



Golden Threads

- What are the roles of water and carbon in supporting life on earth?
- What is the importance of place in people's interactions, connections and identity of an area?
- How do natural hazards occur and what effects do they have on communities and societies?
- What role do dynamic coastal environments play?

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1 and 2	<p>Water and carbon (Studied in term 1 and 2): focuses on major stores of water and carbon around the world and the dynamic influence they have as major elements in the natural environment in both physical processes and their importance for life on earth.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> The water cycle: global distribution, major water stores, how these stores change over time (including flows and transfers), drainage basins, flood hydrographs, changes in the water cycle over time The carbon cycle: global distribution, major stores of carbon, how these stores change over time, the carbon budget and its impacts Water, carbon, climate and life on earth: key role of carbon and water in supporting life on earth, relationships between water and carbon, role of feedbacks within cycles, human interventions Quantitative and qualitative skills: range of relevant skills e.g. simple mass balance, unit conversions and analysis of presentation field data Case study of a river catchment at a local scale: River Exe Case study of a tropical rainforest: Amazon Rainforest 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Teaching of key ideas and processes using a variety of texts, audio-visual and other media Testing of knowledge and understanding of key vocabulary Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings Referring to current events to contextualise knowledge and understanding of the syllabus Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding Case studies and real-world examples which enriches students' understanding of geographical concepts Fieldwork and practical activities to collect data and analyse findings Independent project to encourage independent study allowing students to delve deeper into a topic of interest Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>Short answer questions – 4 and 6 markers: planning, modelling, and attempting short questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development.</p>	<p>Assuming Water Availability is Uniform: Students might mistakenly believe that water availability is consistent across all regions. They may overlook the spatial and temporal variability in precipitation patterns, leading to misconceptions about water scarcity and abundance.</p> <p>Neglecting Human Impacts: Some students may overlook the human impacts on the water cycle, such as deforestation, urbanization, and agriculture. They might fail to recognize how human activities alter the natural flow of water and contribute to issues like flooding, water pollution, and groundwater depletion.</p> <p>Misunderstanding Evaporation and Transpiration: Students might conflate evaporation and transpiration or misunderstand their roles in the water cycle. Clarifying the differences between these processes and their contributions to the movement of water through the atmosphere and ecosystems can help dispel this misconception.</p> <p>Forgetting about Storage Reservoirs: Students may overlook the importance of stores, such as oceans, lakes, rivers, and groundwater, in the water cycle. They might focus solely on the processes of precipitation, evaporation, and runoff without considering the role of these stores in regulating the movement and distribution of water.</p>	<p>Hydrological cycle Groundwater Drainage basins Aquifer Water scarcity Desalination Water stress Virtual water Water management Water footprint Floodplain Atmospheric/ cryospheric/ hydrospheric/ oceanic/ /terrestrial water stores Carbon cycle Anthropogenic Biosphere Carbon sink Carbon sequestration Carbon footprint Greenhouse gas Carbon trading Deforestation Carbon neutral Carbon capture and storage Mitigation Flow</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1 & 2 (continued)	Water and carbon (cont)			<p>Ignoring Feedback Mechanisms: Some students may overlook the feedback mechanisms within the water cycle, such as the relationship between vegetation cover and precipitation. They might fail to understand how changes in one part of the cycle can influence other components, leading to complex interactions and feedback loops.</p> <p>Neglecting the Role of Carbon Sinks: Students might overlook the importance of carbon sinks, such as forests, oceans, and soil, in sequestering carbon dioxide from the atmosphere. They may fail to recognize how deforestation, land-use change, and ocean acidification affect the capacity of these sinks to absorb carbon.</p> <p>Misunderstanding the Role of Human Activities: Some students may underestimate the impact of human activities, such as fossil fuel combustion, deforestation, and industrial processes, on the carbon cycle. They might overlook how these activities disrupt the natural balance of carbon fluxes between the atmosphere, biosphere, hydrosphere, and lithosphere.</p> <p>Confusing Carbon Sources and Sinks: Students might confuse carbon sources, which release carbon dioxide into the atmosphere, with carbon sinks, which absorb and store carbon. Clarifying the distinction between these concepts and providing examples of natural and anthropogenic sources and sinks can help clarify this misconception.</p> <p>Underestimating Feedback Mechanisms: Like the water cycle, students may overlook the feedback mechanisms within the carbon cycle. They may fail to understand how changes in carbon concentrations in the atmosphere can influence climate patterns, ecosystems, and carbon fluxes, creating feedback loops that amplify or mitigate climate change.</p> <p>Neglecting Long-Term Carbon Cycling: Some students may focus only on short-term carbon cycling processes, such as photosynthesis, respiration, and decomposition, while neglecting long-term processes like sedimentation, burial, and fossilization. They may fail to recognize the importance of geological processes in regulating carbon cycling over geological timescales.</p>	<ul style="list-style-type: none"> Transfer Input Store System Positive/negative feedback Open/closed systems Dynamic equilibrium Enhanced greenhouse effect Geo-sequestration Radiative forcing Soil organic carbon 	



