Curriculum intent

Geography, in all its guises, will help them [students] understand the changes the world is experiencing and make sense of the directions the world is taking. Hansen (1997).

Here at the Ecclesbourne Geography Department, we strongly concur with Hansen's statement. Offering an unparalleled educational experience, geography has rightly cemented its place as one of the most rounded, relevant and employable disciplines you can study today.

From global environmental issues such as plastic pollution in our oceans, to the mapping of coronavirus cases and managing the response to communicable disease, there are very few major global phenomena that do not share disciplinary roots with geography.

Driven by the core geographical curriculum concepts outlined by Lambert (2015) the Ecclesbourne School's Geography curriculum intends to marry contemporary geographical knowledge with the following powerful geographical concepts:

- Space and place: How places can be simultaneously discrete, highly personal and yet interconnected by global shifts in people, capital and resources.
- Scale and connection: How decisions and processes operating on the individual level—for example our water consumption, and perceptions on place—can transcend the individual, becoming part of a global, shared identity.
- Proximity and distance: How conventional geographical distance is challenged by concepts such as globalisation and the internet and how these join locations together in a 'global commons'.
- People and environment: Finally, and perhaps most significantly, how we can link together the human and physical worlds and understand that they rarely exist in isolation of each other.

By keeping these values at the heart of the curriculum, Geography at the Ecclesbourne School aims to provide students with an enriching, powerful education. One that is both ambitious and far-reaching in scope, yet supportive and relatable in nature.

In order to support this conceptual development, the A Level geography course is comprised of six major topic areas, which are examined at the end of the linear, two-year course. This structure offers students a broad geographical palette; one that is designed to initiate students to the concepts outlined above and in the process deepen students' sense of place and geographical awareness.

Through the three physical geography topics ("Coastal Systems and Landscapes", "Water and Carbon Cycles" and "Hazards") Students are taught to think about the earth a natural system, existing in a state of dynamic balance (equilibrium). How, through climate change and management these natural systems are both threatened by, and threatening, human populations and the steps made to manage such disturbances.

Human Geography topics (Global Systems and Global Governance", "Population and the Environment" and "Changing Places") teach students to appreciate the complexities and dynamics of the human world. From shifting flows of people, money and ideas, these topics help ground the individual in their own sense of place, and embed them into a wider collective conscious.

Alongside this rich geographical knowledge, we challenge geography students to become independent, critical thinkers. Learning through enquiry is pivotal process in successful geographical

learning. Crucial to this way of thinking—of developing an awareness of the natural and human worlds, and our position relative to these phenomena—is the experience of conducting fieldwork, and experiencing geographical phenomena in the field. To this end, every A Level geographer is taken on a four-day residential field trip. This is designed to deepen student's awareness of core geographical content and concepts, whilst making abstract, lesson concepts, more tangible.

In A-Level Geography we task students to think independently and to engage critically with course content. Further to the examined topics, students are required to complete a 3,000 to 4,000 word "Individual Fieldwork Investigation" (coursework). This must include the collection of data in the field.

Although the focus of this investigation must be grounded in course content, we encourage students to be imaginative, innovative and original in their thinking. Students are supported to deepen their academic maturity, developing vital skills in self-discipline, motivation and time management in the process.

At the Ecclesbourne School, not only do we intend to teach a well-balanced, supportive and sequenced curriculum we challenge students to 'move beyond' the knowledge. We encourage them, through the ways outlined above, to create meaning and evolve as people, not simply as students. This is encapsulated by our ambition to teach students to 'think geographically'. We firmly believe that students have a right to build awareness of how places are both linked, and how they evolve. It also intends to provide students with a holistic understanding of the world; broadening perspectives, introducing new concepts and challenging students to consider and stretch their values.

Becoming critically aware, globally literate students who can better contribute to society upon leaving school.

