

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Globalisation (teacher 1) Hazardous environments (teacher 2)	GLOBALISATION What are the causes of globalisation and why has it accelerated in recent decades? What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? SKILLS: Use of proportional flow lines showing networks of flows. <i>Ranking and scaling data to create indices.</i> Analysis of human and physical features on maps to understand lack of connectedness. Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation. Use of proportional flow arrows to show global movement of migrants from source to host areas. Analysis of global TNC and brand value datasets to quantify the influence of western brands. <i>Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar</i>	GLOBALISATION Year 9 - Development Year 10 - Development Dynamics Year 11 - UK's Evolving Human Landscape HAZARDS Year 9 - tectonic hazards Year 10 - Hazardous Earth	<p>Students should aim to be secure in their knowledge, understanding skills in all the topics described here. The specific knowledge that a 'good' student performance would demonstrate would include the ability to answer each of the enquiry questions that are shown in the 'Knowledge/skills' column to the left across both Y12 and Y13 topics.</p> <p>In addition, the Department would want students to demonstrate their abilities across core Geography skills (which are summarised with reference to Edexcel's core objectives). This applies to both Y12 and Y13 topics.</p> <p>Thus a 'good' student performance should demonstrate the secure ability to:</p> <ul style="list-style-type: none"> • Show knowledge of location and place • Understand processes and events in the natural environment • Understand processes and events in the human environment • Recognise the complexity of 	<p>Materials outlined in the Student Handbook given out to all new Y12 students and uploaded to Google Classroom.</p> <p><i>We make sure of several core texts - one of which is issued to the students (Hodder)</i></p> <p><i>Hodder Edexcel A- Level Geography 4th Edition Book 1 for Year 12 and Book 2 for Year 13</i></p> <p>This is also available online for all students throughout their course.</p> <p><i>In addition we regularly make use of:</i></p> <p><i>Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13</i></p> <p><i>Oxford (OUP) Edexcel A Level Books 1 and 2</i></p> <p><i>The Student Guide series for A Level published by Hodder Education. The</i></p>

		<p>charts and trend lines. Plotting Lorenz curves and calculating the Gini Coefficient.</p> <p>HAZARDS Why are some locations more at risk from tectonic hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?</p> <p>SKILLS: Analysis of hazard distribution patterns on world and regional scale maps. Use of block diagrams to identify key features of different plate boundary settings. Analysis of tsunami time-travel maps to aid prediction. Use of correlation techniques to analyse links between magnitude of events, deaths and damage. Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.</p>		<p>the people-environment interaction</p> <ul style="list-style-type: none"> • Be able to apply concepts of spatial scale in understanding place • Understand concepts of causality, systems, equilibrium, feedback, inequality identity, interdependence, mitigation and adaptation. • Be able to apply above concepts to specific places and events. • Understand the effect of values and attitudes on the people-environment interaction. • Understand the interaction and balance between physical, social, economic and environmental viewpoints of an issue. • Critically understand the purpose of models and be familiar with many of the core models used across topics (eg land use models, Demographic transition model, hydrographs.) <p>In addition there are some skills and understandings that fieldwork supports</p>	<p>books in this series each specialise in one or two specific topics from the course.</p> <p>Our lessons often make use of topical articles from publications such as Geography Review (quarterly A level publication), Geographical (publication of the Royal Geographical Society, National Geographic, New Scientist, The Economist and a variety of quality broadsheets on online websites.</p> <p>Further resources (and an excellent source of additional reading and lectures for students at home) is the Royal Geographical Society (RGS) and the Geography Association (GA).</p>
--	--	--	--	--	---

				that are summarised below in Summer 1 Y12.	
Autumn 2	Globalisation (teacher 1)	As above		See notes above in Aut. 1	
	Hazardous environments (teacher 2)	As above			
Spring 1	Diverse Places (teacher 1)	DIVERSE PLACES How do population structures vary? An in-depth study of the local place in which you live or study and one contrasting place How do different people view diverse living spaces? Why are there demographic and cultural tensions in diverse places? How successfully are cultural and demographic issues managed?	DIVERSE PLACES Year 9 - Population Year 10 - UK's Evolving Human Landscape	See notes above in Aut 1	
	Glaciation (teacher 2)	SKILLS: Investigation of social media to understand how people relate to the places where they live. Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities. Interviews with local residents to interpret information representing cultural and demographic issues in a local place. Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place.	GLACIATION Year 9 - Glaciated landscapes Year 10 - UK's Evolving Physical Landscape		

