



Teign School Curriculum Overview



Geography 2020-2021

Year	Cycle 1 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 2 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)	Cycle 3 -12 Weeks (10 weeks teaching, 1 week assessment, 1 impact week)
7	<p><u>Map skills and settlement</u></p> <ul style="list-style-type: none">• Basic map skills such as scale, keys, directions, 4 and 6 fig grid ref. Places in the world, continents, oceans, latitude, longitude.• Settlement – local area, maps to school, local settlement sites use of OS maps• Rationale – a starting point for the students to build on and to learn skills that some will have covered and other students will not. To level the groups and to be aware of their local environment and each other's towns and villages.• KS progression - `use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United	<p><u>Ecosystems</u></p> <ul style="list-style-type: none">• An overview of the worlds major ecosystems including climatic belts, world biomes, and small-scale ecosystems.• Rationale – Introduces world Geography by looking at location and climate and the impacts of climate on vegetation. Comparisons of Hot desert and Tropical Rainforests.• KS2 progression - `physical geography, including: climate zones, biomes and vegetation belts 'This is the aim for KS2 but generally most students have completed project work on Tropical Rainforests but very few have looked at world biomes and the links between vegetation and climate.	<p><u>Physical landscapes</u></p> <ul style="list-style-type: none">• Physical processes of erosion, transportation and deposition in physical landscapes. The introduction of processes and landforms in river and coastal landscapes. The students will have the opportunity to take part in investigative fieldwork.• Rationale – Fieldwork to be integrated in the unit so that students can `develop the use of fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. ` This is a unit that lends itself to fieldwork in our local area.• KS progression - `use fieldwork to observe, measure, record and present the human and physical

	<p>Kingdom and the wider world 'This is the aim for KS2 but very few students arrive in school being able to read 6fig grid ref or know what they are!</p> <ul style="list-style-type: none"> • Links- to all topics as we look at place and location and integrate map skills regularly • Future Learning – Aim to build on the skills learnt during the first term to expand the students skill base. 	<ul style="list-style-type: none"> • Links- to GCSE and A level Geography. Develops the awareness of physical geography and `cause, effect` • Future Learning – Aim to develop graphicacy skills by the use of climate graphs and the comparison of data 	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. `Many of the students have not taken part in geography fieldwork and therefore it is a skill that needs to be introduced early in KS3 so that we can build on the skill set.</p> <ul style="list-style-type: none"> • Links – to all units and the skills need in Geography to be able to complete Paper 3 AQA GCSE and Unit 4 Eduqas A level. • Future Learning – to build on the links that are made in physical geography and the analysis of data.
8	<p><u>Fieldwork skills and tectonic hazards</u></p> <ul style="list-style-type: none"> • Field work skills and the process of investigation with the 6 stages. Then and introduction to natural hazards by learning about the structure of the the earth and tectonic hazards; earthquakes, volcanoes and tsunani. • Rationale – important skills needed for geographical 	<p><u>Climatic hazards and development</u></p> <ul style="list-style-type: none"> • Climatic hazard unit to be completed with the overview of climatic hazards globally and the integration of the impact of climate change. The unit includes; flooding, drought and tropical storms. The other unit to be introduced during this 12-week unit is development. The development unit will enable students to understand how 	<p><u>Development and Glaciated landscapes</u></p> <ul style="list-style-type: none"> • Development unit to focus on the country of Kenya as a case study, which the region in Africa. Also the study of glaciation as a stand-alone unit. The unit will focus on glaciation in the UK and the processes and landforms of glaciation. • Rationale - the introduction of global development and it

