



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	PHYS: Water and carbon cycles HUM: Global systems and global governance	PHYS: Water and carbon cycles HUM: Global systems and global governance	PHYS: Coastal systems and landscapes HUM: Changing places	PHYS: Coastal systems and landscapes HUM: Changing places	Geographical Fieldwork Investigation (20%)	Geographical Fieldwork Investigation (20%) Revision and Trial Exams
Core Skills	Students must engage with a range of quantitative and relevant qualitative skills, within the theme water and carbon cycles. Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.	Students must engage with quantitative and qualitative approaches across the theme as a whole.	Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.	Students must engage with a range of quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.	The independent investigation must: be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them demonstrate the ability to interrogate and critically examine field data in order to	The independent investigation must: be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them demonstrate the ability to interrogate and critically examine field data in order to
Core Knowledge	Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.	This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.	This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.	This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.	comment on its accuracy and/or undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.	comment on its accuracy and/or undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.
Assessment & feedback	T1.1 Assessment of current c/w and f/w using Yellow form . Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen . Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only	T2.1 Assessment of current c/w and f/w using Yellow form . Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen . Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	T2.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only	T3.1 Assessment of current c/w and f/w using Yellow form . Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen . Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only
Link to prior learning	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Geographical skills and fieldwork Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied