Course Outline: Geography Post 16 Physical Geography Year 12

Rationale – Rationale – The Physical geography subject are taught in an order that is most accessible to students. We begin with coasts as they have studied this at GCSE and students will understand a lot of the terminology / processes – meaning the leap from GCSE to A level is more accessible, in addition this links to fieldwork undertaken in October. Many choose an NEA that is linked to coasts, meaning they have the knowledge and skills to produce a realistic title. We then move onto Hazards as this is also taught at GCSE but does not have a compulsory field trip linked to it so this can be taught in winter but is still an engaging topic. We aim for students to be inspired by their geography, to engage critically with issues / places, and to apply this to the world around them.

	Topic	• KEY/FUNDAMENTAL CONCEPTS	You will be assessed on: SPWs
Autumn Term	Coasts	• The coast, and wider area, has distinctive features and landscapes. • Geology changes coastal landscapes • Rates of coastal erosion depend on many factors. • Erosion creates landforms and coastal landscapes. • Sediment transport and deposition creates landforms and coastal landscapes.	• Coasts 8 marker 'Explain' question • Short question paper (including waves source) • Teacher marked
	Coasts	• Subaerial processes and mass movement • Sea level change changes coasts • Coastal erosion causes threats to people • Coastal flooding major and increasing risk for some • Coastal erosion and flooding has serious consequences for communities. • Different approaches to managing coastal recession and flooding. • Holistic integrated coastal zone management (ICZM).	• Coasts end of Unit assessment with 20 marker (before Christmas) • Teacher marked
	Coasts completed by Christmas Holidays		
Spring Term	Water	• The global hydrological cycle and it's importance • The drainage basin as an open system • Water budgets and river systems at a local scale. • Climate change impacts on the hydrological cycle globally and locally. • Physical causes and human causes of water insecurity. • Consequences and risks associated with water insecurity.	• 3,6 and 8 mark questions with self-assessment and teacher marked 12 mark question
	Water	• Deficits within the hydrological cycle rom physical processes and it's impacts • Surpluses within the hydrological cycle can lead to flooding, and it's impacts • Different approaches to managing water supply, and their sustainability.	• 20 mark Water question • Teacher marked
	Water completed by Easter Holidays		
Summer Term	NEA / skills	• Purpose/ identification of a suitable question hypothesis • Fieldwork methods, research and selection of appropriate equipment • Information collection, data representation and analysis	• **Y12 exam** - Coasts and Water topics • Teacher marked
	NEA	• Analysis and explanation of information • Conclusions and critical reflection on methods and results • Recognising the wider geographical context	• NEA data collection

Data handling built in throughout Year 12 and 13

Qualitative data

a) use and understand a mixture of methods, including using interviews

b) interpret and evaluate a range of source material including text and pictures, such as oral accounts, newspapers, creative media, social media, aerial, oblique, ground photographs, sketches and drawings

c) understand the opportunities and limitations of qualitative techniques such as sampling, and how they create particular geographical representations

d) understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

2. Quantitative data

a) understand what makes data geographical and the geospatial technologies (e.g. GIS) that are used to collect, analyse and present geographical data

b) demonstrate an ability to collect and to use digital, geo-located data, and to understand a range of approaches to the use and analysis of such data

c) use, interpret and analyse geographical information including **dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, satellite images, GIS** understand the purposes and difference between the following and be able to use them in appropriate contexts:

i. descriptive statistics of central tendency and dispersion, including **Gini Co-efficient and Lorenz curve**

ii. descriptive measures of difference and association from the following **statistical tests: t-tests, Spearman's rank, chi-squared; including measures of correlation and lines of best fit on a scatter plot**

iii. measurement, measurement errors, and sampling.