



Term 1-2

Physical: Coastal Systems and Landscapes

- Sediment sources, cells and budgets.
- Open/closed systems and feedback.
- Geomorphological processes.
- Erosional landforms- headlands/bays etc.
- Depositional landforms- Spits/ Tombolos etc.
- Holderness Case Study- UK
- Sundarbans Case Study.

Human: Contemporary Urban Areas

- Urban change, urban form and urban issues.
- Urban Climate and the UHI effect.
- Urban air quality and waste disposal in urban areas.
- Mumbai and Birmingham Case study

Term 3-4

**Your Year 12
Geography
Journey Starts
Here!**

Human: Changing Places

- The concept and categories of place.
- Factors contributing to the character of places:
Endogenous and Exogenous: relationships with other places.
- Shifting Flows.
- Meanings and representations of place.
- Economic change and social inequalities.
- Case Studies: Slough + Mumbai/Dharavi

Physical: Hazards

- Natural Hazards- key aspects and characteristics of hazards in nature.
- Social- risk, vulnerability, magnitude and preparedness.
- Volcanoes- New Zealand White Island.
- Earthquakes- Haiti.
- Forest Fires- Australia.
- Multi-hazardous locations- The Philippines and Italy.
- Development of Countries and links with hazards.
- Monitoring, predicting and preparing for hazards and the effectiveness of this.

Term 5-6

Revision and Application of Previous Topics.

+ Beginning your NEA

The non-exam assessment (NEA) for this specification is an independent investigation which involves, but is not restricted to, fieldwork.

Paper 1-Section B- Coastal Systems and Landscapes.

Why are you studying this? _____

What skills would you like to get out of this topic? _____

How does it fit into your wider studies? _____

Lessons	Lesson 1- Coastal Systems and Landscapes	Lesson 2- Coastal Systems and Landscapes	Lesson 3- Sources of Energy in Coastal Landscapes	Lesson 4- Low and High Energy Coasts	Lesson 5- Sediment sources, cells and budgets.	Lesson 6- Geomorpholog ical processes.	Lesson 7- Coastal Landscape Development	Lesson 8- Coastal Landscape Development
Objectives	To understand system frameworks in Geography. To consider the coast as a natural system.	To understand factors that affect the coastal system. To learn the inputs, processes and outputs in a coastal system.	To understand sources of energy in coastal environments. To identify, and analyse the characteristics of the sources of energy in a coastal system.	To understand the characteristics of low and high energy coasts. To be able to explain coastal geomorphological processes.	To understand what a sediment source, cell and budget is. To be able to explain coastal geomorphological processes.	To understand what a geomorphological process is. To be able to explain processes of weathering, mass movement, erosion, transportation and deposition.	To understand the characteristics of a coastline. To be able to explain the creation of landforms; Headlands and bays	To understand the characteristics of a coastline. To be able to explain the creation of landforms; wave cut platforms, cliffs, and headland erosion.
Learning Opportunities:	Key terminology, To identify connections and interrelationships between different aspects of geography. Constructing and using systems and models.	Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	Using a range of maps to identify coastal features. Opportunity to apply systems theory to identify the inputs, processes, and outputs operating at the coastal zone.	Use of key subject specific and technical terminology. Develop knowledge and understanding of a range of related landforms that combine to form distinctive coastal landscapes.	To identify connections and interrelationships between different aspects of geography. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	Opportunity to analyse and present geographical data employing a variety of graphical techniques and descriptive statistics (see skills checklist).	To identify connections and interrelationships between different aspects of geography. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	To identify connections and interrelationships between different aspects of geography. Opportunities to develop skills such as drawing, labelling and annotating diagrams.