	<p>enquiry that need to be developed and revisited at different levels throughout KS3 to build up good practice and awareness of the enquiry process, so that students can `develop the use of fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. `</p> <ul style="list-style-type: none"> • KS progression - `use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. `This is a requirement of KS2 but rarely are students completing Geography fieldwork prior to Teign School. The KS3 requirements are: □ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. • Links – it builds on the use of fieldwork skills need in 	<p>development is measured and how there is a `global development gap. `</p> <ul style="list-style-type: none"> • Rationale – the unit includes the study of a global pattern of hazard and the spatial awareness of hazard location. The unit then leads to the introduction of global development and it builds and awareness and understanding of how development can be measured and what is meant by the development gap. • KS progression - `interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)`KS3 NC. `Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems`KS3 NC. Human geography relating to; international development. KS3NC. The requirements of the NC are clear that the students must be given access to a curriculum that enables them to have an awareness of global patterns of climate, natural hazards and also international 	<p>builds and awareness and understanding of how development can be measured and what is meant by the development gap. The introduction of the short glaciation unit will enable some interleaving of the idea of physical processes and the formation of landforms.</p> <ul style="list-style-type: none"> • KS2 progression -. Human geography relating to; international development. KS3NC. The requirements of the NC are clear that the students must be given access to a curriculum that enables them to have an awareness of global patterns of international development and the processes involved. `Physical geography relating to glaciation` KS3 NC `Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs` KS3 NC • Links- The unit builds a platform for the students so that they are more able to
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	<p>Geography to be able to complete Paper 3 AQA GCSE and Unit 4 Eduqas A level. Also links to the challenge of urbanisation at AQA GCSE and Changing Places at Eduqas, A Level Geography. Also builds up the knowledge base needed for AQA GCSE the challenge of physical landscapes and Eduqas A Level C3 paper (Tectonics)</p> <ul style="list-style-type: none"> • Future learning – as stated above the units will be further developed at KS4 and KS5 with the use of different case study examples and a development of depth for both the geographical fieldwork skills and the tectonic hazard work. 	<p>development and the processes involved.</p> <ul style="list-style-type: none"> • Links- The unit builds a platform for the students so that they are more able to access the AQA GCSE Paper 1 which is Living with the physical environment and also the Paper 2 which is the Challenges in the human environment. The unit also is preparation for the Eduqas A Level Geography C3 paper. • Future learning – the climatic hazards are a requirement of the AQA GCSE and different case study examples will be covered at GCSE level so that the students have the necessary depth and understanding of the subject. The Development unit is also part of the GCSE and A level courses and again different places are covered but they add depth to the students' knowledge base. 	<p>access the AQA GCSE Paper 1 which is Living with the physical environment and also the Paper 2 which is the Challenges in the human environment. The unit also is preparation for the Eduqas A Level Geography C3 paper. Whilst the students at Teign do not look at further studies in glaciated landscapes it is still regarded as important to extend their knowledge base and general awareness of physical processes and landforms found in the UK as a place of study.</p> <ul style="list-style-type: none"> • Future learning - The Development unit is also part of the GCSE and A level courses and again different places are covered but they add depth to the students' knowledge base. The glaciation unit is useful for the development of OS map skills for further use in AQA GCSE Geography and the Eduqas A level Geography courses.
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<p>9</p>	<p><u>Resource Management and Fieldwork</u></p> <ul style="list-style-type: none"> The resource management unit focuses on the three main strands of energy, food and water and it has both a UK and global perspective. The unit will also interleave some of the previous concepts of globalisation, climate change and some decision-making skills. Field work skills and the process of investigation with the 6 stages Rationale – The unit covers both the features of place by studying the UK and the world perspectives. The unit has the key features of the AQA GCSE unit of resource management with the use of different examples and case studies. Student should develop a greater place knowledge during the unit and an awareness of how places link. Important skills needed for geographical enquiry that need to be developed and revisited at different levels throughout KS3 to build up 	<p><u>Super Powers</u></p> <ul style="list-style-type: none"> The Super Powers unit enables students to develop an understanding of the process of globalisation and an overview of world patterns of development. The unit will include the study of major world regions and the focus on China, India and Russia in order to develop global awareness. Rationale – The study of place at country level will enable students to have a look at topical key issues within each country such as the mis-use of water, the need for the development of energy and how globalisation can affect environment. Student should develop a greater place knowledge during the unit and an awareness of how places link. KS progression - `extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia and Asia focusing on their human characteristics, countries and major cities` KS3 NC The students 	<p><u>Living World</u></p> <ul style="list-style-type: none"> The Living World unit is a stepping stone to a similar unit at AQA GCSE for Paper 1. • An overview of the world's major ecosystems including climatic belts, world biomes, and small-scale ecosystems Rationale – Introduces world Geography by looking at location and climate and the impacts of climate on vegetation. Comparisons of Hot desert and Tropical Rainforests. KS progression - `physical geography, including: climate zones, biomes and vegetation belts 'This is the aim for KS2 but generally most students have completed project work on Tropical Rainforests but very few have looked at world biomes and the links between vegetation and climate. `Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa,
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	<p>good practice and awareness of the enquiry process, so that students can develop the use of fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p> <ul style="list-style-type: none"> KS progression - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field`KS3 NC. `Human geography relating to: the use of natural resources` KS3 NC `Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. `This is a requirement of KS2 but rarely are students completing Geography fieldwork prior to Teign School. The KS3 requirements are: collect, analyse and communicate with a range of data gathered 	<p>also will cover` human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources` These areas will be studied during this unit of work on Super Powers.</p> <ul style="list-style-type: none"> Links – the unit enables the students to look at global issues and to understand the process of globalisation. The unit will feed into AQA GCSE Paper 2 and the Changing Economic world unit and also the Challenge of Resource Management section. The Super Powers unit is also a stepping stone into the Eduqas A Level Geography C3 paper. The Development and population units are part of the GCSE and A level courses and again different places are covered but they add depth to the students' knowledge base. 	<p>Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities` KS3 NC `Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa` KS3 NC The region in Africa is the Sahel.</p> <ul style="list-style-type: none"> Links- to GCSE and A level Geography. Develops the awareness of physical geography and `cause, effect` Future Learning – Aim to develop graphicacy skills by the use of climate graphs and the comparison of data
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	<p>through experiences of fieldwork that deepen their understanding of geographical processes.</p> <ul style="list-style-type: none"> • Links – the unit enables the students to look at the use of resources at a global and a national scale. The unit will feed into AQA GCSE Paper 2 the Challenge of Resource Management section. The unit is also useful in the Eduqas A Level Geography paper 3 depending on the optional unit chosen. The fieldwork skills are vital for the AQA GCSE and the Eduqas A Level. • The Resource management unit is part of the GCSE and A level courses and again different places are covered but they add depth to the students' knowledge base. The unit also allows for synopticity of study and therefore builds into the AQA GCSE paper 3 decision making section of the course. 		
10	<p><u>The economic world</u></p> <ul style="list-style-type: none"> • The Changing Economic World unit covers the sub units of 'The development gap' 	<p><u>The challenge of natural hazards</u></p> <ul style="list-style-type: none"> • The Challenge of Natural Hazards unit covers the sub units of 'Tectonic hazards', 'Weather 	<p><u>Urban issues and challenges</u></p> <p><u>UK</u></p> <ul style="list-style-type: none"> • The Urban issues and challenges unit covers both