Curriculum implementation:

<table>
<tr><th colspan="2">YEAR 12</th></tr>
<tr><td colspan="2">Autumn Term – Half Term 1</td></tr>
<tr><th>Coastal systems and landscapes</th><th>Natural Hazards</th></tr>
<tr><td>Coasts as natural systems
Systems in physical geography: systems concepts and their application to the development of coastal landscapes
Inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.
The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.
Systems and processes at the coast
Sources of energy in coastal environments: winds, waves (constructive and destructive), currents
Sediment sources, cells and budgets.</td><td>The concept of hazard in a geographical context
Hazard classification: the nature forms and potential impacts of natural hazards.
Hazard perception and its economic and cultural determinants.
Characteristic human responses to hazard and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.
The Park model of human response to hazards.
The hazard management cycle.
Plate tectonics
The structure of the Earth
The development of Plate Tectonic Theory as the prevailing scientific paradigm.</td></tr>
<tr><td colspan="2">Prior learning to reactivate
Coastal environments (Year 8)
Systems in geography- open and closed geographical systems (Y9)

what are natural hazards and disasters (Y9)
classifying natural hazards (Y9)
the structure of the Earth (Y9)
natural hazards theme in GCSE, including the nature and distribution of hazards, hazard/disaster classification, hazard risk, plate tectonic theory</td></tr>
<tr><td colspan="2">Autumn Term – Half Term 2</td></tr>
<tr><th>Coastal systems and landscapes</th><th>Natural Hazards</th></tr>
<tr><td>Systems and processes at the coast
Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.
Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/ abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff.
Coastal landscape development
This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples.
Origin and development of landforms and landscapes of coastal erosion: cliffs and wave cut</td><td>Plate tectonics
The global pattern of plates and plate boundaries.
The processes and landforms associated with convergent plate boundaries (including seismic and volcanic activity). Young fold mountains, deep sea trenches, island arcs, volcanoes.
The processes and landforms associated with divergent plate boundaries (including seismic and volcanic activity). Ocean ridges, rift valleys, volcanoes.
The processes and landforms associated with conservative plate boundaries (including seismic activity).
The processes and landforms associated with mantle plumes and their relationship to plate movement.
Volcanic hazards
Volcanicity and its relation to plate tectonics.
Forms of volcanic hazard: pyroclastic flows, lava flows, lahars, volcanic gas, ash and tephra.</td></tr>
</table>

platforms, cliff profile features including caves, arches and stacks; factors and processes in their development.	• The spatial and temporal distribution of volcanic events and their magnitude and intensity.

Prior learning to reactivate
Plate boundaries (Y9)
natural hazards theme in GCSE, including the physical causes of natural hazards
Coastal systems and evolution. Marine processes, including erosion, weathering and transportation and impact on differing coastlines (Y8).
Difference between marine and sub-aerial processes, and the impact of mass movement on the development of the coastline (Y10).

Spring Term – Half Term 1	
Coastal systems and landscapes	**Natural Hazards**
Coastal landscape development • Origin and development of landforms and landscapes of coastal deposition. Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development. • Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development. • Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. • Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts.	Volcanic hazards • The primary and secondary impacts of volcanic eruptions – social, economic, environmental and political. • Short and long terms responses to volcanic hazards – monitoring, prediction, preparation, prevention, mitigation and adaptation. • Impacts and human responses as evidenced by a recent volcanic event. Seismic hazards • Seismicity and its relation to plate tectonics. • Forms of seismic hazard: earthquakes, tsunamis, liquefaction, landslides. • The spatial and temporal distribution of seismic events and their magnitude and intensity. • The primary and secondary impacts of seismic events – social, economic, environmental and political. • Short and long terms responses to seismic hazards – monitoring, prediction, preparation, prevention, mitigation and adaptation. • Impacts and human responses as evidenced by a recent seismic event.

Prior learning to reactivate
A case study of a tectonic disaster (assessment in Y9);
Natural hazards theme in GCSE including the physical causes of natural hazards, the impacts of tectonic hazards, the management of natural hazards.
Coastal erosional landforms- including landforms of erosion (wave cut platforms, caves, arches, stacks and stumps) (Y8/10).
Coastal depositional landforms. Spits, bars and tombolos. Features and sequences of formation (Y10)

Spring Term – Half Term 2	
Coastal systems and landscapes	**Natural Hazards**
Coastal landscape development • Recent and predicted climatic change and potential impact on coasts.	Storm hazards • The nature of tropical storms and their underlying causes. • Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides.

