



# Physical Geography

<p><b>Year 12 &amp; 13</b></p>	<p><b>Unit 1 Physical Geography: Coastal Systems Landscapes</b> September – February Year 12</p>	<p><b>Unit 2 Physical Geography: Hazards</b> February to November Year 13</p>	<p><b>Unit 3 Physical Geography: Water and Carbon Cycles</b> November to March Year 13</p>
<p><b>Knowledge</b> (facts, information, concepts and key terminology)</p>	<p>Key Word: Systems, sediment cells, wave energy, erosion, transport, deposition, landforms, feedback, landscapes, dynamic equilibrium, weathering, coastal management, SMPs, hard and soft engineering.</p>	<p>Key words: adaptation, atmospheric hazards, crown fire, El Nino, plate boundaries, fatalism, hazard management cycle, IOD, mid-ocean ridges, mitigation, management, vulcanicity.</p>	<p>Key words: carbon capture, carbon budget, carbon sequestration, carbon sink and source, dynamic equilibrium, hydrosphere, interception, permeable, soil moisture budget, water balance.</p>
<p><b>Understanding</b> (ability to connect and synthesise knowledge within a context)</p>	<p>To understand the coast as a system and links with other systems. To outline positive and negative feedback. To understand sediment sources, cells and budgets. To understand coastal erosional weathering, transport and depositional processes. To know the origin and development of landforms/landscapes with erosional influence – e.g. stacks, cliffs, WCP, arches. To know the origin and development of landforms/landscapes with depositional influence – e.g. Beaches, spits, tombolos, bars, sand dunes. To understand estuarine mudflat/salt marsh development To understand Eustatic/isostatic and tectonic sea level change and identify features of emergence and submergence. To outline the impact of climate change on coasts and evaluate coastal management methods, e.g. engineering and SMPs.</p>	<p>To understand the nature, forms and potential impacts of natural hazards To describe the Earth structure and explain plate tectonic theory of crustal evolution. The explore the nature of vulcanicity and its relation to plate tectonics. The explore the nature of seismicity and its relation to plate tectonics. The explore the nature of tropical storms and their underlying causes To explore the nature of wildfires and outline the conditions favouring intense wild fires To identify the impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p>	<p>To apply the systems concept to Water and Carbon Cycles. To describe the global distribution of water stores. To explain the processes driving change in the size and magnitude of these stores over time and space. To outline the drainage basin and explain how it works as an open system. To describe global distribution, and size of major carbon stores. To identify the factors driving the change in the magnitude of these stores over time and space To give reasons for changes to the carbon cycle over time, and explain how the carbon budget has changed.</p>
<p><b>Skills</b> (successful application of knowledge and understanding to a specific task)</p>	<p>Data analysis and interpretation features heavily in assessment questions. Cartographic, statistical and graphical skills delivered throughout. <a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7036/subject-content/geographical-skills-checklist">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7036/subject-content/geographical-skills-checklist</a></p>		
<p><b>Formal Assessments</b> (those done by all/vast majority of the cohort)</p>	<p>Assessment questions during assessment weeks Mock exams</p>		
<p>By the end of the year students on course for at least a grade C will...</p> <p>Demonstrate mostly accurate and thorough geographical knowledge and understanding.</p> <p>Apply this knowledge and understanding in different contexts to find relevant connections and inter-relationships, producing partially supported arguments and conclusions</p> <p>Deconstruct some aspects of questions and identify some of their complexities</p> <p>Investigate by:</p> <ul style="list-style-type: none"> <li>- Identifying some relevant and coherent geographical questions/issues</li> <li>- Selecting a limited range of appropriate methods, skills and technologies, and using them with some accuracy</li> <li>- Making some valid interpretations, analysis and evaluation of data and evidence</li> </ul> <p>Reaching partial conclusions that are supported by some relevant evidence which has some characteristics of an appropriate structure.</p>			