



| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|----------|---|---------------------------|---|---|
| Topic | Regeneration and Globalisation | | Coasts and Tectonic Hazards | | Non-examined assessment | |
| Content | <p>Regeneration EQ1: Change in the UK Regeneration EQ2: The need for regeneration Regeneration EQ3: The role of governments role in regeneration Regeneration EQ4: Success of regeneration</p> <p>Globalisation EQ1: What are the causes of globalisation and why has it accelerated in recent decades? Globalisation EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment. Globalisation EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p> | | <p>Coasts EQ1: Why are coastal landscapes different and what processes cause this? Coasts EQ2: How do characteristic coastal landforms contribute to coastal landscape Coasts EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? Coasts EQ4: How can coastlines be managed to meet the needs of all players.</p> <p>Water EQ1: What are the processes operating within the hydrological cycle from global to local scale? Water EQ2: What factors influence the hydrological system over short- and long-term timescales? Water EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p> | | <p>Non-examined assessment is an individual project led by the student and supported with a residential field trip to Liverpool to explore a sand dune system at Formby beach and Urban regeneration at the Albert Docks and Liverpool ONE.</p> | |
| Rationale / Linking | <p>Regeneration and Globalisation are key concepts of the GCSE course. Starting with these in the A-level course allows students to have the familiarity at the starting point of the new course. This allows students to focus on exam technique rather than brand new concepts. Regeneration is a key concepts that may be used in students NEA which comes at the end of there Year 12 studies.</p> <p>Globalisation is a topic which have had some foundations created in the GCSE. It is an engaging and discussion topic which allows for a range of research-based topic and exploration of wider reading. Allowing our sixth formers to create skills in discussion and research will make for the best candidates. By doing this earlier in the course, once they are settled,</p> | | <p>Again, the water cycle also has some underlying foundations in both GCSE but then is also provided the previous coasts topic. This allows for a logical progression through the physical side of the course.</p> | | <p>Due to our residential trip being calendared for the start of the summer term, it gives the perfect opportunity for the work to be analysed and completed at the end of Year 12. This then means that the coursework element to the course is completed and out the way.</p> | |
| Assessment | <p>All students will have at least one mid topic and one end of topic assessment per topic (2 running alongside of each other). All assessed pieces will follow the schools assessment policy and assessments will all be past paper questions which ensure there is practice at the full range of assessment objectives.</p> | | | Learning Resources | | <p>A- level textbooks Geo-factsheets Revision books Revision booklets</p> |



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|---------------------|---|----------|--|---------------------------|---|----------|
| Topic | The Carbon cycle and Energy security Superpowers | | Tectonic Hazards Migration, Identity and Sovereignty | | Paper 3 | |
| Content | <p>Carbon EQ1: How does the carbon cycle operate to maintain planetary health? Carbon EQ2: What are the consequences for people and the environment of our increasing demand for energy? Carbon EQ3: How are the carbon and water cycles linked to the global climate system?</p> <p>Superpowers Enquiry question 1: What are superpowers and how have they changed over time? Superpowers Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment? Superpowers Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?</p> | | <p>Tectonics Enquiry Question 1 – Why are some locations more at risk from tectonic hazards? Tectonics Enquiry Question 2 – Why do some tectonic hazards develop into disasters Tectonics Enquiry Question 3 – How successful is the management of tectonic hazards and disasters?</p> <p>M, I & S Enquiry Question 1 – what are the impacts of globalisation on international migration? M, I & S Enquiry Question 2 – How are nation states defined and how have they evolved in a globalising world? M, I & S Enquiry Question 3 – What are the impacts of global organisations on managing global issues and conflicts? M, I & S Enquiry Question 4 – What are the threats to national sovereignty in a more globalised world?</p> | | Use of cross unit links and practice of decision making skills for paper 3. | |
| Rationale / Linking | Superpower lessons build on many aspects of globalisation, having this prior knowledge is essential to the topic and therefore promotes a large amount of spiral learning. The topic is very engaging and 'different' for students, which will kick off their human geography in Year 13 well. | | Tectonic Hazards s a topic that always engages students of all key stages. Building on concepts first delivered in key stage 3, through GCSE and then further into the A-Level. This allows students to see the continuity of their learning, offers spiral learning and keeps students active and engaged in a familiar topic right at the end of their A-level course. | | | |
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