• The relationship between process, time, landforms and landscapes in coastal settings Coastal management • Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management. Coastal case studies • Study of a coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management.	• The spatial and temporal distribution of storm hazards and their magnitude and intensity. • The primary and secondary impacts of storm events – social, economic, environmental and political. • Short and long terms responses to storm hazards – monitoring, prediction, preparation, prevention, mitigation and adaptation. • Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world. Fires in Nature • The nature of wild fires. • Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behavior. • Causes of fires: natural and human agency. • The primary and secondary impacts of wild fires – social, economic, environmental and political. • Short and long terms responses to wild fires – monitoring, prediction, preparation, prevention, mitigation and adaptation. • Impacts and human responses as evidenced by a recent wild fire event. • **Case study** of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. • **Case study** at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.
Prior learning to reactivate Coastal management- major types (hard and soft engineering) and application to a coastal location (Holderness Coastline) Y8 Coastal environments at differing scales, including aspects of sustainable coastal management (Y10). Natural hazards theme in GCSE, including the nature and distribution of hazards, hazard/disaster classification, hazard risk, the physical causes of natural hazards, the impacts of weather hazards, the management of natural hazards.	
Summer Term – Half Term 1	
Coastal systems and lanscapes / NEA preparation	**Changing places**
Coastal case studies: • Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation	The nature and importance of place • The concept of place and the importance of place in human life and experience. Categories of place: • near places and far places • experienced places and media places. Factors contributing to the character of places:

NEA Preparation • Begin to develop an awareness of conducting research • The investigative process: constructing aims, research questions and hypotheses • How to sample effectively	• endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. • Exogenous: relationships with other places. Changing places – relationships, connections, meaning and representation • The ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place; and • the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.
Prior learning to reactivate Coastal management, and impact on coastal system along Jurassic coastline (Y10) Fieldwork follow-up and preparation- both physical and human geography (Y11) Human, physical and environmental geography (Y7); atlas skills (Y7); settlement classification and hierarchy (Y7), settlement site, form and function (Y7), settlement change and development (Y7), urban models and morphology (Y7); urban issues and challenges theme in GCSE.	
Summer Term – Half Term 2	
NEA Preparation	**Changing places**
• Continuing to prepare students to design their Non-Examined Assessments (NEA's) • Undertaking sample fieldwork in order to prepare students for the rigours of formulating a piece of coursework • Appropriate data collection methods, including both qualitative and quantitative forms • Introduction to ethical issues in fieldwork and steps to overcome these • How to select appropriate literature and apply findings to your own investigation	Relationships and connections • The impact of relationships and connections on people and place with a particular focus on: **either** changing demographic and cultural characteristics **or** economic change and social inequalities. • How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global. • The characteristics and impacts of external forces operating at different scales from local to global, including **either** government policies **or** the decisions of multinational corporations **or** the impacts of international or global institutions. • How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales. Meaning and representation • The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. • How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meaning s are bound up with different identities, perspectives and experiences.

	• How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. • How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (e.g. film, photography, art, story, song etc.) that often give contrasting images to that presented formally or statistically such as cartography or census data. • How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings. Place studies • **Local place study** exploring the developing character of a place local to the home or study centre. • **Contrasting place study** exploring the developing character of a contrasting and distant place. • Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past or present. • Both places studied must focus equally on: People's lived experience of place in the past and present **and either** • Changing demographic and cultural characteristics **or** • economic change and social inequalities. Suitable data sources could include: • statistics, such as census data • maps • geo-located data • geospatial data, including geographic information systems (GIS) applications • photographs • text, from varied media • audio-visual media • artistic representations • oral sources, such as interviews, reminiscences, songs, etc.
Prior learning to reactivate Settlement classification and hierarchy (Y7), settlement site, form and function (Y7), settlement change and development (Y7), urban models and morphology (Y7); urban issues and challenges theme in GCSE. Fieldwork preparation and follow-up. Human and physical geography fieldwork experience (Y11).	

