

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 12	KNOWING WHAT (information, facts & content)	Hazards <ul style="list-style-type: none"> The concept of a hazard in a geographical context. The types of hazards. Characteristics of human responses. Hazard management including the Park Model and Hazard Management Cycle. All the above in reference to 3.1.5.1 on AQA Spec. 	Hazards <ul style="list-style-type: none"> Plate tectonic theory. Processes at plate tectonic boundaries and associated landforms. The nature of vulcanicity and related hazards. Volcanic impacts both primary and secondary. Managing and responding to volcanic hazards. Volcanic Case Study – Mt. Etna Sicily. All the above in reference to 3.1.5.3 on AQA Spec. 	Hazards <ul style="list-style-type: none"> The nature of seismicity and related hazards. Impacts both primary and secondary. Short and long term responses to seismic hazards. Seismic Hazard Case Study – Haiti (2010). All the above in reference to 3.1.5.4 on AQA Spec. 	Hazards <ul style="list-style-type: none"> The nature of tropical storms and their causes. Impacts both primary and secondary. Short and long term responses to storm hazards. 2 tropical storm case studies from contrasting areas – Hurricane Sandy (2012) and Cyclone Winston (2016). All the above in reference to 3.1.5.5 on AQA Spec. 	Hazards <ul style="list-style-type: none"> The nature of wildfires. Conditions favouring intense wildfires. Impacts both primary and secondary. Short and long term responses to wildfires. Wildfire case study – Australia 2019-2020 (3.1.5.6 AQA Spec) Multi-hazardous environment beyond the UK case study – Tohoku, Japan (2011) (3.1.5.7) Local scale case study of a hazardous setting (3.1.5.7). 	Contemporary Urban Environments (Part 2) <ul style="list-style-type: none"> Impacts of urban form on local climate and weather (3.2.3.4 AQA Spec) Management of urban microclimates through policy (3.2.3.4 AQA Spec) Urban Drainage – SUDS in Cambourne (3.2.3.5 AQA Spec) Urban drainage management and river restoration – The Blue Loop, Sheffield (3.2.3.5 AQA Spec)
	KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Definitions and key terms. Categorisation tasks Graph interpretation. Understanding management through flow diagrams. 	<ul style="list-style-type: none"> Creation of diagrams Disciplinary literacy through class wide reading of GeoFiles. Use of visual media and videos to show varying intensity of hazards. Student-led research tasks. Creation of hazards case study fact file. Creation of key term glossary 	<ul style="list-style-type: none"> Use of visual media and videos to understand locational and geographical context. Reading, highlighting and condensing GeoFiles into notes. Analysis of graphical data. Addition to case study fact file. Student-led research tasks. 	<ul style="list-style-type: none"> Student-led research tasks. Chronological Diagrams Use of visual media and videos to understand locational and geographical context. Use of geospatial data Addition to case study fact file. 	<ul style="list-style-type: none"> Student-led research tasks. Addition to case study fact file. Creation of timelines to understand historical context regarding hazard frequency. Use of visual media and videos to understand locational and geographical context. 	<ul style="list-style-type: none"> Drawing conceptual diagram to illustrate influence of urban form on climate. Reading and highlighting textbook sources. Videos depicting expert theory. Use of G.I.S to demonstrate and contextualise case study information.
	ASSESSMENT opportunities	<ul style="list-style-type: none"> Consistent knowledge recall in lessons – quizzes, questioning, starters and plenaries. 	<ul style="list-style-type: none"> Consistent knowledge recall in lessons – quizzes, questioning, starters and plenaries. Pre-Public Examination to assess progress and areas for development. Past paper questions integrated into lessons/homework. 	<ul style="list-style-type: none"> Consistent knowledge recall in lessons – quizzes, questioning, starters and plenaries. Past paper questions integrated into lessons/homework. 	<ul style="list-style-type: none"> Consistent knowledge recall in lessons – quizzes, questioning, starters and plenaries. Pre-Public Examination to assess progress and areas for development. Past paper questions integrated into lessons/homework. 	<ul style="list-style-type: none"> Consistent knowledge recall in lessons – quizzes, questioning, starters and plenaries. Past paper questions integrated into lessons/homework. 	<ul style="list-style-type: none"> Consistent knowledge recall in lessons – quizzes, questioning, starters and plenaries. Past paper questions integrated into lessons/homework.

YEAR 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWING WHAT (information, facts & content)	<p>Contemporary Urban Environments (Cont.)</p> <ul style="list-style-type: none"> Urban waste and its disposal. Sources of urban waste and its management. Comparison of incineration and landfill in relation to a specified urban area – Bristol, UK All the above in reference to 3.2.3.6 AQA Spec Other contemporary Urban Issues (3.2.3.7 AQA Spec). Sustainable Urban Development (3.2.3.8 AQA Spec) 	<p>Contemporary Urban Environments</p> <ul style="list-style-type: none"> 2 contrasting urban areas to illustrate patterns of economic and social wellbeing and the nature and impact of physical environmental conditions. Rio de Janeiro, Brazil and London, UK. (3.2.3.9 AQA Spec) <p>Global Systems and Global Governance</p> <ul style="list-style-type: none"> Dimensions of globalisation – global flows and factors of globalisation (3.2.1.1 AQA Spec) Global interdependence. 	<p>Global Systems and Global Governance.</p> <ul style="list-style-type: none"> Issues associated with global interdependence (3.2.1.2 AQA Spec). International trade and access to markets – The East African Community. Trading relationships between HIC's, NEE's and LIC's. Differential access to markets. Previous 3 points in reference to 3.2.1.3 AQA Spec) 	<p>Global Systems and Global Governance</p> <ul style="list-style-type: none"> The nature and role of TNC's – Coca-Cola. World trade in a food commodity – Banana Trade. Previous 2 points in reference to 3.2.1.3 AQA Spec) Issues associated with attempts at global governance. The UN post 1945, promoting growth and stability. Previous 2 points in reference to 3.2.1.4 AQA Spec) 	<p>Global Systems and Global Governance</p> <ul style="list-style-type: none"> Interactions of governance at different scales Globalisation critique (3.2.1.6 AQA Spec) <p>DMC covers 'The Global Commons' in Summer 1 Y12.</p> <p>Cartographical, Graphical and Statistical Skills</p> <p>3.2.1.7 – Quantitative and qualitative skills are embedded throughout the module.</p>	<p>External examination period</p> <p>Study leave</p>
KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Students to self-evaluate their own sustainable practice to draw comparisons. Use of geospatial data to discern to sources of global waste. Use of visual media to understand different management of waste streams across the world. This includes a documentary in Singapore which is at the forefront of sustainable management. 	<ul style="list-style-type: none"> Use of graphical data to show historic trends in demography. Use of cartographical skills in which students draw out the 4 main zones of Rio. Drawing links between all aspects of the module in order to link them to the case studies. Use of real-life examples when understanding the flows of globalisation 	<ul style="list-style-type: none"> Uganda is used as a real-life example of issues associated with interdependence and unequal flows – students use the flows learnt previously to ascertain these links. International trade and a deep dive into trading blocs (EU) via informative videos and use of flow charts. 	<ul style="list-style-type: none"> Students create their own case study profile on Coca-Cola as a TNC Case study homework. Use of analogies to help students understand the aims and purpose of the UN. Sharing of personal experience in the UN (SQU) regarding management of international human rights. Real-life examples of how the UN Sustainable Development Goals are being implemented. 	<ul style="list-style-type: none"> A breakdown of the relationship between International Governance and workings of TNC's is done through use of flow diagram and mind maps – links made back to food commodity (banana republics) Walk and talk 20-mark essays on Global Governance to focus on exam technique and clear use of case study information. 	
ASSESSMENT opportunities	<ul style="list-style-type: none"> Students to assess the sustainability of their own household. Examination style questions often attempted as formative assessment in lesson. 	<ul style="list-style-type: none"> 20-mark question practice through use of case study information on Contemporary Urban Environments. Knowledge based starters and plenaries incorporated into lessons. 	<ul style="list-style-type: none"> Past paper questions integrated into lessons/homework. Knowledge based starters and plenaries incorporated into lessons. 	<ul style="list-style-type: none"> Past paper questions integrated into lessons/homework. Knowledge based starters and plenaries incorporated into lessons. 	<ul style="list-style-type: none"> Marking and assessment of revision that is given to class teacher from students. Students asked to critique globalisation as a class to encourage debate and discussion. 	