

AQA A Level Geography	Teacher 1	Teacher 2	Teacher 3
Y12 Term 1	(Coasts and hazards)	(Carbon cycle and global systems]	(Changing places and Urban Env.)
Objectives	3.1.3.1 Coasts as natural systems 3.1.3.2 Systems and processes 3.1.3.3 Coastal landscape development	3.1.1 Water and carbon cycles 3.1.1.1 Water and carbon cycles as natural systems 3.1.1.2 The water cycle 3.1.1.3 The carbon cycle	3.2.2.1 The nature and importance of places 3.2.2.2 Changing places – relationships, connections, meaning and representation 3.2.2.2.1 Relationships and connections 3.2.2.2.2 Meaning and representation
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	3.4.2.1 Core skills- literacy, numeracy various maps, diagrams, photos etc Digital and paper 3.4.2.2 Cartographic- spatial pattern maps
Key Words	Abrasion, backshore, beach morphology, coastal recession, concordant coast, corrasion, corrosion, dalmation coast, DEFRA's 1:1 cost-benefit analysis, discordant coast, dynamic equilibrium, emergent coast, eustatic, fetch, fjord, foreshore, freezethaw, geology, glacial erosion, grading, high energy environment, hydraulic action, integrated coastal zone management plan (ICZM), impermeable, isostatic, littoral cell, longshore drift, low energy environment, mass movement, nearshore, permeable, plant succession, ria, saltation, sediment cell, sediment budget, SMP, subaerial processes, submergent coast, till, wave quarrying	Acidification, afforestation, anticyclone, aquifer, biofuel, carbon capture and storage(CCS), carbon fluxes, carbon neutral, carbon stores, channel flow, choke points, combustion, convectonal precipitation, cryosphere, decomposition, depression, desalination plant, desublimation, drainage basin, drainage density, drought, economic water scarcity, energy mix, energy security, energy pathway, energy players, enhanced greenhouse effect, ENSO cycles, evapotranspiration, frontal precipitation, global hydrological cycle, groundwater flow, hydrological drought, infiltration, integrated drainage basin management, inorganic carbon, interception, meteorological drought, monsoon, non-renewable, nuclear fusion, OPEC, open system, organic carbon, outgassing, percolation, photosynthesis, physical water scarcity, phytoplankton, primary energy, relief precipitation, renewable, respiration, river regime, runoff, salinisation, saltwater encroachment, secondary energy, sequestration, smart irrigation, storm hydrograph, sublimation, thermohaline circulation, throughflow, tipping point, transpiration, urbanisation, water budget, water conservation, water recycling, water scarcity, water security, water sharing treaty, water transfer, watershed	Accessibility, attachment, built environment, capital (money), commuter, cultural enrichment, culture, demographic, deprivation, diversity, endogenous factor, ethnicity, ethnic clustering, exogenous factor, experienced places, far places, genius loci, gentrification, governance, idyll, inequality, insiders, internal migration, international migration, life expectancy, lived experience, locales, media, media places, multicultural, near places, outsiders, perception, placelessness, population density, rebranding, segregation, social clustering, social exclusion, 'The Other', urbanisation
Homework	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for.
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/geotechnician	https://www.unifrog.org/student/careers/school-subjects/hydrologist	https://www.unifrog.org/student/careers/school-subjects/travel-guide
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions	Systems approach to coasts and movement to and from the system in terms of sediment. Isostatic and eustatic sea level change and associated features	Open and closed systems and positive and negative feedback loops within them	Understanding many of the ideas in this topic is hard. You have to start with place, representation and meaning
Assessment	Bi-weekly exam question practice Vocabulary quizzes End of term exam, either in class or in the exam hall		
Y12 Term 2			
Objectives	3.1.3.4 Coastal management 3.1.3.5 Quantitative and qualitative skills 3.1.3.6 Case studies Fieldwork opportunity	3.1.1.3 The carbon cycle 3.1.1.4 Water, carbon, climate and life on Earth 3.1.1.5 Quantitative and qualitative skills 3.1.1.6 Case studies	3.2.2.3 Quantitative and qualitative skills 3.2.2.4 Place studies Fieldwork opportunity in Maryport 3.2.3.1 Urbanisation
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills
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Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/oceanographer	https://www.unifrog.org/student/careers/school-subjects/meteorologist	https://www.unifrog.org/student/careers/school-subjects/landscape-architect
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions	Cost benefit of managing coastline	Inks between the water and carbon cycle and their impact upon life on Earth.	Difference between qualitative and quantitative Again, there is a lot for the students to struggle with. There is no common problem, except not putting enough time and effort into learning the case studies.