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<p>Changing places (Studied in term 1 and 2): focuses on people’s engagement with places, their experiences and qualities ascribed to the area, all of which are fundamental in their lives.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> The nature and importance of places: concept of place, importance in human life and experience, insider and outsider perspectives, categories of place and factors contributing to the character of places Changing places – relationships, connections, meaning and representation: local place study (Chippenham, Wiltshire) and one further contrasting place (Brick Lane, London) and the relationships and connections, meaning and representation, continuity and change and nature of places Relationships and connection: Changing demographic and cultural characteristics and economic change and social inequalities: how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows from local to global scales, characteristics and impacts of external forces operating from local to global scales including government policies and decisions of TNC’s and impacts of international and global institutions, how past and present connections shape places Meaning and representation: how humans perceive, engage and form attachments to place, how external agencies attempt to create specific place meaning, how places are represented and how past and present processes influence social and economic characteristics. Quantitative and qualitative skills: range of approaches including geospatial data and analysing media Near case study: Chippenham Far case study: Brick Lane 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Teaching of key ideas and processes using a variety of texts, audio-visual and other media Testing of knowledge and understanding of key vocabulary Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings Referring to current events to contextualise knowledge and understanding of the syllabus Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding Case studies and real-world examples which enriches students’ understanding of geographical concepts Fieldwork and practical activities to collect data and analyse findings Independent project to encourage independent study allowing students to delve deeper into a topic of interest Assessments and feedback to monitor progress and offer suggestions on areas to improve Creating virtual field trips to our distant place study. Referring to current events to contextualise knowledge and understanding of the syllabus. Carrying out research and interpreting secondary and primary data. 	<p>Extended answers – 6 and 9 markers: planning, modelling, and attempting short and extended questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development.</p>	<p>Confusing Place with Location: Some students may confuse “place” and “location.” Students may mistakenly believe that these terms are interchangeable when they represent different concepts in geography.</p> <p>Equating Place with Physical Features Only: Some students may limit the concept of place to physical features such as landscapes, climate, or topography. Physical features are important aspects of a place, students should also consider human characteristics such as culture, identity, and social interactions when analysing changing places.</p> <p>Overlooking the Dynamic Nature of Places: Some students may fail to recognise that places are dynamic and constantly changing over time. They might mistakenly view places as static entities with unchanging characteristics, overlooking the impacts of globalisation, migration, urbanisation, and other factors that contribute to the transformation of places.</p> <p>Disregarding Perception and Representation: Some students may fail to recognise the importance of perception, representation, and symbolism in shaping people’s attachment to and understanding of places. They might overlook how different groups perceive and represent places differently, leading to conflicts or tensions over place identity.</p>	<p>Place Space Perception Locale Location Placemaking Insider Outsider Place experience Media Representation Place identity Sense of place Topophilia Placelessness Globalisation Regeneration Cultural homogenisation Power relations Migration Global cities Localism Place marketing Temporal changes Chippenham Brick Lane Investigating Index of multiple deprivation Social inequalities Lived experience Augmented place</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework’s to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students’ progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



