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<b>Content Overview (Intent)</b>	<b>T1. What is Geography?</b>		<b>T2. Rivers</b>		<b>T3. Development</b>		
	<p>This unit focuses on introducing the role of a geographer in today's world. The main purpose of the unit is to assess pupils' geographical capabilities related to the expectations of an 11-year-old; to provide a benchmark for the rest of Year 7. Pupils will investigate features and characteristics of the area around their new school, while also further developing a range of geographical skills in a local and national context.</p> <p>This unit aims to help pupils transfer their skills learnt in KS2 into KS3, throughout this unit pupils will consolidate and develop their skills learnt as part of the national curriculum expectations of KS2. This unit will provide the basis of skills needed to progress in Geography through year 7. The content in this unit includes locational knowledge on a global, national and local scale, using lines of latitude and longitude, compass points, reading OS maps and fieldwork skills. The unit will provide pupils an opportunity to learn fieldwork skills in Geography through an investigation around the school grounds. This unit aims to encourage pupils to talk about the geography they already know from their experience in primary school, using this as a basis inform challenge in lessons.</p>		<p>This second unit focuses on the work of rivers, the effect they have on the landscape and the impact of rivers on the lives of people living near them. Pupils would be able to see the key processes acting (erosion and deposition) within the river and the features produced by these processes as you travel down the course of a river. By the end of the unit, pupils will have gained knowledge on the power by which rivers shape the land; and the relationship humans have with rivers in the context of flooding and flood prevention, thus preparing them for the UK's Physical Landscapes in KS4, whilst sparking thought for development in T3.</p> <p>This unit will see pupils build upon their OS map skills gained in T1, for example, reading height and relief using contours to support an understanding of how the landscape changes from source to mouth.</p>		<p>In this unit, pupils will examine the distribution of development globally. Students should consider methods of measuring and comparing development and explain the factors that affect the varying rates of development. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations. Pupils are required to consider the causes of world poverty before investigating what can change people's quality of life, globally and from a personal and community scale.</p> <p>Students will then assess the effectiveness of one strategy (Tree Aid in Mali), which improves quality of life in a specific location, in the developing world. The knowledge of indicators, factors affecting development, top-down and bottom-up approaches to development, which are also in the GCSE.</p>		
<b>Assessment question</b>	<b>Assessment:</b> KPI test on skills (Location of continents and oceans; British Isles; Lines of latitude and longitude; reading four and six figure grid references.	<b>Assessment:</b> Interpretation questions using OS map extracts.	<b>Assessment:</b> Explanation of school-based fieldwork findings.  Case study – Lambeth Academy	<b>Assessment:</b> Explain the formation of a waterfall, you may wish to include a diagram (4 marks)	<b>Assessment:</b> Explain the cause, effect and response to flooding in a named location (9 marks)  Case study – Boscastle, UK	<b>Assessment:</b> Explain two factors that affect the development of a country (6 marks)	<b>Assessment:</b> Explain the features and successes of an aid project which you have studied (9 marks)  Case study – Tree Aid in Mali
<b>Links to prior learning</b>	<p><b>Procedural knowledge (KS2 NC expectations)</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> <p><b>Geography:</b> KS2 National Curriculum for Geography (locational and place knowledge)</p>		<p><b>Procedural knowledge:</b> Topic 1 – What is Geography? - Interpreting OS maps such as in reading height and relief using contours, 4 &amp; 6 figure grid references and using a key.</p>		<p><b>Procedural knowledge:</b> Topic 1 – What is Geography? – Using atlas maps at a range of scales to locate countries of varying levels of development. Using maps within an atlas to identify why there are varying levels of development e.g. landlocked countries, coastal communities, resource maps.</p> <p><b>Geography:</b> Topic 2 – Rivers - Importance of rivers as a transport route which can encourage economic development .  Topic 2 – Rivers – how the development of a country impacts its ability to prepare and respond to flooding events.</p>		
<b>Cultural Capital/British Values</b>	An awareness of British Isles and the countries which encompass it.		Pupils will gain an insight into the rule of law when concerning flood management. Pupils will be able to explore and understand how policy at a local level can protect a community.		UK role as an aid giver Model examples of good governance of use of aid Having an educated understanding of inequalities in development		
<b>Challenge and Wider Reading</b>	Consolidating map skills - <a href="http://www.ordnancesurvey.co.uk/mapzone/">http://www.ordnancesurvey.co.uk/mapzone/</a>		Consolidating map skills in the context of rivers – <a href="http://www.ordnancesurvey.co.uk/mapzone/geography/river-landscapes/page-three">http://www.ordnancesurvey.co.uk/mapzone/geography/river-landscapes/page-three</a> Geofile opportunities – <a href="https://flood-warning-information.service.gov.uk/long-term-flood-risk">https://flood-warning-information.service.gov.uk/long-term-flood-risk</a> <a href="https://www.bbc.co.uk/news/uk-england-cornwall-28523053">https://www.bbc.co.uk/news/uk-england-cornwall-28523053</a> <a href="https://www.bbc.co.uk/newsround/49032170">https://www.bbc.co.uk/newsround/49032170</a>		Factfulness: Ten Reasons We're Wrong About the World — and Why Things Are Better Than You Think. Hans Rosling  <a href="https://www.gapminder.org/dollar-street/matrix">https://www.gapminder.org/dollar-street/matrix</a> - Development inequalities between global communities.  Geofile opportunities – <a href="https://www.treeaid.org.uk/news-and-blogs/">https://www.treeaid.org.uk/news-and-blogs/</a>		

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<b>Content Overview (Intent)</b>	<b>T4. Coasts</b>		<b>T5. Tectonics</b>		<b>T6. Population and Migration</b>		
	<p>This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on T2 Rivers in Year 7, but now applied to a coastal context.</p> <p>Pupils will have further opportunities to interpret a variety of maps, GIS, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activities pupils will engage in understanding the cause, effect and success of coastal management along the Holderness Coastline, UK. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether defence of particular areas of coastline where successful.</p> <p>This unit will lay the foundation of knowledge which can be built upon in KS4 Topic 4 UK landscapes. If pupils do not take GCSE, pupils will not leave KS3 without an understanding of the coastal landscapes around them.</p>		<p>Students develop their knowledge of tectonic events and landforms and the processes, which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards.</p> <p>This unit provides an opportunity to build on pupil understanding of development from Y7 through the investigation of the differing impact of volcanoes and earthquakes of countries at different stages of development, and provides a strong basis for further study in KS4.</p>		<p>In this final unit of year 8, pupils study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution. This builds on pupils' knowledge of different parts of the world from the first unit in Y7.</p> <p>The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a particular place.</p> <p>This unit provides opportunities for pupils to explore their personal geographies as many have heritage from around the world, as well as topical news events such as the conflict and refugee crisis surrounding events in Syria, as well as migration from Mexico to the USA.</p>		
<b>Assessment question</b>	<p><b>Assessment:</b></p> <p>Explain the formation of a headland (4 marks)</p> <p>Explain the formation of a bay (4 marks)</p>	<p><b>Assessment:</b></p> <p>Explain the formation of a spit, you may wish to include an annotated diagram (4 marks)</p> <p>Explain the formation of bar, you may wish to include an annotated diagram (4 marks)</p>	<p><b>Assessment:</b></p> <p>Using a case study, explain how coastal erosion has been managed and explain how successful the methods have been (9 marks)</p> <p>Case study – Coastal erosion at Holderness</p>	<p><b>Assessment:</b></p> <p>Explain the difference between a collision and constructive plate boundary, you may wish to include a diagram (4 marks)</p>	<p><b>Assessment:</b></p> <p>Using a named example of a tectonic hazard explain the impacts of the hazard and explain what methods were used to respond, commenting on their success (9 marks)</p> <p>Case study – Haiti earthquake, 2010. Case study – Japan 2011</p>	<p><b>Assessment:</b></p> <p>Using figure 1, describe the change in birth rate (2 marks)</p> <p>Explain why the birth rate in developing countries is usually higher than developed countries (4 marks)</p>	<p><b>Assessment:</b></p> <p>Using a case study of migration, explain the benefits of migration for the host and source country (9 marks)</p> <p>Case study – Migration between Mexico and USA</p>
<b>Links to prior learning</b>	<p><b>Procedural knowledge:</b> Topic 1 – What is Geography? – Using maps at a range of scales to identify UK coastlines.</p> <p>Numeracy – Calculating the average rate of erosion along the Holderness coastline.</p> <p><b>Geography:</b> Topic 2 – Rivers - Erosion, transportation and deposition</p>		<p><b>Procedural knowledge:</b> Topic 1 – What is Geography? – Using maps at a range of scales to identify tectonic plates and plate margins across the globe. Using maps to identify why an area may be physically vulnerable to tectonic hazards.</p> <p><b>Geography:</b> Topic 3 – Development – How varying levels of development can impact a countries ability to preparation and respond to tectonic hazards effectively.</p>		<p><b>Procedural knowledge:</b> Topic 1 – What is Geography? – Using atlas maps at a range of scales to locate countries of varying levels of development. Using maps within an atlas to identify why there are varying levels of development e.g. landlocked countries, coastal communities, resource maps.</p> <p>Numeracy – Producing and describing population pyramids for contrasting locations.</p> <p><b>Geography:</b> Topic 2 – Rivers - Importance of rivers as a transport route</p> <p>Topic 3 – Development – Social and economic causes of varying population density and reasons for migration.</p> <p>Topic 4 – Coasts – Importance of coastline as a transport hub. Presence of a coastline encourages migration to a place.</p>		
<b>Cultural Capital/British Values</b>	<p>Pupils gain an awareness of the coastlines around them, having an awareness of the impacts of coastal management on different groups of communities, an awareness of different stakeholder views on management and respecting their views.</p>		<p>UK role as an aid giver in the possibility of a tectonic event. Pupils are taught to respect people's lives and empathise with those affected by disaster and conflict with mutual respect.</p>		<p>Pupils gain an understanding of claiming asylum in the UK and the importance of entitlement to live safely in your own country without fear of race, religion, nationality or political opinion. Pupils will have an opportunity to explore the issue of human rights whilst respecting others.</p>		
<b>Challenge and Wider Reading/Viewing</b>	<p>'Lost villages' of Holderness - <a href="https://www.bbc.co.uk/news/in-pictures-22025150">https://www.bbc.co.uk/news/in-pictures-22025150</a> ARC GIS Holderness Story Map – <a href="https://www.arcgis.com/apps/MapJournal/index.html?appid=5dbe3c7e486d4087b86f4c9a1a848038">https://www.arcgis.com/apps/MapJournal/index.html?appid=5dbe3c7e486d4087b86f4c9a1a848038</a></p>		<p>Journey to the centre of the earth by Richard Hammond – <i>BBC Iplayer</i> Japan 2011: Earthquake, Tsunami, Nuclear Crisis (Issue 654) - <i>Geofile Online</i> <a href="https://earthquake.usgs.gov/earthquakes/map/">https://earthquake.usgs.gov/earthquakes/map/</a> ARC GIS earthquake story map <a href="https://www.arcgis.com/home/item.html?id=40587cf55eb3491a97daecbddd7ed04">https://www.arcgis.com/home/item.html?id=40587cf55eb3491a97daecbddd7ed04</a></p>		<p>Stacey Dooley – Border Wars in the USA - <i>BBC Iplayer</i> The boy in the back of the class - <i>Onjali Q. Rauf</i> Refugee boy - <i>Bejamin Zephaniah</i></p>		

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Content Overview (Intent)	<b>T7. Climate Change</b>		<b>T8. Issues of Urbanisation in the UK</b>		<b>T9. Emerging Economies</b>		
	<p>In this unit pupils will investigate the challenge of a changing climate, its causes (both human and natural), the consequences of changing temperatures and what, if anything, we can do to prevent it. This element of the unit builds on their understanding of river and coastal flooding studied in Y7 and 8, as well as the challenges differing communities face (Topic 3 development). Pupils will study climate change through a range of geographical locations and understand the importance of international co-operation in achieving a positive outcome for the planet.</p> <p>Pupils will also consider their individual role and contribution to climate change and how they can reduce their impact on global warming. Pupils will explore the slogan to 'act local, think global', and consider approaches to sustainable development.</p> <p>In contrast to years 7 and year 8, in year 9 pupils are expected to be able to 'assess' and 'evaluate' an issue or theme. Time should be spent on embedding this skill with pupils through the acronym APDD APDD C. This skill is assessed on their mock exams and will form a basis for GCSE.</p>		<p>This unit focuses on urban areas in the UK. A central theme is the need for urban areas to become more sustainable. Students will develop an understanding of both the problems and solutions of urban living within the UK.</p> <p>Pupils will be introduced to the process of urbanisation and consider the consequences of this process in relation to land use. Pupils will investigate the factors that have led to urban decay/ decline in the UK, including deindustrialisation, counter-urbanisation and urban sprawl. Pupils will then investigate the impacts of this decay/ decline upon certain cities.</p> <p>The unit will conclude with pupils investigating the success/ failures of a regeneration project in improving the sustainability of Stratford, London.</p> <p>There is an opportunity for fieldwork in the local area within this unit to go to Stratford.</p>		<p>Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries using atlas maps to focus on the location of the newly emerging economies. One of the key outcomes should be that pupils understand the characteristics and features of countries which are classed as newly emerging.</p> <p>Pupils will investigate, using a range of geographical data the reasons why rural to urban migration is a key feature within these countries. This will lead pupils to consider the opportunities and challenges faced within a rapidly growing urban area in an NEE. The unit also provides an opportunity for pupils to evaluate the impacts of TNCs on the quality of life and economic development of a host country.</p> <p>This unit further develops pupil understanding of development and interdependence.</p>		
Assessment question	<p><b>Assessment:</b></p> <p>Explain a natural cause of climate change (4 marks)</p> <p>Explain a human cause of climate change (4 marks)</p>	<p><b>Assessment:</b></p> <p>Using figure 1, describe the change in CO<sub>2</sub> emissions by developed countries (2 marks)</p> <p>Explain two impacts of the enhanced greenhouse effect (4 marks)</p>	<p><b>Assessment:</b></p> <p>Evaluate the effectiveness of adaptation strategies in reducing the effects of climate change (9 marks)</p>	<p><b>Assessment:</b></p> <p>'Deindustrialisation is the primary cause of inner city decline' Evaluate this statement (9 marks)</p> <p>Case study - Stratford</p>	<p><b>Assessment:</b></p> <p>Evaluate the success of an urban regeneration scheme in a named location of your choice (9 marks)</p> <p>Case study - Stratford</p>	<p><b>Assessment:</b></p> <p>Explain challenges faced by people living in a newly emerging economy such as Brazil (4 marks)</p> <p>Explain the opportunities presented to people living in a newly emerging economy such as Brazil (4 marks)</p>	<p><b>Assessment:</b></p> <p>Evaluate the impacts of a transnational corporation(s) on a named country (9 marks)</p> <p>Case study – Foxconn in Shenzhen, China.</p>
Links to prior learning	<p><b>Procedural knowledge:</b></p> <p>Numeracy – Producing and describing a pie chart demonstrating the different sectors contributing to climate change. Describing climate change data (average mean temperature, average CO<sub>2</sub> emissions, glacial retreat).</p> <p><b>Geography:</b></p> <p>Topic 2 – Rivers – Increased rate of flooding and erosion as a result of changing climates and increased storm frequency.</p> <p>Topic 3 – Development – How communities at different levels of development will be impacted by the effects of climate change on different scales.</p> <p>Topic 4 – Coasts - Increased rate of coastal flooding and erosion as a result of changing climates and increased storm frequency, leaving most vulnerable communities at risk.</p>		<p><b>Procedural knowledge:</b></p> <p>Topic 1 – What is Geography? – Using atlas maps at a range of scales to locate counties and cities. Use of atlas data to identify the population density of cities within the UK.</p> <p><b>Geography:</b></p> <p>Topic 3 – Development – Inequality can be on a local scale, not just regional as discussed in topic 3 in year 7.</p> <p>Topic 6 – Population and migration – Movement of people to and from cities as a result of economic, social and environmental push and pull factors.</p> <p>Topic 7 – Climate change – The irreversible damage from the industrial revolution, ongoing damage caused by movement of factories to NEEs (topic 9).</p>		<p><b>Procedural knowledge:</b></p> <p>Topic 1 – What is Geography? – Using atlas maps at a range of scales to locate newly emerging countries.</p> <p><b>Geography:</b></p> <p>Topic 6 – Population and migration – An increased presence of TNCs in emerging countries has increased the migration to these countries.</p> <p>Topic 7 – Climate change – As newly emerging economies have become ever-present in the manufacturing industry, as has their role in global emissions. Are these countries being held to the same account as developed countries?</p> <p>Topic 8 – Issues of urbanisation in the UK – Newly emerging economies are having an increasing role in manufacturing on a global scale, consequently impacting developed countries such as the UK.</p>		
Cultural Capital/British Values	<p>Pupils are encouraged to have mutual respect of opinions on the debate on climate change, pupils are encouraged to have an awareness of their role as a global citizen in the issue of climate change. Furthermore, this allows pupils to have an opportunity in understanding our responsibilities to conserve resources and play our part in sustainable development.</p>		<p>Peoples will gain an understanding of how government policy and change (deindustrialisation/ regeneration) have influenced and shaped the UK. Furthermore, how the rule of law can make changes on a local and global scale.</p> <p>Pupils will have the opportunity to discuss inequalities of development and urbanisation in the UK.</p>		<p>Peoples will gain an understanding of how government policy and change (deindustrialisation/ regeneration) have influenced and shaped the UK. Furthermore, how the rule of law can make changes on a local and global scale.</p>		
Challenge and Wider Reading/ Viewing	<p>Climate Change: A Very Short Introduction – Mark Maslin</p> <p>No One Is Too Small to Make a Difference - Greta Thunberg</p> <p>Kyoto Protocol – <a href="https://unfccc.int/process-and-meetings/the-kyoto-protocol/what-is-the-kyoto-protocol/kyoto-protocol-targets-for-the-first-commitment-period">https://unfccc.int/process-and-meetings/the-kyoto-protocol/what-is-the-kyoto-protocol/kyoto-protocol-targets-for-the-first-commitment-period</a></p> <p><b>Climate Change: The Facts   FULL EPISODE - BBC</b></p> <p>An Inconvenient Truth – Al Gore</p> <p><a href="https://www.un.org/en/climatechange/youth-summit.shtml">https://www.un.org/en/climatechange/youth-summit.shtml</a></p>		<p><a href="https://liverpool.gov.uk/housing/homes-for-a-pound/">https://liverpool.gov.uk/housing/homes-for-a-pound/</a></p> <p><a href="https://www.newham.gov.uk/Pages/Services/Regeneration-projects.aspx">https://www.newham.gov.uk/Pages/Services/Regeneration-projects.aspx</a></p> <p>Urbanisation in London over time - <a href="https://www.locatinglondon.org/">https://www.locatinglondon.org/</a></p>		<p><a href="https://www.bloomberg.com/professional/blog/category/emerging-markets/">https://www.bloomberg.com/professional/blog/category/emerging-markets/</a></p> <p><a href="https://www.thebalance.com/what-are-emerging-markets-3305927">https://www.thebalance.com/what-are-emerging-markets-3305927</a></p> <p><a href="https://www.telegraph.co.uk/china-watch/business/brics-summit-2018/">https://www.telegraph.co.uk/china-watch/business/brics-summit-2018/</a></p> <p><a href="https://www.theguardian.com/technology/2017/jun/18/foxconn-life-death-forbidden-city-longhua-suicide-apple-iphone-brian-merchant-one-device-extract">https://www.theguardian.com/technology/2017/jun/18/foxconn-life-death-forbidden-city-longhua-suicide-apple-iphone-brian-merchant-one-device-extract</a></p> <p>Inside Rios favela - <a href="https://www.youtube.com/watch?v=c3BRTIHfBU">https://www.youtube.com/watch?v=c3BRTIHfBU</a></p>		

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Content Overview (Intent)	<p><b>UK Physical Environment (P2)</b></p> <p>This topic provides an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. In addition, two depth studies of distinctive landscapes – Coastal change (building on learning in Y8) and conflict and river processes and pressures (building on the foundations of knowledge learned in Y7). This unit will also set the basis for fieldwork taking place in the start of year 11, enabling students to apply the theory and case studies learned in lessons to the world around them.</p> <p><b>CASE STUDY:</b> Holderness Coastline / Boscastle Flood</p>		<p><b>Hazardous Earth (P1)</b></p> <p>This topic provides an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations. All of the events studied, from tropical cyclones to tectonic hazards, have taken place during the students' lives in order to encourage students to engage with current affairs and news stories and broaden their understanding of life in other parts of the world.</p> <p><b>CASE STUDY:</b> Typhoon Haiyan / Hurricane Katrina / Tohoku Earthquake / Haiti Earthquake</p>		<p><b>Development Dynamics (P1)</b></p> <p>This topic provides an understanding of the scale of global inequality. In addition, students will study one emerging country and the consequences for people, environment and the country's relationship with the wider world. It builds on the learning from Y7, 8 and 9.</p> <p>Continued learning from the topic that will centre on a detailed case study of India, an emerging economy, which builds on the foundations of students' development understanding from KS3</p> <p><b>CASE STUDY:</b> India</p>	
Assessment question	<p><b>Assessment:</b></p> <p>Coastal change and conflict:</p> <ol style="list-style-type: none"> <li>1. Explain the process of mass movement along the coastline (4 marks)</li> <li>2. Explain the impact of glaciers have had on UK landscapes (4 marks) Interleaved.</li> <li>3. With reference to a named example, evaluate the successes of coastal management strategies used to reduce the rate of erosion (8 marks)</li> <li>4. Coastal change and conflict – End of topic (25 marks)</li> </ol> <p>River processes and pressures</p> <ol style="list-style-type: none"> <li>1. Explain the formation of an interlocking spur (4 marks)</li> <li>2. Explain how geology can influence the lag time in a hydrograph (4 marks)</li> <li>3. With reference to a named location and flood, assess how far human factors were the most significant cause of flooding.</li> <li>4. River processes and pressures – End of topic (25 marks)</li> </ol>		<p><b>Assessment:</b></p> <p>Climate:</p> <ol style="list-style-type: none"> <li>1. Explain a natural cause of climate change (2 marks)</li> <li>2. Explain human activities have contributed to the enhanced greenhouse effect (2 marks)</li> <li>3. Describe a characteristic of tropical cyclones.</li> <li>4. Explain a physical hazard of a tropical cyclone (3 marks)</li> </ol> <p>Tectonics:</p> <ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of response methods in a named developing country (8 marks)</li> <li>2. Evaluate the effectiveness of earthquake management in a named developed country.</li> <li>3. End of topic (25 marks)</li> </ol>		<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Explain two causes of global inequality (4 marks)</li> <li>2. Explain an advantage of an NGO led approach to reducing the development gap (2 marks)</li> <li>3. With reference to figure 1, describe the change in GDP in India since 1990 (2 marks)</li> <li>4. Explain an impact of economic development and globalisation on the environment (2 marks)</li> <li>5. 'TNCs only have a negative impact on economic development.' Evaluate this statement (8 marks)</li> <li>6. End of topic (25 marks)</li> </ol>	
Links to prior learning	<p><b>Geography:</b> Topic 2 - Rivers Topic 4 – Coasts Topic 7 – Climate change</p>		<p><b>Geography:</b> Topic 3 – Development Topic 5 - Tectonics Topic 7 – Climate change</p>		<p><b>Geography:</b> Topic 3 – Development Topic 6 – Population and Migration Topic 9 – Emerging economies</p>	
Interleaved topic	n/a		Homework set – Seneca learning on UK Physical Environment		Homework set – Seneca learning on UK Physical Environment and Hazardous earth.	
Cultural Capital/British Values	Pupils will gain an insight into the rule of law when concerning flood management. Pupils will be able to explore and understand how policy at a local level can protect a community.		Pupils will gain an understanding of their responsibilities to conserve resources and play their part in sustainable development through the issue of climate change.  UK role as an aid giver in the possibility of a tectonic event. Pupils are taught to respect people's lives and empathise with those affected by disaster and conflict with mutual respect. Pupils will gain an opportunity to evaluate the outcomes and effectiveness of governments in response to earthquakes in Haiti and climatic hazards in New Orleans.		Supports pupil understanding of global inequality and the role of developed countries as aid givers in reducing the development gap. Aims to provide pupils with an understanding inequality on a regional scale, disputing stereotypes on development in countries.	
Challenge and Wider Reading/ Viewing	<p><a href="https://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html">https://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html</a></p> <p><a href="https://flood-warning-information.service.gov.uk/long-term-flood-risk">https://flood-warning-information.service.gov.uk/long-term-flood-risk</a></p> <p><a href="https://www.theguardian.com/environment/2018/nov/28/coastal-flooding-and-peat-bogs">https://www.theguardian.com/environment/2018/nov/28/coastal-flooding-and-peat-bogs</a></p> <p><a href="https://www.theccc.org.uk/wp-content/uploads/2018/10/Managing-the-coast-in-a-changing-climate-October-2018.pdf">https://www.theccc.org.uk/wp-content/uploads/2018/10/Managing-the-coast-in-a-changing-climate-October-2018.pdf</a> (Links to HE P1)</p>		<p><a href="https://www.youtube.com/watch?v=JEAedjLXw7Q&amp;t=502s">https://www.youtube.com/watch?v=JEAedjLXw7Q&amp;t=502s</a> – Katrina, The New Orleans Nightmare</p> <p><a href="https://www.youtube.com/watch?v=HLVSpuQ4sk0">https://www.youtube.com/watch?v=HLVSpuQ4sk0</a> – Japan, The Tsunami</p> <p><a href="https://www.tropicalstormrisk.com/tracker/dynamic/main.html">https://www.tropicalstormrisk.com/tracker/dynamic/main.html</a></p> <p><a href="https://www.climate.gov/maps-data/dataset/sea-level-rise-map-viewer">https://www.climate.gov/maps-data/dataset/sea-level-rise-map-viewer</a></p>		<p><a href="https://www.youtube.com/watch?v=jbkSRLYSojo&amp;feature=youtu.be">https://www.youtube.com/watch?v=jbkSRLYSojo&amp;feature=youtu.be</a> Hans Rosling.- 200 countries, 200 years, 2 minutes.</p> <p><a href="https://worldmapper.org/">https://worldmapper.org/</a></p> <p><a href="https://www.thestatesman.com/business/india-jumps-14-places-63-world-banks-ease-business-ranking-rides-high-make-india-scheme-1502813706.html">https://www.thestatesman.com/business/india-jumps-14-places-63-world-banks-ease-business-ranking-rides-high-make-india-scheme-1502813706.html</a></p>	

	1	2	3	4	5	EXAM PERIOD
Content Overview (Intent)	<p><b>UK Physical Environment P2 Fieldwork</b></p> <p><b>CASE STUDY:</b> Walton-on-the-Naze, Essex</p>	<p><b>Challenges of an Urbanising World (P1)</b> This unit gives students an overview of the causes and challenges of rapid urbanisation across the world. In addition to this, students study one detailed case study of a megacity in a developing or emerging country. The place of study is Lagos, Nigeria, to give students a deeper understanding of what it is like to live in an emerging country. It will also focus on the challenges and opportunities presented to residents of Lagos.</p> <p><b>CASE STUDY:</b> Lagos, Nigeria</p>	<p><b>UK Human Landscape (P2)</b> This topic provides an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. In addition to this, there is a case study of a major UK city – Birmingham. The learning from this topic will support a further fieldwork opportunity, which will take place later in the year that allows students to focus on their local area. Developing a sense of place will prepare students for the independent investigation that is required in A Level study.</p> <p><b>CASE STUDY:</b> Stratford, London.</p>	<p><b>People and Environment Issues – Making Geographical Decisions (P3)</b> This topic provides an overview of current global issues, ranging from energy consumption to deforestation of habitats. This learning will build upon pupil's prior knowledge from KS3, whilst consolidating their ability to make synoptic links between climate changes to challenges of an urbanising world, to deforestation. This unit will see pupils synthesise their ability to create a balanced argument on one environmental issue.</p>		
Assessment question	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Fieldwork mini mock. SAMs extract (To be completed post WoN fieldwork)</li> <li>Economies. Mini mock</li> <li>For a named megacity, explain the building age in the urban-rural fringe (2 marks)</li> <li>For a named megacity, assess how far urban growth has led to challenges (8 marks)</li> <li>End of unit topic test. Challenges of an Urbanising World. 25 marks.</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Using figure 1, describe the population change over the past 50 years (2 marks)</li> <li>Describe the function of the city as you move from the CBD towards the inner city (2 marks)</li> <li>Explain the impact of migration on the characteristics of a city (4 marks)</li> <li>Regeneration only has positive impacts on a city. Evaluate this statement (8 marks)</li> <li>End of unit topic test. UK Human. 25 marks.</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Using figure 1, describe the global distribution of the Taiga biome (2 marks)</li> <li>Explain how plants are adapted in the tropical forest (2 marks)</li> <li>Explain two factors that lead to a loss of biodiversity (2 marks)</li> <li>Using figure 1, describe the global pattern of energy use per capita (2 marks)</li> <li>Evaluate the costs and benefits of renewable energies (8 marks)</li> <li>End of unit exam (DME)</li> </ol>			
Links to prior learning	<p><b>Geography:</b> Topic 4 – Coasts / P2 UK Physical Environment Topic 8 – Issues of urbanisation (processes that take place within a city) Topic 9 – Newly Emerging Economies</p>	<p><b>Geography:</b> Topic 8 – Issues of urbanisation UK Challenges Of An Urbanising World</p>	<p><b>Geography:</b> Topic 7 – Climate change Topic 9 – Newly Emerging Economies Development Dynamics</p>			
Interleaved topic	Homework set – Seneca learning on UK Physical Environment, Hazardous earth and development dynamics.	Homework set – Seneca learning on UK Physical Environment, Hazardous Earth, Development Dynamics and Challenges of An Urbanising World.	Homework set – Seneca learning on UK Physical Environment, Hazardous Earth, Development Dynamics and Challenges of An Urbanising World and UK Human Landscape.			
Cultural Capital/British Values	Pupils have an opportunity to be involved in fieldwork away from school site, exploring areas outside of their daily schema. Pupils will understand the importance of coastal management and have respect for the stakeholders views in this issue.	Peoples will gain an understanding of how government policy and change (deindustrialisation/ regeneration) have influenced and shaped the UK. Furthermore, how the rule of law can make changes on a local and global scale. Pupils will have the opportunity to discuss inequalities of development and urbanisation in the UK.	Pupils will gain an understanding of their role and impact on global resource and their role as a global citizen, prompting thought for consciousness about the world around them.  This section of the specification will enable pupils to involved in the decision making of an appropriate strategy on issues such as deforestation, energy consumption and biomes.			
Challenge and Wider Reading/ Viewing	<p><a href="https://www.weforum.org/agenda/2018/10/mapping-the-world-s-new-megacities-in-2030">https://www.weforum.org/agenda/2018/10/mapping-the-world-s-new-megacities-in-2030</a></p> <p><a href="https://opinionfront.com/urban-sprawl-causes-effects">https://opinionfront.com/urban-sprawl-causes-effects</a></p> <p><a href="https://invisiblechildren.com/blog/2013/02/21/the-effects-of-urban-sprawl/">https://invisiblechildren.com/blog/2013/02/21/the-effects-of-urban-sprawl/</a></p> <p><a href="https://www.citylab.com/life/2015/12/mapping-65-years-of-explosive-urban-growth/419931/">https://www.citylab.com/life/2015/12/mapping-65-years-of-explosive-urban-growth/419931/</a></p> <p><a href="http://futurecapetown.com/2013/12/lagos-mapping-50-years-of-urban-growth/">http://futurecapetown.com/2013/12/lagos-mapping-50-years-of-urban-growth/</a></p> <p><a href="https://www.axios.com/the-dangerous-child-full-future-for-nigeria-e8c31d82-bed4-47b0-98b0-baecf272d4ab.html">https://www.axios.com/the-dangerous-child-full-future-for-nigeria-e8c31d82-bed4-47b0-98b0-baecf272d4ab.html</a></p>	<p><a href="https://liverpool.gov.uk/housing/homes-for-a-pound/">https://liverpool.gov.uk/housing/homes-for-a-pound/</a></p> <p><a href="https://www.newham.gov.uk/Pages/Services/Regeneration-projects.aspx">https://www.newham.gov.uk/Pages/Services/Regeneration-projects.aspx</a></p> <p>Urbanisation in London over time - <a href="https://www.locatinglondon.org/">https://www.locatinglondon.org/</a></p> <p><a href="https://www.homesandproperty.co.uk/property-news/olympic-park-regeneration-work-starts-on-1bn-culture-boost-project-set-to-bring-10000-students-and-a-131671.html">https://www.homesandproperty.co.uk/property-news/olympic-park-regeneration-work-starts-on-1bn-culture-boost-project-set-to-bring-10000-students-and-a-131671.html</a></p> <p><a href="https://theculturetrip.com/europe/united-kingdom/england/london/articles/london-2012-4-years-on-how-stratford-has-transformed/">https://theculturetrip.com/europe/united-kingdom/england/london/articles/london-2012-4-years-on-how-stratford-has-transformed/</a></p>	<p><a href="https://www.theguardian.com/environment/keep-it-in-the-ground-blog/2015/apr/08/life-above-alberta-far-sands-why-were-taking-government-to-court">https://www.theguardian.com/environment/keep-it-in-the-ground-blog/2015/apr/08/life-above-alberta-far-sands-why-were-taking-government-to-court</a></p> <p><a href="https://www.aljazeera.com/programmes/listeningpost/2015/10/canada-oil-politics-media-151017152405269.html">https://www.aljazeera.com/programmes/listeningpost/2015/10/canada-oil-politics-media-151017152405269.html</a></p> <p><a href="https://www.theguardian.com/environment/2019/oct/21/how-uks-disused-mine-shafts-plan-to-store-renewable-energy">https://www.theguardian.com/environment/2019/oct/21/how-uks-disused-mine-shafts-plan-to-store-renewable-energy</a></p>			

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<b>PHYSICAL</b>	<b>Content Overview (Intent)</b>	<b>Topic 1: Tectonic Processes and Hazards</b>  <b>EQ1:</b> Why are some locations more at risk from tectonic hazards? <b>EQ2:</b> Why do some tectonic hazards develop into disasters? <b>EQ3:</b> How successful is the management of tectonic hazards and disasters?  Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.		<b>Topic 2: Change or 2B Coastal Landscapes and Change</b>  <b>EQ1:</b> Why are coastal landscapes different and what processes cause these differences? <b>EQ2:</b> How do characteristic coastal landforms contribute to coastal landscape? <b>EQ3:</b> How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? <b>EQ4:</b> How can coastlines be managed to meet the needs of all players?  Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. The study will include examples of landscapes from inside and outside the UK.		Buffer period	2 days of compulsory fieldwork and begin write-up of the Independent Investigation.
	<b>Assessment question</b>	<b>Assessment:</b> <ol style="list-style-type: none"> <li>1. Explain the formation of a tsunami (6)</li> <li>2. Explain two secondary hazards caused by earthquakes (4)</li> <li>3. With reference to Degg's model, explain the relationship between hazard, disaster and vulnerability.</li> <li>4. Using the hazard profiles, compare the severity of each tectonic hazard between both countries plotted.</li> <li>5. Assess the importance of governance in the successful management of tectonic mega-disasters (12)</li> <li>6. Explain how emergency planners and engineers may help to modify the impacts of a tectonic hazards. (6)</li> <li>7. Compare the tectonic hazard impacts in developed countries with those in developing / emerging countries. (6)</li> </ol>		<b>Assessment:</b> <ol style="list-style-type: none"> <li>1. Explain how geological structure affects the development of coastal landforms. (6)</li> <li>2. Assess the importance of lithology in influencing the rate of coastal erosion. (12)</li> <li>3. Explain how the sediment cell concept contributes to the understanding of coastal systems (8)</li> <li>4. Evaluate the contribution that changes in sea level make to the formation of coastal landscapes (20)</li> <li>5. Evaluate whether sustainable management schemes are always the most appropriate for managing the risks to coastlines (20)</li> <li>6. Compare constructive and destructive waves. (4)</li> <li>7. Evaluate the contribution of geologically recent eustatic changes to the UK's coastal landscapes. (12)</li> <li>8. Evaluate the benefits of soft engineering approaches when managing threatened coasts (20)</li> </ol>			
	<b>Links to prior learning</b>	Topic 3 – Development Topic 5 - Tectonics Topic 7 – Climate change		Topic 2 - Rivers Topic 4 – Coasts Topic 7 – Climate change			
	<b>Cultural Capital/British Values</b>	Role of effective governance. In the management of tectonic disasters An awareness of communities' vulnerability and international role and responsibility to respond. Global citizen.		Pupils gain an awareness of the coastlines around them, having an awareness of the impacts of coastal management on different groups of communities, an awareness of different stakeholder views on management and respecting their views.			
	<b>Challenge and Wider Reading</b>	<a href="https://www.livescience.com/63527-massive-alaska-landslide-tsunami-warnings.html?utm_source=twitter&amp;utm_medium=social">https://www.livescience.com/63527-massive-alaska-landslide-tsunami-warnings.html?utm_source=twitter&amp;utm_medium=social</a> <a href="https://www.bbc.co.uk/news/world-asia-45429673">https://www.bbc.co.uk/news/world-asia-45429673</a> <a href="https://qz.com/1304930/photos-of-volcano-eruptions-seen-from-space/">https://qz.com/1304930/photos-of-volcano-eruptions-seen-from-space/</a> <a href="https://mashable.com/2018/08/13/hawaii-volcano-naming-kilauea/?europa=true">https://mashable.com/2018/08/13/hawaii-volcano-naming-kilauea/?europa=true</a> <a href="https://www.theguardian.com/world/gallery/2018/mar/09/after-the-tsunami-japan-sea-walls-in-pictures">https://www.theguardian.com/world/gallery/2018/mar/09/after-the-tsunami-japan-sea-walls-in-pictures</a> <a href="https://www.alphr.com/science/1008888/seismologists-devise-new-measure-earthquakes">https://www.alphr.com/science/1008888/seismologists-devise-new-measure-earthquakes</a>		<a href="https://www.theguardian.com/australia-news/2019/jan/17/holding-back-the-tides-sydneys-battle-against-coastal-erosion?CMP=twf_a-environment_b-gdneco">https://www.theguardian.com/australia-news/2019/jan/17/holding-back-the-tides-sydneys-battle-against-coastal-erosion?CMP=twf_a-environment_b-gdneco</a> <a href="https://www.theguardian.com/uk-news/gallery/2013/dec/06/storms-floods-and-tidal-surge-devastate-the-uks-east-coast-in-pictures">https://www.theguardian.com/uk-news/gallery/2013/dec/06/storms-floods-and-tidal-surge-devastate-the-uks-east-coast-in-pictures</a> <a href="https://www.treehugger.com/climate-change/sea-level-rise-has-caused-74-billion-drop-home-prices-southeast-us.html">https://www.treehugger.com/climate-change/sea-level-rise-has-caused-74-billion-drop-home-prices-southeast-us.html</a> <a href="https://www.theguardian.com/environment/2018/jul/26/just-13-of-global-oceans-undamaged-by-humanity-research-reveals">https://www.theguardian.com/environment/2018/jul/26/just-13-of-global-oceans-undamaged-by-humanity-research-reveals</a>			

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HUMAN	<b>Content Overview (Intent)</b>	<p align="center"><b>Topic 3: Globalisation</b></p> <p><b>EQ1:</b> What are the causes of globalisation and why has it accelerated in recent decades?  <b>EQ2:</b> What are the impacts of globalisation for countries, different groups of people and cultures?  <b>EQ3:</b> What are the consequences of globalisation for global development and how should different players respond to its challenges?</p> <p>Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</p>		<p align="center"><b>Topic 4A: Regenerating Places</b></p> <p><b>EQ1:</b> How and why do places vary?  <b>EQ2:</b> Why might regeneration be needed?  <b>EQ3:</b> How is regeneration managed?  <b>EQ4:</b> How successful is regeneration?</p> <p>Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed. Students should begin by studying the place in which they live or study in order to look at economic change and social inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They should then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped. A local place may be a locality, a neighbourhood or a small community, either urban or rural.</p>		Buffer period	2 days of compulsory fieldwork and begin write-up of the Independent Investigation.
