



YEAR 13 Physical Geography Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: NEA

Curriculum Intent	In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level Geography students have been given an opportunity to fulfil this requirement.</p> <ul style="list-style-type: none"> • be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content • involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis • incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation • involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches • draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes • demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them • demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding • require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context • involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing • demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case • require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.
Spiritual, moral, social, and cultural development	SMSC: PSHE/British Values: Skills Builder:
Numeracy	
Literacy	<p>Vocabulary Tier 2: Analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, interpret, to what extent, economic, political, social, environmental, local, regional, national, international.</p> <p>Vocabulary Tier 3: key words are in course booklets</p> <p>Reading: Research case studies of Holderness and Odisha.</p> <p>Writing: Essay writing practice throughout the topic.</p> <p>Oracy: discussion and debate regarding the issues explored throughout the entire topic as outlined</p>
Becoming future ready	Careers/Employability: lots of skills will be used in the NEA investigation.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:



QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Knowledge)	<p>N1 I can give an overview (literature review) of the background reading that I have undertaken to prepare for my investigation.</p> <p>N2 I can state the aims and objectives of my investigation (research question and sub hypotheses).</p> <p>N3 I can describe and justify the primary and secondary sources of data that I will collect.</p> <p>N4 I can discuss the different sampling procedures that I have considered in planning for my data collection.</p> <p>N5 I can outline the health and safety considerations related to my data collection (Hazard, Risk, Reduction).</p> <p>N6 I can collect primary data in the field</p> <p>N7 I can collect secondary data from appropriate sources.</p> <p>N8 I can process and present my data using relevant graphical techniques.</p> <p>N9 I can process and present my data using relevant cartographic techniques.</p> <p>N10 I can analyse my data, making use of appropriate statistical techniques where relevant.</p> <p>N11 I can draw conclusions and relate them back to the original aims and objectives of my investigation.</p> <p>N12 I can link my conclusions to the place studied and the ideas for the basis of the enquiry</p> <p>N13 I can evaluate the success of all stages of the enquiry</p> <p>N14 I can sequence my work into an effective order</p> <p>N15 I can reference my work effectively</p> <p>N16 I can summarise my investigation and present this as a synopsis.</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.