Carmel College Curriculum Implementation **– KS5 Long term plan** Subject: **Geography**

**KS5 Geography Curriculum**

**Students sitting external examinations have studied the Edexcel specification.**

Topic blurbs are sourced from: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html> (topic booklets and specification)

**Cohort sitting examinations in Summer 2024:**

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|  | Year 12 Physical Geography - Edexcel | Year 12 Human Geography - Edexcel |
| Autumn term | Students start year 12 with The Water Cycle and Water Insecurity. The issues-based approach to studying this topic enables students to explore and evaluate contemporary examples of how water insecurity and climate change is impacting on both the human and physical worlds. This complexity is examined and developed through issues and questions with the aim that students become more critical, reflective and independent learners. Through learning about the physical environment and how both the hydrological cycle and river systems work, the aim is for students to be able to apply this knowledge in real-world environments that are both familiar and unfamiliar to them. Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.  **The Water Cycle and Water Insecurity**  ***Enquiry question 1: What are the processes operating within the hydrological cycle from global to local scale?***  **5.1** The global hydrological cycle is of enormous importance to life on earth  **5.2** The drainage basin is an open system within the global hydrological cycle.  **5.3** The hydrological cycle influences water budgets and river systems at a local scale.  ***Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?***  **5.4** Deficits within the hydrological cycle result from physical processes but can have significant impacts.  **5.5**Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people.  **5.6** Climate change may have significant impacts on the hydrological cycle globally and locally.  ***Enquiry question 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?***  **5.7** There are physical causes and human causes of water insecurity.  **5.8** There are consequences and risks associated with water insecurity.  **5.9** There are different approaches to managing water supply, some more sustainable than others. | Students begin the course with the Globalisation topic. The concept of globalisation is inherently synoptic and links with all aspects of the course, but particularly Topic 7 (Superpowers) and Topic 8 (Global Development and Connections) in the A Level course. The unit introduces students to the concept of globalisation from a historical perspective, introducing the main players and actions that have driven the development of globalisation since the 19th century and accelerated it in the postwar years. The second and third enquiry questions broadly cover the consequences of globalisation for people around the world, and ask students to consider different attitudes towards globalisation and whether the consequences can be managed. In this way the course follows a familiar structure: outline of globalisation, the impacts and management.  **Globalisation**  ***Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?***  **3.1** Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.  **3.2** Political and economic decision making are important factors in the acceleration of globalisation.  **3.3** Globalisation has affected some places and organisations more than others.  ***Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?***  **3.4** The global shift has created winners and losers for people and the physical environment.  **3.5** The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.  **3.6** The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation. |
| Assessment Content and methods used to judge learning | January Mock Exams  4,6- and 12-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers | January Mock Exams  4,6- and 12-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers |
| Spring term | Next, students study The Carbon Cycle and Energy Security. A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.  The water and carbon cycles and the role of feedback in and between the two cycles provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.  **The Carbon Cycle and Energy Security**  ***Enquiry question 1: How does the carbon cycle operate to maintain planetary health?***  **6.1** Most global carbon is locked in terrestrial stores as part of the long-term geological cycle.  **6.2** Biological processes sequester carbon on land and in the oceans on shorter timescales.  **6.3** A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities.  ***Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?***  **6.4** Energy security is a key goal for countries, with most relying on fossil fuels.  **6.5** Reliance on fossil fuels to drive economic development is still the global norm.  **6.6** There are alternatives to fossil fuels but each has costs and benefits.  ***Enquiry question 3: How are the carbon and water cycles linked to the global climate system?***  **6.7** Biological carbon cycles and the water cycle are threatened by human activity.  **6.8** There are implications for human wellbeing from the degradation of the water and carbon cycles.  **6.9** Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales. | ***Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?***  **3.7** Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.  **3.8** Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.  **3.9** Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.  Students now study the Superpowers unit. Key synoptic links here are with Topic 3: Globalisation. In covering Topic 3, students will be aware of the interdependence between countries in today's increasingly globalised world. They will understand the role of IGOs, TNCs and national governments in both political and economic decision-making, and how this can make some states more wealthy and powerful than others. They will also have learnt about cultural globalisation, giving them some insight into the soft power that forms a key part of superpower strength.  