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Term 1 and 2 (continued)	Changing places (cont)			<p>Ignoring the Influence of Power and Inequality: Students may overlook the influence of power dynamics, inequality, and socio-economic factors in shaping the characteristics and identities of places. Failure to consider these factors can result in an incomplete understanding of the complexities involved in the process of place-making and the experiences of different social groups within a place.</p> <p>Homogeneity of Places: Some students may perceive places as homogenous, assuming that everyone within a particular place shares the same experiences, values, and characteristics. They might overlook the diversity and heterogeneity that exists within and between places.</p> <p>Ignoring the Role of Agency: Students might underestimate the agency of individuals, communities, and institutions in shaping and transforming places. They may overlook how human actions and decisions influence the dynamics and characteristics of places over time.</p> <p>Failing to Consider Scale: Some students may fail to recognise that place exists at various scales, from the local to the global. Students may overlook the importance of scale in analysing changing places, focusing solely on either the micro-scale (e.g., individual neighbourhoods) or the macro-scale (e.g., global processes), without considering the interplay between different scales and their implications for place dynamics.</p> <p>Neglecting Historical Context: There could be a misconception that the characteristics and identities of places are solely determined by contemporary factors, disregarding the historical processes, events, and legacies that have shaped places over time.</p>	<p>Agents of change</p> <p>Endogenous factors</p> <p>Exogenous factors</p> <p>Infrastructure</p>	



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<p>Hazards (Studied in term 3,4 and 5): Selected option from the specification exploring the lithosphere and atmosphere, which regularly present natural hazards to human populations. The origin and nature of these hazards will be discovered to allow students to understand the relationships between people and the environments they occupy.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • The concept of hazards in a geographical context: nature, forms and potential impacts of natural hazards, hazard perception, human responses, the park model, and hazard management cycle • Plate tectonics: earth structure, internal energy sources, plate tectonic theory, plate margins, characteristic processes and associated landforms, magma plumes and relationship to plate movement. • Volcanic hazards: nature of vulcanicity and relation to plate tectonics, impacts (primary and secondary), short- and long-term responses, risk management including a recent volcanic event: Mount Ontake, Japan • Seismic hazards: nature of seismicity, forms of seismic hazard, impacts (primary and secondary), short- and long-term responses, risk management including a recent earthquake event: Turkey/Syria earthquake • Storm hazards: nature of tropical storms, forms of storm hazards, spatial distribution, impacts (primary and secondary), short term and long-term responses, risk management including two recent tropical storms in contrasting areas: Hurricane Sandy and Cyclone Whinstone • Fires in nature: nature of wildfires, conditions favouring wildfires, causes of fires, short- and long-term response, risk management including a recent wildfire event: Paradise fire, California 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Teaching of key ideas and processes using a variety of texts, audio-visual and other media • Testing of knowledge and understanding of key vocabulary • Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings • Referring to current events to contextualise knowledge and understanding of the syllabus • Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes • Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding • Case studies and real-world examples which enriches students' understanding of geographical concepts • Fieldwork and practical activities to collect data and analyse findings • Independent project to encourage independent study allowing students to delve deeper into a topic of interest • Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>Past paper questions</p> <p>20 marks: planning, modelling, and attempting extended questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development.</p>	<p>Nature as the Sole Cause: Some students may mistakenly believe that natural hazards are solely caused by natural processes, such as earthquakes, volcanic eruptions, or hurricanes. They might overlook the role of human activities, such as deforestation, urbanization, and climate change, in exacerbating or mitigating the impacts of natural hazards.</p> <p>Underestimating Frequency and Severity: Students may underestimate the frequency and severity of natural hazards, particularly those that occur less frequently or in regions perceived as low-risk. They might fail to recognize that even rare events can have significant consequences, especially in vulnerable or poorly prepared communities.</p> <p>Equating Hazard with Disaster: There's a common misconception among students that natural hazards and disasters are interchangeable terms. While a hazard refers to the potential threat posed by a natural event, a disaster occurs when that event causes significant damage, loss of life, or disruption to communities. Clarifying this distinction can help students better understand the broader context of risk management and disaster preparedness.</p> <p>Ignoring Social Vulnerability: Some students may overlook the social dimensions of vulnerability to natural hazards, focusing solely on physical factors such as proximity to hazard zones or building materials. They might fail to recognize how socioeconomic factors, such as poverty, inequality, and governance, influence communities' ability to prepare for, respond to, and recover from natural disasters.</p>	<p>Accretion Wedge - The accumulation of material at the point of subduction.</p> <p>Aseismic Buildings - Buildings designed to withstand or minimise destruction during an earthquake.</p> <p>Asthenosphere - The upper mantle layer of the Earth. It is semi-molten and approximately 2000km wide.</p> <p>Ash - Fine particles and dust ejected during an eruption, which can remain airborne as clouds or accumulate on the ground.</p> <p>Continental Crust - Crust that forms the continents of the lithosphere, on average 35km thick.</p> <p>Continental Drift - The movement of tectonic plates, due to varying weights of crust. It was originally thought that convection currents caused the movement of the plates, but now slab pull is thought of as the primary driving force.</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