		<p>Testing of the strength of relationships through the use of scattergraphs and Spearman's rank correlation.</p> <p>Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.</p> <p>Use of indexes to measure ethnic and cultural diversity.</p> <p>Interpretation of photographic and map evidence showing 'before and after' cross-sections.</p> <p>Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.</p> <p>Analysis of contrasting newspaper reports about a change, including opinions about that change.</p> <p>GLACIATION</p> <p>How has climate change influenced the formation of glaciated landscapes over time?</p> <p>What processes operate within glacier systems?</p> <p>How do glacial processes contribute to the formation of glacial landforms and landscapes?</p> <p>How are glaciated landscapes used and managed today?</p> <p>SKILLS:</p> <p>Graphical analysis of reconstructed climate versus landform evidence for past glacial/interglacial periods.</p> <p>Comparison of past and present distribution of glaciated landscapes using global and regional maps.</p>			
--	--	---	--	--	--

		<p>Use of numerical data to calculate simple mass balance and equilibrium line position; use of GIS to identify main features of glacier types and assess glacier health.</p> <p>Use of measures of central tendency to compare rates of glacier movement.</p> <p>Cirque orientation analysis using large-scale maps (OS maps); calculating Spearman's rank correlations of height of basin, size of basin and orientation and commenting on the significance of the correlation.</p> <p>Till fabric analysis using rose diagrams.</p> <p>Use of British Geological Society (BGS) glacial drift maps, Ordnance Survey (OS) maps, GIS and fieldwork results to reconstruct past ice extent and ice flow direction.</p> <p>Use of student t-test to analyse changes in sediment size and shape in outwash plains; central tendency analysis of both glacial and fluvioglacial deposits (comparison of size, shape and degree of sorting of clasts).</p> <p>Numerical analysis of mean rates of glacial recession in different global regions.</p> <p>Drumlin morphometry and orientation survey to measure correlation of height, length and elongation ratio. Statistical comparison of two data sets from contrasting locations.</p>			
Spring 2	Diverse Places (teacher 1)	As above		See notes above	

	Glaciation (teacher 2)	As above			
Summer 1	Diverse Places & London fieldwork (teacher 1) Prep for residential Fieldwork (teacher 1) Glaciation (teacher 2)	As above See details below for this. As above		See notes above. See below for details of fieldwork. See notes above.	
Summer 2	Fieldwork & NEA preparation (teacher 1) Water Cycle and Water Insecurity (teacher 2)	NEA The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.		A good student performance should also be able to demonstrate confidence in these additional Fieldwork skills: <ul style="list-style-type: none"> • Show understanding of how fieldwork can help investigating of the 'real world' events and places • Show confidence in selecting and evaluating a range of quantitative and qualitative data. • Be confident in portraying this data through a range o suitable graphs • Select and apply appropriate and rigorous investigation questions and hypotheses. 	See above and for extra support with fieldwork we suggest: A publication by the Royal Geographical Society (RGS): NEA Coursework Guide. Hard copies available in lessons of this excellent resources and online on the RGS website for all to access. A range of other textbooks are used for fieldwork skills such as, A-Z Advancing Geography: Fieldwork published by the Geographical Association. Field Studies Council (FSC) also provide many online resources via the Field