Assessment	Bi-weekly exam question practice Vocabulary quizzes End of term exam in the exam hall		
Y12 Term 3			
Objectives	3.1.5.1 The concept of hazard in a geographical context 3.1.5.2 Plate tectonics 3.1.5.3 Volcanic hazards	3.2.1.1 Globalisation 3.2.1.2 Global systems 3.2.1.3 International trade and access to markets 3.2.1.4 Global governance	3.2.3.2 Urban forms 3.2.3.3 Social and economic issues associated with urbanisation 3.2.3.4 Urban climate 3.2.3.5 Urban drainage
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills	Qualitative and quantitative data collection skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills
Key Words	Accretion wedge, aseismic building, asthenosphere, ash, continental crust, continental drift, controlled burning, convection currents, Coriolis effect, crown fires, Degg's model, epicentre, fatalism, fire breaks, focus, ground fires, hazard management cycle, hot spot, jokulhaup, lahar, lithosphere, love waves, mid-ocean ridge, moment magnitude scale, oceanic crust, paleomagnetism, Park's model, partial melting, primary waves, pyroclastic flow, Rayleigh waves, richter scale, secondary waves, seismic waves, slab pull, subduction, surface fires, tropical storm, tsunami, volcanic explosivity index(VEI), volcanic island arc, wadati-benioff zone, wildfire	Acquisition, asylum seeker, China's open door policy, containerisation, core region, cultural diffusion, cultural erosion, cumulative causation, deindustrialisation, diaspora, downward transition zones, economic migration, economies of scale, foreign direct investment(FDI), Global commons, global hubs, globalisation, glocalisation, high level services, interdependence, International bank for reconstruction and development (IBRD) and World bank group(WBG), International monetary fund (IMF), KOF, liberalisation, low level services, merger, NGOs, offshoring, outsourcing, periphery region, potential areas of growth, privatisation, refugee, sovereignty, special economic zones(SEZ), transnational company(TNC), trade bloc, transformationalist, upward transition zones, world trade organisation(WTO)	Brownfield land, dereliction, ethnic minorities, greenfield land, hate crime, informal work, integrated transport, international migration, lower income country(LIC), megacity, middle income country(MIC), multicultural city, net migration, population density, pull factors, push factors, quality of life, regeneration, remittance, respiratory conditions, rural-urban migration, scholarships, segregation, skilled migrants, social inequality, sustainability, squatter settlements, unskilled migrants, urban greening, urban sprawl,
Homework	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/emergency-management-director	https://www.unifrog.org/student/careers/school-subjects/geographic-information-systems-technician	https://www.unifrog.org/student/careers/school-subjects/climate-change-analyst
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions	Hazard management cycle and risk assessment cycle as feeds into all of the topics as to how to manage a hazard. Link between margin type, magma type and associated hazards experienced.	Globalisation is a big broad topic, with many aspects to it. The different types of globalisation may be confusing	Most of this section has not been taught before. The urban forms may be confusing.
