

Scheme of Work 2020 - 2021

Subject: Geography

Year Group: Year 13

Specification: AQA

| Lesson No | Topic & Objectives | Big Question – What will students learn? | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary) | Planned Assessment | Homework or flipped learning resources | Lit Num SMSC Codes |
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Paper 2 Section B

Changing places

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| <p>Week 1</p> <p>Introduction to topic</p> <ul style="list-style-type: none"> The concept of place and the importance of place in human life and experience Insider and outsider perspectives on place; categories of place: near and far, experienced and media places | <p>Use of key subject specific and technical terminology.</p> <p>Core and ICT skills.</p> | <p>An overview of the concept of place. Students will learn that place is more than just a location but also incorporates the notions of locale and sense of place.</p> <p>Students will understand the terms ‘insider’ and ‘outsider’ in relation to place and the different categories of place.</p> <p>Students understand the difference between sense of place and perception of place.</p> | <p>Small group discussions followed by feedback - what is place and what does it mean to different people? What is the difference between space and place? Why does place matter?</p> <p>Use photographs of a range of places (local-global scale) to illustrate how different places mean different things to different people, eg Old Trafford (Man Utd v Man City fan); Kos (seen through eyes of tourist or refugee); Jerusalem (seen through eyes of people from different religions).</p> | <p>Alternatively students could work collectively to produce a local ‘sense of place toolkit’ to highlight what is special about their local area. See Morecambe Bay and Snowdonia NP examples.</p> <p>Repeat the same exercise for a media place/somewher</p> | <p>Further Reading – Changing Places by Richard Phillips</p> <p>Introduction on defining place pp. 1-21, in Cresswell, T. (2015) <i>Place: an introduction</i>, second edition, Blackwell.</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |
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| | | | <p>How do people develop a sense of place? This can be linked to the notions of experienced place and near place. Get students to think of a place special to them and write down a number of words to describe their feelings about that place. They might want to describe a few of their experiences there. In groups, ask them to compare their paragraphs. Are they positive/negative? Does everyone feel the same way? If not, why not? How might their different personal experiences affect the way they feel about it? How might factors such as gender, ethnicity etc affect feelings? They could use these words to produce a 'Wordle'.</p> <p>Extension: research the three theoretical approaches to studying place: descriptive, social constructionist and phenomenological</p> | e the students have not visited. How would they describe it? How have they developed feelings/perceptions about this place? | | |
| <p>Week 1-2</p> <p>Factors contributing to the character of places</p> <ul style="list-style-type: none"> • Endogenous factors • Exogenous factors | <p>Use of key subject specific and technical terminology.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> | <p>Students will be able to detail a range of human and physical factors which contribute to the character of place.</p> <p>Students will be able to define the terms endogenous and exogenous.</p> | <p>Small group discussions followed by feedback – what factors contribute to a place's unique character? Could refer to languages, dialect, belief systems, rituals, clothing, products, services, etc.</p> | <p>Short exam question practice, eg distinguish between endogenous and exogenous factors. Focus on command word</p> | <p>Case Study: Chartered Association of Building Engineers: Case Study Homework. How architecture creates a sense of place</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |

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| | Core and ICT skills. | | <p>Using a local map (1:25000 OS map), get students to look at the physical geography of the local area: relief, height, aspect, drainage etc. Discuss how these have affected the development and character of the place and then consider the impact of humans. Compare old and new maps. How has the area changed? Why?</p> <p>Show YouTube clip parody of 'New York state of mind' based on Newport, South Wales. Students could write a parody for their local place.</p> <p>What kind of factors affect place? Globalization and localization: follow the example of Doreen Massey and take a walk down your local high street. Does it have chain stores or independent shops? Are there signs of different cultures and languages? Produce an annotated photographic display. Is it a 'clone town' or is it holding on to its own identity?</p> <p>Extension: Authors have argued that tourist places like Disney World are not real places but 'placeless' places or 'pseudo-places' with no real sense of</p> | and key terms here. | Doreen Massey's article "A global sense of place" | |
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| | | | history or belonging. Discuss this idea. Which other places might be considered 'placeless'? (airports, major hotels, etc). Have globalization and digital technology increased placelessness? | | | |
| <p>Week 3 - 4</p> <p>How humans perceive, engage with and form attachments to place and how they present and represent the world to others.</p> <ul style="list-style-type: none"> How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg Film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically. Start to research and construct the local place study. For both place studies, there should be an equal focus on <i>peoples lived experience</i> AND EITHER changing <i>demogra</i> | <p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information, and sources of information.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> <p>Fieldwork potential here.</p> | <p>Students can discuss the range of factors that influence perception of place and sense of place.</p> <p>Students understand the term representation of place.</p> <p>Students can provide examples of different resources which can be used to represent place and acknowledge that they may present contrasting images.</p> <p>Students can distinguish between quantitative and qualitative resources and start to build up their local place study.</p> <p>Students can critically evaluate the usefulness of a range of quantitative and qualitative resources.</p> | <p>Show some images of different places and discuss why place stereotypes may have occurred.</p> <p>Ask students to reflect on the way their lives are intertwined with that of the places and the landscapes they inhabit or introduce them to the more subjective and personal responses of others through poetry, art, novels etc. They could then produce their own poems, pictures, pieces of prose showing their engagement with a particular place. This could be done as a cross-disciplinary exercise. Opportunity for individual or group presentations here.</p> <p>Students will be keen to discuss the impact of social media on place representation and attachment. Show the Social landmarks around the world (from Facebook) image.</p> | <p>Extended exam question practice with opportunity for peer assessment here</p> | <p>Little Britain- How the rest of the world sees us.</p> <p>&</p> <p>A Tale of four cities – YouGov Article on London</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |

phic and cultural
OR
economic change.

NB The Place study
(ies) could form the
basis for the fieldwork
investigation.

Use anecdotal evidence, web
research, historical documents
and / or newspapers and other
media

reports to build and compare
different stories of a place. Find
positive and negative
articles/reports for the same
place to illustrate different
representations of place.
Discuss the impacts this can
have on an area.

Watch a series of TV clips from
soap operas, crime dramas and
sci-fi. How do they represent
different places? Compare the
different portrayals of urban
and rural areas.

Show students a collection of
photographs or pictures of
art/sculpture/buildings and ask
students to research who they
were produced/built for and
why. Students should then
reflect on how this may affect
their representation of that
particular place. Examples
include:

- The Angel of the
North, Gateshead
- The Kelpies, Falkirk

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| | | | <ul style="list-style-type: none"> • One World trade center, NYC • Burj Khalifa, Dubai, UAE • Trafalgar Square, London • Guggenheim museum, Bilbao, Spain • Dismaland temporary exhibition, Weston-Super-Mare 2015. <p>Extension/cross-disciplinary: Think of places associated with Shakespeare's plays. How did Shakespeare know of these places (he was rumored to have travelled little)? Why were they set here? How has his work affected these places today (eg Verona: <i>Romeo and Juliet</i>)?</p> | | | |
| <p>Week 5 – 6</p> <p>The impact of relationships and connections on people</p> | Collect, analyse and interpret information from a range of secondary | Students will appreciate that places are dynamic and they are always changing. | How and why does migration affect different places? Identify places which have experienced mass immigration and research | Use local and national newspaper sources to | Time Out article ‘Stratford: then and now’ & | So3, So5, So7 C3,C5, Sp2, Sp5, Sp9 |

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| <p>and place with a focus on:</p> <ol style="list-style-type: none"> 1. Changing demographic and cultural characteristics and 2. Economic Change and social inequalities. <ul style="list-style-type: none"> • How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment. • Local place study (ongoing). <p>Start to research distant place study.</p> | <p>sources – including factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> | <p>Students will be able to discuss the impacts of globalisation on place.</p> <p>Students will be able to discuss how places are shaped by factors such as migration, employment opportunities and investment.</p> <p>Students will recognize that different places have responded to these changes in different ways.</p> | <p>the impacts of this. Students could produce a mind map here. This is also a good opportunity to use the census to produce geospatial data.</p> <p>You could use the example of East London here. It has experienced significant change in recent years as a result of migration and regeneration. There is also a wealth of quantitative and qualitative information to be found about the area.</p> <p>Use local and national newspaper sources to research the different attitudes towards gentrification and regeneration in East London. There were some interesting editorials after the anti-gentrification protests in 2015. See also RGS online lecture on gentrification.</p> | <p>research the different attitudes towards gentrification and regeneration in East London. There were some interesting editorials after the anti-gentrification protests in 2015. See also RGS online lecture on gentrification.</p> | <p>‘How power, money and art are shifting to the East End’ (of London)</p> | |
| <p>Week 7</p> <p>The characteristics and impacts of external forces operating at different scales</p> | <p>Collect, analyse and interpret information from a range of secondary sources – including</p> | <p>Students will be able to describe and explain the impacts of either government policies or the decisions of multi-nationals or the impacts of international or global institutions on place.</p> | <p>Students to research examples of external forces on place: government policies such as regeneration schemes; decisions of MNCS (Tata Steel) or international or global</p> | | <p>Case study of Detroit: article about ‘the decline of Detroit’ and the Ford development in Detroit</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |

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| <p>including either government policies or the decisions of multi-nationals or the impacts of international or global institutions.</p> <ul style="list-style-type: none"> • How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics. <p>Distant place study (ongoing).</p> | <p>factual, numerical and spatial data.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Core and ICT skills.</p> | <p>Students will be able to detail how past and present development influences social and economic characteristics of a place.</p> | <p>institutions (UN, IMF, World Bank) and present findings to rest of the class. Opportunity for individual or group presentations here.</p> <p>Detroit is a good example of somewhere affected (both positively and negatively) by the decisions of major car manufacturers ('Motown' nickname for Detroit). Ford have just started to redevelop large areas of Detroit – students could research this.</p> <p>Get students to conduct a survey or search newspaper websites to compare the views of local people with the local government and corporate bodies involved in marketing and regenerating places? The London Olympics regeneration wasn't welcomed by everybody for example. Resources about the impacts of the London Olympics on East London are useful and plentiful.</p> <p>Find and discuss examples of places influenced by past development. These might include former industrial cities such as Birmingham, Liverpool, Sheffield, Manchester and</p> | | | |
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| | | | <p>Glasgow or mining towns. You could make links to rebranding/reimaging here as well as to the contemporary urban environments topic looking at urban regeneration and the use of industrial or heritage quarters (Sheffield industrial quarter). Consider how industrial cities attracted migrants and the subsequent impacts of mass migration to British cities.</p> | | | |
| <p>Week 8 – 9</p> <p>How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and shape the actions of people.</p> <p>Distant place study (ongoing).</p> | <p>Use of key subject specific and technical terminology.</p> <p>Collect, analyze and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Core and ICT skills.</p> | <p>Students understand the terms place-marketing, rebranding and reimaging and can provide examples of where and why these strategies have been adopted.</p> <p>Awareness of crowd-sourcing and big data.</p> | <p>Discuss the meaning of the term branding and how and why it is done. Take <i>The Guardian</i> city logo quiz</p> <p>Students could investigate a place they know or one of the following to look at the causes and consequences of rebranding (<i>GeoFile</i> 619</p> <p>Reimaging settlements suggests some fieldwork tasks):</p> <p>Liverpool, Manchester, Barcelona, Amsterdam, Copenhagen, Melbourne and Hong Kong.</p> <p>Crowd-sourcing and social media was used in the 2013 rebranding of Glasgow – the ‘People make Glasgow ...’ campaign. This campaign is also</p> | | <p>Regenerating Liverpool: Information at Liverpool Vision</p> <p>&</p> <p>Article in The Guardian on negative stereotyping of Liverpool</p> <p>&</p> <p>How being ‘Capital of Culture transforms perceptions of Liverpool’</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |

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| | | | <p>worth looking at in terms of peoples' lived experience of place.</p> <p>The Lake District National Park authority has wanted to brand the Lake District NP as the 'adventure capital' of the UK to attract younger visitors. What has it done and how successful has it been with this strategy? Watch BBC documentary Tales from the National Parks: Lake District.</p> <p>Rebranding of other rural areas has been carried out – this is another area to research.</p> <p>Local groups involved in change could include residents associations, heritage associations and social media. Students could research the presence and role of these in their local area.</p> | | | |
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PAPER 2

