p> <p>Knowledge recall activity (last week, last month, last year) at the start of every lesson</p> <p>Homework including a mix of exam question practice, independent research and application of knowledge and skills</p> <p>Low-tariff practice exam questions to assess learning with peer- / self-assessment opportunities</p> <p>Formative teacher assessment during lesson</p> <p>Further reading and knowledge check questions (e.g, Geofactfiles)</p> <p>End of module tests</p> <p>Y13 mock exams</p>
	<p>CONTENT</p> <p><u>Human Geography – Global Systems & Global Governance</u></p> <p>4. Global governance</p> <p>The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</p> <p>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 		

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	<ul style="list-style-type: none"> interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. <p>5. The 'global commons'</p> <p>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>6. Antarctica as a global common</p> <p>An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.</p> <p>Threats to Antarctica arising from:</p> <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> <p>The role of NGOs in monitoring threats and enhancing protection of Antarctica.</p> <p>Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and</p>	<p>symbols, maps showing movement and maps showing spatial patterns.</p> <p>Graphical skills, analysing and being able to create: Line graphs, bar graphs (including compound), scatter graphs, pie charts, triangular graphs, graphs with logarithmic scales and dispersion diagrams.</p> <p>Statistical skills, including general numeracy skills, in particular the understanding and application of measures of central tendency such as mean, mode and median, measures of dispersion such as range, inter-quartile range and standard deviation, inferential and relational statistical techniques (e.g. Spearman's rank correlation and Chi-square test) and the application of significance tests.</p> <p>ICT skills cover a wide range of research and presentation skills, including, for example: the use of remotely sensed data, the use of electronic databases, the use of innovative data sources (e.g. crowd sourcing and 'big data'), the use of ICT to generate maps, graphs and statistical calculations.</p>	
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elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.

7. Globalisation critique

The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.

Physical Geography: Ecosystems under stress

5. Marine ecosystems

The distribution and main characteristics of coral reef ecosystems. Environmental conditions associated with reef development.

The following aspects should be examined with reference to a named, located coral reef:

Factors in the health and survival of reefs:

- Natural: Water temperature, acidity, salinity, algal blooms.
- Human activity and its impact: Major drainage basin schemes, onshore development, desalination, pollution, tourism, fishing.
- Future prospects for coral reefs.

Case study: Great Barrier Reef

Weighing up the physical and human threats to the future of the GBR and engaging with the different management solutions available to tackle these challenges.

6. Local ecosystems

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	<p>The main characteristics of a distinctive local ecosystem (such as an area of heathland, managed parkland, pond, dune system). Ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna.</p> <p>Local factors in ecological development and change (such as agriculture, urban change, the planned and unplanned introduction of new species).</p> <p>The impacts of change and measures to manage these impacts. Conservation strategies and their implementation in specific settings.</p> <p>Case study of <u>The Sundarbans region of Southern Bangladesh and the border with India</u>, a specified region experiencing ecological change to illustrate and analyse the nature of the change and the reasons for it, how the economic, social and political character of its community reflects its ecological setting and how the community is responding to change.</p> <p>Case study of <u>The Sefton Coast – sand dune ecosystem to the North of Liverpool</u>: specified ecosystem at a local scale to illustrate and analyse key themes set out above, including the nature and properties of the ecosystem, human impact upon it and the challenges and opportunities presented in its sustainable development.</p>		
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