YEAR 13	
Autumn Term – Half Term 1	
Water and Carbon Cycles	**Global Systems and Governance**
Water and carbon cycles as natural systems • Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The water cycle • Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. • Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved.	Globalisation • Dimensions of globalisation: flows of capital, labour, products, services and information. • Global marketing • Patterns of production, distribution and consumption • Factors in globalization: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. Global systems • Form and nature of economic, political, social and environmental interdependence in the contemporary world. • Issues associated with interdependence including how: • Unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places • Unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way. International trade and access to markets • Global features and trends in the volume and pattern of international trade and investment associated with globalization. • Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. • Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and social well-being. • The nature and role of transnational corporations (TNCs), including their spatial organisation, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. • World trade in at least one food commodity or one manufacturing product. • Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underlie and impacts on students' and other people's lives across the globe.

Prior learning to reactivate
Water cycle as a natural system. Concept of open and closed systems (Y9).
Processes operating in the water cycle- major inputs, outputs, stores and flows (Y9).
Demographic change (Y9); the changing economic world theme in GCSE, including global variations in economic development and quality of life, strategies to reduce the global development gap, rapid economic development in LICs and NEEs, changing industrial structures, the role of transnationals, changing political and trading relationships, aid, the social and environmental impacts of economic development.

Autumn Term – Half Term 2	
Water and Carbon Cycles	**Global Systems and Governance**
The water cycle • Drainage basins as open systems – inputs and outputs, to include precipitation, evapotranspiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance. • Runoff variation and the flood hydrograph. • Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction	Global governance • The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance, including how: • Agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices; and • Interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. The 'global commons' • The concept of the 'global commons'. The rights of all to the benefits of the global commons. • Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.

Prior learning to reactivate
Drainage basins as open systems. Major flows of water and processes in operation at the hillslope scale (Y9)
The changing economic world theme in GCSE, including global variations in economic development and quality of life, strategies to reduce the global development gap, rapid economic development in LICs and NEEs, changing industrial structures, the role of transnationals, changing political and trading relationships, aid, the social and environmental impacts of economic development.

Spring Term – Half Term 1	
Water and carbon cycles	**Natural Hazards**
The Carbon Cycle • Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. • Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering. • Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).	Antarctica as a global common • An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change. • Threats to Antarctica arising from: Climate change; Fishing and whaling The search for mineral resources Tourism and scientific research • Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as the Unite Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic

• The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.	treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC whaling moratorium (1982) – their purpose, scope and systems for inspection and enforcement. • The role of NGOs in monitoring threats and enhancing protection of Antarctica. • Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe. Quantitative and qualitative skills (embedded throughout)
Prior learning to reactivate Climate change, causes and responses (Y10). Impact of changing carbon budget on the enhanced greenhouse effect (Y11). Geographical fieldwork investigations in GCSE The living world theme in GCSE including the physical characteristics of a cold environment, the value of cold environments and why these fragile environments should be protected and strategies used to balance the needs of economic development and conservation in cold environments – the use of technology, the role of governments, international agreements and conservation groups.	
Spring Term – Half Term 2	
Water and carbon cycles	**Population and the Environment**
Water, carbon, climate and life on Earth • The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth. • Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. Case studies: • Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity. • Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding	Introduction • The environmental context for human population characteristics and change. Key elements in the physical environment: climate, soils, resource distributions including water supply. Key population parameters: distribution, density, numbers, change. Key role of development processes. Global patterns of population numbers, densities and change rates. Environment and population • Global and regional patterns of food production and consumption. Agricultural systems and agricultural productivity. Relationship with key physical environmental variables – climate and soils. • Characteristics and distribution of two major climatic types to exemplify relationships between climate and human activities and numbers. Climate change as it affects agriculture. • Characteristics and distribution of two key zonal soils to exemplify relationships between soils and human activities especially agriculture. Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinisation, structural deterioration. • Strategies to ensure food security.
Prior learning to reactivate Human, physical and environmental geography (Y7); climate and weather (Y7); ecosystems and people (Y8); demographic change and migration (Y9); resource management theme in GCSE including the significance of food, water and energy to economic and social wellbeing, global inequalities in the supply and consumption of resources;	

changing economic world theme in GCSE including links between the DTM and levels of development; natural hazards theme in GCSE including climate change; the living world theme in GCSE including the physical characteristics of an ecosystem and the interdependence of climate, water, soils, plants, animals and people.
Tropical rainforest as an ecosystem, natural and human threats to the landscape (Y11).

Summer Term – Half Term 1	
Water and carbon cycles	**Population and the Environment**
Revision programme	Population change • Factors in natural population change: the demographic transition model, key vital rates, age-sex composition; cultural controls. Models of natural population change, and their application in contrasting physical and human settings. Concept of the Demographic Dividend. • International migration: refugees, asylum seekers and economic migrants: environmental and socio-economic causes, processes. Demographic, environmental, social, economic, health and political implications of migration. Environment, health and well-being • Global patterns of health, mortality and morbidity. Economic and social development and the epidemiological transition. • The relationship between environment variables, e.g. climate, topography (drainage) and incidence of disease. Air quality and health. Water quality and health. • The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease, e,g, malaria; its links to physical and socio-economic environments, including impacts of environmental variables on transmission vectors. Impact on health and well-being. Management and mitigation strategies. • The global prevalence and distribution of one specified non-communicable disease, e.g. a specific type of cancer, coronary heart disease, asthma; its links to physical and socio-economic environment including impacts of lifestyles. Impact on health and well-being. Management and mitigation strategies. • Role of International agencies and NGOs in promoting health and combating disease at the global scale. Principles of population ecology and their application to human populations • Population growth dynamics. Concepts of overpopulation, underpopulation and optimum population. Implications of population size and structure for the balance between population and resources; the concept of 'carrying capacity' and 'ecological footprint' and their implications. • Population, resources and pollution model: positive and negative feedback. Contrasting perspectives on population growth and its implications; Malthusian,

	neo-Malthusian and alternatives such as associated with Boserup and Simon. Global population futures • Health impacts of global environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases, agricultural productivity and nutritional standards. • Prospects for the global population. Projected distributions. Critical appraisal of future population-environment relationships. **Case study** of a country/society experiencing specific patterns of overall population change – increase or decline – to illustrate and analyse the character, scale and pattern of change, relevant environmental and socio-economic factors and implications for the country/society. **Case study** of a specified local area to illustrate and analyse the relationship between place and health related to its physical environment, socio-economic character and the experience and attitudes of its populations.
Prior learning to reactivate Human, physical and environmental geography (Y7); climate and weather (Y7); ecosystems and people (Y8); demographic change and migration (Y9); resource management theme in GCSE including the significance of food, water and energy to economic and social wellbeing, global inequalities in the supply and consumption of resources; changing economic world theme in GCSE including links between the DTM and levels of development; natural hazards theme in GCSE including climate change; the living world theme in GCSE including the physical characteristics of an ecosystem and the interdependence of climate, water, soils, plants, animals and people.	
Summer Term – Half Term 2	
Study leave	

Curriculum implementation: Extra-curricular enrichment

In addition to classroom teaching, the Geography Department offer a broad array of enrichment opportunities, designed to support and stretch students' geographical awareness.

Alongside our residential fieldwork, the department help organise a series of lectures, hosted by the University of Nottingham. These free events offer students an opportunity to gain insight into cutting edge geographical research, as well as expose students to a university-style education.

Previous lectures have covered a broad spectrum of geography: Fast Fashion, the Eruption of Mount St Helens and its impacts on fluvial regimes, and 'Slavery from Space'—using geographical information systems (GIS) to identify brick kilns in rural Asia—are just three recent examples.

Prior to these lectures, students attend workshops designed to develop vital extra-curricular knoweldges and skills, such as personal statement writing and an introduction to geographical careers.

