

	Paper 1- Tectonic Hazards	Paper 2 - Globalisation	Paper 1- Coastal Landscapes	Paper 2- Superpowers	Paper 1 – The Water Cycle and Water Insecurity	Paper 2 – Regenerating Places	Non-examined assessment
Year 12	Concepts/Tier 3 vocabulary Sea-floor spreading, Continental drift, Palaeomagnetism, Plate boundary names and distribution, Benioff Zone, Vulnerability, Resilience, Hazard profiles, Areal extent, PAR model, Multiple-hazard zone, Hydro-meteorological Hazard, Retrofitting	Concepts/Tier 3 vocabulary Interdependence, containerisation, time-space compression, NGOs, IGOs, FDI, free-market liberalisation, privatisation, free trade blocs, SEZs, subsidies, AT Kearney Index, KOF Index, glocalisation, TNCs, outsourcing, offshoring, switched off, biodiversity, deindustrialisation, dereliction, rural-urban migration, elite migration, westernised, cultural erosion and diffusion, HDI, GII, Gini coefficient, diaspora, localism	Concepts/Tier 3 vocabulary Lithology, Submergent coast, Emergent coast, Concordant, Discordant, Geomorphology, Recession rate, Sediment cell, Dynamic equilibrium, Relict coastline, Fjord, Isostatic, Eustatic, Accretion, Subaerial processes	Concepts/Tier 3 vocabulary Superpower, power spectrum, hard, soft and smart power, Mackinder's geo-strategic location theory, imperial, colonial, neo-colonial, multipolar, unipolar, bipolar, hegemony, geopolitical, BRIC, G20, global governance, World Systems Theory, Dependency Theory, Modernisation Theory, IGOs, westernisation, interdependence, geostrategy, spheres of influence	Concepts/Tier 3 vocabulary Cryosphere, Flux, Orographic, Evapotranspiration, Saturated overland flow, Percolation, Permafrost, ENSO, Aquifer, Water stress, Salt water encroachment, Physical water scarcity, Economic scarcity, Trans-boundary water source	Concepts/Tier 3 vocabulary Economic sectors and employment types, IMDs, place functions, demographics, gentrification, deprivation, spiral of decline, regeneration, commuter villages, lived experience, infrastructure investment, pump priming, fracking, FDI, rural diversification, rebranding, reimaging, deindustrialisation, derelict, GIS	Concepts/Tier 3 vocabulary Bibliography, primary data, secondary data, methodology, concepts from Regenerating Places and Coastal landscapes, multiple data collection methods (e.g. clone town survey)
	Justification: Tectonics is both a broad and intricate subject. It helps to underpin a lot of the geological concepts within the course. Students need to know the physical processes within the earth and how they create hazards around the world. This is a topic with its foundations in knowledge from KS3 and 4; teaching it in Y12 gives students areas of familiarity while they build new skills and look into more complex concepts.	Justification: Globalisation looks at changing interdependence across the world, its inequalities, impacts on cultural identity, the environment and starts to map out solutions for the future. This topic underpins many of the other topics throughout the A-level due to its global span and dynamic nature. It highlights the relevance of the subject. The theme of globalisation has been briefly visited in other key stages, so it is covered at the start of Y12 to give familiarity while more complex concepts and skills are explored.	Justification: Students need to be able to describe and explain the factors that create the different landscapes around our coastline. This then builds into ideas of geology through the rock type which is important in determining much of our coasts. This is a topic with its foundations in knowledge from KS3 and 4; teaching it in Y12 gives students areas of familiarity while they build new skills and look into more complex concepts.	Justification: Superpowers looks at the pattern of dominance across the world and how it changes over time. Current and emerging powers have a significant impact on the global economy, politics and the environment – linking this topic across both the human and physical aspects of the A Level course. This topic relies on engaging with current affairs and developing the ability to appreciate different viewpoints as well as construct solutions to potential tensions and issues.	Justification: This topic enables students to explore and evaluate contemporary examples of how water insecurity and climate change is impacting on both the human and physical world. Students' awareness of these changes will be developed to help them understand more deeply the processes that work within the hydrological cycle.	Justification: Superpowers looks at the pattern of dominance across the world and how it changes over time. Current and emerging powers have a significant impact on the global economy, politics and the environment – linking this topic across both the human and physical aspects of the A Level course. This topic relies on engaging with current affairs and developing the ability to appreciate different viewpoints as well as construct solutions to potential tensions and issues.	Justification: Students attend a 4-day residential trip to gain experience of independently conducting fieldwork, collect and analyse their own data and meet the requirements of the exam board. We choose to do this before the summer break, once the students have a secure understanding of the two relevant topics and to give them time to analyse their data and start work on their NEA over the summer holidays.
