

# **ACADEMIC YEAR 2016-2017**

**Tutor's Name: Jerry Evans**

**Subject: GEOGRAPHY**

**New A level, first year, Linear**

Week/Term Exam Module Topic Activities Homework Reports/

Tests

Autumn Term					
Half Term 1					
<b>Week 1</b> (7 <sup>th</sup> - 9 <sup>th</sup> Sept)	<b>Physical chapter 3 : COASTS</b>	Intro & systems in geography	<ul style="list-style-type: none"> <li>Use of System &amp; models in coasts.</li> </ul>	In own words, explain a model & a system with feedbacks	
<b>Week 2</b> (12 <sup>th</sup> - 16 <sup>th</sup> Sept)		Inputs for coasts	<ul style="list-style-type: none"> <li>The coastline comprises of zones</li> <li>Sources of energy [wind, tides &amp; currents]</li> <li>Sources of sediment, sediment littoral system &amp; budgets</li> </ul>	Show understanding of how systems work by applying to a coastal sediment cell	
<b>Week 3</b> (19 <sup>th</sup> - 23 <sup>rd</sup> Sept)		Processes and influences	<ul style="list-style-type: none"> <li>Key marine physical processes associated with waves</li> <li>Understand difference between marine and sub-aerial processes</li> <li>How processes are influenced by key factors, such as geol / aspect</li> </ul>	Question sheet: explain key processes and then assess impact of different factors upon them	
<b>Week 4</b> (26 <sup>th</sup> - 30 <sup>th</sup> Sept)		Erosional landforms	<ul style="list-style-type: none"> <li>Origin &amp; development of landforms of erosion + how factors influence their formation</li> <li>Case study</li> </ul>	Question sheet: explain development of an erosional landform and then assess impact of different factors upon them	
<b>Week 5</b> (3 <sup>rd</sup> - 7 <sup>th</sup> Oct)		Depositional landforms	<ul style="list-style-type: none"> <li>Origin &amp; development of landforms of deposition + how factors influence their formation</li> <li>Sea level changes over time: causes &amp; consequences [landforms]</li> <li>Case study</li> </ul>	Question sheet: explain development of a depositional landform + Revision	
<b>Week 6</b> (10 <sup>th</sup> - 14 <sup>th</sup> Oct)		Coastal management	<ul style="list-style-type: none"> <li>Coastal management; traditional approaches [hard/soft management]</li> <li>TEST</li> </ul>	Assess 2 different approaches to coastal management. [12 marks]	<b>Half-Term Tests</b>
<b>Week 7</b> (17 <sup>th</sup> - 21 <sup>st</sup> Oct)		Dynamic management via understanding systems	<ul style="list-style-type: none"> <li>Assess tests with students</li> <li>Management use of ICZMs</li> </ul>	Finish discussion essay on importance of ICZMs  = holiday homework question sheet	<b>Reports Due</b>

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<b>Autumn Half Term 2</b>					
<b>Week 8 (31<sup>st</sup> Oct - 4<sup>th</sup> Nov)</b>		Applying case studies	<ul style="list-style-type: none"> <li>Coastal case study 1 ; UK, local – interaction of processes/landforms/management</li> <li>Coastal case study 2 ; global – interaction of processes/landforms/management</li> </ul>	Assess the impact of human and physical factors on the coastal landscape of N. Norfolk [20 mk essay]	
<b>Week 9 (7<sup>th</sup> - 11<sup>th</sup> Nov)</b>	<b>Physical : chapter 2 WATER / CARBON CYCLES</b>	Intro / systems	<ul style="list-style-type: none"> <li>Recap models/systems</li> <li>Learn the 4 sub systems of the world</li> <li>Outline the water cycle</li> </ul>	-----	
<b>Week 10 (14<sup>th</sup> - 18<sup>th</sup> Nov)</b>		Processes & the drainage basin	<ul style="list-style-type: none"> <li>The water cycle processes</li> <li>How these processes change over time and space</li> <li>Drainage basin features</li> <li>Slope processes &amp; influences [construct &amp; annotate diagrams]</li> </ul>	L2 / L3 Qs from topic question sheet [14 mks]	
<b>Week 11 (21<sup>st</sup> - 25<sup>th</sup> Nov)</b>		River regimes & hydrographs	<ul style="list-style-type: none"> <li>What is the water balance? What influences it?</li> <li>Discuss river water regimes , hydrographs and what they tell us</li> </ul>	L4 Qs from topic question sheet [9 mks]	
<b>Week 12 (28<sup>th</sup> - 2<sup>nd</sup> Dec)</b>		River regimes & hydrographs	<ul style="list-style-type: none"> <li>To understand the different influences on hydrographs</li> <li>Flooding; influences and control</li> </ul>	Assess the physical and human triggers of the Carlisle floods [9 mks]	
<b>Week 13 (5<sup>th</sup> - 9<sup>th</sup> Dec)</b>		<b>Carbon cycle; stores &amp; transfers</b>	<ul style="list-style-type: none"> <li>What is the carbon cycle, &amp; why is it critical for the world</li> <li>Discuss the 4 major carbon sub-systems</li> <li>Assess the main contributors of movements between stores</li> </ul>	REVISION	

