

# Sixth Form

# GEOGRAPHY



# A Level Geography Course Outline

## Human Geography

### **Population and Environment (Year 12)**

1. **Introduction** - Global patterns of population.
2. **Environment and population** - Food production and consumption. Strategies to ensure food security.
3. **Environment, health and well-being** - Global health, mortality and morbidity.
4. **Population change** – The demographic transition model, population change, and migration.
5. **Principles of population ecology and their application to human populations** - Concepts of overpopulation, under-population and optimum population. Contrasting perspectives on population growth and its implications; Malthusian, neo-Malthusian and alternatives such as Boserup and Simon.
6. **Global population futures** - Health impacts of global environmental change.

### **Changing places (Year 12)**

1. **The nature and importance of place** - How do we categorize place and what are the factors that contribute to the character of places.
2. **Relationships and connections between place** - The ways in which these factors affect continuity and change in places and our understanding of place.
3. **Meaning and representation of place** - How external agencies, including government and other corporate bodies try to influence meanings of place and thereby shape the actions and behaviours of individuals.
4. **Quantitative and qualitative skills** - Investigate quantitative and qualitative data such as bio mapping, to investigate and present 2 place studies; a local and far place study exploring the developing character of West Bridgford and Brick Lane (London).

### **Global systems and global governance (Year 13)**

1. **Globalisation** - Flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.
2. **Global systems** - Interdependence in the contemporary world. Issues associated with this.
3. **International trade and access to markets** - Trends in the volume and pattern of international trade and investment. Trading relationships, access to markets, the nature and role of transnational corporations in trade such as Apple.
4. **Global governance** - Issues associated with attempts at global governance, including how the UN in the post-1945 era, can still work to promote growth and stability.
5. **The 'global commons'** - The rights of all to the benefits of the global commons with a study of Antarctica.
6. **Globalisation critique** - Consider the benefits of growth against the costs in terms of inequalities, injustice, conflict and environmental impact.

## Physical Geography

### **Coastal systems and landscape (Year 12)**

1. **Coasts as natural systems** – Introduction to the components of coastal systems.
2. **Systems and processes** – Sources of energy. Low and high energy coasts. Sediment sources, cells and budgets. Geomorphological processes. Coastal processes – marine & sub-aerial
3. **Coastal landscape development** – Landforms of erosion and deposition. Eustatic isostatic and tectonic sea level change. Coastlines of submergence and emergence. Recent and predicted climate change and the impacts on coasts.
4. **Coastal management** – Human intervention in coastal landscapes. Sustainable approaches to coastal flood risk and coastal erosion management.
5. **Case studies** – Case study at a local and world wide scale.

### **Water and carbon cycles (Year 12)**

1. **Water and carbon cycles as natural systems** – Introduction to water and carbon cycles systems.
2. **The water cycle** – Global distribution of water, flood hydrographs, natural variation, human impacts
3. **The carbon cycle** – Distribution, size of major stores, factors driving change. Photosynthesis, respiration, decomposition, combustion, carbon sequestration, weathering. Changes due to wild fires, volcanic activity, hydrocarbon fuel extraction, farming, deforestation, land use change
4. **Water, carbon, climate and life on Earth** – The role of water and carbon stores and cycles in supporting life on Earth. Human intervention to mitigate impacts on the climate.
5. **Case studies** – Case study of a tropical rainforest to illustrate relationships between the carbon and water cycle. Case study of a river catchment to illustrate the themes of the water cycle.

### **Hazards (Year 13)**

1. **The concept of a hazard in a geographical context** – Fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing, intensity, magnitude, distribution and level of development.
2. **Plate tectonics** – Earth structure and internal energy sources. Tectonic theory: gravitational sliding, ridge push & slab pull, convection currents, sea-floor spreading. Destructive, constructive and conservative margins. Seismicity & volcanicity. Young fold mountains, rift valleys, ocean ridges, deep sea trenches, island arcs and volcanoes. Magma plumes.
3. **Volcanic hazards** – Forms of volcanic activity – nuées ardentes, lava flows, mudflows, pyroclastic flows and ash fallout, gases/acid rain, tephra. Distribution, magnitude, frequency, regularity, predictability. Impacts, responses & risk management.
4. **Seismic hazards** – Forms of seismic hazards – earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts, responses and risk management.
5. **Storm hazards** – Forms of storm hazards – high winds, storm surges, coastal flooding, river flooding, and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events. Impacts, responses and risk management.
6. **Fires in nature** - Conditions favouring intense wildfires. Causes of fires. Impacts, responses and risk management.
7. **Case studies** – Case study of a multi-hazardous environment beyond the UK. Case study of a specified place in a hazardous setting to illustrate the nature of the hazard.

### **NEA Independent Fieldwork Investigation**

This is a **compulsory** part of the course, totalling **20% of your A Level**. We carry out fieldwork as a group to enable you to experience both human and physical geography techniques. You will then decide on the area you are most interested in and devise a geographical question that you would like to investigate. You will collect this data, plot and analyse your results, and come to conclusions about your investigation. We are looking into a residential trip to the Holderness Coast this year as it is your coastal case study.

## Transition from GCSE to A Level in Geography

### Expectations

- Class work
  - Come prepared to your lessons with equipment, homework, 'prep' and relevant textbooks
  - Participate in lessons – even if you are unsure, making mistakes helps you to learn faster!
- Homework
  - Ensure you complete homework for the deadlines set. Homework will be set on SatchelOne, it is your responsibility to print off extra sheets if you lose them!
  - Homework between May Y12 and November Y13 will include completion of your coursework
  - If you need an extension, you must ask for it **before** the deadline.
  - If you do not meet homework deadlines, you will be issued with a Homework Detention.
  - In addition to your directed homework, you should be completing independent study to further your knowledge and understanding. This may be online research, reading a related article about the topic area or creating revision resources.
- Acting on feedback
  - You should always make improvements to work following feedback
  - Make a list of key terms that would improve your answer
  - Keep practising areas you are losing marks on
- Organisation
  - Ensure you have separate folders for human and physical geography. Preferably lever-arch.
  - Organise your folders into sections of the content of the course
  - Keep a section in your folder for homework, end of unit tests and mock papers so that you can come back to these for revision.
- Positive attitudes
  - Engage with work in class, including class discussions
  - Have a positive impact on your own learning and the learning of others
- Attendance
  - Attendance is of upmost importance, a lot of content is covered in just one lesson. Driving lessons and work are not excuses to miss lessons.
  - If you miss lessons for a genuine reason, it is your responsibility to catch up with work missed – lesson PowerPoints are uploaded to your Geography Team area after each lesson, you will be given access to this team in September.

### Top tips from past students:

1. Organise your folders – there is nothing worse than trying to revise from a mixed up folder!
2. Start revising or creating revision resources as you go along
3. Practice past paper questions and ask the teachers to mark them
4. Download all of the past papers, case study sheets and other useful information from Moodle (especially since it doesn't always work at home so it is useful to have them on your computer!)
5. Get a free GoConqr or Quizlet account to make revision resources on
6. Do, or start, homework the night it is set so you don't forget what you learnt in lesson

### Useful revision guides:

Past students liked both the **CGP 'A-Level Geography: AQA Year 1 & 2 Complete Revision & Practice'** guide, and the **Hodder 'Mr Revision Notes: AQA AS/A-level Geography'** guide. We can purchase these on your behalf at the start of the year for £10 and £12.75 respectively.