	Assessment:						

	Non-examined assessment (continued)	Paper 1 – The Carbon Cycle	Paper 2 – Health, Human Rights and Intervention	Paper 3 – Synoptic Links
Year 13	<p>Concepts/Tier 3 vocabulary Bibliography, primary data, secondary data, methodology, concepts from Regenerating Places and Coastal landscapes, multiple data collection methods (e.g. clone town survey), multiple presentation methods (e.g. compound bar chart), statistical tests (e.g. t-test)</p>	<p>Concepts/Tier 3 vocabulary Carbon sink, Thermohaline circulation, Fracking, LNG, OPEC, Anthropogenic Carbon capture and storage, Peak production, Ocean acidification, Unconventional fuels, Adaptation, Mitigation</p>	<p>Concepts/Tier 3 vocabulary Sharia Law, Happy Planet Index, HDI, IGOs, NGOS, development, MDGs, SDGs, UDHR, ECHR, Geneva Convention, authoritarian, democratic, Index of Corruption, indigenous populations, social equality, trade embargoes, indirect aid, military intervention and aid, corruption, TNCs, combatant states, refugees, freedom of expression, inequalities</p>	<p>Concepts/Tier 3 vocabulary Synoptic</p>
	<p>Justification: Students are given time to finalise and finish their NEA submissions. Students are given guidance on how to present and interpret their data.</p>	<p>Justification: Students need to be able to explain why and how a balanced carbon cycle is important in maintaining planetary health. 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. Students need to see 'the bigger picture', by making geographical links between all topics and issues.</p>	<p>Justification: One of the larger and more complex topics, health, human rights and intervention draws upon students' knowledge of global interaction (globalisation), physical limitations (coastal landscapes), development and power balances (superpowers), and ongoing sources of change and conflict in our world (water and carbon cycles, regenerating places). This topic strengthens students' ability to appreciate different viewpoints, engage with evolving global affairs as well as construct solutions to potential tensions and issues. Students identify global 'winners' and 'losers' throughout and look at the roles that various players have on how our world has developed and continues to do so.</p>	<p>Justification: Geographers need to be dynamic in their approach – they must be able to make links across different topics and views things in different contexts. Paper 3 of the exam board encourages students to practice this by providing students with resources focused on a topic from the course. Students must investigate and analyse this topic with the knowledge and skills gained from across the rest of the course and their wider knowledge (synoptic). This topic is explored by completing a walk through of two past exam papers – one focused on the physical side of the course, and one on the human.</p>
	<p>Assessment:</p> <ul style="list-style-type: none"> Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. Year 13 PPE papers consists of Paper 1 and 2 topics <p>Students complete DIRT feedback following each assessment and complete standardised feedback sheet followed by re-writing sections of essays.</p>			
<p>Cultural capital:</p> <ul style="list-style-type: none"> Experience of planning, participating and analysing fieldwork and the collection of data on a 4-day residential trip 'Geography in the news' used as a regular homework task/discussion feature to prompt awareness of global events Wider reading/experience provided and signposted including: articles, books, academic magazines, data sources (e.g ONS), documentaries, films, trip locations 				