Assessment	Bi-weekly exam question practice Vocabulary quizzes End of term exam in the exam hall		
Y13 Term 1			
Objectives	3.1.5.4 Seismic hazards 3.1.5.5 Storm hazards 3.1.5.6 Fires in nature 3.1.5.7 Case studies	3.2.1.5 The 'global commons' 3.2.1.5.1 Antarctica as a global common 3.2.1.6 Globalisation critique Completion of fieldwork	3.2.3.6 Urban waste and its disposal 3.2.3.7 Other contemporary urban environmental issues 3.2.3.8 Sustainable urban development 3.2.3.9 Case studies
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills	3.4.2.1 Core skills 3.4.2.2 Cartographic skills	3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills
Key Words	Accretion wedge, aseismic building, asthenosphere, ash, continental crust, continental drift, controlled burning, convection currents, Coriolis effect, crown fires, Degg's model, epicentre, fatalism, fire breaks, focus, ground fires, hazard management cycle, hot spot, jokulhaup, lahar, lithosphere, love waves, mid-ocean ridge, moment magnitude scale, oceanic crust,	Acquisition, asylum seeker, China's open door policy, containerisation, core region, cultural diffusion, cultural erosion, cumulative causation, deindustrialisation, diaspora, downward transition zones, economic migration, economies of scale, foreign direct investment(FDI), Global commons, global hubs, globalisation, globalisation, high level services, interdependence, International bank for	Brownfield land, dereliction, ethnic minorities, greenfield land, hate crime, informal work, integrated transport, international migration, lower income country(LIC), megacity, middle income country(MIC), multicultural city, net migration, population density, pull factors, push factors, quality of life, regeneration, remittance, respiratory conditions, rural-urban migration, scholarships, segregation, skilled

	paleomagnetism, Park's model, partial melting, primary waves, pyroclastic flow, Rayleigh waves, richter scale, secondary waves, seismic waves, slab pull, subduction, surface fires, tropical storm, tsunami, volcanic explosivity index(VEI), volcanic island arc, wadati-benioff zone, wildfire	reconstruction and development (IBRD) and World bank group(WBG), International monetary fund (IMF), KOF, liberalisation, low level services, merger, NGOs, offshoring, outsourcing, periphery region, potential areas of growth, privatisation, refugee, sovereignty, special economic zones(SEZ), transnational company(TNC), trade bloc, transformationalist, upward transition zones, world trade organisation(WTO)	migrants, social inequality, sustainability, squatter settlements, unskilled migrants, urban greening, urban sprawl,
Homework	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment
Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/geoscientist	https://www.unifrog.org/student/careers/school-subjects/sustainability-analyst	https://www.unifrog.org/student/careers/school-subjects/climate-scientist
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions	How responses to any particular hazard is a direct result of level of development (link to globalisation) and the resources available to mitigate and respond to the any hazard. Tri cellular model and impact on distribution of tropical revolving storms.	The various acronyms for the stakeholders in Antarctica can be confusing	This section has never been taught before, so misconceptions will arise
Assessment	Bi-weekly exam question practice Vocabulary quizzes End of term exam in the exam hall		
Y13 Term 2			
Objectives	Completion of fieldwork Revision of coasts and hazards	Completion of fieldwork Revision of Global systems and Carbon cycle	Completion of fieldwork by end of term Revision of Global systems and carbon cycle
Geography skills to be used	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills	Qualitative and quantitative data collection skills 3.4.2.1 Core skills 3.4.2.2 Cartographic skills 3.4.2.3 Graphical skills 3.4.2.4 Statistical skills 3.4.2.5 ICT skills
Key Words	As above	As above	As above
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Career link (Unifrog)	https://www.unifrog.org/student/careers/school-subjects/environmental-engineering-technician	https://www.unifrog.org/student/careers/school-subjects/environmental-health-officer	https://www.unifrog.org/student/careers/school-subjects/petroleum-engineer
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions			
Assessment	Bi-weekly exam question practice Vocabulary quizzes End of term exam in the exam hall		
Y13 Term 3			
Objectives	Any necessary revisions or preparation needed for success	Any necessary revisions or preparation needed for success	Any necessary revisions or preparation needed for success
Geography skills to be used	-	-	-
Key Words	As above	As above	As above
Homework	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment	Various revision, preparation, or recall tasks. Sometimes exam questions will be set to answer or to prepare for. Fieldwork related tasks will be included that support progression and attainment
Career link (Unifrog)			
Employability skills (Highlight applicable)	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
Common misconceptions			
Assessment			