

Key Stage 5 Curriculum Geography

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 eight 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 cycles", "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 ("Globalisation", "Superpowers", "Health, Human Rights and Intervention" and "Regenerating 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:

YEAR 12-Edexcel Specification	
Autumn Term – Half Term 1	
Coastal systems and landscapes	Natural Hazards
<p>The coast, and wider littoral zone, has distinctive features and landscapes.</p> <ul style="list-style-type: none"> The littoral zone consists of backshore, nearshore and offshore zones, includes a wide variety of coastal types and is a dynamic zone of rapid change. Coasts can be classified by using longer term criteria such as geology and changes of sea level or shorter term processes such as inputs from rivers, waves and tides. Rocky coasts (high and low relief) result from resistant geology (to the erosive forces of sea, rain and wind), often in a high energy environment, whereas coastal plain landscapes (sandy and estuarine coasts) are found near areas of low relief and result from supply of sediment from different terrestrial and offshore sources, often in a low-energy environment. <p>Geological structure influences the development of coastal landscapes at a variety of scales.</p> <ul style="list-style-type: none"> Geological structure is responsible for the formation of concordant and discordant coasts. Geological structure influences coastal morphology: Dalmatian and Haff type concordant coasts and headlands and bays on discordant coasts. Geological structure (jointing, dip, faulting, folding) is an important influence on coastal morphology and erosion rates, and also on the formation of cliff profiles and the occurrence of micro-features, e.g. caves. <p>Rates of coastal recession and stability depend on lithology and other factors.</p> <ul style="list-style-type: none"> Bedrock lithology (igneous, sedimentary, metamorphic) and unconsolidated material geology are important in understanding rates of coastal recession. Differential erosion of alternating strata in cliffs (permeable/impermeable, resistant/less resistant) produces complex cliff profiles and influences recession rates. Vegetation is important in stabilising sandy coastlines through dune successional development on sandy coastlines and salt marsh successional development in estuarine areas <p>Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.</p> <ul style="list-style-type: none"> Different wave types (constructive/destructive) influence beach morphology and beach sediment profiles, which vary at a variety of temporal 	<p>The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes:</p> <ul style="list-style-type: none"> The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations). The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes <p>There are theoretical frameworks that attempt to explain plate movements.</p> <ul style="list-style-type: none"> The theory of plate tectonics and its key elements (the earth's internal structure, mantle convection, palaeomagnetism and sea floor spreading, subduction and slab pull) Physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone) <p>Physical processes explain the causes of tectonic hazards.</p> <ul style="list-style-type: none"> Earthquake waves (P, S and L waves) cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides). Volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaup). Tsunamis can be caused by sub-marine earthquakes at subduction zones as a result of sea-bed and water column displacement. <p>Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster</p> <ul style="list-style-type: none"> Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context. The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) on the people, economy and environment of contrasting locations in the developed, emerging and developing world <p>Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.</p> <ul style="list-style-type: none"> The magnitude and intensity of tectonic hazards is measured using different scales (Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI)).

<p>scales from short term (daily) through to longer periods</p> <ul style="list-style-type: none"> • The importance of erosion processes (hydraulic action, corrosion, abrasion, attrition) and how they are influenced by wave type, size and lithology. • Erosion creates distinctive coastal landforms (wave cut notches, wave cut platforms, cliffs, the cave-arch-stack-stump sequence) <p>Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.</p> <ul style="list-style-type: none"> • Sediment transportation is influenced by the angle of wave attack, tides and currents and the process of longshore drift. • Transportation and deposition processes produce distinctive coastal landforms (beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolos and cusped forelands), which can be stabilised by plant succession • The Sediment Cell concept (sources, transfers and sinks) is important in understanding the coast as a system with both negative and positive feedback, it is an example of dynamic equilibrium <p>Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.</p> <ul style="list-style-type: none"> • Weathering (mechanical, chemical, biological) is important in sediment production and influences rates of recession. • Mass movement (blockfall, rotational slumping, landslides) is important on some coasts with weak and/or complex geology. • Mass movement creates distinctive landforms (rotational scars, talus scree slopes, terraced cliff profiles) 	<ul style="list-style-type: none"> • Comparing the characteristics of earthquakes, volcanoes and tsunamis (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles. • Profiles of earthquake, volcano and tsunami events showing the severity of social and economic impact in developed, emerging and developing countries. <p>Development and governance are important in understanding disaster impact and vulnerability and resilience.</p> <ul style="list-style-type: none"> • Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience. • Governance and geographical factors (population density, isolation and accessibility, degree of urbanisation) influence vulnerability and a community's resilience. • Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical factors and the significance of context in influencing the scale of disaster.
<p>Prior learning to reactivate Coastal environments (Year 8) 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</p>	
<p>Autumn Term – Half Term 2</p>	
<p>Coastal systems and landscapes</p>	<p>Natural Hazards</p>
<p>Sea level change influences coasts on different timescales</p> <ul style="list-style-type: none"> • Longer-term sea level changes result from a complex interplay of factors both eustatic (ice formation/melting, thermal changes) and isostatic (post glacial adjustment, subsidence, accretion) and tectonics. 	<p>Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</p> <ul style="list-style-type: none"> • Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. ; research into the accuracy and reliability of the data to interpret complex trends.