	<p>with a case study of Nigeria, Africa and `The changing UK economy` The unit covers the main issues surrounding the issues of development and economic growth.</p> <ul style="list-style-type: none"> • Rationale - `This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). `AQA GCSE. • KS progression – Sections of the unit have been introduced in KS3 and therefore there will be some interleaving of work. The areas that will be revisited have been touched upon in the Resource Management unit, the Development unit and the UK unit. These units are in Yr 7, Yr 8 and Yr 9 and therefore it should maximise the value of interleaving and the idea of synopticity. 	<p>hazards` and the issue of `Climate change`. The unit covers the main concepts of global distribution, effects, responses and management of the different events.</p> <ul style="list-style-type: none"> • Rationale - `The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. `AQA GCSE. • KS progression - Sections of the unit have been introduced in KS3 and therefore there will be some interleaving of work. The areas that will be revisited have been touched upon in the Tectonics hazards unit and the Climatic hazards unit. These units are visited in either Yr 8 or Yr 9. The case studies are different so the students should be able to develop their knowledge base and again there is interleaving of key concepts and theories. • Links - as mentioned above sections of the unit have been visited before in KS3. The unit also 	<p>`The Urban world`, which is principally an in-depth study of Rio de Janeiro and `Urban change in the UK` which is a study of Bristol. The module also has a unit on `Sustainable Urban development. `The unit also contains an investigative fieldwork unit.</p> <ul style="list-style-type: none"> • Rationale - `The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. `AQA GCSE `Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be
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	<ul style="list-style-type: none"> • Links- as mentioned above sections of the unit have been visited before in KS3. The unit also feeds into the Eduqas A Level Geography course with the units of Development in an African context and also the C1 paper and Changing Places. • Future learning – as stated above the units will be further developed at KS5 with the use of different case study examples and a development of depth of work. The unit builds a platform for the students so that they are more able to access the Eduqas A Level Geography C3 and C1 papers 	<p>feeds into the Eduqas A Level Geography course within the Tectonics unit and the C3 examination.</p> <ul style="list-style-type: none"> • Future learning – as stated above the units will be further developed at KS5 with the use of different case study examples and a development of depth of work. The unit builds a platform for the students so that they are more able to access the Eduqas A Level Geography C3 paper. 	<p>based on any part of the content addressed in units 3.1 and 3.2.</p> <p>Fieldwork must take place outside the classroom and school grounds on at least two occasions AQA GCSE</p> <ul style="list-style-type: none"> • KS progression - Sections of the unit have been introduced in KS3 and therefore there will be some interleaving of work. The areas that will be revisited have been touched upon in the Urban world unit are in the UK unit, the Settlement unit and the Population and Development units. These units are in Yr 7 and Yr 8 and therefore it should maximise the value of interleaving and the idea of synopticity. The idea of sustainability is interleaved throughout the whole of KS3 and therefore should be a familiar concept to the students at GCSE. The fieldwork requirement of the GCSE builds on the fieldwork skills covered at KS3 and then leads onto the fieldwork that is necessary for the A Level. • Links - as mentioned above sections of the unit have been visited before in KS3.
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			The unit also feeds into the Eduqas A Level Geography course with the units of Development in an African context and also the C1 paper and Changing Places.
11	<p><u>Urban issues and challenges</u> <u>Brazil</u></p> <ul style="list-style-type: none"> The Urban issues and challenges unit covers both 'The Urban world', which is principally an in-depth study of Rio de Janeiro and 'Urban change in the UK' which is a study of Bristol. The module also has a unit on 'Sustainable Urban development.' Rationale - 'The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.' AQA GCSE 	<p><u>Resource management</u></p> <ul style="list-style-type: none"> The Resource management unit covers the general introduction of global resources and then the more detailed look at resources in the UK. The resources focused on are food, energy and water. There is then an optional unit and the one studied at Teign is the 'Food management' unit. Rationale - 'The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.' AQA GCSE KS progression - Sections of the unit have been introduced in KS3 and therefore there will be some interleaving of work. The unit that 	