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<p>Hazards (cont)</p> <ul style="list-style-type: none"> Multi-hazard zone beyond the UK to analyse the hazards and risks presented, response and management: California Local scale of a specified place in a hazardous setting to illustrate physical nature of the hazard analysing the social, economic, and political characteristics and responses to the risk: Kobe, Japan 			<p>Overlooking Mitigation and Adaptation Strategies: Students may overlook the importance of mitigation and adaptation strategies in reducing the risk and impact of natural hazards. They might focus solely on emergency response and relief efforts, neglecting the proactive measures that can be taken to minimize vulnerability and build resilience over the long term.</p>	<p>Controlled Burning - Intentionally burning vegetation with the aim of reducing fuel available for a wildfire and disrupting the fire's path.</p> <p>Convection Currents - The circulation of magma within the mantle (asthenosphere). Magma is heated by radioactive processes in the core and cools at the surface, and so circulates between the two places.</p> <p>Coriolis Effect - The Earth's spin affects the movement of air masses and winds, depending on a location's latitude.</p> <p>Crown Fires - Wildfires that burn the entirety of a tree (from top to bottom), often the most destructive and dangerous type of wildfire.</p> <p>Degg's Model - This model shows that a hazard becomes a disaster if it affects a vulnerable population.</p> <p>Epicentre – The point on the surface, directly above the earthquake's origin.</p> <p>Fatalism - The belief that hazards are uncontrollable, so any losses should be accepted and mitigation is unnecessary. Fire Breaks - The felling of trees and clearing vegetation to create a gap to disrupt a wildfire's path.</p> <p>Fire Breaks - The felling of trees and clearing vegetation to create a gap to disrupt a wildfire's path.</p> <p>Focus – The place in the crust where the pressure/seismic energy is released.</p>	