- Sea level change has produced emergent coastlines (raised beaches with fossil cliffs) and submergent coastlines (rias, fjords and Dalmatian).
- Contemporary sea level change from global warming or tectonic activity is a risk to some coastlines

Rapid coastal retreat causes threats to people at the coast

- Rapid coastal recession is caused by physical factors (geological and marine) but can be influenced by human actions (dredging or coastal management the Nile Delta, Guinea and Californian coastlines).
- Subaerial processes (weather and mass movement) work together to influence rates of coastal recession.
- Rates of recession are not constant and are influenced by different factors both short- and longer term (wind direction/fetch, tides, seasons, weather systems and occurrence of storms).

Coastal flooding is a significant and increasing risk for some coastlines.

- Local factors increase flood risk on some low-lying and estuarine coasts (height, degree of subsidence, vegetation removal); global sea level rise further increases risk Bangladesh, the Maldives.
- Storm surge events can cause severe coastal flooding with dramatic short-term impacts (depressions, tropical cyclones) can cause severe coastal flooding (the Philippines, Bangladesh).
- Climate change may increase coastal flood risk (frequency and magnitude of storms, sea level rise) but the pace and magnitude of this threat is uncertain. (F: this risk is creating an uncertain future and needs mitigation and adaptation

Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.

- Economic losses (housing, businesses, agricultural land, infrastructure) and social losses (relocation, loss of livelihood, amenity value) from coastal recession can be significant, especially in areas of dense coastal developments (Holderness, north Norfolk).
- Coastal flooding and storm surge events can have serious economic and social consequences for coastal communities in both developing and developed countries (the Philippines, Bangladesh and Netherlands).

- Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. 2004 Asian tsunami, 2010 Eyafjallajökull eruption in Iceland (global independence) and 2011 Japanese tsunami (energy policy))
- The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (the Philippines).

Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.

- Prediction and forecasting accuracy depend on the type and location of the tectonic hazard.
- The importance of different stages in the hazard management cycle (response, recovery, mitigation, preparedness).
- Use of Park's Model to compare the response curve of hazard events, comparing areas at different stages of development.

Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.

- Strategies to modify the event include land-use zoning, hazard – resistant design and engineering defences as well as diversion of lava flows
- Strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation. (models forecasting disaster impacts with and without modification)
- Strategies to modify loss include emergency, short and longer term aid and insurance and the actions of affected communities themselves

<ul style="list-style-type: none"> Climate change may create environmental refugees in coastal areas (Tuvalu Islands) <p>There are different approaches to managing the risks associated with coastal recession and flooding</p> <ul style="list-style-type: none"> Hard engineering approaches (groynes, sea walls, rip rap, revetments, offshore breakwaters) are economically costly and directly alter physical processes and systems. Soft engineering approaches (beach nourishment, cliff regrading and drainage, dune stabilisation) attempt to work with physical systems and processes to protect coasts and manage changes in sea level. Sustainable management is designed to cope with future threats (increased storm events, rising sea levels) but its implementation can lead to local conflicts in many countries (Maldives, Namibia). 	
<p>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).</p>	
Spring Term – Half Term 1	
Globalisation	Regenerating Places
<p>Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.</p> <ul style="list-style-type: none"> Globalisation involves widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists). Developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), contributing to a ‘shrinking world’ The 21st century has been dominated by rapid development in ICT and mobile communication (mobile phones, internet, social networking, electronic banking, fibre optics), lowering communication costs and contributing to time-space compression. <p>Political and economic decision making are important factors in the acceleration of globalisation.</p> <ul style="list-style-type: none"> International political and economic organisations (P: role of World Trade 	<p>Economies can be classified in different ways and vary from place to place.</p> <ul style="list-style-type: none"> Economic activity can be classified by sector (primary, secondary, tertiary and quaternary) and also by type of employment (part-time/full-time, temporary/permanent, employed/self-employed). There are differences in economic activity (employment data and output data) and this is reflected through variation in social factors (health, life expectancy and levels of education). The inequalities in pay levels across economic sectors and in different types of employment are reflected in quality of life indices. <p>Places have changed their function and characteristics over time.</p> <ul style="list-style-type: none"> Over time, places have changed their functions (administrative, commercial, retail and industrial) and demographic characteristics (gentrification, age structure and ethnic composition). Reason for changes in a place might be explained by physical factors, accessibility and

Organization (WTO), International Monetary Fund (IMF), World Bank) have contributed to globalisation through the promotion of free trade policies and foreign direct investment (FDI).

- National governments are key players in terms of promoting free trade blocs (role of European Union (EU), The Association of Southeast Asian Nations (ASEAN)) and through policies (free-market liberalisation, privatisation, encouraging business start-ups).
- Special economic zones, government subsidies and attitudes to FDI (China's 1978 Open Door Policy) have contributed to the spread of globalisation into new global regions

Globalisation has affected some places and organisations more than others.

- Degree of globalisation varies by country and can be measured using indicators and indices (AT Kearney index, KOF index).
- TNCs are important in globalisation both contributing to its spread (global production networks, glocalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing and offshoring).
- There are physical, political, economic and environmental reasons why some locations remain largely 'switched off' from globalisation (North Korea, Sahel countries).

The global shift has created winners and losers for people and the physical environment

- The movement of the global economic centre of gravity to Asia via the global shift of manufacturing (China) and outsourcing of services (India) can lead to changes in the built environment that can bring benefits
- Some communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity), which impact on people's health and wellbeing.
- Some deindustrialised regions in developed countries face social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment).

The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.

