

**Year 13 - Unit 3 – September to December**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
NEA	<p><b>Knowledge:</b></p> <p><b>Before we go:</b></p> <ul style="list-style-type: none"> <li>• Stages of a geographical investigation</li> <li>• What makes a good Hypothesis</li> <li>• Sampling techniques</li> <li>• Different types of data</li> <li>• Statistical test summaries/recap</li> <li>• How to analyse data</li> </ul> <p><b>On pre study:</b></p> <ul style="list-style-type: none"> <li>• Human and physical data collection techniques</li> <li>• Background information about study area – Southwold</li> <li>• Chosen mini study</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Students will gain a deeper understanding into the chosen area of course on which they base their independent study</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Independent work</li> <li>• Statistical testing</li> <li>• Data collection</li> <li>• Analysis</li> <li>• Conclusion</li> <li>• Evaluation</li> <li>• Assessing risks</li> </ul>	<p>A comprehensive study which is linked to the hypothesis that the student has set</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Data collection and the ability to select an appropriate amount and type of data to collect</li> <li>• High level graphical display of this data using a varied number of techniques</li> <li>• Clear and concise analysis of the data which they collected</li> <li>• A detailed conclusion linked to the hypothesis and key questions set by the student</li> <li>• An overall evaluation of their study</li> </ul>	<p>The NEA will differ from student to student and is based on their chosen area of the course studied. This can be based on any of the topics studied in Year 12.</p>	<p><b>Text books</b></p> <p>OCR A level course book UEA library</p> <p><b>Other</b></p> <p>Mark scheme (exam board) How to reference Which stats test should I use? – Flow diagram Independent investigation – Student guide (exam board) Guide to completing titles and the proposal form (exam board) A level investigation – Student guide (FSC)</p>

**Year 13 - Unit 4 – January to April**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Hazardous Earth</p>	<p><b>Knowledge:</b></p> <p><b>What is the evidence for continental drift and plate tectonics?</b></p> <ul style="list-style-type: none"> <li>Theories of continental drift and plate tectonics</li> <li>Earths crustal features and processes</li> </ul> <p><b>What are the main hazards generated by volcanic activity?</b></p> <ul style="list-style-type: none"> <li>Different types of volcanoes and their causes and features</li> <li>Different types of volcanic eruptions and the different types of hazards they generate</li> </ul> <p><b>What are the main hazards generated by seismic activity?</b></p> <ul style="list-style-type: none"> <li>Earthquake characteristics including their causes and features</li> <li>Hazards generated by earthquakes</li> <li><b>What are the implications of living in tectonically active locations?</b></li> <li><b>Case studies of two</b> countries at contrasting levels of economic development</li> </ul> <p><b>What measures are available to help people cope with living in tectonically active locations?</b></p> <ul style="list-style-type: none"> <li><b>Case studies of two</b> countries at contrasting levels of economic development to illustrate strategies used to cope with <b>volcanic activity</b></li> <li><b>Case studies of two</b> countries at contrasting levels of economic development to illustrate strategies used to cope with hazards from <b>earthquakes</b></li> <li>How and why have the risks from tectonic hazards changed over time</li> </ul>	<p>To be able to explain the theories of slab pull and ridge push and describe in detail the structure of the earth</p> <p>They will have in depth knowledge of the two tectonic hazards (earthquakes and volcanoes) - They will understand the factors that contribute to these, the hazards they generate and the ways to mitigate against them.</p> <p>They will be able to critically analyse why the impacts of these hazards differ from location to location.</p> <p>They will be able to synoptically link hazards to the other compulsory taught elements of the course</p> <p>They will have detailed exemplifications of each of the hazards in contrasting countries. They will have place specific knowledge related to each of the examples and be able to draw detailed conclusions between them on a range of factors e.g types of hazard, level of development, effectiveness of mitigation strategies etc.</p>	<p>Students may have covered:</p> <p>Links into the Earths Hazards unit (OCR B GCSE) uses and builds on prior knowledge</p>	<p><b>Text books</b></p> <p>OCR A level geography Geography an integrated approach</p> <p><b>Articles</b></p> <p>In lesson:</p> <ul style="list-style-type: none"> <li>➤ Hawaiian hotspot</li> <li>➤ Plate tectonics and associated hazards</li> <li>➤ Ridge push and slab pull</li> <li>➤</li> </ul> <p>Additional reading:</p> <ul style="list-style-type: none"> <li>➤ Christchurch New Zealand earthquake</li> <li>➤ Ancient Crete</li> <li>➤ Collecting data from ash clouds</li> <li>➤ Etna</li> <li>➤ Resisting earthquakes</li> <li>➤ Tsunamis</li> <li>➤ Volcanoes and ice caps</li> </ul> <p><b>Programmes</b></p> <p>Killer volcanoes Expedition volcano Geohazards Iceland erupts – A volcano live special</p> <p><b>Other</b></p>

	<ul style="list-style-type: none"> <li>• The relationship between disaster and response including the Park model</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work.</li> <li>• Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth.</li> <li>• Hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations.</li> <li>• As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved</li> <li>• Risks from tectonic hazards varies spatially and over time</li> <li>• Currently there are a number of strategies which help the international community, governments and individuals cope with the risks associated with tectonic hazards however there are varying global levels of resilience and ability to adapt to the risks presented.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Data manipulation</li> <li>• Statistical tests</li> <li>• Evaluate effectiveness of data presentation</li> <li>• Synoptic links</li> </ul>			<p>Zig-zag exam Q's GCSE Pods OCR A level geography work book</p> <p><b>Recommended revision guide:</b> <b>OCR A Level Geography Student Guide 3: Geographical Debates: Climate; Disease; Oceans; Food; Hazards</b> by Peter Stiff, David Barker, et al.</p>
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