Year 1 Section 1: Population and Settlement

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| **Topics** | **Case studies***Exam preparation 5.1* | **Fieldwork***Exam preparation 5.3* | **Geographical Skills**Exam preparation5.1, 5.2, 5.3, 5.4 |
| Population dynamicsPopulation growth and resourcesOver and under populationPopulation controlpoliciesTopic 1.1 | Liberia – high natural population growth rate Canada – an under-populated country and Tanzania – an over-populated countryChina – low natural population growth rate |  | Line graphTopic 4.3Thematic mapTopic 4.2Scatter graphTopic 4.3 |
| Population migrationTopic 1.2 | International migration – Senegal to Europe | Journey to work questionnaireMigration questionnaire*Topic 4.5* | Flow line map*Topic 4.3* |
| Population structureAge/sex pyramids at different stages of economic developmentTopic 1.3 | Sweden – high dependent population | Classroom census | Age/sex pyramid*Topic 4.3* |
| Population densityPopulation distributionTopic 1.4 | Singapore – a densely populated countrySahel – a sparsely populated area |  | Photograph interpretationTopic 4.4Climate graphTopic 4.3Choropleth mapTopic 4.2 |
| Settlements and service provisionRural settlements and life in rural areasSettlement hierarchyService provision in an area*Topic 1.5* | Isle of Wight – service provision | Resident questionnaireSampling*Topic 4.5* | Map interpretationTopic 4.1Climate graphTopic 4.3Interview and questionnaireTopic 4.5 |
| Urban settlementsLand use zones in urban areasUrban pollutionUrban growth effects on the rural-urban fringeUrban change*Topic 1.6* | London – changing urban land use and urban sprawl | Sphere of influence investigationPedestrian questionnaireFeatures and delimitation of CBDContrasts in housing areasTraffic survey | Map interpretationTopic 4.1Annotated sketch mapTopic 4.4Scatter graphTopic 4.3Transect and land use mappingTopic 4.3Photograph interpretationTopic 4.4 |
| UrbanisationProblems of urban growthSquatter settlementsImproving residential areasSustainable citiesTopic 1.7 | Mumbai – a rapidly growing urban area | Air and noise pollutionQuality of life survey | Photograph interpretation*Topic 4.4* |

Year 1 Section 2: The Natural Environment

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| **Topics** | **Case studies***Exam preparation 5.1* | **Fieldwork***Exam preparation 5.3* | **Geographical Skills**Exam preparation5.1, 5.2, 5.3, 5.4 |
| Earthquakes and volcanoesPlates and plate boundaries*Topic 2.1* | Japan – earthquake and tsunami Soufriere Hills – volcano in Montserrat |  | Map interpretation*Topic 4.2* |
| Drainage basin processesRiver erosion, transport and deposition processesRiver featuresOpportunities and hazards created by rivers*Topic 2.2* | Mekong delta – VietnamMississippi – USA | River measurements– velocity– discharge– width and depth– load– long profile– cross-sectionTopic 4.5 | Fieldwork sketch of the landscapeTopic 4.4Maps – identifying landscape featuresTopic 4.1Maps – describing a river and river valleyTopic 4.1 |
| Changing coasts and wavesCoastal erosion, transport and deposition processesCoastal landformsCoral reefs and mangrove swamps*Topic 2.3* | Great Barrier Reef – Australia | Coastal measurements– longshore drift– beach material– wave frequency– beach profile*Topic 4.5* | Sketching a landscapeTopic 4.4Map interpretationTopic 4.1Sketching from a mapTopic 4.4 |
| Weather and climateMeasuring and recording the weatherTypes of cloudTopic 2.4 |  | Using instruments to measure– temperature– rainfall– relative humidity– atmospheric pressure– wind speed and direction | Map interpretation*Topic 4.2*Drawing and interpreting a climate graph*Topic 4.3*Drawing and interpreting a wind rose*Topic 4.3* |
| Climate and natural vegetationEquatorial climateTropical rainforest vegetation and environmentHot desert climate Hot desert vegetation and environmentHuman activity in the hot desertNatural hazards including tropical storms and flooding*Topic 2.5* | Borneo – tropical rainforestNamib Desert – Namibia |  | Comparing topographical mapsTopic 4.2Climate graph interpretationTopic 4.3Line graphTopic 4.3Choropleth mapTopic 4.2Drawing a sketch mapTopic 4.4Interpretation of a satellite imageTopic 4.6 |