Topics 5 and 6: The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security, also link to this topic. Both Topics 5 and 6 look at the rising demand for resources and the social, economic, environmental and political impacts of insecurity, including rising tensions between nations. Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.  **Superpowers**  ***Enquiry question 1: What are superpowers and how have they changed over time?***  **7.1** Geopolitical power stems from a range of human and physical characteristics of superpowers.  **7.2** Patterns of power change over time and can be uni-, bi- or multi-polar.  **7.3** Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.  ***Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?***  **7.4** Superpowers have a significant influence over the global economic system.  **7.5** Superpowers and emerging nations play a key role in international decision-making concerning people and the physical environment.  **7.6** Global concerns about the physical environment are disproportionately influenced by superpower actions. |
| Assessment Content and methods used to judge learning | June Mock Exams  4,6- and 12-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers | June Mock Exams  4,6- and 12-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers |
| Summer term  Sequential knowledge and skills | After the Carbon Cycles unit, students will study the development of coastal landscapes and how geomorphological factors influence the way they work. The interaction of winds, waves and currents will be studied and the impact of both terrestrial and offshore sediment sources. The sediment budget will help explain the distinctive landforms we see and the influence geology and lithology play. The study of a number of different coastal landscapes will help students appreciate the sheer variety that exists around the world and the reasons why such a variety develops. Finally, students will investigate why these landscapes are increasingly threatened by physical processes and human activities, and the need for holistic and sustainable management of these areas in all the world’s coasts. Study must include examples of landscapes from inside and outside the UK.  **Coastal Landscapes and Change**  ***Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?***  **2B.1** The coast, and wider littoral zone, has distinctive features and landscapes.  **2B.2** Geological structure influences the development of coastal landscapes at a variety of scales.  **2B.3** Rates of coastal recession and stability depend on lithology and other factors. | ***Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?***  **7.7** Global influence is contested in a number of different economic, environmental and political spheres.  **7.8** Developing nations have changing relationships with superpowers with consequences for people and the physical environment.  **7.9** Existing a. superpowers face ongoing economic restructuring, which challenges their power. |
|  | Year 13 Physical Geography | Year 13 Human Geography |
| Autumn term | ***Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?***  **2B.4** Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.  **2B.5** Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.  **2B.6** Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.  ***Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?***  **2B.7** Sea level change influences coasts on different timescales.  **2B.8** Rapid coastal retreat causes threats to people at the coast.  **2B.9** Coastal flooding is a significant and increasing risk for some coastlines.  ***Enquiry question 4: How can coastlines be managed to meet the needs of all players?***  **2B.10** Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.  **2B.11** There are different approaches to managing the risks associated with coastal recession and flooding.  **2B.12** Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM). | The first topic of study in year 13 is Health, Human Rights and intervention. Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life, with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice. The aim of this topic is for students to become critical, reflective and independent learners.  This unit offers plenty of scope for synopticity, as it adds to a deeper understanding of how countries respond to hazards, such as Haiti if used as a case study for Tectonic Processes and Hazards (Topic 1). A deeper understanding of indirect controllers of power such as the IMF, World Bank and the WTO can be considered, which fits nicely in with the Superpowers unit (Topic 7). Topic 3, Globalisation, can be revisited here as well and careful use of case studies can create valuable synoptic links.  **Health, Human Rights and intervention**  ***Enquiry question 1: What is human development and why do levels vary from place to place?***  **8A.1** Concepts of human development are complex and contested.  **8A.2** There are notable variations in human health and life expectancy.  **8A.3** Governments and International Government Organisations play a significant role in defining development targets and policies.  ***Enquiry question 2: Why do human rights vary from place* to place?**  **8A.4** Human rights have become important aspects of both international law and international agreements.  **8A.5** There are significant differences between countries in both their definitions and protection of human rights.  **8A.6** There are significant variations in human rights within countries, which are reflected in different levels of social development.  ***Enquiry question 3: How are human rights used as arguments for political and military intervention?***  **8A.7** There are different forms of geopolitical intervention in defence of human rights.  **8A.8** Some development is focused on improving both human rights and human welfare but other development has very negative environmental and cultural impacts.  **8A.9** Military aid and both direct and indirect military intervention are frequently justified in terms of human rights.  ***Enquiry question 4: What are the outcomes of geopolitical interventions in terms of human development* and human rights?**  **8A.10** There are several ways of measuring the success of geopolitical interventions.  **8A.11** Development aid has a mixed record of success.  **8A.12** Military interventions, both direct and indirect, have a mixed record of success.  Students will then either study Shaping Places and specialise in topic 4A: Regenerating Places. |