	Topics Et Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 3, 4 and 5 (continued)	Hazards (cont)				<p>Fire Breaks - The felling of trees and clearing vegetation to create a gap to disrupt a wildfire's path.</p> <p>Focus – The place in the crust where the pressure/seismic energy is released.</p> <p>Ground Fires - Wildfires that burn through the peat and vegetation beneath the surface, making them slow but difficult to extinguish.</p> <p>Hazard Management Cycle - The sequence of governance of a natural hazard: preparedness, response, recovery, and mitigation.</p> <p>Hot Spot - Volcanoes found away from the plate boundary, due to a magma plume closer to the surface.</p> <p>Jokulhaup - A sudden glacial flood caused by a glacier on top of or near a volcano melting due to the heat from the eruption.</p> <p>Lahar - A flow of mud and debris.</p> <p>Lithosphere - The upper crust of the Earth (average thickness = 100km).</p> <p>Love Waves - A surface earthquake wave with horizontal displacement.</p> <p>Mid-Ocean Ridge - Parting oceanic plates at a constructive plate boundary creates a ridge, with new land at the base of the oceanic valley.</p> <p>Moment Magnitude Scale - A measure of an earthquake's energy released, considered the most accurate measure.</p> <p>Oceanic Crust - Crust, usually thinner than continental crust, that forms the sea floor. It is on average 7km thick.</p>	



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Term 3, 4 and 5 (continued)	Hazards (cont)				<p>Palaeomagnetism - The alternating polarisation of new land created. As magma cools, the magnetic elements within will align with the Earth's magnetic field, which can alternate over thousands of years.</p> <p>Park's Model - A model describing the decline and recovery of a country over time, following a natural disaster.</p> <p>Partial Melting - Elements within the lithosphere have different melting points, and so rock is partially melted, partially solid.</p> <p>Primary Waves - An earthquake wave causing compressions within the body of rock.</p> <p>Pyroclastic Flow - A mixture of gases and rock fragments, at high temperatures travelling at rapid speeds.</p> <p>Rayleigh Waves - A surface earthquake wave causing both horizontal and vertical displacement.</p> <p>Richter Scale - A logarithmic measure of earthquake's intensity.</p> <p>Secondary Waves - An earthquake wave causing vertical displacement within the body of rock.</p> <p>Seismic Waves - The energy released during an earthquake, in the form of Primary, Secondary, Love and Rayleigh Waves.</p> <p>Slab Pull - The force contributing to the movement of tectonic plates. Slab pull is due to the weight of the plate.</p> <p>Subduction - Oceanic plate is forced below continental plate, due to the oceanic plate being denser than the continental plate.</p>	



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Term 3, 4 and 5 (continued)	Hazards (cont)				<p>Surface Fires - Wildfires that only burn the leaf litter, and so are the easiest kind to extinguish.</p> <p>Tropical Storm - A low pressure system of spiralling winds (due to the Coriolis Effect). Also called hurricanes, cyclones, and typhoons depending on the location they occur in.</p> <p>Tsunami - Initial vertical water displacement (often from a submarine earthquake) creates waves, with large destructive power.</p> <p>Volcanic Explosivity Index (VEI) - A measure of the magnitude of a volcano's eruptions.</p> <p>Volcanic Island Arc - A series of volcanoes (often in the shape of an arc) that are formed consecutively, as a tectonic plate moves across a magma plume.</p> <p>Wadati-Benioff Zone - A region of the subducting plate, most affected by pressure and friction, where most destructive margin earthquakes originate.</p> <p>Wildfire - A large, uncontrolled fire that quickly spreads through vegetation.</p>	



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<p>Coasts (Studied in term 3,4 and 5): Coasts are dynamic environments in which landscapes develop through natural interactions. The operation and outcomes of geomorphological processes and their association with distinctive landscapes are readily observable. Students should appreciate the beauty and diversity of coasts and their importance as human habitats.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> Coasts as natural systems: systems in physical geography, the development of coastal landscapes, the concepts of landform and landscape and related landforms combine to form characteristic landscapes Systems and processes: sources of energy, sediment sources, cells and budgets, geomorphological processes, distinctively coastal processes Coastal landscape development: origin and development of landforms and landscapes of coastal erosion, origin and development of landforms and landscapes of coastal deposition, estuary and saltmarsh environments, eustatic, isostatic and tectonic sea level change, coastlines of emergence and submergence, recent and predicted climatic change and relationship between processes, time, landforms and landscapes in coastal settings Coastal management: human intervention, traditional approaches to coastal flood and erosion risk, hard and soft engineering, sustainable approaches, shoreline management plans Quantitative and qualitative skills: range of skills within the theme landscape systems, observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements Case Study: Start bay, South Hamps Sunder bands: Bangladesh 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Teaching of key ideas and processes using a variety of texts, audio-visual and other media Testing of knowledge and understanding of key vocabulary Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings Referring to current events to contextualise knowledge and understanding of the syllabus Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding Case studies and real-world examples which enriches students' understanding of geographical concepts Fieldwork and practical activities to collect data and analyse findings Independent project to encourage independent study allowing students to delve deeper into a topic of interest Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>9-mark questions: planning, modelling, and attempting extended questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development.</p>	<p>Waves only erode by breaking against the coast: While wave action does contribute significantly to erosion, it's not the only process. Abrasion, attrition, hydraulic action, and solution also play important roles.</p> <p>All coastlines are eroding: While erosion is a natural process on many coastlines, some may be relatively stable or even accreting due to factors like sediment supply, tectonic activity, or human intervention.</p> <p>Human-made structures can completely prevent coastal erosion: Hard engineering structures like sea walls and groynes can mitigate erosion to some extent, but they may also have unintended consequences such as increased erosion elsewhere or changes to sediment transport patterns.</p> <p>All coastal landforms are formed solely by erosion: While erosion is a significant factor in the formation of coastal landforms like cliffs, caves, and arches, deposition also plays a crucial role in creating features such as beaches, spits, and bars.</p> <p>Sea level rise only affects low-lying coastal areas: Sea level rise can have far-reaching impacts beyond just low-lying areas, including increased erosion rates, coastal flooding, and saltwater intrusion into coastal aquifers.</p> <p>Coastal management strategies always have positive outcomes: While coastal management strategies aim to reduce risks and protect coastal areas, they can sometimes have unintended consequences, such as impacting natural habitats, disrupting sediment transport, or being economically unsustainable in the long term.</p>	<p>Erosion: Abrasion Attrition Hydraulic action Solution</p> <p>Weathering: Mechanical weathering Chemical weathering Biological weathering</p> <p>Transportation: Longshore drift Traction Saltation Suspension</p> <p>Deposition: Factors affecting deposition Formation of landforms through deposition</p> <p>Coastal landforms: Headlands and bays Caves, arches, stacks, and stumps Wave-cut platforms Spits, bars, and tombolos</p> <p>Coastal processes: Marine erosion Marine deposition Coastal transportation</p> <p>Coastal management: Hard engineering Soft engineering Managed retreat Integrated coastal zone management (ICZM)</p> <p>Coastal systems: Inputs, processes, outputs, and stores in coastal systems Coastal sediment cells</p> <p>Coastal ecosystems: Salt marshes Mangroves Sand dunes Coral reefs</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p>



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Term 3, 4 and 5 (continued)	Coasts (cont)			<p>All coastal hazards are natural disasters: While events like storms and tsunamis are natural hazards, human activities such as coastal development and climate change can exacerbate their impacts, turning them into disasters.</p> <p>Coastal erosion is always a negative process: While coastal erosion can pose risks to human infrastructure and habitats, it also plays a crucial role in shaping coastlines, creating diverse habitats, and replenishing sediment in coastal ecosystems.</p>	<p>Coastal hazards: Storm surges Tsunamis Coastal flooding Coastal erosion</p> <p>Coastal environments: Cliffed coasts Low-lying coasts Reefs and atolls Estuarine environments</p>	<p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