				<ul style="list-style-type: none"> Use secondary research to help evidence conclusions and interrogate and contextualise field data Show confidence in the use and evaluation of a range of analytical techniques to understand field data. Be able to communicate findings from primary and secondary data in a coherent and succinct written form. 	Study Centres for fieldwork skills. One good example is the summary booklet: Geographical investigations A Level Geography.
Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	NEA coursework (teacher 1) Water Cycle and Water Insecurity (teacher 2)	NEA - as above Water Cycle and Water Insecurity What are the processes operating within the hydrological cycle from global to local scale? What are the processes operating within the hydrological cycle from global to local scale? What factors influence the hydrological system over short- and long-term timescales? How does water insecurity occur and why is it becoming such a global issue for the 21st century? SKILLS: Use of diagrams showing proportional	Water Cycle and Water Insecurity Year 8 - Resources Year 8 - Rivers Year 9 - Climate Change Year 10 - Climate Change	Students should aim to be secure in their knowledge, understanding skills in all the topics described here. The specific knowledge that a 'good' student performance would demonstrate would include the ability to answer each of the enquiry questions that are shown in the 'Knowledge/skills' column to the left across both Y12 and Y13 topics. In addition, the Department would want students to demonstrate their abilities across core Geography skills (which are summarised with reference to Edexcel's core objectives). This applies to both Y12 and Y13 topics. Thus a 'good' student performance should demonstrate the secure ability	Materials outlined in the Student Handbook given out to all new Y12 students and uploaded to Google Classroom. We make sure of several core texts - one of which is issued to the students (Hodder) Hodder Edexcel A- Level Geography 4th Edition Book 1 for Year 12 and Book 2 for Year 13 This is also available online for all students throughout their course.

		<p>flows within systems. Comparative analysis of river regime annual discharges. Analysis and construction of Water Budget graphs. Using comparative data, labelling of features of storm hydrographs. Use of large database to study the pattern and trends in floods and droughts worldwide Interpretation of synoptic charts and weather patterns, leading to droughts and floods. Use of a global map to analyse world water stress and scarcity. Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of existing and potential dams</p>		<p>to:</p> <ul style="list-style-type: none"> Show knowledge of location and place Understand processes and events in the natural environment Understand processes and events in the human environment Recognise the complexity of the people-environment interaction Be able to apply concepts of spatial scale in understanding place Understand concepts of causality, systems, equilibrium, feedback, inequality identity, interdependence, mitigation and adaptation. Be able to apply above concepts to specific places and events. Understand the effect of values and attitudes on the people-environment interaction. Understand the interaction and balance between physical, social, economic and environmental viewpoints of 	<p><i>In addition we regularly make use of:</i></p> <p>Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13</p> <p>Oxford (OUP) Edexcel A Level Books 1 and 2</p> <p>The Student Guide series for A Level published by Hodder Education. The books in this series each specialise in one or two specific topics from the course.</p> <p>Our lessons often make use of topical articles from publications such as Geography Review (quarterly A level publication), Geographical (publication of the Royal Geographical Society, National Geographic, New Scientist, The Economist and a variety of quality broadsheets on online websites.</p> <p>Further resources (and an excellent source of additional reading and lectures for students at home) is the Royal Geographical Society (RGS) and the Geography</p>
--	--	---	--	---	---

				<p>an issue.</p> <ul style="list-style-type: none"> Critically understand the purpose of models and be familiar with many of the core models used across topics (eg land use models, Demographic transition model, hydrographs.) 	Association (GA).
Autumn 2	<p>Superpowers (teacher 1)</p> <p>The Carbon Cycle and Energy Security (teacher 2)</p>	<p>Superpowers What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this?</p> <p>SKILLS: Constructing power indexes using complex data sets, including ranking and scaling. Mapping past, present and future sphere of influence and alliances using world maps. Using graphs of world trade growth using linear and logarithmic scales. Mapping emissions and resource consumption using proportional symbols. Plotting the changing location of the world's economic centre of gravity on world maps. Analysing future Gross Domestic Product (GDP) using data from different sources</p>	<p>Superpowers Year 7 - Russia Year 8 - Resources Year 9 - Development Year 10 - Development Dynamics Year 10 - India</p> <p>The Carbon Cycle and Energy Security Year 8 - Resources Year 11 - People and Resources</p>	As above.	See above