Year 2 Section 3: Economic Development

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| **Topics** | **Case studies***Exam preparation 5.1* | **Fieldwork***Exam preparation 5.3* | **Geographical Skills**Exam preparation5.1, 5.2, 5.3, 5.4 |
| Economic development and quality of lifeDevelopment indicatorsClassifying industryEmployment in changing countriesIndustry in NICsGlobalisationTopic 3.1 | NIKE – a transnational corporation |  | Line graphTopic 4.3Pie chartTopic 4.3Divided bar graphTopic 4.3Triangular graph*Topic 4.3* |
| Food production and farming systemsCommercial farmingSubsistence farmingFood shortages – causes, effects, tackling the problem*Topic 3.2* | Sarawak – plantation agricultureBangladesh – rice farmingBolivia – food shortages | Farm study | Bar graphTopic 4.3Map interpretationTopic 4.2Choropleth mapTopic 4.2 |
| Employment optionsIndustrial locationManufacturing industriesHigh-technology industries*Topic 3.3* | Bangladesh – textile and clothing industry | Location of local industry | Thematic mapTopic 4.2Bar graphTopic 4.3 |
| Growth and importance of global tourismTourism in LEDCs*Topic 3.4* | France – tourism in an MEDCKenya – tourism in an LEDC | Growth of a tourist areaPositive and negative effects of tourism Topic 4.5 | Line graphTopic 4.3Climate graph interpretation*Topic 4.3* |
| Energy consumptionFossil fuelsFuelwood crisisRenewable energiesElectricity production and consumptionNuclear powerHydro-electric power*Topic 3.5* | China – coal industry | Impacts of electricity generation on local people | Compound line graphTopic 4.3Pie graphTopic 4.3Flow line mapTopic 4.3Choropleth mapTopic 4.2Graphing numerical dataTopic 4.3Climate graph interpretationTopic 4.3 |
| Water suppliesMeeting water demand Water shortageTopic 3.6 | Northern India – supplying water |  | Comparing mapsTopic 4.2Climate graph interpretationTopic 4.3 |
| Natural environments – problems and opportunitiesExploiting the natural environmentEnvironmental damageGlobal warmingForest destructionConservation and managementSustainable developmentTopic 3.7 | Aral Sea – Kazakhstan and Uzbekistan Greenland – tourism and mining Carteret Islands – effect of climate changeBorneo – deforestationGreat Barrier Reef Marine Park – AustraliaYorkshire Dales National Park – England | Measuring air and water pollutionEnvironmental quality survey*Topic 4.5* | Bar graph interpretationTopic 4.3Pie graphTopic 4.3Photograph interpretationTopic 4.4Interpretation of a satellite imageTopic 4.6Multiple line graphTopic 4.3Choropleth map Topic 4.2 |

Year 2 Section 5: Exam preparation

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| **Paper 1****Geographical Themes***Exam Preparation 5.1* | **Paper 2****Geographical Skills***Exam Preparation 5.2* | **Paper 3****Coursework***Exam Preparation 5.3* | **Paper 4****Alternative to Coursework***Exam Preparation 5.4* |
| Explanation of what the exam paper is testing | Explanation of what the exam paper is testing | Explanation of what the coursework is testing | Explanation of what the exam paper is testing |
| Using the examination time effectively | Using the examination time effectively | Explanation of why fieldwork is done | Using the examination time effectively |
| Choosing correct questions |  | Route to Geographical Enquiry |  |
| Understanding the question | Understanding the question | Practical hints for fieldwork | Understanding the question |
| Case study questions | Answering a map interpretation question | Explanation of how coursework may be marked |  |
| Explanation of how a case study question may be marked | Answering other geographical skills questions | Explanation of how to achieve a high level grade in coursework |  |
| Command words | Command words | Fieldwork techniques | Command words |
| Resources | Resources |  | Resources |
| Preparation for the Geographical Themes examination | Preparation for the Geographical Skills examination | Preparation for the Coursework assignment | Preparation for the Alternative to Coursework examination |
| Example answers and teacher’s comments | Example answers and teacher’s comments | Example coursework investigations and teacher’s comments  | Example answers and teacher’s comments |