	<b>Assessment question</b>	<p>Give one specific example of interdependency (2)            Explain why the UK is a connected country (3)            Explain the costs and benefits of one global flow (6)            Assess how developments in transport have led to an acceleration of globalisation (12 marks)            Assess the extent to which the globalisation of trade can bring problems as well as benefits (12 marks)            Explain two ways in which TNCs promote globalisation (4)            Assess the role of TRNCs in the acceleration of globalisation (12)            Explain why some locations remain 'switched off' from globalization (6)            Explain the impacts of the global shift on one country that you have studied (6)            Assess the impacts of the global shift on different countries (12)            Assess the impact of TNCs on creating both winners and losers for people and environments (12)            Explain one reason why the scale of economic migration has increased (4)            Assess why the impact of globalization will vary within a country, such as the Netherlands (12)            Assess the extent to which emerging countries need both 'hard' and 'soft' power to extend their global influence (12)            State an example of a composite index using development (1)            Explain why one political factor and one social factor might cause some countries to be 'switched off' from globalization' (4)            Explain how levels of globalization can be measured using different indicators and indices (6)            Assess the role of trade blocs in contributing to the growth of both the global economy and national economies. (12)</p> <p>(6 compulsory questions)</p>		<p><b>Assessment:</b></p> <p>In which employment sector is tourism (1)            Suggest one reason for the growth of employment in tourism in some regions. (3)            Explain two reasons why there are variations in people's attachment to rural places. (4)            Explain the consequences of a decline in rural services (6)            Explain two reasons why regeneration plans can sometimes lead to conflict between different interest groups. (4)            Explain how different strategies have been used to rebrand the post-production countryside. (6)            Assess the role of different stakeholders in managing change in areas undergoing regeneration. (12)            Explain why different groups would have contrasting views about regenerating vacant land in cities (6)            Explain why different media convey contrasting views on the need for local regeneration schemes (6)            Evaluate the relative importance of local and national government decision-makers in the regeneration of either urban or rural areas (20)            Evaluate the importance of rebranding to the success of rural regeneration (20)</p> <p>(8 compulsory questions)</p>			
	<b>Links to prior learning</b>	<p><b>GCSE links</b>            Urban Issues            Resource Management            Economic World</p>		<p><b>Synoptic links</b>            Globalisation – deindustrialisation, the global shift, urbanisation  <b>GCSE links</b>            Urban Issues</p>			

			Economic World	
	<b>Cultural Capital/British Values</b>	Geo Politics. European Union – trade blocs, independency, colonialism, Brexit	National and local issues about land use and preservation of cultural heritage	
	<b>Challenge and Wider Reading</b>	OUP - Edexcel GCE Geography Y1 A Level Student Book and eBook (Oxford University Press) Pearson - Edexcel GCE Geography Y1 A Level Student Book (Pearson) Hodder - Edexcel GCE Geography Y1 A Level Student Book (Hodder Education)	OUP - Edexcel GCE Geography Y1 A Level Student Book and eBook (Oxford University Press) Pearson - Edexcel GCE Geography Y1 A Level Student Book (Pearson) Hodder - Edexcel GCE Geography Y1 A Level Student Book (Hodder Education)	

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<b>PHYSICAL</b>	<b>Content Overview (Intent)</b>	<p><b>Topic 5: The Water Cycle and Water Insecurity</b></p> <p><b>EQ1:</b> What are the processes operating within the hydrological cycle from global to local scale?</p> <p><b>EQ2:</b> What factors influence the hydrological system over short- and long-term timescales?</p> <p><b>EQ3:</b> How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p> <p>Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.</p>	<p><b>Topic 6: The Carbon Cycle and Energy Security</b></p> <p><b>EQ1:</b> How does the carbon cycle operate to maintain planetary health?</p> <p><b>EQ2:</b> What are the consequences for people and the environment of our increasing demand for energy?</p> <p><b>EQ3:</b> How are the carbon and water cycles linked to the global climate system?</p> <p>A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.</p>		<p>Review and consolidation</p> <p><b>Revision and assessment for Area of study 3</b></p> <p>Full mock exam for Paper 1 (2 hours)</p> <p>Paper 1 assesses content from <b>Area of study 1</b> and 3</p>	<p>Revision of Area of study 1</p> <p>Focus on synopticity and mock exam for Paper 3 (1 hour and 45 minutes)</p> <p>Revision Area and final preparations for exams.</p>	<b>EXAMS</b>
	<b>Assessment question</b>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Explain why river regimes might vary between basins. (6)</li> <li>2. Evaluate the view that some approaches to managing water insecurity are more sustainable than others. (20)</li> <li>3. Using examples assess the impacts that climate change may have on the hydrological cycle. (12)</li> </ol>	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the extent to which today's increasing demand for energy is the most important factor modifying the carbon cycle. (20)</li> <li>2. Explain the importance of fluxes to the carbon cycle. (6)</li> <li>3. Using a named example, assess the geopolitical risks to the world of its reliance on fossil fuels. (12)</li> <li>4. Evaluate the extent to which alternatives to fossil fuel energy sources provide an energy secure future. (20)</li> </ol>				
	<b>Links to prior learning</b>	<p>Resource management AQA</p> <p>Hot environments – Water management</p>	<p>Resource management AQA</p>				
	<b>Cultural Capital/British Values</b>						