	<ul style="list-style-type: none"> • KS progression - Sections of the unit have been introduced in KS3 and therefore there will be some interleaving of work. The areas that will be revisited have been touched upon in the Urban world unit are in the UK unit, the Settlement unit and the Population and Development units. These units are in Yr 7 and Yr 8 and therefore it should maximise the value of interleaving and the idea of synopticity. The idea of sustainability is interleaved throughout the whole of KS3 and therefore should be a familiar concept to the students at GCSE. • Links - as mentioned above sections of the unit have been visited before in KS3. The unit also feeds into the Eduqas A Level Geography course with the units of Development in an African context and also the C1 paper Changing Places. • Future learning - as stated above the units will be further developed at KS5 with the use of different case study examples and a development of depth of 	<p>covers some of the issues in this module are in the UK unit in Yr 7. The unit is also visited in Yr 8 and 9 with the Resource management unit where different case studies are used so that the students have a greater awareness of some of the issues.</p> <ul style="list-style-type: none"> • Links - as mentioned above sections of the unit have been visited before in KS3. The unit also feeds into the Eduqas A Level Geography course with the possibility of further study in one of the optional units for the C3 paper. The links made within the module also lead into the 21st Century Challenges question in the C2 paper. • Future Learning - as stated above the units will be further developed at KS5 with the use of different case study examples and a development of depth of work. The unit builds a platform for the students so that they are more able to access the Eduqas A Level Geography C3 paper and the Challenges in the 21st Century question in the C2 paper. 	
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	work. The unit builds a platform for the students for the Eduqas A Level Geography C3 paper and the C1 paper.		
12	<p><u>Changing Places</u></p> <ul style="list-style-type: none"> The Changing Places unit covers the concepts of the Local place and how places change over time. Also how places can be rebranding and deindustrialisation. The module contains an investigative unit of fieldwork. Rationale - `Learners must begin by studying their 'home' place or the location of their studies. They should investigate how and why it has changed over time, both in reality and how it is represented (for instance in tourist literature or the media). These changes should be in a wider regional and national and global context as the characteristics and impacts of external forces operate at different scales (individuals, businesses, interest groups, government policies and the decisions of multinational 	<p><u>Ecosystems</u></p> <ul style="list-style-type: none"> The Ecosystems unit is an optional unit for the C3 paper. The unit covers the value and function of ecosystems, the threat to ecosystems, and study of an ecosystem at a local scale, conservation and an in-depth study of Antarctica. Rationale - `It covers the processes that maintain or change ecosystems and the interactions between the component parts at a range of spatial and temporal scales. In this sense, people are viewed as drivers of change, as well as being at risk when the systems lose equilibrium. An understanding of the interdependence of the abiotic and biotic elements is critical. The Arctic tundra biome, excluding Alpine, is the selected case study because this ecosystem is often seen as most at risk due to climate change. ` Eduqas A Level. 	<p><u>Oceans and Investigation</u></p> <ul style="list-style-type: none"> The Oceans unit forms part of the C2 cross modular paper and it covers governance, flows, sovereignty and management of Oceans. In the unit there is an in-depth study of the global flows and management of ocean systems. The Investigation (NEA) is where the students are given the opportunity to work individually on a fieldwork-based unit of work which makes up 20% of the A Level course. Rationale - `learners will gain an understanding of specialised concepts: causality (instability in ocean environments), globalisation (links between countries), mitigation (attempts to manage the global commons), risk (to ocean environments), and sustainability (management