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Term 5 and 6	<p>Fieldwork – NEA</p> <p>All student are required to produce an independent investigation involving a significant element of field work, which can be based on either physical or human geography or a combination of both.</p> <p>For the purposes of data collection students may work in groups, but must produce an independent investigation with an individual title and their own analysing and reporting of their work .</p> <p>This will contribute 20% towards their overall mark.</p> <p>The AQA A-level Geography NEA involves independent research on a chosen geographical topic, utilizing primary and secondary data sources and applying concepts and theories. Structured around aims, methodology, data analysis, and conclusions, the project requires clear links between research questions and findings. Teachers support students in topic selection and report structure, with assessment criteria focusing on research quality and presentation. This component contributes significantly to the final grade, fostering research skills, knowledge application, and effective communication for future study or employment in geography.</p> <p>Sections of the NEA will be completed to internal deadlines to ensure students are making timely progress.</p> <p>Any feedback given when handing back these completed sections can only be generalised and generic and students will not be given individual marks for a completed section or corrections to be made to their work.</p>	<p>Students will gain and develop this knowledge through:</p> <p>Looking at exemplar material provided by the exam board.</p> <p>Taking part in 2 days of field work activities lead by staff to understand the key elements of a fieldwork investigation.</p> <p>Being shown how to choose a suitable title for investigation.</p> <p>How to assess potential risks in carrying out their field work.</p> <p>Students will also be able to take 2 days off timetabled lessons to collect their fieldwork data from the local area.</p> <p>Students will be shown how to reference material for their literature review.</p> <p>Students will also be shown how to interpret the mark scheme to ensure they can access the highest-level mark in each section.</p>	<p>Students will be introduced to the concept of the Non-Examined Assessment (NEA) by using exemplar material provided by the exam board. Will be then asked to look at which areas of the syllabus they might wish to consider conducting fieldwork on for their NEA.</p> <p>Students will be given the opportunity to conduct</p> <p>Fieldwork with staff supervision as preparation for their own data collection.</p>	<p>Students must realise that this is an independent investigation and whilst we can provide help and advice for queries, teachers cannot participate in an ongoing detailed and scored marking of the NEA as it is being done.</p> <p>Teachers can point out common errors and can offer explanation and clarification of key terms in the mark scheme.</p>	<p>Validity The suitability of the method to answer the question that it was intended to answer.</p> <p>Reliability This is the extent to which measurements are consistent.</p> <p>NEAs are less important than exams.</p> <p>NEAs are less rigorous than exams.</p> <p>NEAs don't require as much preparation as exams.</p> <p>NEAs can be completed quickly at the last minute.</p> <p>NEAs don't contribute to learning as much as exams.</p> <p>NEAs are primarily about getting the right answer.</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
<p>Fieldwork – NEA</p> <p>The AQA A-level Geography NEA involves independent research on a chosen geographical topic, utilizing primary and secondary data sources and applying concepts and theories. Structured around aims, methodology, data analysis, and conclusions, the project requires clear links between research questions and findings. Teachers support students in topic selection and report structure, with assessment criteria focusing on research quality and presentation. This component contributes significantly to the final grade, fostering research skills, knowledge application, and effective communication for future study or employment in geography.</p> <p>Time will be given in lessons for students to access literature sources and staff advice to write-up their NEA. This will proceed alongside the teaching of other syllabus modules, so not all lessons will be given over to NEA write-up at this time.</p>	<p>Students will be shown exemplar material from the exam board, so they can understand how marks are awarded in different sections of the mark scheme.</p>	<p>Checkpoints for the non-examined assessment to ensure certain sections are met by certain deadlines.</p>	<p>Students must realise that this is an independent investigation and whilst we can provide help and advice for queries, teachers cannot participate in an ongoing detailed and scored marking of the NEA as it is being done.</p> <p>Teachers can point out common errors and can offer explanation and clarification of key terms in the mark scheme.</p>	<p>Validity The suitability of the method to answer the question that it was intended to answer.</p> <p>Reliability This is the extent to which measurements are consistent.</p> <p>NEAs are less important than exams.</p> <p>NEAs are less rigorous than exams.</p> <p>NEAs don't require as much preparation as exams.</p> <p>NEAs can be completed quickly at the last minute.</p> <p>NEAs don't contribute to learning as much as exams.</p> <p>NEAs are primarily about getting the right answer.</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>