- Rural-urban migration (push and pull factors), and/or natural increase, is responsible for the

connectedness, historical development and the role of local and national planning.

- Change can be measured using employment trends, demographic changes, land use changes and levels of deprivation (income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, abandoned and derelict land).

Past and present connections have shaped the economic and social characteristics of your chosen places.

- Regional and national influences have shaped the characteristics of your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined.
- International and global influences that have shaped your chosen places. These places can be represented in a variety of different forms, giving contrasting images to that presented more formally and statistically. How the lives of students and those of others are affected by this continuity and change, both real and imagined.
- Consideration of the way in which economic and social changes in your chosen places have influenced people's identity.

Economic and social inequalities changes people's perceptions of an area.

- Successful regions (San Francisco Bay area) have high rates of employment, inward migration (internal and international) and low levels of multiple deprivation but also high property prices and skill shortages in both urban and rural areas.
- In some regions (The Rust Belt, USA) economic restructuring has triggered a spiral of decline, which includes increasing levels of social deprivation (education, health, crime, access to services and living environment) in both deindustrialised urban areas and rural settlements once dominated by primary economic activities.
- There are priorities for regeneration due to significant variations in both economic and social inequalities (gated communities, 'sink estates', commuter villages, declining rural settlements)

There are significant variations in the lived experience of place and engagement with them.

- There are wide variations in levels of engagement in local communities (local and national election

<p>growth of megacities (Mumbai, Karachi); rapid urban growth creates social and environmental challenges.</p> <ul style="list-style-type: none"> • International migration has increased in global hub cities and regions, deepening interdependence between regions (elite migration Russian oligarchs to London and mass low-wage economic migration (India to UAE, the Philippines to Saudi Arabia)) • Migration has economic, social, political and environmental costs and benefits for both host and source locations 	<p>turnout, development and support for local community groups).</p> <ul style="list-style-type: none"> • Lived experience of, and attachment to, places varies according to age, ethnicity, gender, length of residence (new migrants, students) and levels of deprivation; these in turn impact on levels of engagement. • Conflicts can occur among contrasting groups in communities that have different views about the priorities and strategies for regeneration, these have complex causes (lack of political engagement and representation, ethnic tensions, inequality and lack of economic opportunity). <p>There is a range of ways to evaluate the need for regeneration.</p> <ul style="list-style-type: none"> • The use of statistical evidence to determine the need for regeneration in your chosen local place. • (Different media can provide contrasting evidence, questioning the need for regeneration in your chosen local place. • How different representations of your chosen local place could influence the perceived need for regeneration.
<p>Prior learning to reactivate Different scales (local, national, international) (year 7) Development (year 8) Urban areas (year 7) Urban issues (year 10)Economic challenges (year 11)</p>	
<p>Spring Term – Half Term 2</p>	
<p>Globalisation</p> <p>The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.</p> <ul style="list-style-type: none"> • Cultural diffusion occurs as a result of globalisation; TNCs, global media corporations (P: role of TNCs), tourism and migration create and spread an increasingly ‘westernised’ global culture which impacts on both the environment and people (Changing diets in Asia). • The spread of a global culture has also led to new awareness of opportunities for disadvantaged groups (Paralympic movement) particularly in emerging and developing countries. • In some locations, cultural erosion (loss of language, traditional food, music, clothes, social relations (loss of tribal lifestyles in Papua New Guinea) has resulted in changes to the built and natural environment (de-valuing local and larger-scale ecosystems). 	<p>Regenerating places</p> <p>UK government policy decisions play a key role in regeneration.</p> <ul style="list-style-type: none"> • Infrastructure investment (high speed rail, airport development) in order to maintain growth and improve accessibility to regenerate regions. (P: national government facilitate regeneration often in partnerships with charities and developers) • Rate and type of development (planning laws, house building targets, housing affordability, permission for 'fracking') affecting economic regeneration of both rural and urban regions. • UK government decisions about international migration and the deregulation of capital markets (enabling foreign investment in prime London real estate) have significant impacts on the potential for growth and both direct and indirect investment. <p>Local government policies aim to represent areas as being attractive for inward investment.</p>

<ul style="list-style-type: none"> • Concern about cultural impacts, economic and environmental exploitation has led to opposition to globalisation from some groups. • 	<ul style="list-style-type: none"> • Local governments compete to create sympathetic business environments with local plans designating areas for development for a range of domestic and foreign investors (Science Parks). • Local interest groups (Chambers of Commerce, local preservation societies, trade unions) play a key role in decision-making about regeneration; there are often tensions between groups that wish to preserve urban environments and those that seek change. (London Olympics 2012) • Urban and rural regeneration strategies include retail-led plans, tourism, leisure and sport (London Olympics 2012), public/private rural diversification (Powys Regeneration Partnership). <p>Rebranding attempts to represent areas as being more attractive by changing public perception of them.</p> <ul style="list-style-type: none"> • Rebranding involves re-imaging places using a variety of media to improve the image of both urban and rural locations and make them more attractive for potential investors. • For UK deindustrialised cities, rebranding can stress the attraction of places, creating specific place identity building on their industrial heritage; this can attract national and international tourists and visitors (Glasgow ‘Scotland with Style’). • There are a range of rural rebranding strategies in the post-production countryside based on heritage and literary associations, farm diversification and specialised products, outdoor pursuits and adventure in both accessible and remote areas; these strategies are intended to make these places more attractive to national and international tourists and visitors (‘Brontë country, Kielder Forest).
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Prior learning to reactivate
Different scales (local, national, international) (year 7)
Development (year 8)
Urban areas (year 7)
Urban issues (year 10)Economic challenges (year 11)