Human Geography

Resource security

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| <p>Week 1</p> <p>Concept of a resource.</p> <ul style="list-style-type: none"> Resource classifications to | <p>Use of key subject specific and technical terminology.</p> <p>To identify connections and</p> | <p>Identify and explain the physical factors that affect the occurrence and availability of natural resources, including:</p> <ul style="list-style-type: none"> geological structures geomorphological features | <p>Definitions of:</p> <ul style="list-style-type: none"> stock resources flow resources measured reserves indicated reserves inferred resources | <p>Mini test on definitions</p> | <p>Article on deep sea mining</p> <p>&</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |
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| <p>include stock and flow resources.</p> <ul style="list-style-type: none"> • Stock resource evaluation: measured reserves, indicated reserves, inferred resources, possible resources. • Natural resource development over time: exploration, exploitation, development. • Concept of the resource frontier. • Concept of resource peak. • Sustainable resource development. <p>Environmental Impact Assessment (EIA) in relation to resource development projects.</p> | <p>interrelationships between different aspects of geography.</p> <p>Research using the internet.</p> <p>Develop an awareness that different people and groups have conflicting demands on resources and the environment and that compromises may have to be made between the different demands.</p> | <ul style="list-style-type: none"> • climatic factors. <p>Identify, describe and explain the human factors that influence whether and to what extent resources are developed including:</p> <ul style="list-style-type: none"> • factors that affect demand • local, regional, national and/or global factors affecting the supply of the resources • development of technologies affecting the demand for and the supply of resources • the effect of sources and flows of capital on the development of resources. <p>Understand how the above factors combine to affect the levels of exploration, development, exploitation and decline of resources over time.</p> <p>Understand that the development of resources has to take into account both the present levels of demand and the possible long-term demands for that resource.</p> <p>Understand that the development of any resource has implications for the environment – both the physical and the human – and that responsible developers will take those implications into consideration when planning the resources exploitation.</p> <p>Make and justify classifications of resources.</p> | <ul style="list-style-type: none"> • possible resources should be researched by students. Textbooks or the Wikipedia definitions can be used. <p>Students can take this study further and look at practical definitions as used in the mining industry at a variety of sites in the 'Resources' column.</p> <p>Students work in small groups to research the concepts of:</p> <ul style="list-style-type: none"> • resource frontier • resource peak (possibly followed by a discussion of whether this is a useful concept, and how it could be used by different interest groups) • sustainable resource development (possibly followed by a discussion of how this concept differs from, and builds from. the more clear-cut concept of 'sustainable development'). <p>Students could study guidance for carrying out an EIA and consider how this might be applied in a development scheme that has been suggested in the</p> | | <p>Illustration of Arctic Resource Frontier</p> | |
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| | | | local area or widely publicised in the press. | | | |
| <p>Weeks 2 to 3</p> <p>Global patterns of water availability and demand.</p> <ul style="list-style-type: none"> Sources of water; components of demand, water stress. Relationship of water supply (volume and quality) to key aspects of physical geography – climate, geology and drainage. Strategies to increase water supply to include catchment, diversion, storage and water transfers and desalination. Environmental impacts of a major water supply scheme incorporating a major dam and/or barrage and associated distribution networks. Strategies to manage water consumption (including | <p>Use of key subject specific and technical terminology.</p> <p>Online research.</p> <p>Construct and interpret distribution maps at a variety of scales.</p> <p>Comparison of maps to show how the distributions of phenomena are interrelated.</p> <p>Develop an awareness of the interrelationships between different aspects of the specification - most notably between the water and carbon cycles and water security.</p> <p>Develop knowledge and understanding of the various sources of water</p> | <p>Develop from understanding of the distribution of water on earth developed in the water and carbon cycles unit to understand how water is available for human use from:</p> <ul style="list-style-type: none"> direct precipitation rivers reservoirs and other stores soil water ground water recycled water desalination. <p>Build on understanding of water balance developed during the water and carbon cycle unit to show an understanding of how this affects the water supply for people. Understand the relationship between:</p> <ul style="list-style-type: none"> precipitation evaporation infiltration storages drainage <p>and the seasonal balance between them.</p> <p>Develop knowledge of water conservation techniques, both in the home and in the wider world.</p> <p>Through a case study, develop knowledge and understanding of:</p> <ul style="list-style-type: none"> water sources distribution networks | <p>Revise/refresh key ideas on water cycle from work on water and carbon cycles.</p> <p>It is important to emphasise links and connections between topics in the spec.</p> <p>Use maps to describe and explain world patterns of water stress. Go on to consider how the patterns of water stress are likely to develop over the next 20 years.</p> <p>Consider the relationships between physical and human factors in water needs and stresses.</p> <p>Interpret and draw graphs of water balance.</p> <p>Use cross section diagrams to understand concepts of 'ground water' and 'aquifers'</p> <p>Research how water use can be reduced.</p> <p>Note that one of these two case studies should be developed in more detail. See weeks 8/9 below.</p> <p>Research sources of water in the Middle East. Consider possible sources of conflict</p> | | <p>Article on increased stress by 2040</p> <p>&</p> <p>BBC News article on world water stress</p> | <p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p> |

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| <p>reducing demand).</p> <ul style="list-style-type: none"> • Sustainability issues associated with water management: virtual water trade, conservation, recycling, 'greywater' and groundwater management. • Water conflicts at a variety of scales – local, national, international. <p>The geopolitics of water resource distribution, trade and management.</p> | <p>available for human use.</p> <p>Develop extended writing skills.</p> | <ul style="list-style-type: none"> • sustainability issues • conservation • recycling • geopolitics • conflict and its resolution. <p>Through a case study, develop knowledge and understanding of a major water supply scheme/dam and its environmental impacts.</p> | <p>and ways of reducing or resolving those conflicts.</p> <p>Individuals produce and deliver presentations on aspects of the Middle Eastern water supply.</p> <p>Research a dam scheme and produce an essay on the nature of the scheme and its benefits and drawbacks.</p> <p>References to the Lesotho Highlands Water Project are provided as an example.</p> | | | |
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