



PLUME ACADEMY - LEARNING OVERVIEW

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| Year | 12 |
| Course | Geography |
| Specification Number/Exam Board | AQA 7037 (A2) |
| Examination Papers and Weighting | <p>Component 1: Physical geography (40% of A-Level)</p> <ul style="list-style-type: none"> Section A: Water and carbon cycles Section B: Coastal systems Section C: Hazards <p>Component 2: Human Geography (40% of A-Level)</p> <ul style="list-style-type: none"> Section A: Global systems and governance. Section B: Changing places. Section C: Population and the environment. <p>Component 3: Geographical fieldwork investigation (20% of A-Level) Submitted 3000-4000 word report</p> |

Prior Learning

The course builds on prior learning by continuing to study geography through a broad range of case studies from local, national and international examples. Students will revisit core themes studied at GCSE whilst also allowing them to critically analyse content in greater depth. They will continue to develop their geographical skills building on the foundation achieved at GCSE.

Curriculum Intent – What are the curriculum aims?

The A-Level Geography course aims:

- To challenge student minds, perceptions and stimulate their investigative and analytical skills. With students studying new units that reflect the world today, as well as building on the foundation of core GCSE topics.
- To develop skills to select research questions, apply relevant techniques and skills, and find appropriate ways to analyse and communicate your findings.
- To develop qualitative and quantitative geographical skills while working with images, factual text and discursive/creative material, digital data, numerical and spatial data and innovative forms of data, including crowd-sourced and 'big data'.
- To be able to produce convincing arguments and to communicate ideas effectively, both in writing and in oral communication.
- To expose students to a range of Fieldwork opportunities in both human and physical environments.

Curriculum Implementation – What will my child will be learning?

| | | Teacher 1 | Teacher 2 |
|--------|---------------|---|---|
| Term 1 | Autumn Term 1 | <p>Coastal Systems and Landscapes</p> <ul style="list-style-type: none"> What are the inputs, processes and outputs of a coastal system? How is energy and sediment transferred along the coast? | <p>Changing Places</p> <ul style="list-style-type: none"> What is meant by the term 'place' and how does it shape out identity and wellbeing? How can we categorise place? |



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| | Autumn Term 2 | <ul style="list-style-type: none"> • What conditions are needed to create erosional and depositional landforms? • How is/has climate change led to the creation of dynamic coastlines? • What interventions are humans having in coastal landscapes? | <ul style="list-style-type: none"> • How are endogenous and exogenous factors contributing to the character of place? • How can different forces of change impact places in the past and present? • How can external agencies change the place meaning of an area? • Are some sources more reliable than others when analysing place representation? |
| | Spring Term 1 | | |
| Term 2 | Spring Term 2 | Water and Carbon Cycles <ul style="list-style-type: none"> • What are the components of the water and carbon cycle? • Where are the major global stores of water? • What processes are driving change in global water stores? • How does water move through a river drainage basing? • Where are the major global stores of carbon? • What processes are driving changes in the carbon stores over time? • How are humans mitigating climate change? | Global Systems and Governance <ul style="list-style-type: none"> • What is globalisation? • How is globalisation driven by changes in flows of capital, people and ideas? • Why is it that trading relationships benefit HICs whilst suppressing growth in LICs? • Where are major TNCs located? • How can TNCs bring both benefits and disadvantages to host and donor countries? • How is fair trade trying to improve trade conditions in LICs? • How powerful is the UN? • How has global governance resulted in inequalities and injustices? • What threats is Antarctica facing in the 21st century? • How can global governance protect the future of Antarctica? |
| | Summer Term 1 | | |
| Term 3 | Summer Terms 2 | | |
| | Fieldwork Study <ul style="list-style-type: none"> • How has the East End of London changed over time? • Have changes created opportunities of challenges for local residence? | | |

Curriculum Impact – How will my child be assessed and receive feedback?

Exam Style:

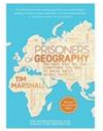
- **Component 1: Physical geography** – 2 hours 30 minutes
- **Component 2: Human geography** – 2 hours 30 minutes
- **Component 3: Geography fieldwork investigation** - 3000 – 4000 -word report

In-class: Students will receive a question work book which will be used throughout the course to assess students' progress. Written feedback will be provided in these workbooks. In addition to this students will receive regular mid and end of unit assessments, which will receive a combination of verbal and written feedback from teaching staff, dependent on the work produced.



Super-Curricular Opportunities – Supporting and Extending Learning

BOOKS



Prisoners of Geography Tim Marshall

Splitting the world into 10 distinct regions suggests our key political driver continues to be our physical geography. It includes why China and India will never fall into conflict. One of the best books about geopolitics you could imagine!



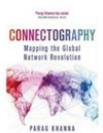
Factfulness Hans Rosling

A radical new explanation of why we systematically get the answers to questions about development, revealing ten instincts that distort our perspective. Sweeps aside our worst instincts and makes the world a sunnier place.



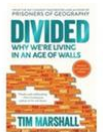
The Almighty Dollar Dharshini David

Follows \$1 from a shopping trip in Texas, via China's central bank, Nigerian railroads, the oilfields of Iraq and beyond to reveal the complex relationships of our new globalised world.



Connectography Parag Mehta

A guide through the emerging global network civilisation in which megacities complete over connectivity and borders are increasingly irrelevant. Shows how a new foundation of connectivity is pulling together a world that appears to be falling apart.



