



Archbishop Beck Catholic College

KS5 Scheme of Work

Year 12 Geography



Lesson Sequencing	The High 5 lesson : to be used throughout year	Further challenge opportunities
<p>Section A - Changing Urban Places <i>This is a compulsory element of the course.</i> Focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Focusing on the importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.</p> <p>Section B - Fieldwork enquiry <i>This is a compulsory element of the A level</i> Focus on an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation and will be based on a human geography topic. Students will work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding</p> <p>Section A: Water and carbon cycles This is a compulsory element of the course. Water and carbon cycles as natural systems and the systems concept. The water cycle; Global distribution</p>	<p>Consolidation: Tasks to support prior learning including past exam questions, focus on valiant vocabulary for topics already taught, mind maps, discussion tasks, assessment of model answers to extended question. Consolidation of previous topics and skills</p> <p>Modelling: Focus on scaffolding extended questions. Scaffolding with the use of model answers and mark schemes. Understand the Assessment Objectives and what questions require the different AOs</p> <p>Response and Feedback: Q & A, oral feedback to the whole class and individuals, improvement on tasks, extension tasks, peer improvement tasks.</p> <p>Challenge: use of relevant extension tasks and challenge questions, use of exam questions focus on exam questions for all topics. Independent research and extra reading around the different topics taught. Challenge tasks set in response and feedback if appropriate.</p> <p>Independence: Extra reading, homework tasks, exam questions, condensing notes in mind maps. Self and peer assessment.</p>	<p>Extra reading opportunities. The use of google classroom to post useful videos/ articles about the topics being taught.</p> <p>Creating questions and answering</p> <p>Documentaries on local and distant place</p> <p>Fieldwork - opportunity to explore local place and gather personalised data for fieldwork enquiry</p> <p>Careers week and employment opportunities</p>

and size of major stores of water Processes driving change in the magnitude of these stores over time and space, including flows and transfers. Drainage basins as open systems - inputs and outputs. Concept of water balance. Changes in the water cycle over time to include natural variation and human impact. Case study of The River Alyn (local scale) to illustrate and analyse the key themes above

Global distribution, and size of major stores of carbon. Factors driving change in the magnitude of these stores over time and space, including flows and transefers. Changes in the carbon cycle over time, to include natural variation and human impact

The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.

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. Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. Case study of the Amazon rainforest to illustrate themes above.

Section B: Hazards
 The concept of hazard in a geographical context Nature, forms and potential impacts of natural hazards. Hazard perception and its economic and cultural determinants. Characteristic human responses and their relationship to

Consolidation: Consolidation tasks to build on prior learning of valiant vocabulary. Exam questions used to support prior learning. Application of prior knowledge to the River Alyn.

Modelling: Use of example answers to evaluate the assessment objectives (AO1, AO2 and AO3) Discussion around previous use of modelling in geographical topics at KS3 & KS4

Response and Feedback: Q&A throughout lessons, next step feedback on weekly exam questions. Use of model answers to give whole class feedback.

Challenge: Hexagons to annotate images, evaluate and link aspects of the water cycles. Application of knowledge to exam questions. Assessment of the natural and human factors driving the changes on various scales.

Independence: Research of aspects on the water cycle, extra reading of articles, completion of homework questions (fortnightly). Research and fieldwork on The River Alyn. Research on the Amazon rainforest. Extra reading set weekly to develop understanding

Extra reading is set weekly on google classroom to develop understanding of topics.

Geography in the news is used to use real world examples. Regular use of recent articles.

Documentaries; An Inconvenient, truth Al Gore, Before the flood- Leonardo Di Caprio, Severn worlds one planet- David Attenborough.

University of Liverpool lectures for A level students.

Careers week to support A level students careers choices.

Fieldwork; two days at AS to River Alyn and Baltic Triangle. Two days at A level to Coastal area and Liverpool City.

hazard The Park model of human response to hazards. The Hazard Management Cycle.

- Plate tectonics Earth structure and internal energy sources. Plate tectonic theory of crustal evolution. Destructive, constructive and conservative plate margins. Associated landforms and their association to plate movements.
- The nature of volcanicity and its relation to plate tectonics, spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts and responses as evidenced by a recent volcanic event.
- The nature of seismicity and its relation to plate tectonics: forms of seismic hazard. Impacts and human responses as evidenced by a recent seismic event
- Storm hazards The nature of tropical storms and their underlying causes. Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.
- Nature of wildfires. Conditions favouring intense wild fires and the causes of fires: natural and human agency. Impact and human responses as evidenced by a recent wild fire event.
- Case studies Case study of a multi-hazardous environment beyond the UK
Case study at a local scale of a specified place

Consolidation: Consolidation tasks to build on prior learning of valiant vocabulary. Exam questions used to support prior learning. Application of prior knowledge to examples of hazards and case studies.

Modelling: Use of example answers to evaluate the assessment objectives (AO1, AO2 and AO3) Discussion around previous use of modelling in geographical topics at KS3 & KS4

Response and Feedback: Q&A throughout lessons, next step feedback on weekly exam questions. Use of model answers to give whole class feedback.

Challenge: Hexagons to annotate images, evaluate and link aspects of the course. Application of knowledge to exam questions. Assessment of the relationship with human development.

Independence: Research of aspects on the water cycle, extra reading of articles, completion of homework questions (fortnightly). Extra reading set weekly to develop understanding. Research of examples of hazards.

Extra reading is set weekly on google classroom to develop understanding of topics.

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