

(Timelines e.g Autumn 1 can be adjusted depending on the needs of the subject area in order to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge	
CAK September – Feb (Coasts)	WLK Sept-July (Earth's life support system)	MUY January – February (Changing spaces, making places)	CAK March – April (Migration)
<p>How can coastal landscapes be viewed as systems? Coastal landform development Various global case studies</p>	<p>How important are water and carbon to life on Earth? How do the water and carbon cycles operate in contrasting locations? How much change occurs over time in the water and carbon cycles? To what extent are the water and carbon cycles linked?</p>	<p>What's in a place? How does economic change influence patterns of social inequality in places? Birmingham research park The role of Governments Birmingham metropolitan region Place making processes</p>	<p>Patterns of global migration The complexity of migration Migrant flows</p>
<p>Key Curriculum Skills:</p>	<p>Key Curriculum Skills:</p>	<p>Key Curriculum Skills:</p>	<p>Key Curriculum Skills:</p>
<ul style="list-style-type: none"> • Statistical skills • Standard deviation • Graphical skills • OS map skills 	<ul style="list-style-type: none"> • simple mass balance • rates of flow • unit conversions • analysis and presentation of field data. <ul style="list-style-type: none"> • climate graphs 	<p>Locational skills Analysis of demographics Graphical skills Data analysis</p>	<p>Spatial awareness Direction Number composition Graphical skills</p>

		Triangular graph Contrasting places	
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):		Key Knowledge (Cultural Capital and Content):
<ul style="list-style-type: none"> • Waves • Sediment cells • Feedback • Tides • Geology • Geomorphic processes • Evolution of coastal landscapes • Sand mining in New Zealand • Case studies- Nile Delta & Mississippi Delta, Flamborough Head and Dorset 	<ul style="list-style-type: none"> - Water and carbon support life on Earth and move between the land, oceans and atmosphere. <ul style="list-style-type: none"> • carbon and water cycles are systems with inputs, outputs and stores. • carbon and water cycles have distinctive processes and pathways <ul style="list-style-type: none"> • physical and human factors that affect the water and carbon cycles in a tropical rainforest. <ul style="list-style-type: none"> • identify the physical and human factors that affect the water and carbon cycles in an Arctic tundra area. <ul style="list-style-type: none"> • Human factors can disturb and enhance the natural processes and stores in the water and carbon cycles. <ul style="list-style-type: none"> • processes which control the cycling of water and carbon vary over time. 	<ul style="list-style-type: none"> • Characteristics and identification of place • Demographics • The perception of place • Time-space compression • Inequalities in development • Globalisation • Can Governments solve the social divide? • Who influences economic change in a place? • Rebranding • Barcelona case study 	<ul style="list-style-type: none"> • Push and pull factors • International migration • Promoting stability within countries • Economic globalisation • Brazil case study • Syria case study • USA case study

	<ul style="list-style-type: none"> Global implications of water and carbon management. 			
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
Case study application question	<ul style="list-style-type: none"> Data response questions Outline key theory Evaluate and discuss how human activity influence the carbon and water cycle Evaluate management strategies 	Case study application question	Case study application question	Case study application question
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
Key words and definitions	Key words and definitions	Key words and definitions	Key words and definitions	Key words and definitions
Home Learning	Home Learning	Home Learning	Home Learning	Home Learning
https://geography-revision.co.uk/a-level/physical/coastal-landscape-development/	https://www.coolgeography.co.uk/advanced/water_carbon_cycles.php		https://drive.google.com/drive/u/0/folders/1s33d8nus7tyM	

Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October (Climate Change)	Autumn 2 November – December (Climate Change)	Spring 1 January – February (Hazardous Earth)	Spring March – / (Hazardous
<p>How and why climate changed in the geological past</p> <p>Natural causes of climate change</p> <p>Human causes of climate change</p> <p>The global warming debate</p>	<p>Climate change in the media</p> <p>Responses to climate change</p> <p>Effects of climate change</p> <p>Extreme weather events</p> <p>National and sub national policies</p>	<p>What is the evidence for continental drift and plate tectonics?</p> <p>What are the main hazards generated by volcanic activity?</p> <p>What are the main hazards generated by seismic activity?</p>	<p>What are the implications of living in tectonically active locations?</p> <p>What measures are available to reduce the risks of living in tectonically active locations?</p>
Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:	Key Curriculum Skills:
<ul style="list-style-type: none"> • Annotation of diagrams • Case study facts • Graphical skills • Cartographic skills 	<ul style="list-style-type: none"> • Annotation of diagrams • Case study facts • Graphical skills • Cartographic skills 	<ul style="list-style-type: none"> • Annotation of diagrams • Case study facts • Graphical skills • Cartographic skills 	<ul style="list-style-type: none"> • Annotation of diagrams • Case study facts • Graphical skills • Cartographic skills
Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):	Key Knowledge (Cultural Capital and Content):
<ul style="list-style-type: none"> • Climate change in the media • The enhanced greenhouse effect • Case study of UK • Case study China 	<ul style="list-style-type: none"> • The public image of climate change • Positive and negative feedback loops • Future predictions • Implications of climate change • Vulnerability of populations to climate change • Mitigation strategies • Geoengineering • India case study • Australia case study 	<ul style="list-style-type: none"> • evidence for the theories of continental drift and plate tectonics. • Distinctive features and processes at plate boundaries. • volcanic activity and resultant landforms and landscapes. • Volcanic eruptions 	<ul style="list-style-type: none"> • impacts people experience as a result of volcanic eruptions. • impacts people experience as a result of earthquake activity. • strategies to manage hazards from volcanic eruptions

		<p>generate distinctive Hazards.</p> <ul style="list-style-type: none"> • Earthquake activity and resultant landform and Landscapes. • Earthquakes generate distinctive Hazards. 	<p>Activity.</p> <ul style="list-style-type: none"> • strategies to manage ha • exposure of people to risks and their ability to cope with tectonic hazards changes over time.
Assessment:	Assessment:	Assessment:	Assessment:
<ul style="list-style-type: none"> • Use of figures questions • Outline key theories • Evaluate and discuss how human activity influences the climate change 	<ul style="list-style-type: none"> • Data response questions • Outline key theory • Evaluate management strategies • Applying case study knowledge 	<ul style="list-style-type: none"> • Data response questions • Outline key theory • Evaluate and discuss how human activity influences the carbon and water cycle • Evaluate management strategies 	<ul style="list-style-type: none"> • Data response questions • Outline key theory • Evaluate and discuss how the carbon and water cycl • Evaluate management str
Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:	Literacy Curriculum:
<p>Key words and definitions Extended reading Active reading</p>	<p>Key words and definitions Extended reading Active reading</p>	<p>Key words and definitions Extended reading Active reading</p>	<p>Key words and definitions Extended reading Active reading</p>
Home Learning	Home Learning	Home Learning	Home Learning
https://www.ocr.org.uk/Images/223030-unit-h481-03-geographical-debates-sample-resource-booklet.pdf	https://www.ocr.org.uk/Images/223030-unit-h481-03-geographical-debates-sample-resource-booklet.pdf	https://www.coolgeography.co.uk/advanced/hazards.php	https://www.coolgeography.co.uk/advanced/hazards.php

