

AQA A Level Geography	Teacher 1 (physical) 3 lessons	Teacher 2 (Human) 3 lessons
Y12 Term 1	(Carbon and Water cycle)	(Changing places)
Objectives	3.1.1 Water and carbon cycles 3.1.1.1 Water and carbon cycles as natural systems 3.1.1.2 The water cycle 3.1.1.3 The carbon cycle	3.2.2.1 The nature and importance of places 3.2.2.2 Changing places – relationships, connections, meaning and representation 3.2.2.2.1 Relationships and connections 3.2.2.2.2 Meaning and representation
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	3.4.2.1 Core skills- literacy, numeracy various maps, diagrams, photos etc Digital and paper 3.4.2.2 Cartographic- spatial pattern maps
Key Words	Acidification, afforestation, anticyclone, aquifer, biofuel, carbon capture and storage(CCS), carbon fluxes, carbon neutral, carbon stores, channel flow, choke points, combustion, convectional precipitation, cryosphere, decomposition, depression, desalination plant, desublimation, drainage basin, drainage density, drought, economic water scarcity, energy mix, energy security, energy pathway, energy players, enhanced greenhouse effect, ENSO cycles, evapotranspiration, frontal precipitation, global hydrological cycle, groundwater flow, hydrological drought, infiltration, integrated drainage basin management, inorganic carbon, interception, meteorological drought, monsoon, non-renewable, nuclear fusion, OPEC, open system, organic carbon, outgassing, percolation, photosynthesis, physical water scarcity, phytoplankton, primary energy, relief precipitation, renewable, respiration, river regime, runoff, salinisation, saltwater encroachment, secondary energy, sequestration, smart irrigation, storm hydrograph, sublimation, thermohaline circulation, throughflow, tipping point, transpiration, urbanisation, water budget, water conservation, water recycling, water scarcity, water security, water sharing treaty, water transfer, watershed	Accessibility, attachment, built environment, capital (money), commuter, cultural enrichment, culture, demographic, deprivation, diversity, endogenous factor, ethnicity, ethnic clustering, exogenous factor, experienced places, far places, genius loci, gentrification, governance, idyll, inequality, insiders, internal migration, international migration, life expectancy, lived experience, locales, media, media places, multicultural, near places, outsiders, perception, placelessness, population density, rebranding, segregation, social clustering, social exclusion, 'The Other', urbanisation
Homework	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.
Career link (Unifrog)	<a href="https://www.unifrog.org/student/careers/school-subjects/hydrologist">https://www.unifrog.org/student/careers/school-subjects/hydrologist</a>	<a href="https://www.unifrog.org/student/careers/school-subjects/travel-guide">https://www.unifrog.org/student/careers/school-subjects/travel-guide</a>
Employability skills (Highlight applicable)	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Common misconceptions	Open and closed systems and positive and negative feedback loops within them	Understanding many of the ideas in this topic is hard. You have to start with place, representation and meaning
Assessment	Bi-weekly exam question practice Vocabulary quizzes End of term exam, either in class or in the exam hall	
Y12 Term 2	(Finish Carbon and Water cycle, start coasts)	(Finish Changing Places, start Urban environments)
Objectives	3.1.3.4 Coastal management 3.1.3.5 Quantitative and qualitative skills 3.1.3.6 Case studies Fieldwork opportunity	3.2.3.1 Urbanisation 3.2.3.2 Urban forms 3.2.3.3 Social and economic issues associated with urbanisation 3.2.3.4 Urban climate 3.2.3.5 Urban drainage 3.2.3.6 Urban waste and disposal 3.2.3.7 Other contemporary urban environmental issues 3.2.3.8 Sustainable urban development 3.2.3.9 Case studies
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills
Key Words	Abrasion, backshore, beach morphology, coastal recession, concordant coast, corrasion, corrosion, dalmation coast, DEFRA's 1:1 cost-benefit analysis, discordant coast, dynamic equilibrium, emergent coast, eustatic, fetch, fjord, foreshore, freezethaw, geology, glacial erosion, grading, high energy environment, hydraulic action, integrated coastal zone management plan (ICZM), impermeable, isostatic, littoral cell, longshore drift, low energy environment, mass movement, nearshore, permeable, plant succession, ria, saltation, sediment cell, sediment budget, SMP, subaerial processes, submergent coast, till, wave quarrying	Built Environment, CBD, Counter urbanisation, Suburbanisation, Urban Resurgence, Cultural enrichment, Cultural erosion, Culture led regeneration, Degeneration, Deindustrialisation, Demographic, Deprivation, Dereliction, Diversity, Elite Migrants, Environmental Impact Assessment, Environmental Regeneration, Gentrification, Green Belt, Inequality, Internal Migration, International Migration, Life Expectancy, Population Density, Rebranding, Rural Decline, Sink estates, Stakeholder, Urban heat island effect, Sustainable urban drainage systems, Decentralisation, megacity, Urban form, Albedo, Microclimate, Venturi effect, Urban canyons, Brownfield site
Homework	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.