Divided Tim Marshall

There are many reasons why we erect walls, because we are divided in many ways: wealth, race, religion, politics. Understanding what has divided us, past and present, is essential to understanding much of what's going on in the world today.



Worth Dying For Tim Marshall

The histories, the power and the politics of the symbols that unite and divide us. We wave them and burn them and still, in the 21st century, we die for them. We need to understand the symbols that people are rallying around.



Adventures in the Anthropocene Gaia Vince

Our planet is said to be crossing into the Age of Humans. This book sees what life is really like for people on the frontline of the planet we've made, from artificial glaciers to electrified reefs.



10 Billion Stephen Emmott

It's about our failure: failure as individuals, the failure of business and the failure of our politicians. It is about an unprecedented planetary emergency. It's about the future of us.



The Bottom Billion Paul Collier

Explains four traps that prevent the homelands of the world's billion poorest people from growing and receiving the benefits of globalisation - civil war, natural resources, being landlocks and ineffective governance.



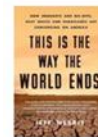
10 Billion Danny Dorling

Explores how we got to 10 billion and the key issues that we face in the coming decades including how to deal with scarcity of resources and how our cities will grow and how we should prepare for population decline.



Peoplequake Fred Pearce

The population bomb is being defused. Half the world's women are having two children or fewer and within a generation, the world's population will be falling, and we will all be getting very old. This book confronts our demographic demons.



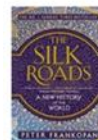
This is the Way the World Ends Jeff Nesbit

Our world is in trouble - right now. This book tells the real stories of the substantial impacts to Earth's systems unfolding across each continent from longer droughts in the Middle East to the monsoon season shrinking in India. A blueprint for real-time, workable solutions we can tackle together.



Off the Map Alastair Bonnett

From forgotten enclaves to floating islands, from hidden villages to New York gutter spaces, this book charts the hidden corners of our planet. Topophilia, the love of place, is a fundamental part of what it is to be human.



The Silk Roads Peter Frankopan

Our understanding of the world is shaped by the narrow focus on western Europe and the US. An antidote to Eurocentric accounts of the world, examining several continents and centuries and the factors that influenced the flow of goods and ideas.

NEWS & MAGAZINES

| Provider | Link & Overview |
|-----------------------|---|
| The BBC | https://www.bbc.com/news Your first port of call for unbiased in-depth news. Download the app to your smart phone and customise My News to show the geographical topics that you are most interested in. |
| The Guardian | https://www.theguardian.com/uk One of the most trusted sources of news in the UK, the Guardian publishes excellent articles on a range of geographical topics with the depth of analysis and critical thought that is expected from you as an A Level or IB student. |
| The Economist | https://www.economist.com/ A weekly newspaper that is about far more than economics, business and finance. If you are interested in geopolitics, this is a must-read. In addition, it covers a broad range of geographical topics including in-depth and analytical special reports on issues such as global water security, globalisation, climate change and migration. You need a subscription to read the Economist but there is likely to be a special offer running e.g. 12 issues for £12 to get you started. |
| Geographical Magazine | http://geographical.co.uk/ The magazine of the Royal Geographical Society (RGS) is published monthly and contains illustrated articles on people, places, adventure, travel and environmental issues as well as a summary of the latest academic research in geography. |

PODCASTS – Recommended and will be used throughout the A-Level course to support independent learning.



| Podcast | Link & Overview |
|----------------------|---|
| Ask the Geographer | https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/ An excellent podcast produced by the Royal Geographical Society. The RGS interview a range of geographers about their current research to help keep your case studies up-to-date. |
| GA Geogpod | https://www.geography.org.uk/GeogPod-The-GAs-Podcast A new podcast from the Geographical Association (GA) that includes interviews about teaching and learning as well as the latest geographical research. The latter is most relevant for students. Check out episode 1 if you are interested in coastal landscapes! |
| BBC The Inquiry | https://www.bbc.co.uk/programmes/p029399x/episodes/downloads A brilliant podcast from the BBC World Service that focuses on one question, ideas from four expert witnesses and an answer. There are a host of geographical questions in the archive. For IB students, check out the podcasts about water scarcity in Cape Town and Chennai. |
| BBC Thinking Allowed | https://www.bbc.co.uk/programmes/b006qy05/episodes/downloads Another excellent podcast from the BBC World Service. Search for the disasters episode - it is a must-listen for all A-Level students for their hazards unit. |

TED TALKS

TED talks are short, powerful talks that focus on “ideas worth spreading.” There is a wealth of geographical talks on the website. As a starting point, check out anything by Hans Rosling as well as Parag Khanna’s talk on how megacities are changing the map of the world. <https://www.ted.com/talks>

OPEN LEARN COURSE

Complete one (or more!) of the free courses available online through Open Learn. Check out the geography-related courses on offer in Nature & Environment, Science, Maths & Technology or Society, Politics & Law. Pick something that interests you based on what you will be studying next academic year and have a go! <https://www.open.edu/openlearn/subject-information>

- Introductory courses should consolidate your knowledge and understanding from GCSE and provide a stepping stone to studying in the Sixth Form.
- Intermediate course broadly replicate the level of detail required to achieve a top grade at A Level.
- Advanced courses include material that is equivalent to undergraduate study at university.