		<p>The Carbon Cycle and Energy Security How does the carbon cycle operate to maintain planetary health? How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system?</p> <p>SKILLS: Use of proportional flow diagrams showing carbon fluxes. Use of maps showing global temperature and precipitation distribution. Graphical analysis of the energy mix of different countries, including change over time. Analysis of maps showing global energy trade and flows. Comparisons of emissions from different energy source. Using GIS to map land-use changes such as deforestation over time. Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. Plotting graphs of carbon dioxide levels, calculating means and rates of change.</p>			
Spring 1	Health , Human Rights & Intervention (teacher 1)	<p>Health , Human Rights & Intervention What is human development and why do levels vary from place to place? What is human development and why do levels vary from place to place? Why do human rights vary from place to</p>	<p>Health , Human Rights & Intervention Year 9 - Development Year 10 - Development Dynamics</p>	As above.	<p>As above but also specific for revision:</p> <p>Edexcel A Level workbooks. Published by Hodder. This is a series of revision</p>

	<p>The Carbon Cycle and Energy Security continued (teacher 2)</p>	<p>place?</p> <p>How are human rights used as arguments for political and military intervention?</p> <p>What are the outcomes of geopolitical interventions in terms of human development and human rights?</p> <p>SKILLS:</p> <p>Comparison of different measurements of development using ranked data.</p> <p>Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development.</p> <p>Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education across developing, emerging and developed nations.</p> <p>Use qualitative and quantitative indicators to derive an index of corruption and show this on global maps to compare variations in levels of corruption with types of government.</p> <p>Use of flow-lines on global maps to show both the direction and level of aid from donor to recipient global regions.</p> <p>Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid.</p> <p>Interpreting images to evaluate the impact of economic development on the environment minority groups live in.</p> <p>Critical analysis of source material to identify possible reasons for error in the assessment of success for named interventions such as the management of European or Asian boat people.</p>			<p>workbook (and answer booklets) that are used in revision lessons or can be accessed independently by students from Hodder.</p> <p>Pearson Revision for Geography A Level: Guide and workbook. Copies used in revision lessons.</p> <p>Geography for Edexcel A Level Exam Practise and Skills (Oxford). Copies used in revision lessons.</p> <p>A range of additional revision resources for each topic are also used in revision lessons and uploaded to GC for students to make use of out of lessons.</p>
--	--	---	--	--	--

		<p>Using Gini Coefficient and income or wealth proportion for quintiles or deciles of the population to describe inequalities in and between nations.</p> <p>Critical analysis of source materials to identify possible misuse of data in the qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya.</p> <p>The Carbon Cycle and Energy Security continued AS ABOVE</p>			
Spring 2	<p>Health , Human Rights & Intervention (teacher 1)</p> <p>Preparation for Synoptic Paper 3 (teacher 2)</p>	<p>Health , Human Rights & Intervention AS ABOVE</p> <p>PAPER 3 Data interpretation skills</p>	<p>PAPER 3 Decision making skills developed throughout KS3</p> <p>Year 11 - Paper 3</p>	<p>In addition see the fieldwork skills which are highlighted next to the NEA coursework begun in Summer term of Y12. Many of these skills are also relevant for the Synoptic Paper 3 in Y13. A 'good' student performance in the synoptic paper would show:</p> <ul style="list-style-type: none"> • Understanding of the links between topic areas. • Understanding that the concepts mentioned already above of causality, systems, feedback, inequality, identity, globalisation, interdependence, mitigation and adaption are also central as synoptic themes. • Understanding of the players (individuals, groups and organisations) involved in geographical issues and decision making. 	<p>As well as revision resources noted above, online revision sessions uploaded to GC over holidays. These may take the form of pre recorded revision 'talks' or live question and answer sessions available to all Y13 Geographers.</p>

				<ul style="list-style-type: none"> Appreciation of the range of different attitudes concerning a geographical issues. Understanding of the decision regarding the futures of changing issues and how this affects people and appreciation of the uncertainties for people and decision makers. 	
Summer 1	Revision and exam preparation (Both teachers)			As above	Revision resources as mentioned above
Summer 2	NA - Study leave				