Summer Term – Half Term 1

Globalisation	Regenerating Places
Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality	<p>The success of regeneration uses a range of measures: economic, demographic, social and environmental.</p> <ul style="list-style-type: none"> • The success of economic regeneration can be assessed using measures of income, poverty and employment (both relative and absolute

- Economic measures (both single and composite indices) of development (income per capita, economic sector balance) contrast with those focused on social development (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices). (
- Trends in widening income inequality, globally and nationally (measured using the Gini Coefficient), suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies.
- Contrasting trends in economic development and environmental management between global regions since 1970 indicate differential progress that can be related to the outcomes from globalisation.

Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation

- Open borders, deregulation and encouragement of foreign direct investment has created culturally mixed societies and thriving migrant diasporas in some locations, but tensions have resulted elsewhere (Rise of extremism in Europe, Trans-boundary water conflicts).
- Attempts have been made in some locations to control the spread of globalisation by censorship (China, North Korea), limiting immigration (UK, Japan) and trade protectionism.
- Some groups seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (First Nations in Canada), whereas others embrace its economic advantages

Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.

- Local groups and NGOs promote local sourcing (Transition towns) as one response to globalisation by increasing sustainability; this has economic, social and environmental costs and benefits.
- Fair trade and ethical consumption schemes may reduce the environmental degradation, the inequalities of global trade and improve working conditions for some people.
- Recycling has a role in managing resource consumption and ecological footprints, but its

changes) both within areas and by comparison to other more successful areas.

- Social progress can be measured by reductions in inequalities both between areas and within them; social progress can also be measured by improvements in social measures of deprivation and in demographic changes (improvements in life expectancy and reductions in health deprivation).
- Regeneration is successful if it leads to an improvement in the living environment (levels of pollution reduced, reduction in abandoned and derelict land).

Different urban stakeholders have different criteria for judging the success of urban regeneration.

- A study of the strategies used in the regeneration of an urban place (Salford Quays) and the contested nature of these decisions within local communities.
- The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in an urban area.
- Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of an urban place and the impact of change on both the reality and the image of that place.

Different rural stakeholders have different criteria for judging the success of rural regeneration.

- A study of the strategies used in the restructuring of a rural place (North Antrim coast) and the contested nature of these decisions within local communities.
- The changes that have taken place as a consequence of national and local strategies can be judged using a range of economic, social, demographic and environmental variables in a rural area.
- Different stakeholders (local and national governments, local businesses and residents) will assess success using contrasting criteria; their views will depend on the meaning and lived experiences of a rural place and the impact of change on both the reality and the image of that place

<p>use varies by product and place (local authorities in the UK, local NGOs such as Keep Britain Tidy).</p>	
<p>Prior learning to reactivate 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.</p>	
<p>Summer Term – Half Term 2</p>	
Water Cycle	NEA Preparation
<p>The global hydrological cycle is of enormous importance to life on earth</p> <ul style="list-style-type: none"> • The global hydrological cycle's operation as a closed system (inputs, outputs, stores and flows) driven by solar energy and gravitational potential energy. • The relative importance and size (percentage contribution) of the water stores (oceans, atmosphere, biosphere, cryosphere, groundwater and surface water) and annual fluxes between atmosphere, ocean and land. • The global water budget limits water available for human use and water stores have different residence times; some stores are non-renewable (fossil water or cryosphere losses). <p>The drainage basin is an open system within the global hydrological cycle.</p> <ul style="list-style-type: none"> • The hydrological cycle is a system of linked processes: inputs (precipitation patterns and types: orographic, frontal, convectional) flows (interception, infiltration, direct runoff, saturated overland flow, throughflow, percolation, groundwater flow) and outputs (evaporation, transpiration and channel flow). • Physical factors within drainage basins determine the relative importance of inputs, flows and outputs (climate, soils, vegetation, geology, relief). • Humans disrupt the drainage basin cycle by accelerating processes (deforestation; changing land use) and creating new water storage reservoirs or by abstracting water. (Amazonia) <p>The hydrological cycle influences water budgets and river systems at a local scale.</p> <ul style="list-style-type: none"> • Water budgets show the annual balance between inputs (precipitation) and outputs (evapotranspiration) and their impact on soil water availability and are influenced by climate type (tropical, temperate, polar examples). • River regimes indicate the annual variation of discharge of a river and result from the impact of 	<ul style="list-style-type: none"> • 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

<p>climate, geology and soils as shown in regimes from contrasting river basins. (Yukon, Amazon, Indus).</p> <ul style="list-style-type: none">• Storm hydrographs shape depends on physical features of drainage basins (size, shape, drainage density, rock type, soil, relief and vegetation) as well as human factors (land use and urbanisation).	
<p>Prior learning to reactivate</p> <p>Water cycle as a natural system. Concept of open and closed systems (Y9).</p> <p>Processes operating in the water cycle- major inputs, outputs, stores and flows (Y9).</p>	

YEAR 13

Autumn Term – Half Term 1

Water Cycle/NEA	Carbon Cycle/NEA
<p>Deficits within the hydrological cycle result from physical processes but can have significant impacts.</p> <ul style="list-style-type: none"> • The causes of drought, both meteorological (short-term precipitation deficit, longer trends, ENSO cycles and hydrological. • The contribution human activity makes to the risk of drought: over-abstraction of surface water resources and ground water aquifers. (Sahelian drought; Australia) • The impacts of drought on ecosystem functioning (wetlands, forest stress) and the resilience of these ecosystems. <p>Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people.</p> <ul style="list-style-type: none"> • Meteorological causes of flooding, including intense storms leading to flash flooding, unusually heavy or prolonged rainfall, extreme monsoonal rainfall and snowmelt. • Human actions that can exacerbate flood risk (changing land use within the river catchment, mismanagement of rivers using hard engineering systems.) • Damage from flooding has both environmental impacts (soils and ecosystems) and socio-economic impacts (economic activity, infrastructure and settlement). (UK flood events 2007 or 2012) <p>Climate change may have significant impacts on the hydrological cycle globally and locally.</p> <ul style="list-style-type: none"> • Climate change affects inputs and outputs within the hydrological cycle: trends in precipitation and evaporation. • Climate change affects stores and flows, size of snow and glacier mass, reservoirs, lakes, amount of permafrost, soil moisture levels as well as rates of runoff and stream flow. • Climate change resulting from short-term oscillations (ENSO cycles) and global warming increase the uncertainty in the system; this causes concerns over the security of water supplies. 	<p>Most global carbon is locked in terrestrial stores as part of the long-term geological cycle.</p> <ul style="list-style-type: none"> • The biogeochemical carbon cycle consists of carbon stores of different sizes (terrestrial, oceans and atmosphere), with annual fluxes between stores of varying size (measured in Pg/Gt), rates and on different timescales. • Most of the earth’s carbon is geological, resulting from the formation of sedimentary carbonate rocks (limestone) in the oceans and biologically derived carbon in shale, coal and other rocks. • Geological processes release carbon into the atmosphere through volcanic out-gassing at ocean ridges/subduction zones and chemical weathering of rocks. <p>Biological processes sequester carbon on land and in the oceans on shorter timescales.</p> <ul style="list-style-type: none"> • Phytoplankton sequester atmospheric carbon during photosynthesis in surface ocean waters; carbonate shells/tests move into the deep ocean water through the carbonate pump and action of the thermohaline circulation. • Terrestrial primary producers sequester carbon during photosynthesis; some of this carbon is returned to the atmosphere during respiration by consumer organisms. • Biological carbon can be stored as dead organic matter in soils, or returned to the atmosphere via biological decomposition over several years. <p>A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities.</p> <ul style="list-style-type: none"> • The concentration of atmospheric carbon (carbon dioxide and methane) strongly influences the natural greenhouse effect, which in turn determines the distribution of temperature and precipitation. • Ocean and terrestrial photosynthesis play an important role in regulating the composition of the atmosphere. Soil health is influenced by stored carbon, which is important for ecosystem productivity. • The process of fossil fuel combustion has altered the balance of carbon pathways and stores with implications for climate, ecosystems and the hydrological cycle. <p>Energy security is a key goal for countries, with most relying on fossil fuels.</p>

	<ul style="list-style-type: none"> • Consumption (per capita and in terms of units of GDP) and energy mix (domestic and foreign, primary and secondary energy, renewable versus non-renewable). • Access to and consumption of energy resources depends on physical availability, cost, technology, public perception, level of economic development and environmental priorities } national comparisons USA versus France). • Energy players (P: role of TNCs, The Organisation of the Petroleum Exporting Countries (OPEC), consumers, governments) have different roles in securing pathways and energy supplies. <p>Reliance on fossil fuels to drive economic development is still the global norm.</p> <ul style="list-style-type: none"> • There is a mismatch between locations of conventional fossil fuel supply (oil, gas, coal) and regions where demand is highest, resulting from physical geography. • Energy pathways (pipelines, transmission lines, shipping routes, road and rail) are a key aspect of security but can be prone to disruption especially as conventional fossil fuel sources deplete (Russian gas to Europe). • The development of unconventional fossil fuel energy resources (tar sands, oil shale, shale gas, deep water oil) has social costs and benefits, implications for the carbon cycle, and consequences for the resilience of fragile environments. (Canadian tar sands, USA fracking, Brazilian deep water oil)
<p>Prior learning to reactivate</p> <p>Water cycle as a natural system. Concept of open and closed systems (Y9).</p> <p>Processes operating in the water cycle- major inputs, outputs, stores and flows (Y9).</p> <p>Drainage basins as open systems. Major flows of water and processes in operation at the hillslope scale (Y9)</p>	
Autumn Term – Half Term 2	
Water Cycle/NEA	Carbon Cycle/NEA
<p>There are physical causes and human causes of water insecurity.</p> <ul style="list-style-type: none"> • The growing mismatch between water supply and demand has led to a global pattern of water stress (below 1,700 m³ per person) and water scarcity (below 1000 m³ per person). • The causes of water insecurity are physical (climate variability, salt water encroachment at coast) as well as human (over abstraction from rivers, lakes and groundwater aquifers, water contamination from agriculture, industrial water pollution). 	<p>There are alternatives to fossil fuels but each has costs and benefits.</p> <ul style="list-style-type: none"> • Renewable and recyclable energy (nuclear power, wind power and solar power) could help decouple fossil fuel from economic growth; these energy sources have costs and benefits economically, socially, and environmentally and in terms of their contribution they can make to energy security. (changing UK energy mix) • Biofuels are an alternative energy source that are increasing globally; growth in biofuels however has implications for food supply as well as

- The finite water resource faces pressure from rising demand (increasing population, improving living standards, industrialisation and agriculture), which is increasingly serious in some locations and is leading to increasing risk of water insecurity.

There are consequences and risks associated with water insecurity.

- The causes of and global pattern of physical water scarcity and economic scarcity and why the price of water varies globally.
- The importance of water supply for economic development (industry, energy supply, agriculture) and human wellbeing (sanitation, health and food preparation); the environmental and economic problems resulting from inadequate water.
- The potential for conflicts to occur between users within a country, and internationally over local and trans-boundary water sources (Nile, Mekong).

There are different approaches to managing water supply, some more sustainable than others.

- The pros and cons of the techno-fix of hard engineering schemes to include water transfers, mega dams and desalination plants (Water transfers in China).
- The value of more sustainable schemes of restoration of water supplies and water conservation (smart irrigation, recycling of water) (Singapore)
- Integrated drainage basin management for large rivers (Nile, Colorado) and water sharing treaties and frameworks (United Nations Economic Commission for Europe (UNECE) Water Convention, Helsinki and the Water Framework Directive and Hydropower, Berlin).

uncertainty over how 'carbon neutral' they are. (Biofuels in Brazil)

- Radical technologies, including carbon capture and storage and alternative energy sources (hydrogen fuel cells, electric vehicles) could reduce carbon emissions but uncertainty exists as to how far this is possible

Biological carbon cycles and the water cycle are threatened by human activity.

- Growing demand for food, fuel and other resources globally has led to contrasting regional trends in land-use cover (deforestation, afforestation, conversion of grasslands to farming) affecting terrestrial carbon stores with wider implications for the water cycle and soil health.
- Ocean acidification, as a result of its role as a carbon sink, is increasing due to fossil fuel combustion and risks crossing the critical threshold for the health of coral reefs and other marine ecosystems that provide vital ecosystem services.
- Climate change, resulting from the enhanced greenhouse effect, may increase the frequency of drought due to shifting climate belts, which may impact on the health of forests as carbon stores. (Amazonian drought events)

There are implications for human wellbeing from the degradation of the water and carbon cycles.

- Forest loss has implications for human wellbeing but there is evidence that forest stores are being protected and even expanded, especially in countries at higher levels of development (environmental Kuznets' curve model).
- Increased temperatures affect evaporation rates and the quantity of water vapour in the atmosphere with implications for precipitation patterns, river regimes and water stores (cryosphere and drainage basin stores) (Arctic)
- Threats to ocean health pose threats to human wellbeing, especially in developing regions that depend on marine resources as a food source and for tourism and coastal protection.

Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales.

- Future emissions, atmospheric concentration levels and climate warming are uncertain owing to natural factors (the role of carbon sinks), human factors (economic growth, population, energy sources) and feedback mechanisms

	<p>(carbon release from peatlands and permafrost, and tipping points, including forest die back and alterations to the thermohaline circulation).</p> <ul style="list-style-type: none"> Adaptation strategies for a changed climate (water conservation and management, resilient agricultural systems, land-use planning, flood-risk management, solar radiation management) have different costs and risks. Re-balancing the carbon cycle could be achieved through mitigation (carbon taxation, renewable switching, energy efficiency, afforestation, carbon capture and storage) but this requires global scale agreement and national actions both of which have proved to be problematic.
<p>Prior learning to reactivate Drainage basins as open systems. Major flows of water and processes in operation at the hillslope scale (Y9) The living world theme in GCSE including the physical characteristics of a named environment, the value of environments and why these fragile environments should be protected and strategies used to balance the needs of economic development and conservation</p>	
Spring Term – Half Term 1	
Health, human rights and Intervention	Superpowers
<p>Concepts of human development are complex and contested.</p> <ul style="list-style-type: none"> Human development has traditionally been measured using the growth of GDP as an end in itself but the relationship between human contentment and levels of wealth and income is complex (Happy Planet Index) and many dominant models are contested (Sharia law, Bolivia under Evo Morales). Improvements in environmental quality, health, life expectancy and human rights are seen by some (Rosling) as more significant goals for development while economic growth is often the best means of delivering them. Education is central to economic development (human capital) and to the understanding and assertion of human rights; this view is, however, not universally shared (attitudes to gender equality in education) as both access to education and standards of achievement vary greatly among countries (The United Nations Educational, Scientific and Cultural Organisation (UNESCO)). <p>There are notable variations in human health and life expectancy.</p> <ul style="list-style-type: none"> There are considerable variations in health and life expectancy in the developing world that are explained by differential access to basic needs such as food, water supply and sanitation, and 	<p>Geopolitical power stems from a range of human and physical of characteristics of superpowers.</p> <ul style="list-style-type: none"> Superpowers, emerging and regional powers can be defined using contrasting characteristics (economic, political, military, cultural, demographic and access to natural resources). Mechanisms of maintaining power sit on a spectrum from ‘hard’ to ‘soft’ power, which vary in their effectiveness. The relative importance of these characteristics and mechanisms for maintaining power has changed over time (Mackinder’s geo-strategic location theory). <p>Patterns of power change over time and can be uni-, bi- or multi-polar.</p> <ul style="list-style-type: none"> The maintenance of power during the imperial era by direct colonial control (British Empire, multipolar world 1919–1939). Multi-faceted, indirect control (political, economic, military, cultural) including neo-colonial mechanisms has become more important (Cold War era; emergence of China as a potential rival to the USA’s hegemony). Different patterns of power bring varying degrees of geopolitical stability and risk. <p>Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.</p>

which impact particularly on levels of infant and maternal mortality.

- Variations in health and life expectancy in the developed world are largely a function of differences in lifestyles, levels of deprivation and the availability, cost and effectiveness of medical care.
- There are significant variations in health and life expectancy within countries (UK, Brazil) that are related to ethnic variations (Aboriginal peoples in Australia) and income levels and inequalities, which, in turn, impact on lifestyles.

Governments and International Government Organisations play a significant role in defining development targets and policies.

- The relationship between economic and social development is complex and dependent on decisions made by governments on the importance of social progress; this ranges from welfare states with high levels of social spending to totalitarian regimes run by elites with low levels of spending on health and education.
- The dominant IGOs (World Bank, IMF, WTO) have traditionally promoted neo-liberal views of development based on the adoption of free trade, privatisation and deregulation of financial markets but also, recent programmes have been aimed at improving environmental quality, health, education and human rights.
- Progress against the United Nations Millennium Development Goals (MDGs) has been mixed in terms of individual countries, global regions and targets; the UN post-2015 development agenda expands on the MDGs, setting new goals to include sustainable development.

Human rights have become important aspects of both international law and international agreements

- The Universal Declaration of Human Rights (UDHR) is a statement of intent and a framework for foreign policy statements to explain economic or military intervention but not all states have signed the Declaration.
- The European Convention on Human Rights (ECHR) was drafted by the nations of the Council of Europe to help prevent conflict and integrated into the UK by the Human Rights Act of 1998; the ECHR remains controversial as some see it as an erosion of national sovereignty.
- The Geneva Convention forms a basis in international law for prosecuting individuals and organisations who commit war crimes and is

- A number of emerging countries, including Brazil, Russia, India and China (BRIC) and other G20 members, are considered increasingly important to global economic and political systems, as well as global environment governance (UN Climate Change Conference).
- Each has evolving strengths and weaknesses (economic, political, military, cultural, demographic and environmental) that might inhibit or advance their economic and geopolitical role in the future.
- Development Theory (World Systems Theory, Dependency Theory, Modernisation Theory) can be used to help explain changing patterns of power.

Superpowers have a significant influence over the global economic system.

- Superpowers influence the global economy (promoting free trade and capitalism) through a variety of IGOs (World Bank, IMF, WTO, World Economic Forum (WEF)).
- TNCs (public and state-led) are dominant economic forces in the global economy and economic and cultural globalisation in terms of technology (patents) and trade patterns.
- Global cultural influence (the arts, food the media) and 'westernisation' is an important aspect of power, linked to economic influence and technology.

Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment.

- Superpowers and emerging nations play a key role in global action (crisis response, conflict, climate change)
- Alliances, both military (North Atlantic Treaty Organisation (NATO), The Australia, New Zealand and United States Security Treaty (ANZUS) and economic (EU, North American Free Trade Agreement (NAFTA), ASEAN) and environmental (IPCC) increase interdependence and are important in geostrategy and global influence.
- The UN (Security Council, International Court of Justice, and peacekeeping missions and climate change conferences) are important to global geopolitical stability.

<p>endorsed by 196 countries; however few cases come to trial and over 150 countries continue to engage in torture.</p> <p>There are significant differences between countries in both their definitions and protection of human rights.</p> <ul style="list-style-type: none"> • Some states frequently invoke human rights in international forums and debates whilst others prioritise economic development over human rights and defend this approach • Some superpowers and emerging powers have transitioned to more democratic governments but the degree of democratic freedom varies (comparison of an authoritarian and a democratic system); the protection of human rights and degree of freedom of speech varies. • Levels of political corruption vary and can be measured (Index of Corruption); high levels of corruption are a threat to human rights as the rule of law can be subverted. <p>There are significant variations in human rights within countries, which are reflected in different levels of social development.</p> <ul style="list-style-type: none"> • In some states (post-colonial states) there are significant groups, defined by gender and/or ethnicity that have had fewer rights than the dominant group. • Differences in rights are frequently reflected in differences in levels of health and education (indigenous populations in both North and South America). • A demand for equality from both women and ethnic groups has been an important part of the history of many states in recent years (Afghanistan, Australia, Bolivia) with progress taking place at different rates 	
<p>Prior learning to reactivate Human, physical and environmental geography (Y7); demographic change and migration (Y9); resource management theme in GCSE including the significance of 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</p>	
Spring Term – Half Term 2	
<p>Health, human rights and intervention</p>	<p>Superpowers</p>
<p>There are different forms of geopolitical intervention in defence of human rights.</p> <ul style="list-style-type: none"> • There is a wide range of geopolitical interventions to address development and human rights issues: development aid, trade embargoes, military aid, indirect and direct military action. • Interventions are promoted by IGOs, national governments and NGOs (Amnesty International, 	<p>Global concerns about the physical environment are disproportionately influenced by superpower actions.</p> <ul style="list-style-type: none"> • Superpower resource demands (food, fossil fuels, and minerals) can cause environmental degradation and their carbon emissions contribute disproportionately to global warming. • There are differences in the willingness to act (USA, EU, China, and Russia) to reduce carbon

Human Rights Watch) but there is seldom consensus about the validity of these interventions.

