

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
		YEAR 12 KNOWING WHAT (information, facts & content)		<p>3.1.1 Water and Carbon Cycles</p> <p>3.1.1.1. Water and carbon cycles as natural systems</p> <ul style="list-style-type: none"> Systems in physical geography. <p>3.1.1.2 The water cycle</p> <ul style="list-style-type: none"> Global distribution and size of major stores. Processes driving change in the magnitude of the stores. Start: drainage basins as open systems. 	<p>The water cycle – continued</p> <ul style="list-style-type: none"> Concept of water balance (3.1.1.5). Runoff variation and the flood hydrographs. Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction. <p>3.1.1.6 The water cycle case study: River Exe</p> <ul style="list-style-type: none"> Localised closed system example of an upland river system: characteristics and human impacts on the localised water and carbon cycle. <p>3.1.1.3 The carbon cycle</p> <ul style="list-style-type: none"> Introducing carbon as an element. The global distribution and size of major stores of carbon. 	<p>The carbon cycle - continued</p> <ul style="list-style-type: none"> Changes in the carbon cycle over time – both natural variation and human impact. The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate (3.1.1.5). <p>3.1.1.4 Water, carbon, climate and life on Earth</p> <ul style="list-style-type: none"> The role of carbon and water stores and cycles in supporting life on Earth. Relationship between carbon cycle and the water cycle in the atmosphere. Feedback systems and their links to climate change. Climate change tipping points. 	<p>Water, carbon, climate and life on Earth - continued</p> <ul style="list-style-type: none"> Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change. Tropical rainforests and the carbon cycle. <p>3.1.1.6 Carbon cycle case study: Madagascar</p> <ul style="list-style-type: none"> Madagascan Makira rainforest: illustrating and analysing the key themes in water and carbon cycles and their relationship to environmental change and human activity. 	<p>Water & Carbon Cycles: 20 Essays</p> <ul style="list-style-type: none"> Workshop lessons on how to answer the 20 mark questions, using two example questions from Summer 2018 and Summer 2019. Applying the case study knowledge to write essay question answers. <p>3.2.1 Global Systems & Governance</p> <p>3.2.1.1 The 'global commons'</p> <ul style="list-style-type: none"> The concept of the 'global commons'. <p>3.2.1.2 Antarctica as a global common</p> <ul style="list-style-type: none"> An outline of the contemporary geography, including climate, of Antarctica. Threats to Antarctica arising from: climate change, fishing and whaling and the search for mineral resources. 	<p>3.2.1.3 Antarctica as a global common</p> <ul style="list-style-type: none"> Critical appraisal of the developing governance of Antarctica. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982). Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica.
KNOWING HOW (methods and processes)				<ul style="list-style-type: none"> Key definition heads & tails. Sequencing systems – components of systems. Flow charts. 	<ul style="list-style-type: none"> Geographical skills: plotting hydrographs – flashy vs non-flashy. Water balance budget. Case study enquiry: The River Exe, Devon, UK. 	<ul style="list-style-type: none"> Sequencing the carbon budget. Watching An Inconvenient Truth. Flow diagrams and flow charts for the carbon budget. Guided reading on climate tipping points. Sequencing feedback cycles. 	<ul style="list-style-type: none"> Reading and summarising climate change mitigation strategies. Case study annotation and sequencing. Case study enquiry: Makira tropical rainforest region, Madagascar, Africa. Fieldwork: Calculating carbon storage in trees on the school site. 	<ul style="list-style-type: none"> Deconstructing the 20 mark examination questions – to understand the assessment objectives AO1 & AO2. Modelling examples of how to write a 20 mark essay. Learning the case study factual knowledge. 	<ul style="list-style-type: none"> Antarctica as a global common is taught using a bespoke student work booklet. Mapping the features of Antarctica. Completing analyse past paper questions focused on the knowledge of Antarctica as a global common case study.
				ASSESSMENT opportunities		<ul style="list-style-type: none"> Key definitions test. Physical systems knowledge recall. Geog your knowledge tests. <p>Homework:</p> <ul style="list-style-type: none"> Textbook recap activities: systems in physical geography textbook recap activities (pages 8-17). 	<ul style="list-style-type: none"> Autumn Term Year 12 PPE. Hydrographs past paper questions. Describe and explain the shape of hydrographs. OS Map extract from the textbook – Isle of Arran hydrograph task. <p>Homework:</p> <ul style="list-style-type: none"> Textbook recap activities: The water balance, the flood hydrograph, factors affecting changes in the water cycle & carbon stores (pages 18-23). 	<ul style="list-style-type: none"> Feedback cycles past paper questions. Knowledge recall – multiple choice question test. Analyse past paper questions. <p>Homework:</p> <ul style="list-style-type: none"> Climate tipping points journal article comprehension. Textbook recap activities: the global carbon cycle stores, transfers the physical and human changes in the carbon cycle and the carbon budget (pages 24-39). 	<ul style="list-style-type: none"> Geog your knowledge tests. Knowledge recall – multiple choice question test. Summer 2018 and 2019 20 mark essay questions. <p>Homework:</p> <ul style="list-style-type: none"> Textbook recap activities: water, carbon and climate change, tropical rainforests (pages 40-51).

YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWING WHAT (information, facts & content)	<p>3.3 NEA Geography fieldwork investigation</p> <p>Consolidation of NEA focus and enquiry questions and data collection at the location/study site.</p> <p>Fieldwork data collection completion.</p> <p style="text-align: center;"><u>3.3.2.2 Teacher guidance for students</u></p> <p>Teachers should:</p> <ul style="list-style-type: none"> Provide broad parameters for students' investigation proposals (including themes from the specification, locations, availability of equipment, time constraints). Explain what independence means. Advise on health and safety considerations, the use of equipment and potential ethical concerns. 	<p>3.3 NEA Geography fieldwork investigation</p> <p>Students write their NEA, completing up to methodology & data presentation.</p> <p style="text-align: center;"><u>3.3.2.2 Teacher guidance for students</u></p> <p>Teachers should:</p> <ul style="list-style-type: none"> Discuss with students their initial exploratory planning and tentative investigation titles. Review each student's independent investigation proposal. Within this review you should ensure that the proposed investigation can suitably access the specification requirements and you should give general guidance on the methodology and analytical tools that the student plans to use. Advise on good practice such as referencing and using a bibliography system. 	<p>3.3 NEA Geography fieldwork investigation</p> <p>Students complete writing their NEA, including an appendix and ensuring their fieldwork project is well-referenced.</p> <p>Deadline: penultimate week before February half term – Friday 6th February, 2026.</p>	<p>3.4 Geographical Skills</p> <p><u>3.4.1 Cartographic skills</u> Maps showing movement – flow lines, desire lines and trip lines. Maps showing spatial patterns – choropleth, isoline and dot maps.</p> <p><u>3.4.2 Graphical skills</u> Scatter graphs, and the use of best fit line. Pie charts and proportional divided circles, triangular graphs, graphs with logarithmic scales, dispersion diagrams.</p> <p><u>3.4.3 Statistical skills</u> Measures of dispersion – range, inter-quartile range and standard deviation, inferential and relational statistical techniques to include Spearman's rank correlation and Chi-square test and the application of significance tests.</p>	<p>3.5 Revision Workshops and PPO Review</p> <p><u>3.5.1 Analyse PPO Revision</u></p> <p><u>3.5.2 6 Mark Assess PPOs</u></p> <p><u>3.5.3 20 Mark Essay Workshops</u></p> <p>Completion of topic PLCs by students to uncover any final sub-topic areas which may need reviewing.</p>	External examination study leave.
KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Applying their NEA fieldwork focus to the NEA enquiry process, as outlined in the AQA A Level specification. Teachers can only give guidance, as outlined above. 	<ul style="list-style-type: none"> Applying their NEA fieldwork focus to the NEA enquiry process, as outlined in the AQA A Level specification. Teachers can only give guidance, as outlined above. 	<ul style="list-style-type: none"> Applying their NEA fieldwork focus to the NEA enquiry process, as outlined in the AQA A Level specification. Teachers can only give guidance, as outlined above. 	<ul style="list-style-type: none"> Using key past paper questions and the geographical skills student work booklet to target practise on a range of different geographical skills. 	<ul style="list-style-type: none"> A focus on a range of key past paper examination questions which provide a breadth of assessment against all physical and human topics. 	External examination study leave.
ASSESSMENT opportunities	<p>Homework:</p> <ul style="list-style-type: none"> 20-mark water & carbon cycle questions. River Exe & Madagascar Makira rainforest case study revision. 	<p>Homework:</p> <ul style="list-style-type: none"> 20-mark water & carbon cycle questions. River Exe & Madagascar Makira rainforest case study revision. Year 13 Autumn Term Pre-Public Examination. 	<p>Homework:</p> <ul style="list-style-type: none"> A focus on analyse command word past paper questions. 	<ul style="list-style-type: none"> NEA internally marked and moderated. Year 13 Summer Term Pre-Public Examination. <p>Homework:</p> <ul style="list-style-type: none"> Revision for the summer external examinations. 	<ul style="list-style-type: none"> NEA internally marked and moderated. Centre marks submitted to AQA. 	<p>Sitting external A Level Geography examinations – two papers totalling 5 hours.</p> <p>Paper 1: Physical geography (2 hour 30 minutes).</p> <p>Paper 2: Human geography (2 hour 30 minutes).</p>