Career link (Unifrog)	<a href="https://www.unifrog.org/student/careers/school-subjects/oceanographer">https://www.unifrog.org/student/careers/school-subjects/oceanographer</a>	<a href="https://www.unifrog.org/student/careers/school-subjects/meteorologist">https://www.unifrog.org/student/careers/school-subjects/meteorologist</a>
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence	Aiming high Literacy Creativity Numeracy Leadership Independence

<b>(Highlight applicable)</b>	Listening Presenting Problem solving	Communication Teamwork Staying positive	Listening Presenting Problem solving	Communication Teamwork Staying positive
<b>Common misconceptions</b>	Cost benefit of managing coastline		There are not that many common misconceptions, but the sheer amount of case studies can be confusing which is for which question.	
<b>Assessment</b>	Bi-weekly exam question practice Vocabulary quizzes End of term exam in the exam hall			
<b>Enrichment</b>	Fieldwork opportunity: teacher to take students to the Solway coast to practice coastal related fieldwork skills		Fieldwork opportunity: teacher to take students to Keswick to practice some of the human geography data collection methods.	
<b>Y12 Term 3</b>	<b>(Possibly finish coasts, start Ecosystems)</b>		<b>(continue urban environments above, and start NEA guidance)</b>	
<b>Objectives</b>	3.1.3.6 Case studies (coasts) Fieldwork opportunity  <b>3.1.6 Ecosystems under stress</b> 3.1.6.1 Ecosystems and sustainability		3.3. Geographical fieldwork investigation Students create their independent study • exploring the focus of potential investigations • defining and developing a question or issue to address aims, questions and/or hypotheses relating to any aspect of the specification • drawing on research, including field data and if relevant, secondary data which must be sourced by the student • collecting field data and/or evidence from field investigations. • contextualising, analysing and summarising findings and data • presenting data and drawing conclusions.	
<b>Geography skills to be used</b>	Observation skills measurement and geospatial mapping skills data manipulation and statistical skills, including those associated with and arising from fieldwork.		<ul style="list-style-type: none"> <li>• use and understanding of a mixture of methodological approaches, including interviews</li> <li>• interpretation and evaluation of a range of source material including textual and visual sources</li> <li>• understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations</li> <li>• understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities</li> <li>• understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data</li> <li>• an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data</li> <li>• understanding of the purposes and difference between the following and to use them in appropriate contexts: <ul style="list-style-type: none"> <li>• descriptive statistics of central tendency and dispersion</li> <li>• descriptive measures of difference and association, inferential statistics and the foundations of relational statistics</li> <li>• measurement, measurement errors, and sampling</li> </ul> </li> <li>• understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</li> </ul>	
<b>Key Words</b>	System, biosphere, ecosystems, biodiversity, sustainability, economic development, trophic levels, food chains, food webs, biomass, net primary production, succession, seral stages, climatic climax, sub-climax, plagioclimax, mineral nutrient cycling, human exploitation, biome, terrestrial, savannah, soil moisture budget, adaptations by flora and fauna, agricultural extension and intensification		NEA, qualitative, quantitative, methods, abstract, data collection, hypothesis, literature review, presentation, data analysis, evaluation, rationale, primary data, secondary data,	
<b>Homework</b>	Tasks related to continuation of learning the course content. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment		The NEA is largely expected to be completed in their own time. Data is collected in their own time or if transport is needed, with staff.	
<b>Career link (Unifrog)</b>	Environmental Scientist / Consulting / Management, Hydrologist, Landscape architect, Conservation e.g. National Trust, Charity.		<a href="https://www.unifrog.org/student/careers/school-subjects/geographic-information-systems-technician">https://www.unifrog.org/student/careers/school-subjects/geographic-information-systems-technician</a>	
<b>Employability skills (Highlight applicable)</b>	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Common misconceptions</b>	Biologists find the topic easier - those who struggle with this need extra help. Savanna ecosystem and management as a new topic, not covered in earlier years, and a distant place.		Making the hypotheses and investigation title is the hardest step, often requiring some time to prepare.	
