

Teacher	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
JAL	Area of study 1, Topic 2, Option 2B Coastal Landscapes and Change		Area of study 1, Topic 1: Tectonic Processes and Hazards		Area of study 3, Topic 5, The Water Cycle and water insecurity	
	<p>EQ1: Why are coastal landscapes different and what processes cause these differences? EQ2: How do characteristic coastal landforms contribute to coastal landscapes? EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? EQ4: How can coastlines be managed to meet the needs of all players? 1 day field trip to Swanage.</p>		<p>EQ1: Why are some locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters? EQ3: How successful is the management of tectonic hazards and disasters?</p>		<p>EQ1: What are the processes operating within the hydrological cycle from global to local scale? EQ2: What factors influence the hydrological system over short- and long-term timescales? EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p>	
RGO	Area of study 2, Topic 4, Option 4A: Regenerating Places		Area of study 2, Topic 3: Globalisation		Area of study 4, Topic 7, Superpowers	
	<p>EQ1: How and why do places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? 1 day field trip to Reading.</p>		<p>EQ1: What are the causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures? EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?</p>		<p>EQ1: What are superpowers and how have they changed over time? EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment? EQ3: What spheres of influence are contested by superpowers and what are the implications of this?</p>	
<p>Enrichment/Extra Curriculum:</p> <ul style="list-style-type: none"> GCE Student Revision days available LCA to develop a unit 2 trip for fieldwork requirements 						

Teacher	Term 1	Term 2	Term 3	Term 4	Term 5
JAL	Independent Investigation		Area of study 3, Topic 5, The Water Cycle and Water Insecurity	Area of study 3, Topic 6, The Carbon Cycle and Energy Security	Unit 3 preparation
	Trips booked in to Swanage and Reading		<p>EQ2: What factors influence the hydrological system over short- and long-term timescales?</p> <p>EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</p>	<p>EQ1: How does the carbon cycle operate to maintain planetary health?</p> <p>EQ2: What are the consequences for people and the environment of our increasing demand for energy?</p> <p>EQ3: How are the carbon and water cycles linked to the global climate system?</p>	Synoptic practice and links using past papers and resources.
RGO			Area of study 4, Topic 8, Option 8A: Health, Human Rights and Interventions	Area of study 4, Topic 7, Superpowers	
			<p>EQ2: Why do human rights vary from place to place?</p> <p>EQ3: How are human rights used as arguments for political and military intervention?</p> <p>EQ4: What are the outcomes of geopolitical interventions in terms of human development and human rights?</p>	<p>EQ1: What are superpowers and how have they changed over time?</p> <p>EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p>EQ3: What spheres of influence are contested by superpowers and what are the implications of this?</p>	