| Assessment Content and methods used to judge learning | **NEA Deadline (Easter Holidays)**  4,6-, 9- and 20-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers | **NEA Deadline (Easter Holidays)**  4,6-, 9- and 20-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers |
| Spring term | Tectonic Processes and Hazards offers students the opportunity to investigate and interpret the physical nature of tectonic processes and their impacts on an ever-changing planet. Students will learn about the history of theories, and develop an appreciation for the complex geography and geology of our planet.  **Tectonic Processes and Hazards**  ***Enquiry question 1: Why are some locations more at risk from tectonic hazards?***   * 1. The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.   2. There are theoretical frameworks that attempt to explain plate movements.   3. Physical processes explain the causes of tectonic hazards.   ***Enquiry question 2: Why do some tectonic hazards develop into disasters?***   * 1. Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.   2. Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.   3. Development and governance are important in understanding disaster impact and vulnerability and resilience.   ***Enquiry question 3: How successful is the management of tectonic hazards and disasters?***   * 1. Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.   2. Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.   3. Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. | Topic 4A: Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.  **Regenerating Places**  ***Enquiry question 1: How and why do places vary?***  ***An in-depth study of the local place in which you live or study and one contrasting place***  **4A.1** Economies can be classified in different ways and vary from place to place.  **4A.2** Places have changed their function and characteristics over time.  **4A.3** Past and present connections have shaped the economic and social characteristics of your chosen places.  ***Enquiry question 2: Why might regeneration be needed?***  **4A.4** Economic and social inequalities changes people’s perceptions of an area.  **4A.5** There are significant variations in the lived experience of place and engagement with them.  **4A.6** There is a range of ways to evaluate the need for regeneration.  ***Enquiry question 3: How is regeneration managed?***  **4A.7** UK government policy decisions play a key role in regeneration.  **4A.8** Local government policies aim to represent areas as being attractive for inward investment.  **4A.9** Rebranding attempts to represent areas as being more attractive by changing public perception of them.  ***Enquiry question 4: How successful is regeneration?***  **4A.10** Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental.  **4A.11** Different urban stakeholders have different criteria for judging the success of urban regeneration.  **4A.12** Different rural stakeholders have different criteria for judging the success of rural regeneration. |
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| Summer term | **Revision of content, geographical skills and exam technique.**  **External examinations are sat in May/June.** | **Revision of content, geographical skills and exam technique.**  **External examinations are sat in May/June.** |

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| Summer term  Sequential knowledge and skills | After the Carbon Cycles unit, students will study the development of coastal landscapes and how geomorphological factors influence the way they work. The interaction of winds, waves and currents will be studied and the impact of both terrestrial and offshore sediment sources. The sediment budget will help explain the distinctive landforms we see and the influence geology and lithology play. The study of a number of different coastal landscapes will help students appreciate the sheer variety that exists around the world and the reasons why such a variety develops. Finally, students will investigate why these landscapes are increasingly threatened by physical processes and human activities, and the need for holistic and sustainable management of these areas in all the world’s coasts. Study must include examples of landscapes from inside and outside the UK.  **Coastal Landscapes and Change**  ***Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?***  **2B.1** The coast, and wider littoral zone, has distinctive features and landscapes.  **2B.2** Geological structure influences the development of coastal landscapes at a variety of scales.  **2B.3** Rates of coastal recession and stability depend on lithology and other factors. | ***(Globalisation) Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?***  **3.7** Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.  **3.8** Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.  **3.9** Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society. |
|  | Year 13 Physical Geography | Year 13 Human Geography |
| Autumn term | ***Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?***  **2B.4** Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.  **2B.5** Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.  **2B.6** Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.  ***Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?***  **2B.7** Sea level change influences coasts on different timescales.  **2B.8** Rapid coastal retreat causes threats to people at the coast.  **2B.9** Coastal flooding is a significant and increasing risk for some coastlines.  ***Enquiry question 4: How can coastlines be managed to meet the needs of all players?***  **2B.10** Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.  **2B.11** There are different approaches to managing the risks associated with coastal recession and flooding.  **2B.12** Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM). | Students now study the Superpowers unit. Key synoptic links here are with Topic 3: Globalisation. In covering Topic 3, students will be aware of the interdependence between countries in today's increasingly globalised world. They will understand the role of IGOs, TNCs and national governments in both political and economic decision-making, and how this can make some states more wealthy and powerful than others. They will also have learnt about cultural globalisation, giving them some insight into the soft power that forms a key part of superpower strength.  Topics 5 and 6: The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security, also link to this topic. Both Topics 5 and 6 look at the rising demand for resources and the social, economic, environmental and political impacts of insecurity, including rising tensions between nations. Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.  **Superpowers**  ***Enquiry question 1: What are superpowers and how have they changed over time?***  **7.1** Geopolitical power stems from a range of human and physical characteristics of superpowers.  **7.2** Patterns of power change over time and can be uni-, bi- or multi-polar.  **7.3** Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.  ***Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?***  **7.4** Superpowers have a significant influence over the global economic system.  **7.5** Superpowers and emerging nations play a key role in international decision-making concerning people and the physical environment.  **7.6** Global concerns about the physical environment are disproportionately influenced by superpower actions.  ***Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?***  **7.7** Global influence is contested in a number of different economic, environmental and political spheres.  **7.8** Developing nations have changing relationships with superpowers with consequences for people and the physical environment.  **7.9** Existing a. superpowers face ongoing economic restructuring, which challenges their power. |
| Assessment Content and methods used to judge learning | **NEA Deadline (Easter Holidays)**  4,6-, 9- and 20-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers | **NEA Deadline (Easter Holidays)**  4,6-, 9- and 20-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers |
| Spring term | Tectonic Processes and Hazards offers students the opportunity to investigate and interpret the physical nature of tectonic processes and their impacts on an ever-changing planet. Students will learn about the history of theories, and develop an appreciation for the complex geography and geology of our planet.  **Tectonic Processes and Hazards**  ***Enquiry question 1: Why are some locations more at risk from tectonic hazards?***   * 1. The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.   2. There are theoretical frameworks that attempt to explain plate movements.   3. Physical processes explain the causes of tectonic hazards.   ***Enquiry question 2: Why do some tectonic hazards develop into disasters?***   * 1. Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.   2. Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.   3. Development and governance are important in understanding disaster impact and vulnerability and resilience.   ***Enquiry question 3: How successful is the management of tectonic hazards and disasters?***   * 1. Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.   2. Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.   Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. | Topic 4A: Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.  **Regenerating Places**  ***Enquiry question 1: How and why do places vary?***  ***An in-depth study of the local place in which you live or study and one contrasting place***  **4A.1** Economies can be classified in different ways and vary from place to place.  **4A.2** Places have changed their function and characteristics over time.  **4A.3** Past and present connections have shaped the economic and social characteristics of your chosen places.  ***Enquiry question 2: Why might regeneration be needed?***  **4A.4** Economic and social inequalities changes people’s perceptions of an area.  **4A.5** There are significant variations in the lived experience of place and engagement with them.  **4A.6** There is a range of ways to evaluate the need for regeneration.  ***Enquiry question 3: How is regeneration managed?***  **4A.7** UK government policy decisions play a key role in regeneration.  **4A.8** Local government policies aim to represent areas as being attractive for inward investment.  **4A.9** Rebranding attempts to represent areas as being more attractive by changing public perception of them.  ***Enquiry question 4: How successful is regeneration?***  **4A.10** Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental.  **4A.11** Different urban stakeholders have different criteria for judging the success of urban regeneration.  **4A.12** Different rural stakeholders have different criteria for judging the success of rural regeneration. |
| Assessment Content and methods used to judge learning | 4,6-, 9- and 20-mark exam practice  Review of exam technique  Geographical skill building i.e. Spearman’s Rank  Interpretation of figures (maps, photographs etc.)  Peer and self-assessment  ‘I do, we do, you do’ modelling of exam answers | |
| Summer term | **Revision of content, geographical skills and exam technique.**  **External examinations are sat in May/June.** | **Revision of content, geographical skills and exam technique.**  **External examinations are sat in May/June.** |