	<p>corporations). Through this knowledge, learners will gain an understanding of the way in which their own lives and the lives of others are affected by continuity and change in the nature of places` Eduqas A Level. `Geographical fieldwork is defined as applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In total, the equivalent of at least four days of geographical fieldwork must be undertaken as required in the subject content. These days must be based both on physical geography fieldwork and on human geography fieldwork and spread across the course.` Eduqas A Level</p> <ul style="list-style-type: none"> • KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be some interleaving of work. The units that feed into the Changing places module are the `Challenge of Urbanisation` at KS4 and the 	<ul style="list-style-type: none"> • KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be some interleaving of work. The units that feed into the Ecosystems module are the Living world unit at KS4 and the Ecosystems and Living World units at KS3. • Links - as mentioned above sections of the unit have been visited before in KS3 and therefore there should be some evidence of interleaving throughout the module. The students should be aware of the main components of ecosystems and the structure and functioning of major ecosystems such as tropical rainforest and hot deserts as this is prior knowledge from KS4 and KS3. 	<p>of ocean environments). `Eduqas A Level.` This component requires a single independent investigation by each learner and involves, but need not be restricted to, fieldwork. The focus of the investigation must be derived from the specification content in Components 1 and 2 or the optional themes in Component 3. The independent investigation builds on the fieldwork developed throughout the specification and the requirements to relate fieldwork to knowledge and understanding of the six stages of the enquiry process. ` Eduqas A Level.</p> <ul style="list-style-type: none"> • KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be some interleaving of work, however the prior knowledge will be mainly skills based as this is new unit and many students whilst understanding the concept of globalisation will not have studied Oceans as a unique unit of work. It is essential that the fieldwork
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	<p>settlement unit at KS3. The fieldwork skills have been interleaved throughout the KS3 and KS4 courses.</p> <ul style="list-style-type: none"> Links - as mentioned above sections of the unit have been visited before in KS3 and therefore there should be some evidence of interleaving throughout the module. 		<p>skills developed during both KS3 and KS4 are put into practice at this vital stage of the A Level. The students should have had the opportunity to take part in fieldwork activities throughout the course so that they have the knowledge and the skill base that is necessary for this unit of work.</p> <ul style="list-style-type: none"> Links - as mentioned above sections of the unit have been visited before in KS3 and therefore there should be some evidence of interleaving throughout the module by the use of skills and the overview of globalisation and the interaction of place. The investigation is an important part of the A Level course and therefore the skills developed throughout both KS3 and KS4 are crucial for the students to gain good grades in the Investigation unit of work.
	<p><u>Changing Landscapes</u></p> <ul style="list-style-type: none"> The Changing Landscapes unit is one of the optional units. It covers the concepts of coastal landforms and 	<p><u>Development in and African context</u></p> <ul style="list-style-type: none"> The Development in an African Context covers a range of units including an overview of 	<p><u>Carbon and Water</u></p> <ul style="list-style-type: none"> The Carbon and water units are linked in the C2 paper and they cover various aspect. The Water unit covers