Lesson	Lesson 9- Coastal Depositional Landforms	Lesson 10- Coastal Landforms	Lesson 11- Sea Level Changes	Lesson 12- Coastal Management	Lesson 13- Holderness Case Study- The Coastal Environment	Lesson 14- To apply Holderness knowledge to exam questions.	Lesson 15- Humans at the Coast: Sundarbans CS	Lesson 16- Sundarbans exam practice.	Lesson 17- Coastal Revision and Exam Practice
Objectives	To understand the characteristics of a coastline. To be able to explain the creation of depositional landforms; beaches, spits, bars, tombolos.	To understand the characteristics of a coastline. To be able to explain the creation of landforms; barrier islands, sand dunes, estuarine mudflats and saltmarshes.	To understand eustatic and isostatic sea level change. To be able to explain why sea level change is happening. To be able to evaluate the causes of sea level change.	To understand how and why we defend the coastline. To be able to evaluate strategies of coastal management.	To understand how the Holderness coastline is being effected by erosion. To be able to evaluate strategies of coastal management on the Holderness coastline.	To identify key statistics in the Holderness case study. To apply exam technique. To evaluate human responses to a natural challenge.	To understand how coastlines offer opportunities for human occupation. To be able to evaluate the risks and opportunities that the coastline brings for humans.	To identify key statistics in the Sundarbans case study. To apply exam technique. To evaluate human responses to a natural challenge.	To identify revision skills. To recall key processes in the coastal system. To evaluate the effects of coastal processes on the coastal form.
Learning Opportunities:	To identify connections and interrelationships between different aspects of geography. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	To identify connections and interrelationships between different aspects of geography. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	Opportunity to use a range of sources of information to research the impacts of recent and predicted sea level change on coasts. Opportunity to construct arguments about the impacts of climate change and come to valid conclusions.	Use of key subject specific and technical terminology. Opportunity to conduct fieldwork to investigate the characteristics and effectiveness of different approaches to coastal management.	To use a range of maps to identify different management approaches. Opportunity to assess different coastal management approaches, including activities such as cost-benefit analysis etc, and come to valid conclusions.	To use a range of maps to identify different management approaches. Opportunity to assess different coastal management approaches, including activities such as cost-benefit analysis etc, and come to valid conclusions.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative material when looking at the experiences of people in place.	Present, analyse, draw conclusions and evaluate those findings using a range of geographical techniques (see skills checklist).	Present, analyse, draw conclusions and evaluate those findings using a range of geographical techniques (see skills checklist).

Paper 1-Section C- Hazards

Why are you studying this? _____
 What skills would you like to get out of this topic? _____
 How does it fit into your wider studies? _____

Lesson	Lesson 1- Natural Hazards and Disasters.	Lesson 2- Hazard characteristics and vulnerability	Lesson 3- Responses and Management	Lesson 4- Frequency and Distribution	Lesson 5- Plate Tectonics	Lesson 6- Plate Boundaries	Lesson 7- Volcanic Hazards	Lesson 8- New Zealand Volcanic Eruption 2019.	Lesson 9- Management of Volcanoes.	Lesson 10- Seismic Hazards- Magnitudes and Frequency
Objectives	To know what a hazard is in a geographical context. To identify connections and interrelationships between different aspects of geography. To know types of hazards: atmospheric, hydrological and geophysical.	To know the common characteristics of hazards. To understand the terms 'risk' and 'vulnerability'. To be able to identify and understand factors influencing the perception of natural hazards.	To understand the difference between primary and secondary (short term and long term) impacts of natural hazards. To understand key ideas relating to the management of natural hazards. To explain the Park Response Model and the Hazard Management Cycle.	To understand the terms 'distribution', 'frequency' and 'magnitude'. To apply map skills to knowledge. To understand how magnitude of events are measured and compared.	To know the structure of the Earth. To understand plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading. To understand magma plumes and their relationship to plate movement.	To know destructive, constructive and conservative plate margins. To understand characteristic processes: seismicity and vulcanicity. To describe formations of associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes.	To know the nature of vulcanicity and its relation to plate tectonics. To understand forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. To analyse spatial distribution, magnitude, frequency, regularity and predictability of hazard events.	To know the causes and effects of the Volcanic eruption in New Zealand 2019. To describe the spatial and temporal setting of the event. To analyse the effectiveness of short and long-term responses. To evaluate the technology and responses used to respond.	To know how we prepare, mitigate, adapt and prevent volcanic disasters. To link these solutions to the New Zealand volcano to explain, assess and justify the response to the event – including the factors affecting this response.	To know what the focus of an earthquake is. To outline differences between the Richter Scale and Mercalli Scales. To assess the trend between magnitude and frequency.
Learning Opportunities	Use of key subject specific and technical terminology.	To identify connections and interrelationships between different aspects of geography.	Identifying, finding and using a variety of sources of geographical information.	Using models in geography. Research skills.	Opportunities to develop skills such as drawing, labelling and annotating diagrams.	Online research into plate tectonic theory. Construct and annotate a range of graphs and use statistical skills.	Use of key subject specific and technical terminology.	Conducting independent and group research tasks.	Practicing exam style questions. Including the use of peer assessment.	Use of key subject specific and technical terminology.

