

Year 12 Geography

AQA A Level Geography Year 1

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theories linked to real-life case study exams where students evaluate causes, impacts and responses. Learned ideas utilise the AQA assessment objectives:

- AO1 = key geographical idea
- AO2 = development of the geographical idea (often linked to the command word of the question)
- AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example
- AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis

Lessons are updated year-on-year to match updates and developments that occur with geographical understanding across the globe.

Students build knowledge through a combination of teacher and student-led learning which is then applied to a range of different scenarios including practice summative questions, essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. NEA coursework).

Methods of deepening and securing knowledge:

Spaced practice	Spaced practice is developed through key themes of social/economic/environmental analysis are applied to all topics where possible – allowing the students to build this skill over time. Recurring links between case studies are made when investigated (e.g. explanations for impacts of deforestation and desertification studied in the Autumn of Year 12 (water and carbon) link to the impacts of climate change in Antarctica (global governance) in the Summer of Year 12.
Retrieval practice	Retrieval practice is evident particularly through the use of short-answer exam questions used as starter activities each lesson (which revisit and re-assess understanding of topics learned earlier in the year). These are also revised in lesson leading up to summative assessments for Aiming High 1, 2 and 3.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Hazards - Concept of hazards - Plate tectonic theory - Volcanic hazards	Hazards - Seismic hazards - Storm hazards - Wildfire hazards Water and Carbon - Carbon cycle (stores and transfers)	Hazards - Multi-hazardous case study - Local scale case study Global governance - Globalisation – How? Why?	Changing places - Changing Places theory (e.g. exogenous/endogenous) - Evidence of place (quantitative and qualitative)	Changing places - Redcar/Richmond investigation Coasts - Coasts as systems - Weathering and erosion	Coasts - Holderness case study - Odisha case study

	Water and Carbon - Water cycle (stores and transfers) - Changes caused by humans and nature - River Eden case study	- Changes caused by humans and nature - Amazon Rainforest case study	- Trade - TNCs	Global governance - Global Governance - Global Commons - Antarctica case study	- Landforms of erosion and deposition - Sea level change - Holderness case study - Odisha case study	NEA fieldwork - Changing Places in Redcar/ Guisborough/ Hornsea/Reeth - Coastal management along Holderness - Sand Dune Succession at Coatham Sands - Carbon cycle investigation in Guisborough woodland - Water cycle in Arkengarthdale
Assessment	Aiming High 1 diagnostic test (Hazards, water and carbon) - Covering a range of exam-style questions (4 and 6 markers)		Aiming High 2 end of unit test (Hazards, water and carbon) - Covering a range of exam-style questions (4, 6 and 20 markers)		Year 12 PPE (Hazards, coasts, global governance and changing places) - Split across 2 papers. Covering a range of exam-style questions (4, 6 and 20 markers)	
CEIAG <i>(Careers that are linked to that topic)</i>	- Hazard management - Seismologist - Volcanologist - Meteorologist (e.g. Met Office)	- Hazard management - Seismologist - Volcanologist - Meteorologist - Local, regional or national governance - Climatology (e.g. IPCC) - Sustainability-related jobs	- Hazard management - Seismologist - Volcanologist - Meteorologist - Local governance (e.g. town planner) - Construction industry (e.g. architecture, building surveying)		- Local, regional or national governance - Global market investor - Local governance (e.g. town planner) - Construction industry (e.g. architecture, building surveying)	- Climatologist - British Antarctic Ice Surveyor - Biologist - Sustainability-related jobs

Independent Learning:

Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills.

There are several types of independent learning set in geography such as:

- Reading a provided article for a case study (to be studied in the following lessons).
- Revising for an upcoming assessment using a specifically designed revision sheet. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know.
- Completing a task set in lesson.
- Researching a new topic to be studied in a following lesson.