	<b>Challenge and Wider Reading</b>	<p><a href="https://www.theguardian.com/environment/2016/may/03/climate-change-water-shortage-middle-east-asia-africa-world-bank">https://www.theguardian.com/environment/2016/may/03/climate-change-water-shortage-middle-east-asia-africa-world-bank</a></p> <p><a href="https://www.theguardian.com/cities/2016/jul/29/where-world-most-water-stressed-cities-drought">https://www.theguardian.com/cities/2016/jul/29/where-world-most-water-stressed-cities-drought</a></p> <p><a href="https://news.agu.org/press-release/increased-deforestation-could-substantially-reduce-amazon-basin-rainfall/">https://news.agu.org/press-release/increased-deforestation-could-substantially-reduce-amazon-basin-rainfall/</a></p> <p><a href="https://www.theguardian.com/news/2018/jun/18/are-we-running-out-of-water?CMP=Share_iOSApp_Other">https://www.theguardian.com/news/2018/jun/18/are-we-running-out-of-water?CMP=Share_iOSApp_Other</a></p>	<p><a href="https://www.weforum.org/agenda/2019/05/wales-s-past-was-in-coal-but-its-future-is-in-carbon-farming">https://www.weforum.org/agenda/2019/05/wales-s-past-was-in-coal-but-its-future-is-in-carbon-farming</a></p> <p><a href="https://www.bbc.co.uk/news/science-environment-36856428">https://www.bbc.co.uk/news/science-environment-36856428</a></p> <p><a href="https://www.weforum.org/agenda/2019/05/wales-s-past-was-in-coal-but-its-future-is-in-carbon-farming">https://www.weforum.org/agenda/2019/05/wales-s-past-was-in-coal-but-its-future-is-in-carbon-farming</a></p>				

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<b>HUMAN</b>	<b>Content Overview (Intent)</b>	<p><b>Topic 7: Super Powers</b></p> <p><b>EQ1:</b> What are superpowers and how have they changed over time?</p> <p><b>EQ2:</b> What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p><b>EQ3:</b> What spheres of influence are contested by superpowers and what are the implications of this?</p> <p>Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications</p>		<p><b>Option 8B: Migration, Identity and Sovereignty</b></p> <p><b>EQ1:</b> What are the impacts of globalisation on international migration?</p> <p><b>EQ2:</b> How are nation states defined and how have they evolved in a globalising world?</p> <p><b>EQ3:</b> What are the impacts of global organisations on managing global issues and conflicts?</p> <p><b>EQ4:</b> What are the threats to national sovereignty in a more globalised world?</p> <p>Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.</p>			
	<b>Assessment question</b>	<p><b>Assessment: (Feedback every week/ homework questions)</b></p> <p>Explain why defense spending is seen as crucial to the development of superpower status (4)</p> <p>Assess to what extent the superpowers' rising demand for physical resources has led to both environmental and political challenges (12)</p> <p>Explain how 'soft power' can be used to maintain superpower status (4)</p> <p>Explain the role of superpowers in international crisis response (4)</p> <p>Assess the extent to which emerging superpowers threaten the economic and political global dominance of the USA (12)</p> <p>Explain how economic restructuring has affected the economies of existing superpowers (4)</p> <p>Assess the importance of military and economic alliance in maintaining superpower status (12)</p> <p>Assess the extent to which geopolitical power stems from a range of countries' human and physical characteristics. (12)</p> <p>Explain two ways in which nations have maintained power and influence over other countries. (6marks)</p> <p>Assess to what extent China can claim to be a superpower. (12)</p> <p>Assess the influence of TNCs over the global economic system. (12)</p> <p>Assess the effectiveness of superpowers and emerging nations in playing key roles in international decision-making (12)</p> <p>Assess the extent to which global concerns about the physical environment can be disproportionately influenced by superpower action (12)</p> <p>Using examples, assess the ways in which global influence may be contested politically (12)</p> <p>Referring to examples, assess the changing relationships between existing and emerging superpowers (12)</p>		<p><b>Assessment:</b></p> <p>Explain the role of global organizations in managing the global economy (8)</p> <p>Evaluate this statement: 'In a globalizing world, national sovereignty becomes less important' (20)</p> <p>Explain why national identity is a complex idea in many countries (4)</p> <p>Explain why IGOs have had varying success in helping to tackle environmental problems (6)</p> <p>Explain why restrictions over international movement of labour vary (8)</p> <p>Evaluate the advantages of low-tax regimes, such as the Isle of Man, for individuals, organizations and countries (20)</p> <p>Explain why sovereign states vary in their level of cultural and political unity (8)</p> <p>Evaluate the following statement: 'Global organisations have failed to respond effectively to the most important challenges which the world faces' (20)</p> <p>Explain why globalization and increased international migration are linked. (6)</p>			

**EXAMS**

	<p>Assess the extent to which the position of the USA as a uni-polar superpower is being questioned. (12)</p> <p>Explain the extent to which neocolonialism affects geopolitical stability (8)</p> <p>Explain how world systems theory can be used to help explain changing patterns of power (6)</p> <p>Explain why military alliances an important part of international decision-making are (6)</p> <p>Explain the extent to which superpowers influence action on global environmental concerns (8)</p> <p>Explain how tensions can increase between countries over the acquisition of physical resources such as oil (6)</p> <p>Explain how contrasting cultural ideologies may affect the relationships between developing and developed countries (8)</p> <p>Assess the extent to which the USA's superpower status is threatened by emerging economies such as the BRICS (12)</p> <p>Assess the extent to which the balance between direct and indirect superpower influence has changed over time (12)</p>			
<b>Links to prior learning</b>	Globalisation – the establishment of the current and future world super powers	Globalisation – why people migrate Regenerating Places – the impact positive and negative the migration (local/national) Super Powers – the national and international laws of migration		
<b>Cultural Capital/British Values</b>	Geopolitics and the interdependency between the UK and other world super powers Future political issues such as trade wars and the balance of hard and soft power	Is national identity and sovereignty at risk of eroding. The threats of new challenges on national identity such as terrorism and the government's role on a global scale		
<b>Challenge and Wider Reading</b>	OUP - Edexcel GCE Geography Y1 A Level Student Book and eBook (Oxford University Press) Pearson - Edexcel GCE Geography Y1 A Level Student Book (Pearson) Hodder - Edexcel GCE Geography Y1 A Level Student Book (Hodder Education)	OUP - Edexcel GCE Geography Y1 A Level Student Book and eBook (Oxford University Press) Pearson - Edexcel GCE Geography Y1 A Level Student Book (Pearson) Hodder - Edexcel GCE Geography Y1 A Level Student Book (Hodder Education)		