Lesson	Lesson 11- Seismic Hazards- Haiti earthquake 2010	Lesson 12- Storm Hazards- Causes and Effects	Lesson 13- Storm Hazards- Hurricane Katrina 2005	Lesson 14- Fires in Nature.	Lesson 15- Fires in Nature- Australia 2019- 20.	Lesson 16-Multi Hazardous locations- The Philippines	Lesson 17- Local Scale Hazard Location- Italy	Lesson 18- Presentation introduction	Lesson 19- Presentations and Feedback + Report	Lesson 20- Revision resources and exam practice.
Objectives	To give three hazards environmental impacts of seismic hazards. To describe possible ways of increasing preparedness for a seismic hazards. To assess whether secondary impacts caused by seismic hazards are more dangerous than the primary impacts.	To outline the characteristics of a tropical storm. To describe social and economic impacts of tropical storms. To evaluate the role of adaptation in reducing the impacts of tropical storms.	To describe the primary and secondary impacts of Hurricane Katrina. To assess if the authorities, both national and local, were efficient in dealing with this event, both before and after the storm had affected New Orleans.	To describe conditions that can lead to wildfires. To understand how natural causes can result in wildfires. To evaluate responses to a fire.	To know the causes of Australian wildfires. To describe local and national responses to wildfires. To evaluate the effectiveness to local and national responses.	To name social and economic impacts of tropical storms and volcanic eruptions in the Philippines. To be able to evaluate human responses to occupying places that experience a range of hazards.	To outline why central Italy is prone to earthquakes. To know the details of the L'Aquila earthquake 2009. To assess how the character of place you have studied has been changed by its hazardous setting.	To prepare and practice a presentation on a case study of their choice. To prepare a presentation to last 5-10 minutes long. Case study options: New Zealand Volcanic Eruption. Haiti earthquake. Hurricane Katrina. Wildfires in Australia. The Philippines. Italy.	To present a case study from the topics learning. To present clearly and with sophisticated articulation. To offer meaningful feedback to peers.	To know how to revise hazard knowledge. To understand how to create a meaningful revision resource.
Learning Opportunities.	Conducting independent and group research tasks. Making links within, across and beyond this area of the specification.	Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	Practicing exam style questions, including the use of peer assessment. Conducting independent and group research tasks.	Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams.	Practicing exam style questions, including the use of peer assessment. Conducting independent and group research tasks.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of secondary sources. Report writing.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of secondary sources. Report writing.	Presentation and data collection.	Peer assessment.	Application, exam technique, practicing exam style questions and peer feedback.

Paper 2-Section C- Contemporary Urban Environments

Why are you studying this? _____
 What skills would you like to get out of this topic? _____
 How does it fit into your wider studies? _____