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<b>Week 14</b> (12 <sup>th</sup> - 16 <sup>th</sup> Dec)		<b>Store changes</b>	<ul style="list-style-type: none"> <li>• Explain causes of changes of stores / transfer rates</li> <li>• Assess main movement factors between the stores</li> <li>• TEST</li> </ul>	Outline differences between fast and slow carbon cycles	<b>Term Tests</b>
<b>Week 15</b> (19 <sup>th</sup> - 20 <sup>th</sup> Dec)		<b>Store impacts</b>	<ul style="list-style-type: none"> <li>• Discuss the impacts of changes on the carbon cycle</li> <li>• Understand &amp; assess the ‘enhanced greenhouse effect’</li> </ul>	Assess the main physical factors influencing carbon cycle	<b>Reports Due</b>
<b>Spring Half Term 1</b>					
<b>Week 16</b> (4 <sup>th</sup> -6 <sup>th</sup> Jan)		<b>Effects on the World</b>	<ul style="list-style-type: none"> <li>• Discuss feedback effects of cycles on the World</li> <li>• Explain climate warming effects &amp; potential impacts</li> <li>• Assess different human mitigation techniques</li> </ul>	Assess the main human factors influencing carbon cycle	
<b>Week 17</b> (9 <sup>th</sup> - 13 <sup>th</sup> Jan)		<b>Applying case studies</b>	<ul style="list-style-type: none"> <li>• Describe/analyse case study of effects of Amazon water/carbon cycles + human interactions</li> <li>• Practice exam questions</li> </ul>	Assess inter-relationship between water and carbon cycles of a names area [20 mk essay]	
<b>Week 18</b> (16 <sup>th</sup> - 20 <sup>th</sup> Jan)	<b>Human chapter 8</b> <b>CHANGING PLACES</b>	<b>Places</b>	<ul style="list-style-type: none"> <li>• The nature and importance of places</li> </ul>		
<b>Week 19</b> (23 <sup>rd</sup> - 27 <sup>th</sup> Jan)		<b>Changes</b>	<ul style="list-style-type: none"> <li>• Changing places, relationships &amp; connections</li> <li>• TEST</li> </ul>		
<b>Week 20</b> (30 <sup>th</sup> Jan - 3 <sup>rd</sup> Feb)		<b>Connections</b>	<ul style="list-style-type: none"> <li>• Recap test</li> <li>• Place connections</li> </ul>		<b>Half Term Tests</b>
<b>Week 21</b> 6 <sup>th</sup> Feb - 10 <sup>th</sup> Jan)		<b>Meaning</b>	<ul style="list-style-type: none"> <li>• Changing places; meaning and representation</li> </ul>		<b>Reports due</b>

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Spring Half Term 2				Student project case study of a place of their choice	
Week 22 (20 <sup>th</sup> - 24 <sup>th</sup> February)		<b>Data sourcing</b>	<ul style="list-style-type: none"> <li>• Representations of place; use of quant / qual sources</li> <li>• Case study</li> </ul>		
Week 23 (27 <sup>th</sup> Feb - 3 <sup>rd</sup> March)		<b>Student project</b>	<ul style="list-style-type: none"> <li>• Finish student project case study of a place of their choice</li> </ul>		
Week 24 (6 <sup>th</sup> - 10 <sup>th</sup> Mar)	<b>FIELD WORK INVESTN</b>		<ul style="list-style-type: none"> <li>• Outline of fieldtrip investigation / course work ideas</li> </ul>		
Week 25 (13 <sup>th</sup> -17 <sup>th</sup> Mar)			<ul style="list-style-type: none"> <li>• Fieldwork skills [methods, recording]</li> </ul>		Reports Due
Week 26 (20 <sup>th</sup> - 24 <sup>th</sup> Mar)			<ul style="list-style-type: none"> <li>• Graphical / Quantitative analysis</li> </ul>		
EASTER	FIRST WEEK	<b>26<sup>TH</sup>-30<sup>TH</sup> MAR</b>	GEOGRAPHY 5 DAY FIELD TRIP TO BLENCATHRA, LAKE DISTRICT		
Summer Term					
Week 28 (24 <sup>th</sup> - 28 <sup>th</sup> Apr)			<ul style="list-style-type: none"> <li>• Research/write up outline of fieldtrip investigation / objectives</li> </ul>		
Week 29 (2 <sup>nd</sup> - 5 <sup>th</sup> May)	Topic 4 <b>HAZARDS</b>	<b>L1 Hazard Intro</b>	<ul style="list-style-type: none"> <li>• Outline what constitutes a natural hazard.</li> <li>• What effects peoples' perceptions &amp; responses</li> </ul>	Assess if models are a benefit to evaluating hazard management.	

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<p><b>Week 30</b> (8<sup>th</sup> - 12<sup>th</sup> May)</p>		<p><b>L2 Hazard causes, L3 Vulcanicity</b></p>	<ul style="list-style-type: none"> <li>• Tectonics, earth's structure</li> <li>• Processes and landforms of different plate margins</li> <li>• Processes and landforms in volcanic areas</li> </ul>		
<p><b>Week 31</b> (15<sup>th</sup> - 19<sup>th</sup> May)</p>	<p>“</p>	<p><b>L4 Volcanic impacts, mgmt L5 Seismicity</b></p>	<ul style="list-style-type: none"> <li>• Impacts</li> <li>• Management</li> </ul>	<p>Using the 'model of vulnerability' fill it in for both Eyjafjallajokull and Nyiragongo; suggest how the model signifies the extent local people are at risk.</p>	
<p><b>Week 32</b> (22<sup>nd</sup> - 26<sup>th</sup> May)</p>	<p>“</p>	<p><b>L6 Seismic impacts, mgmt</b></p>	<ul style="list-style-type: none"> <li>• Impacts</li> <li>• Management</li> </ul>	<p>Research your own appropriate case study</p>	