All A Level Geography Students will also have the opportunity to visit Iceland during the two years of their studies in order to experience, at first hand, the spectacular interaction of Human and Physical systems in "the land of ice and fire".

There are also a variety of enrichment resources, hand-picked by our geographers.

Curriculum impact: Assessment

Assessment objectives

In order to gauge the impact of the geography curriculum, the following assessment objectives (AO's) will be assessed:

- AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
- AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues
- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:
    - investigate geographical questions and issues
    - interpret, analyse and evaluate data and evidence
    - construct arguments and draw conclusions

Broadly speaking, these expect students to demonstrate geographical knowledge (AO1), possess the understanding to apply and interpret this knowledge (AO2) and integrate key geographical skills (AO3) into their writing.

Structure of Assessment

A Level Geography is examined across two examination papers (accounting for 80% of the overall grade). Students will be expected to sit two papers, with both carrying a maximum raw mark of 120.

- Component 1: Physical Geography (Coastal Systems and Landscapes, Hazards, Water and Carbon Cycles)
- Component 2: Human Geography

The final 20% of the student's grade is generated through completion of a non-examined assessment (NEA). This carries a maximum raw mark of 60.

In both examination papers, students are expected to answer a combination of 4, 6, 9 and 20-mark questions. These will involve the understanding of key geographical terms and phenomena, the capacity to interpret and analyse figures and the ability to construct a coherent essay-style answer.

A sample of the type of questions expected from on assessments can be found below.

Example questions and expectations				
4 mark	6 marks - analyse	6 marks - assess	9 marks	20 marks
Definitional-style question.	Figure analysis. Interpreting geographical images	Figure assessment. Weighing up multiple perspectives and views.	More in depth analysis or evaluation of figures, or of geographical concepts.	Essay-style question.
Example question: *Explain the concept of carbon sequestration.*	Example question: *Using Figures 1, 2, and 3, analyse characteristics of the climate of Antarctica*	Example question: *Using Figure 6, Figure 7 and your own knowledge, account for the development of this area of the Dorset coastal landscape.*	Example question: *Evaluate the effectiveness of the hazard management cycle in assisting with the planning for wildfire events.*	Example question: *'Conflict often arises when people who live in a place try to resist changes that appear to have been forced upon them by organisations, groups and individuals from outside that place.' To what extent does this statement apply to one or more places that you have studied?*

Holistic impact

Although exams and qualifications form an important part of your education, they are not the *only* means of assessing the impact of a robust geography education. Within geography we are committed to the premise that, through the study of geography at Ecclesbourne School, students are able to know more, understand more and do more.

Know more:

Through your study of Geography, you should develop a deep knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole. You should also know how we, as individuals, fit into society, and how to engage as moral and ethical global citizens.

Understand more:

You should use this geographical knowledge to help understand the core geographical concepts of place, space, environment and human-physical interconnectedness.

This will help develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts.

Students will also improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment.

Do more:

Using your geographical knowledge and understanding, you should be able to deconstruct information and think critically about global phenomenon

Stimulate your analytical and investigative skills. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies

Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

Future employment opportunities

Ultimately, the thought of you continuing your study of this wonderful subject beyond school, either at university or in a career, is evidence of its impact in itself.

You could do significantly worse than studying geography at university. As stated, and according to the Royal Geographical Society, geography degrees are some of the employable in today's world.

Even within our department, there is a wealth of diverse and impactful careers that friends of ours have pursued with a geography degree in hand. Here is a small selection.

Civil Service worker, BBC weather reporter, sports charity worker, hazard and risk insurance manager, trust administrator, director of H.R., Conservation charity worker, land management, Environment Agency employee.

These are in addition to the most common careers with a geography degree, according to the job site Prospects:

- Cartographer
- Commercial/residential surveyor
- Environmental consultant
- Geographical information systems officer
- Planning and development surveyor
- Secondary school teacher
- Social researcher
- Town planner
- International aid/development worker
- Landscape architect
- Logistics and distribution manager
- Market researcher
- Nature conservation officer
- Political risk analyst
- Sustainability consultant
- Tourism officer
- Transport planner