

Year 13 Geography

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theories linked to real-life case study exams where students evaluate causes, impacts and responses. Learned ideas utilise the AQA assessment objectives:

AO1 = key geographical idea.

AO2 = development of the geographical idea (often linked to the command word of the question).

AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example.

AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis.

Lessons are updated year-on-year to match updates and developments that occur with geographical understanding across the globe. Students build knowledge through a combination of teacher and student-led learning which is then applied to a range of different scenarios including practice summative questions, essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. NEA coursework which runs alongside the main taught lessons).

Methods of deepening and securing knowledge:

Spaced learning	The revisiting and review of key aspects of social, economic and environmental aspects throughout the course allows deeper learning and understanding to develop. The recall and understanding of previous powerful knowledge.
Interleaving and linking of key human and physical concepts (SEE)	Geography continually looks for linkages between human and physical geography along with the social, economic and environmental aspects. This allows students to have a deeper and secure understanding of these fundamentals. These key concepts underpin the fundamentals of geography and through this continual linking students become skilled geographers and can identify and search out these to provide greater depth and detail in their understanding.
Extending and securing	Ensuring all students have the opportunities to secure their knowledge in their learning and being able to develop this further through questioning, elaboration, discussion and application to new situations.
Exam practice review	The use of exam questions and reflections on these when completed allows misconceptions to be challenged and improvements made. Model answers and scaffolding alongside key command word application.
Independent research NEA	The clear focus of investigation of an area of interest gives depth and analysis which allows students to deepen understanding. The NEA promotes wider reading and investigation forming evidence based conclusions.

	Autumn term 1	Autumn term 2	Spring term 1
Topic(s)** As the course is split between 2 teachers the time frame may change for the groups	Water and carbon cycles Paper 1 <ul style="list-style-type: none"> Water and carbon cycles as natural systems. The water cycle. The carbon cycle. Water, carbon, climate and life on Earth. Quantitative and qualitative skills. Case studies, Rainforest and river catchments TBC. 	Coastal systems and landscapes Paper 1 <ul style="list-style-type: none"> Coasts as natural systems. Systems and processes. Coastal landscape development. Coastal management. Quantitative and qualitative skills. Case studies - Local and beyond the UK. 	Hazards Paper 1 <ul style="list-style-type: none"> The concept of hazard in a geographical context. Plate tectonics. Volcanic hazards. Seismic hazards. Storm hazards. Fires in nature. Case studies - Multi hazards areas and local hazards.
Assessment	Range of examination questions covering all grade questions 4 - 20. Mock examination in summer term Year 12 and Christmas Year 13.	Range of examination questions covering all grade questions 4 - 20. Mock examination in summer term Year 12 and Christmas Year 13.	Range of examination questions covering all grade questions 4 - 20. Mock examination in summer term Year 12 and Christmas Year 13.
CEIAG <i>(Careers that are linked to that topic)</i>	Local governance (e.g. town planner), construction industry (e.g. architecture, building surveying), sustainability, NGOs.	Local governance (e.g. town planner), construction industry (e.g. architecture, building surveying), coastal management.	Local governance (e.g. town planner), construction industry (e.g. architecture, building surveying), hazard mapping, management disaster relief, NGO's.

	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Global systems and global governance Paper 2 <ul style="list-style-type: none"> Globalisation. Global systems. International trade and access to markets. Global governance. The 'global commons'. Antarctica as a global common. Globalisation critique. Quantitative and qualitative skills. 	Changing places Paper 2 <ul style="list-style-type: none"> The nature and importance of places. Changing places – relationships, connections, meaning and representation. Relationships and connections. Meaning and representation. Quantitative and qualitative skills. Place studies - near and far places contrast. 	Resource security Paper 2 <ul style="list-style-type: none"> Resource development. Natural resource issues. Water security. Energy security. Mineral security. Resource futures. Case studies of a resource and place.

Assessment	Range of examination questions covering all grade questions 4 - 20. Mock examination in summer term Year 12 and Christmas Year 13.	Range of examination questions covering all grade questions 4 - 20. Mock examination in summer term Year 12 and Christmas Year 13.	Range of examination questions covering all grade questions 4 - 20. Mock examination in summer term Year 12 and Christmas Year 13.
CEIAG <i>(Careers that are linked to that topic)</i>	Local governance and systems, sustainability, research and development.	Local governance (e.g. town planner), construction industry (e.g. architecture, building surveying), research and development.	Local governance (e.g. town planner), construction industry (e.g. architecture, building surveying), resource management, Climate change, NGO's.

Independent Study

Independent study is linked to the lessons students have covered or may be research work in preparation for the next lessons. Independent study may be individualised to support and challenge individuals/groups of students where required. This may be in various forms:

- Research for the next lesson.
- Guided research.
- Revising for upcoming tests.
- Question/task set in lesson.
- Exam questions.
- Online learning platforms, e.g. Seneca.
- Research and continued work on NEA.