<b>Assessment</b>	Exam questions, particularly 20 mark questions Quizziz End of year mock exam in the exam hall			
<b>Y13 Term 1</b>	<b>Teacher 1</b>	<b>3 lessons (Finish ecosystems, support fieldwork)</b>	<b>Teacher 2</b>	<b>3 lessons (ongoing NEA support and finish urbanisation, then start Global systems)</b>
<b>Objectives</b>	3.1.6.2 Ecosystems and processes 3.1.6.3 Biomes 3.1.6.4 Ecosystems in the British Isles over time 3.1.6.5 Marine ecosystems 3.1.6.6 Local ecosystems 3.1.6.7 Case studies  Support other staff member with fieldwork or completing unit teaching		3.2.1.1 Globalisation 3.2.1.2 Global systems 3.2.1.3 International trade and access to markets 3.2.1.4 Global governance 3.2.1.5 The 'global commons' 3.2.1.5.1 Antarctica as a global common 3.2.1.6 Globalisation critique  Completion of fieldwork	
<b>Geography skills to be used</b>	Observation skills measurement and geospatial mapping skills data manipulation and statistical skills, including those associated with and arising from fieldwork.		3.4.2.1 Core skills 3.4.2.2 Cartographic skills	
<b>Key Words</b>	lithosphere, hydrosphere, temperate deciduous, coral reefs, acidity, salinity, algal blooms, drainage basin, desalination, ecological change, social, economic development, political, environmental, conservation		Acquisition, asylum seeker, China's open door policy, containerisation, core region, cultural diffusion, cultural erosion, cumulative causation, deindustrialisation, diaspora, downward transition zones, economic migration, economies of scale, foreign direct investment(FDI), Global commons, global hubs, globalisation, glocalisation, high level services, interdependence, International bank for reconstruction and development (IBRD) and World bank group(WBG), International	

		monetary fund (IMF), KOF, liberalisation, low level services, merger, NGOs, offshoring, outsourcing, periphery region, potential areas of growth, privatisation, refugee, sovereignty, special economic zones(SEZ), transnational company(TNC), trade bloc, transformationalist, upward transition zones, world trade organisation(WTO)
<b>Homework</b>	Tasks related to continuation of learning the course content. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment
<b>Career link (Unifrog)</b>	Environmental Scientist / Consulting / Management, Hydrologist, Landscape architect, Conservation e.g. National Trust, Charity.	<a href="https://www.unifrog.org/student/careers/school-subjects/sustainability-analyst">https://www.unifrog.org/student/careers/school-subjects/sustainability-analyst</a>
<b>Employability skills (Highlight applicable)</b>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>Common misconceptions</b>	Coral reefs as they are quite new topics and distant. Knowing which case study to use in exams.	The various acronyms for the stakeholders in Antarctica can be confusing
<b>Assessment</b>	Exam questions, particularly 20 mark questions Quizziz	
<b>Enrichment</b>	Fieldwork opportunity: teacher to take students to Ennerdale to support learning in the Ecosystems unit.	
<b>Y13 Term 2</b>		
<b>Objectives</b>	Completion of fieldwork Revision of physical geography Support other staff member with fieldwork or completing unit teaching	Completion of fieldwork Revision of human topics
<b>Geography skills to be used</b>	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills
<b>Key Words</b>	As above	As above
<b>Homework</b>	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/student/careers/school-subjects/environmental-engineering-technician">https://www.unifrog.org/student/careers/school-subjects/environmental-engineering-technician</a>	<a href="https://www.unifrog.org/student/careers/school-subjects/environmental-health-officer">https://www.unifrog.org/student/careers/school-subjects/environmental-health-officer</a>
<b>Employability skills (Highlight applicable)</b>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>Common misconceptions</b>		
<b>Assessment</b>	Exam question practice Quizzes Mid-	
<b>Y13 Term 3</b>		
<b>Objectives</b>	Any necessary revisions or preparation needed for success	Any necessary revisions or preparation needed for success
<b>Key Words</b>	As above	As above
<b>Homework</b>	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment
<b>Career link (Unifrog)</b>		
<b>Employability skills (Highlight applicable)</b>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive