

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

<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>

	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>

<p><i>phic and cultural</i> OR <i>economic change.</i></p> <p>NB The Place study (ies) could form the basis for the fieldwork investigation.</p>			<p>Use anecdotal evidence, web research, historical documents and / or newspapers and other media</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 and place with a focus on:</p> <ol style="list-style-type: none"> 1. Changing demographic and cultural characteristics and 2. Economic Change and 	<p>Collect, analyse and interpret information from a range of secondary 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 appreciate that places are dynamic and they are always changing.</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>How and why does migration affect different places? Identify places which have experienced mass immigration and research 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</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</p>	<p>Time Out article ‘Stratford: then and now’</p> <p>&</p> <p>‘How power, money and art are shifting to the East End’ (of London)</p>	<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>

<p>social inequalities.</p> <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>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>the anti-gentrification protests in 2015. See also RGS online lecture on gentrification.</p>		
<p>Week 7</p> <p>The characteristics and impacts of external forces operating at different scales 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 	<p>Collect, analyse and interpret information from a range of secondary 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 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 will be able to detail how past and present development influences social and economic characteristics of a 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 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</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>

<p>localities shape places and how past and present development influences the social and economic characteristics. Distant place study (ongoing).</p>			<p>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 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</p>			
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			migrants and the subsequent impacts of mass migration to British cities.			
<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 reimagining 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>Reimagining 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 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</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>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

			<p>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

<p>Week 1 Concept of a resource.</p> <ul style="list-style-type: none"> Resource classifications to include stock and flow resources. Stock resource evaluation: measured reserves, indicated reserves, inferred resources, possible resources. Natural resource development over 	<p>Use of key subject specific and technical terminology.</p> <p>To identify connections and interrelationships between different aspects of geography.</p> <p>Research using the internet.</p> <p>Develop an awareness that different people</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 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 	<p>Definitions of:</p> <ul style="list-style-type: none"> stock resources flow resources measured reserves indicated reserves inferred resources possible resources <p>should be researched by students. Textbooks or the Wikipedia definitions can be used.</p> <p>Students can take this study further and look at practical definitions as used in the mining industry at a variety of</p>	<p>Mini test on definitions</p>	<p>Article on deep sea mining</p> <p>&</p> <p>Illustration of Arctic Resource Frontier</p>	<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>
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<p>time: exploration, exploitation, development.</p> <ul style="list-style-type: none"> • 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>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"> • 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>	<p>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 local area or widely publicised in the press.</p>			
<p>Weeks 2 to 3 Global patterns of water availability and demand.</p> <ul style="list-style-type: none"> • Sources of water; components of demand, water stress. 	<p>Use of key subject specific and technical terminology.</p> <p>Online research.</p> <p>Construct and interpret distribution maps</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 	<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</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>

<ul style="list-style-type: none"> 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 reducing demand). Sustainability issues associated with water management: virtual water trade, conservation, recycling, 'greywater' and groundwater management. 	<p>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 available for human use.</p> <p>Develop extended writing skills.</p>	<ul style="list-style-type: none"> 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 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>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 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>			
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<ul style="list-style-type: none"> Water conflicts at a variety of scales – local, national, international. <p>The geopolitics of water resource distribution, trade and management.</p>			<p>References to the Lesotho Highlands Water Project are provided as an example.</p>			
<p>Weeks 4 to 5</p> <p>Global patterns of production, consumption and trade/movements of energy.</p> <ul style="list-style-type: none"> Sources of energy, both primary and secondary. Relationship of energy supply (volume and quality) to key aspects of physical geography – climate, geology and drainage. Energy supplies in a globalising world: competing national interests Components of demand and energy mixes in 	<p>Interpret a variety of charts, data, graphs and maps (especially atlas maps).</p> <p>Develop extended writing skills to explore issues.</p> <p>Analyse and present geographical data employing a variety of graphical techniques and descriptive statistics. (See skills checklist.)</p>	<p>Develop understanding of the distribution of energy resources on Earth, and understand how energy is available for human use from:</p> <ul style="list-style-type: none"> biomass, including fuelwood fossil fuels including: <ul style="list-style-type: none"> coal oil natural gas (including shale gas) hydro-electric power wave and tidal power wind power (on-shore and off-shore) solar power (photo-voltaic cells and concentrated solar heating) <p>Develop an understanding of the way energy supplies are influenced by physical factors including:</p> <ul style="list-style-type: none"> geology physical geography climate and weather. <p>Develop an understanding of different levels of stock energy reserve:</p> <ul style="list-style-type: none"> measured and indicated reserves inferred and possible reserves 	<p>Introductory discussion/Q&A to establish what students know about classifications of energy sources and about their comparative advantages and disadvantages.</p> <p>Group research activity, with each student given a source to study (reserves, trade patterns, consumption) and then feedback shared with the group.</p> <p>Engage with a range of charts, diagrams, graphs and maps to be able to describe the characteristics of different energy sources, using the BP Statistical Review, and/or other sources.</p> <p>Students select a country and research its energy mix using IEA Statistics search as a starter.</p> <p>Students then use their results as a starting point to</p>	<p>9 mark exam question</p> <p>Analyse the influence of the physical environment on the availability and cost of either water or energy or ore minerals in a place you have studied.</p>	<p>National Academy of Sciences - what you need to know about energy</p> <p>Russia's oil and gas production</p> <p>Shell in Nigeria - what are the issues?</p> <p>BBC - Shell 'failing to clean up Nigeria oil spills'</p> <p>Greenpeace - 8 reasons why Shell can't be trusted</p> <p>Exploration of natural gas</p> <p>Extraction of natural gas</p> <p>Extraction of natural gas - onshore drilling</p> <p>Extraction of gas - offshore drilling</p>	<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>

<p>contrasting settings.</p> <ul style="list-style-type: none"> • The geopolitics of energy distribution, trade and management . • The role of transnational corporations in energy production, processing and distribution. • Environmental impacts of a major energy resource development such as an oil, coal or gas field and associated distribution networks. • Strategies to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources). • Strategies to manage energy consumption (including 		<ul style="list-style-type: none"> • proven and probable reserves • peak production. <p>Understand that human and economic factors will affect the viability of any reserve and understand how supply, demand, price, level of technological development and production are inter-related.</p> <p>Understand the factors that influence the energy mix of different countries, and develop detailed knowledge of one country's mix.</p> <p>Understand the importance of geopolitics in influencing the world trade in oil and gas.</p> <p>Develop knowledge of one energy TNC and an understanding of the way that TNCs influence the whole world energy market.</p> <p>Develop knowledge and understanding of the impact of oil and gas exploitation on the environment and on the people living in the area of exploitation.</p> <p>Develop knowledge and understanding of each of these topics.</p> <p>Develop knowledge of energy conservation techniques, both in the home and in the wider world.</p> <p>Understand the causes of acid rain, but also are aware that much has been done to reduce or control the problems.</p>	<p>consider reasons for the energy mixes of different countries.</p> <p>Students to research the importance of Russia in the international trade in oil and gas, and the importance of that trade to Russia. This can be considered in terms of the geopolitics of energy.</p> <p>Students to research the role of one major TNC in all stages of the oil and/or gas industries. Shell is suggested as an example, but most other big TNCs have useful websites.</p> <p>Review the impacts of the industry, and of the TNC under the headings:</p> <ul style="list-style-type: none"> • human or physical • social, economic, environmental, demographic, political, etc. <p>The basics will be covered in the text books but up-to-date details of the strategies for developing each of these can be found from industry sources:</p> <ul style="list-style-type: none"> • oil and gas • nuclear • renewable sources • energy conservation. 			
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<p>reducing demand).</p> <ul style="list-style-type: none"> • Sustainability issues associated with energy production, trade and consumption : • acid rain, • enhanced greenhouse effect, • nuclear waste • energy conservation 		<p>Understand the links between the energy security topic and the carbon cycle and to other aspects of the spec.</p> <p>Understand the nature of nuclear waste and the issues involved in its management and storage.</p> <p>Understand how energy can be conserved, in the home, in transport and in industry.</p>	<p>Research the causes, effects and solutions to the acid rain issue.</p> <p>Complete a mind map of the links between different specification areas, with the enhanced greenhouse effect at the centre.</p>			
<p>Weeks 6 to 7 Global patterns of production, consumption and trade/movements of ore minerals.</p> <ul style="list-style-type: none"> • With reference to iron ore or a specified globally traded non-ferrous metal ore, eg copper, tin, manganese. Sources of the specified ore. Distribution of reserves/resources. End uses of the ore. • Components of demand for ore. • Role of specified ore in global 	<p>Comparative graphing techniques.</p> <p>Extended writing to levels descriptors.</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</p>	<p>Develop knowledge and understanding of a key mineral in world trade through a detailed study of the nature, location, mining and trade in porphyritic copper ores, and then through a detailed study of the Bingham Canyon mine in Utah.</p> <p>Develop an understanding of economic, environmental and social aspects of the geography of this mineral.</p>	<p>What are minerals?</p> <p>What is copper ore?</p> <p>Where are the world's resources of copper?</p> <p>Where is it mined?</p> <p>What is the market for copper?</p>			<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>

<p>commerce and industry.</p> <ul style="list-style-type: none"> • Key aspects of physical geography associated with ore occurrence and working: geological conditions and location. • Environmental impacts of a major mineral resource extraction scheme and associated distribution networks. • Sustainability issues associated with ore extraction, trade and processing. The geopolitics of ore mineral resource distribution, trade and management 	<p>sources of information.</p> <p>Evaluating and presenting findings from research.</p>					
<p>Week 8</p> <p>Case study 1</p> <p>Case study of water resource issues in a specified regional setting to illustrate and analyse theme(s) set out above, their</p>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include</p>	<p>Describe, explain and evaluate a number of themes relating to aspects of water supply detailed above in weeks 2-3.</p>	<p>One of the case studies from the water resources section of the scheme of work should be developed in this section.</p>			<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>

<p>implications for the setting including the relationship between resource security and human welfare and attempts to manage the resource.</p>	<p>discursive/creative material when looking at the experiences of people in place.</p>				
<p>Week 9</p> <p>Case study 2</p> <p>Case study of a specified place to illustrate and analyse how aspects of its physical environment affects the availability and cost of energy and the way in which energy is used.</p>	<p>Techniques to evaluate the geographical enquiry process.</p>	<p>Describe, explain and evaluate a number of themes relating to aspects of energy security detailed above in weeks 4-5.</p>	<p>Students select an aspect of energy production or conservation in a specific small or local area. It could be:</p> <ul style="list-style-type: none"> • a site for sustainable energy <ul style="list-style-type: none"> • wind • solar • hydro • wave. • a site for fossil fuel exploration <ul style="list-style-type: none"> • fracking for gas • opencast coal mining. • a scheme for energy conservation <ul style="list-style-type: none"> • new-build housing • retro-fitting housing <p>industrial plant.</p>		<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>
<p>Week 10</p> <p>Alternative energy, water and mineral ore futures and their relationship with a range of</p>		<p>Complete the case studies outlined above, ensuring that possible future developments have been considered.</p>	<p>When the case studies have been completed all students report back to a full class plenary to present their results and to discuss the issues raised in their studies.</p>		<p>So3, So5, So7 C3,C5, Sp2, Sp5, Sp9</p>

technological, economic, environmental and political developments.			The use of the case studies in essay writing and examinations should be discussed and practiced.			
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