Lesson	1- Global Patterns of Change	2- Causes of Urban Growth	3- Consequences of Urban Growth	4- Suburbanisation	5- Gentrification	6- deindustrialisation	7- Regeneration Policies in the UK	8- Megacities	9- World Cities	10- Urban Form	11- New Urban Landscapes and Fortress Cities.
Objectives	To define urbanisation . To explain how urbanisation has changed. To describe the global patterns in urbanisation from 1950 onwards (using relevant figures).	To be able to describe and explain the 3 main causes of urban growth. To analyse how industrialization shapes urbanisation. To analyse rates of rural-urban migration using named examples.	To be able to explain and give examples of a range of issues associated with urban growth. To analyses the results of urban growth. To assess how these consequences differ across levels of development.	To understand the term 'Suburbanisation .' To explain the social and economic issues associated with the suburbs. To be able to describe and evaluate a local example of suburbanisation.	To understand the term 'gentrification.' To be able to describe and evaluate a local example of gentrification. To analyse the effects of gentrification on a named area.	To understand the term 'deindustrialisation.' To analyse the effects of deindustrialisation. To be able to describe and evaluate a local example of industrialisation.	To explain why areas within the UK need regenerating. To be able to evaluate regeneration policies which have taken place in the UK. To assess the effectiveness of regeneration in Bristol.	To understand the location of the world's megacities. To be able to describe the trends in the growth of megacities using a student created graph. To analyse the effects of the growth of megacities.	To understand the definition of a world city. To be able to describe the characteristics of world cities. To assess reasons for their global distribution.	To understand the definition of urban form. To explain types of urban form. To be able to assess how far traditional urban forms are being challenged by new urban forms in the developed world.	To be able to explain how urban areas have changed. To assess the impacts of the decentralizing of retail in urban areas. To analyse the effects of edge cities using named examples.
Learning Opportunities	Use of key subject specific and technical terminology. Online research.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.	Use of key subject specific and technical terminology. Map skills.	Interpretation and evaluation of a range of source material including textual and visual sources.	Interpretation and evaluation of a range of source material including textual and visual sources.	Interpretation and evaluation of a range of source material including textual and visual sources.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources.	An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.	Maps showing spatial patterns – isoline maps. Fieldwork and GIS potential here.	Maps showing spatial patterns – isoline maps. Fieldwork and GIS potential here.

Lesson	12- Economic Inequality	13- Solutions to Economic Inequality.	14- Urban Climate	15- The Urban Heat Island (UHI) Effect.	16- Urban Air Quality.	17- Urban Precipitation and Drainage	18- River Restoration and Urban Drainage	19- Urban Waste	20- Environmental Challenges	21- Sustainable Urban Development	22- Sustainability in UK cities.
Objectives	To be able to explain how economic inequality can have an affect on urban areas. To identify how we measure social inequality. To assess the impacts of social segregation and cultural diversity on contrasting urban areas you have studied.	To be able to explain how economic inequalaity can have an affect on urban areas. To explain the benefits and challenges of having a culturally diverse city. To evaluate the solutions available.	To be able to define urban climate. To understand the urban heat island effect. To be able to explain the effect of urban structures on average wind speed.	To explain the UHI effect. To be able to explain concerns associated with the urban heat island. To assess whether contemporary urban planning is always effective.	To identify causes of photochemical smog. To understand the causes of poor air quality in urban areas. To be able to assess the extent to which solutions can improve urban air quality.	To recall the drainage basin hydrological cycle. To understand how to read hydrographs . To be able to explain factors for urban flooding and impacts to water drainage.	To understand the water cycle and challenges with urban drainage. To be able to evaluate how a river restoration scheme can prevent flooding. To explain the successes of the Cheonggyecheon River project.	To know the types of urban waste. To understand how economic development affects urban waste. To be able to evaluate the environmental impacts of different approaches to urban waste disposal.	To identify urban challenges in waste and water management. To explain how water becomes to be polluted and wasted. To evaluate strategies to manage environmental issues	To know how cities impact the environment on a global scale. To describe challenges to urban sustainability. To be able to assess to which extent cities can be made sustainable.	To be able to describe the social and economic issues in Birmingham. To be able to explain ways in which Birmingham is becoming more environmentally sustainable. To evaluate whether urban issues affect poorer communities more than richer ones.
Learning Opportunities	Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types	Collect, analyse and interpret information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.	Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative.	An ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data.	Maps showing spatial patterns –isoline maps.	Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities	Understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities

Paper 2-Section B- Changing Places

Why are you studying this? _____

What skills would you like to get out of this topic? _____

How does it fit into your wider studies? _____

Lesson	1- The Concept of Place	2- Globalisation and Localisation of Place	3- Endogenous and Exogenous Factors in Shaping Character of Places.	4- Causes and characteristics of Shifting Flows	5- Shifting Flows and Social Inequality.	6- External Forces for Driving Change.	7- Past and Present Connections.	8- Meanings and Representation
Objectives	To know how we define place. To understand the terms 'insiders' and 'outsiders'. To explain how people can experience different senses of place.	To identify differences in globalisation and localization of places. To understand how globalisation can be linked to homogenized places. To assess how belonging to a place can be linked to globalisation or localization of an area.	To know the difference between endogenous and exogenous factors. To explain how endogenous and exogenous factors shape a sense of place. To explain how physical geography can influence the character of places.	To know what is meant by 'shifting flow.' To understand how demographic change is caused by shifting flows. To explain how flows can affect the cultural and economic characteristics of a place.	To define social inequality. To explain how flows of people can result in social inequality. To analyse how shifting flows can affect the social inequality of an area.	To explain how government policies can change the characteristic of a place. To give examples of MNCs and explain how their decisions impact character. To outline the impacts of international or global institutions.	To outline how past development of a place can influence its character. To explain the benefits of new connections. To analyse how redevelopment can affect character.	To know the difference between meaning and representation. To explain how strategies can be used to alter a person's perception of place. To assess how qualitative representations of place help to understand character.
Learning Opportunities	Use of key subject specific and technical terminology. Core and ICT skills.	Online research. Evaluating and presenting findings from research.	Online research. Evaluating and presenting findings from research.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.	Critical questioning of information, and sources of information. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.

Lesson	9- Slough- Characteristics and History.	10- Slough- Demographic and Cultural Characteristics.	11- Slough- Social and Economic Characteristics- Inequality.	12- Meaning and Representation of Slough.	13- Dharavi- Characteristics and History.	14- Dharavi- Demographic and Cultural Characteristics.	15- Dharavi Social and Economic Characteristics- Inequality.	16- The Lived Experience of People in Slough and Dharavi
Objectives	To locate Slough on a regional, national and global scale. To know the history of Slough. To assess how poetry has influence the character of Slough.	To analyse a population pyramid of Slough to explain its demographic. To understand the importance of census data. To analyse cultural characteristics using qualitative sources.	To identify employment opportunities in Slough. To research the economic characteristics of Slough. To assess how social characteristics highlight social inequality.	To use qualitative and quantitative sources to critique Slough. To assess how Slough has been perceived regionally and nationally. To discuss whether Slough’s regeneration can alter its future representation.	To locate Dharavi on a regional, national and global scale. To know the history of Dharavi. To assess how Dharavi has been represented in the media.	To analyse a population pyramid of Dharavi to explain its demographic. To understand the importance of census data in a slum. To analyse cultural characteristics using qualitative sources.	To identify employment opportunities in Dharavi. To research the economic characteristics of Dharavi. To assess how social characteristics highlight social inequality.	To compare the sense of place that has been explored across two contrasting locations. To address the experiences of people in both locations. To analyse the reliability of sources and make judgments.
Learning Opportunities	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research.

NEA

Why are you studying this? _____

What skills would you like to get out of this topic? _____

How does it fit into your wider studies? _____

Lesson	1- Introduction to the NEA- Outline and Expectations	2- Data Collection	3- Sampling and Selecting Sites	4- Analysing data	5- Conclusions.	6- Evaluation
Objectives	To understand the sequence of your fieldwork. To identify areas of interest which you could base your project upon. To create three titles which could be used for your enquiry.	To describe the difference between quantitative and qualitative data. To understand how to collect primary and secondary data. To research how to collect data in physical and human environments.	To understand types of sampling: random, systematic, stratified. To identify methods for choosing sites. To plan which sites could be used in your enquiry.	To identify ways of presenting data. To use statistics to explain findings. To interpret results linked to your hypothesis.	To understand what makes a good conclusion. To draw conclusions from your data. To link findings to your original question.	To evaluate your data and methods. To assess the success of your enquiry. To present the reliability of findings.
Learning Opportunities	Research, familiarity with AQA spec.	Data collection, statistics. -bibliography writing	Mapping, planning, strategy.	Analytical, data, graphical.	Conclusions, drawing data together.	Evaluation, decision making.