- Some Western governments frequently condemn human rights violations and use them as conditions for offering aid, negotiating trade agreements, and as a reason for military intervention, which challenge ideas of national sovereignty

Some development is focused on improving both human rights and human welfare but other development has very negative environmental and cultural impacts.

- Development aid takes many forms from charitable gifts to address the impacts of hazards (Haiti) administered both by NGOs (Oxfam, Christian Aid) and national governments, to IGOs offering loans.
- The impact of development aid is contested, successes include progress in dealing with life-threatening conditions (malaria) and improvements in some aspects of human rights (gender equality) but critics suggest that it encourages dependency, and promotes corruption and the role of the elite at the expense of human rights and minority groups.
- Some economic development, both by superpowers and TNCs, has very serious impacts on the environment in which minority groups live and disregards their human rights to their land and culture (oil in the Niger Delta or Peruvian Amazon and land grabs in East Africa).

Military aid and both direct and indirect military intervention are frequently justified in terms of human rights.

- Global strategic interests might drive military interventions but are often justified by the protagonists in terms of human rights
- Military aid, both in terms of training personnel and weapons sales, is sometimes used to support countries that themselves have questionable human rights records
- Direct military intervention is increasingly part of a 'war on terror', which is partially justified as promoting human rights of minority communities but is compromised by the use of torture by combatant states that have signed the Declaration of Human Rights

There are several ways of measuring the success of geopolitical interventions.

- Measurements of success comprise a wide range of variables, including improvements in health,

emissions and reach global agreements on environmental issues

- Future growth in middle-class consumption in emerging superpowers has implications for the availability and cost of key resources (rare earths, oil, staple grains and water), as well as for the physical environment

Global influence is contested in a number of different economic, environmental and political spheres.

- Tensions can arise over the acquisition of physical resources (Arctic oil and gas) where ownership is disputed and disagreement exists over exploitation.
- The global system of intellectual property rights can be undermined by counterfeiting, which strains trade relations and TNC investment.
- Political spheres of influence can be contested leading to tensions over territory and physical resources (South and East China Seas) and in some cases resulting in open conflict (Western Russia/Eastern Europe) with implications for people and physical environments.
- Developing nations have changing relationships with superpowers with consequences for people and the physical environment.
- Developing economic ties between emerging powers and the developing world (China and African nations) increase interdependence, generate environmental impacts and bring opportunities and challenges
- The rising economic importance of certain Asian countries (China, India) on the global stage increases the geopolitical influence of the region but also creates economic and political tensions within the region.
- Cultural, political, economic and environmental tensions in the Middle East represent an ongoing challenge to superpowers and emerging powers due to complex geopolitical relations combined with the supply of vital energy resources

Existing superpowers face ongoing economic restructuring, which challenges their power.

- Economic problems (debt, unemployment, economic restructuring, social costs) represent an ongoing challenge to the USA and EU.
- The economic costs of maintaining global military power (naval, nuclear, air power, intelligence services) and space exploration are questioned in some existing powers.
- The future balance of global power in 2030 and 2050 is uncertain and there are a range of

<p>life expectancy, educational levels, gender equality, freedom of speech and successful management of refugees as well as increases in GDP per capita.</p> <ul style="list-style-type: none"> • For some governments and IGOs, the introduction of democratic institutions is deemed important and freedom of expression is seen as central to the development of democratic and capitalist societies. • For other countries, success is measured in terms of economic growth with less attention to holistic development (human wellbeing) or human rights and the development of democratic institutions. <p>Development aid has a mixed record of success.</p> <ul style="list-style-type: none"> • The relationship of aid, development, health and human rights is unclear, with relative success stories in some states (Botswana, Ebola in West Africa) contrasted with relative failure in other states (Haiti, Iraq). • In some states that receive substantial development aid, economic inequalities have increased while in other states economic inequalities have decreased; this in turn impacts on health and life expectancy. • The extent to which superpowers use development aid as an extension of their foreign policies and judge success in terms of access to resources, political support in IGOs and military alliances and formation of military alliances. <p>Military interventions, both direct and indirect, have a mixed record of success.</p> <ul style="list-style-type: none"> • The recent history of military interventions, both direct and indirect, suggest that there are significant costs, including loss of sovereignty and human rights and contrasts between short-term gains with long-term costs • Other non-military interventions may have a stronger record of improving both human rights and development (Cote d'Ivoire 2011). • Lack of action also has global consequences which may impact negatively on progress in environmental, political and social development (human wellbeing and human rights). 	<p>possible outcomes (continued USA dominance, bi-polar and multi-polar structures).</p>
Prior learning to reactivate	
Africa (year 8) Changing economic world (year 11)	
Summer Term – Half Term 1	
Revision	Revision
Revision programme	Revision programme
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 knowledges 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 three examination papers (accounting for 80% of the overall grade). Students will be expected to sit three papers, with paper 1 and 2 both carrying a maximum raw mark of 105 and paper 3 carrying that of 70.

- Component 1: Physical Geography (Coasts, Hazards, Water and Carbon Cycles)
- Component 2: Human Geography (Globalisation, regenerating places, superpowers, health, human rights and interventions)

- Component 3: The specification contains three synoptic themes within the compulsory content areas (Hazards, Water, Carbon, Globalisation and Superpowers): Players, Attitudes and actions, Futures and uncertainties.

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 70.

In both examination papers, students are expected to answer a combination of 1, 4, 6, 8, 12 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.

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