	<p>process and how the coastal landscapes change over time. There is also a need to look at the management of coastal landscapes in a variety of locations. The module contains an investigative unit of fieldwork.</p> <ul style="list-style-type: none"> • Rationale - ` Study takes place within a systems framework, focusing on spatial and temporal variations in the geomorphological processes that operate within coastal landscapes and how the flows of energy and movement of materials combine to create specific landforms on rocky, sandy and estuarine coastlines. Scale in this theme is fundamentally at the local level but includes a wider region to put the local into context. Some content moves beyond the local to the global to embrace a variety of landscapes not evident in the UK, for example the study of mangrove coastlines. ` Eduqas A Level. <p>`Geographical fieldwork is defined as applying specific geographical knowledge,</p>	<p>development and in-depth study of two African countries, factors that affect development, the impact of development, the issue of desertification and the strategies used to promote development.</p> <ul style="list-style-type: none"> • Rationale - ` Development is influenced by a complex interplay of a variety of physical, economic, political, social and cultural factors that can operate to both promote and hinder the development process. The interplay and operation of these factors in the development process should be studied in the context of two or more countries. The process of development often results in negative environmental impacts, including desertification, which constitutes a major challenge for many Sub-Saharan African countries. ` Eduqas A Level. • KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be some interleaving of work. The concept of development is looked at in KS3 and at KS4 and therefore there is significant interleaving of what is often regarded as a complex subject within geography. The key concepts of 	<p>the idea of hydrological cycles and the factors that influence the river systems and temporal variations within river systems. The Carbon unit looks at the carbon cycle, carbon stores and then the links between both the carbon and the water cycles.</p> <ul style="list-style-type: none"> • Rationale - `The theme is based on the physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere. It takes place within a systems framework to emphasise the integrated nature of land, oceans and atmosphere, so that learners can gain an understanding of the key role played by the carbon and water cycles in supporting life on Earth. Systems operate at a range of temporal scales (seconds to millions of years) and space (plant to global) scales. ` Eduqas A Level. • KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be some interleaving of work,
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	<p>understanding and skills to a particular and real out-of-classroom context. In total, the equivalent of at least four days of geographical fieldwork must be undertaken as required in the subject content. These days must be based both on physical geography fieldwork and on human geography fieldwork and spread across the course. `Eduqas A Level</p> <ul style="list-style-type: none"> • KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be some interleaving of work. The Physical Landscapes unit at KS3 and the Physical Landscapes unit at KS4 both cover the main concepts of coastal environments, processes and landforms so there is evidence of interleaving throughout each key stage. The fieldwork skills have been interleaved throughout the KS3 and KS4 courses. • Links - as mentioned above sections of the unit have been visited before in KS3 and KS4 and therefore there should be 	<p>what is development and the impact of development will be revisited at a more holistic level in the A level course.</p> <ul style="list-style-type: none"> • Links - as mentioned above sections of the unit have been visited before in KS3 and KS4 therefore there should be some evidence of interleaving throughout the module. 	<p>however the prior knowledge will be mainly skills based as this is new unit and many students whilst understanding the concept of positive and negative feedback will not have studied Carbon and Water as a unique unit of work.</p> <ul style="list-style-type: none"> • Links - as mentioned above sections of the unit have been visited before in KS3 and KS4 therefore there should be some evidence of interleaving throughout the module by the use of skills and the overview of systems and positive and negative feedback. and the interaction of the two cycles
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	some evidence of interleaving throughout the module.		
13	<p><u>Investigations and Tectonic Hazards</u></p> <ul style="list-style-type: none"> The Investigation (NEA) is where the students are given the opportunity to work individually on a fieldwork-based unit of work which makes up 20% of the A Level course. Rationale - ` This component requires a single independent investigation by each learner and involves, but need not be restricted to, fieldwork. The focus of the investigation must be derived from the specification content in Components 1 and 2 or the optional themes in Component 3. The independent investigation builds on the fieldwork developed throughout the specification and the requirements to relate fieldwork to knowledge and understanding of the six stages of the enquiry process. ` Eduqas A Level. 	<p><u>Tectonic Hazards / Migration</u></p> <ul style="list-style-type: none"> The Migration unit is part of the C2 cross modular paper and it is linked with the Oceans unit of work. The main areas of focus are causes and the consequences of migration at a variety of scales. The Tectonics unit covers hazards, processes, volcanoes, earthquakes, tsunami the cause, effects management and mitigation. The Tectonic unit is part of the C3 paper. Rationale - `Throughout this section, learners are encouraged to reflect on how connectivity has linked people, places and environments across the globe, involving movements of goods, people, technology and ideas. While globalisation is sometimes characterised as a borderless world, in reality a growing number of national and international laws and conventions have been introduced. These laws and conventions aim to manage global systems and the consequences they bring to 	

