

Year 13 Geography

AQA A-level Geography Year 2

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theories linked to real-life case study exams where students evaluate causes, impacts and responses. Learned ideas utilise the AQA assessment objectives:

- AO1 = key geographical idea
- AO2 = development of the geographical idea (often linked to the command word of the question)
- AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example
- AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis

Lessons are updated year-on-year to match updates and developments that occur with geographical understanding across the globe.

Students build knowledge through a combination of teacher and student-led learning which is then applied to a range of different scenarios including practice summative questions, essay type answers, photographic analysis, presentational work and a wide variety of media (e.g. NEA coursework).

Methods of deepening and securing knowledge:

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| Spaced practice | Spaced practice is developed through the key themes of social/economic/environmental analysis being applied to all topics where possible – allowing the students to build this skill over time. Recurring links between case studies are made when investigated (e.g. demographic change studied in the Spring of Year 12 (changing places) link to the study of Redcar’s health in Year 13 (population and the environment). |
| Retrieval practice | Retrieval practice is evident particularly through the use of short-answer exam questions used as starter activities each lesson (which revisit and re-assess understanding of topics learned earlier in the year). These are also revised in lesson leading up to summative assessments for Aiming Higher 1, 2 and 3. |

| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
|----------|---|---|---|---|-------------------------|-------------------------|
| Topic(s) | Population and the environment - Food production - Climate - Soils Non-examined Assessment (NEA) write up | Population and the environment - Food security - Health and disease Non-examined Assessment (NEA) write up | Population and the environment - Health in Redcar - Population change Non-examined Assessment (NEA) write up | Population and the environment - Migration - Resources - Case study - Bangladesh | Exam preparation | Exam preparation |

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| | | | | Non-examined Assessment (NEA) write up | | |
| Assessment | Aiming High 1 end of unit test (combination of Year 12 topics and Population) - Covering a range of exam-style questions (4, 6 and 20 markers) | | Year 13 PPE (WandC, ecosystems, coasts, GG, changing places and population) - Split across 2 papers - Covering a range of exam-style questions (4, 6 and 20 markers) | | | |

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| Independent Learning: Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types of independent learning set in geography such as: <ul style="list-style-type: none"> • Reading a provided article for a case study (to be studied in the following lessons) • Revising for an upcoming assessment using a specifically designed revision sheet. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know • Completing a task set in lesson • Researching a new topic to be studied in a following lesson |
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