- KS progression - **It is essential that the fieldwork skills developed during both KS3 and KS4 are put into practice at this vital stage of the A Level. The students should have had the opportunity to take part in fieldwork activities throughout the course so that they have the knowledge and the skill base that is necessary for this unit of work.**

- Links - as mentioned above sections of the unit have been visited before in KS3 and therefore there should be some evidence of interleaving throughout the module by the use of skills and the overview of globalisation and the interaction of place. The investigation is an important part of the A Level course and therefore the skills developed throughout both KS3 and KS4 are crucial for the students to gain good grades in the Investigation unit of work.

people, places and environments around the world, which are often tied to issues of power, justice and inequality. Systems operate at a range of temporal scales and space (local to global) scales.` Eduqas A level. `This theme is based on a study of the structure of the Earth and the processes operative within

the asthenosphere and lithosphere. These processes and their distribution are closely related to tectonic activity at plate boundaries. Tectonic hazards include primary hazards of volcanic and seismic events and secondary hazards resulting from both. Tectonic hazards have various

effects on people and operate at a range of spatial and temporal scales. Steps can be taken to prepare for, adapt to and respond to tectonic hazards by employing a variety of strategies. The vulnerability of people to tectonic hazards can lead to some events turning into disasters` Eduqas A Level

- KS progression – The concept of migration has been studied at both KS3 and KS4 levels in

		<p>geography and therefore the key concepts surrounding migration should be familiar to the students and there should be some interleaving although migration as a unique unit of work will not have been studied prior to the A level. There is a lot of interleaving with the Tectonic unit as it is studied in KS3 and at KS4 and therefore the main concepts and the key areas should be prior knowledge for the students however different examples are studied and the level of mitigation and management will be new.</p> <ul style="list-style-type: none"> • Links - - as mentioned above sections of the unit have been visited before in KS3 and therefore there should be some evidence of interleaving throughout the module by the use of concepts and the overview of globalisation and the interaction of place. The students will have a reasonable understanding of the tectonic processes and therefore there should be a depth of knowledge within this unit of work for the C3 paper. 	
	<p><u>Carbon and Water</u></p> <ul style="list-style-type: none"> • The Carbon and water units are linked in the C2 paper and they cover various 	<p><u>Revision</u></p>	

aspect. The Water unit covers the idea of hydrological cycles and the factors that influence the river systems and temporal variations within river systems. The Carbon unit looks at the carbon cycle, carbon stores and then the links between both the carbon and the water cycles.

- Rationale - `The theme is based on the physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere. It takes place within a systems framework to emphasise the integrated nature of land, oceans and atmosphere, so that learners can gain an understanding of the key role played by the carbon and water cycles in supporting life on Earth. Systems operate at a range of temporal scales (seconds to millions of years) and space (plant to global) scales. ` Eduqas A Level.
- KS progression - Sections of the unit have been introduced in KS3 and KS4 and therefore there will be

	<p>some interleaving of work, however the prior knowledge will be mainly skills based as this is new unit and many students whilst understanding the concept of positive and negative feedback will not have studied Carbon and Water as a unique unit of work.</p> <ul style="list-style-type: none"> • Links - as mentioned above sections of the unit have been visited before in KS3 and KS4 therefore there should be some evidence of interleaving throughout the module by the use of skills and the overview of systems and positive and negative feedback. and the interaction of the two cycles 		

You need to demonstrate how you are interleaving and returning to previously met knowledge to deepen and strengthen children's retention and understanding over time over time. This should be more than simply through the Do Nows at the beginning of lessons.