

Year 13 Revision Schedule 2026

Subject/Course:		Geography A Level					
Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
1	1	1.1 Global Distribution of Tectonic Hazards - I can explain how plate boundaries and tectonic processes affect where tectonic hazards occur globally. - I understand what causes earthquakes, volcanic eruptions, and tsunamis. - I can describe the three types of plate boundaries: divergent, convergent, and conservative. - I can explain how oceanic and continental plates interact at different boundaries. - I know why intra-plate earthquakes and volcanoes can occur, including the role of hot spots and mantle plumes. - I can analyse world and regional maps to identify patterns in where tectonic hazards happen.					
		1.2 Theoretical Frameworks Explaining Plate Movements - I can explain the theory of plate tectonics and its key elements, including the Earth's internal structure, mantle convection, palaeomagnetism, sea-floor spreading, subduction, and slab pull. - I understand how these processes operate at different plate margins, including destructive, constructive, collision, and transform boundaries. - I can describe how physical processes influence the magnitude and type of volcanic eruptions, as well as earthquake magnitude and focal depth (Benioff zone). - I can use block diagrams to identify key features of different plate boundary settings.					
		1.3 Physical Processes and the Causes of Tectonic Hazards - I can explain how earthquake waves (P, S, and L waves) cause crustal fracturing, ground shaking, and secondary hazards such as liquefaction and landslides. - I understand how volcanic eruptions produce lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards like lahars and jökulhlaups. - I can describe how tsunamis are caused by submarine earthquakes at subduction zones due to sea-bed and water column displacement. - I can analyse tsunami time-travel maps to help predict their impact.					
		1.4 The Relationship Between Hazards, Vulnerability, Resilience, and Disaster - I can define a natural hazard and a disaster and explain how vulnerability and resilience affect a community's ability to cope. - I understand the hazard risk equation and how it helps explain disaster occurrence. - I can explain the Pressure and Release (PAR) model and how it shows the complex relationship between a hazard and its wider context. - I can describe the social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes, and tsunamis) on people, the economy, and the environment in developed, emerging, and developing countries.					
		1.5 Understanding Hazard Profiles, Impacts, Vulnerability, and Resilience - I can explain how the magnitude and intensity of tectonic hazards are measured using different scales, including the Mercalli scale, Moment Magnitude Scale (MMS), and Volcanic Explosivity Index (VEI). - I can compare the characteristics of earthquakes, volcanoes, and tsunamis using hazard profiles, considering factors such as magnitude, speed of onset, areal extent, duration, frequency, and spatial predictability. - I can analyse profiles of earthquake, volcano, and tsunami events to understand the severity of their social and economic impacts in developed, emerging, and developing countries. - I can use correlation techniques to analyse the links between the magnitude of tectonic events, deaths, and damage.					

	1.6 The Role of Development and Governance in Disaster Impact, Vulnerability, and Resilience - I can explain how inequality in access to education, housing, healthcare, and income opportunities affects vulnerability and resilience to disasters. - I understand how governance at local and national levels, along with geographical factors such as population density, accessibility, and urbanisation, influence a community's vulnerability and resilience. - I can compare contrasting hazard events in developed, emerging, and developing countries to understand how physical factors and context shape the scale of a disaster. - I can use statistical analysis to compare deaths and damage from hazard events of similar magnitude in different locations.					
	1.7 Understanding Trends and Patterns in Tectonic Disasters - I can describe tectonic disaster trends since 1960, including changes in the number of deaths, people affected, and economic damage, and compare these within overall disaster trends. - I can evaluate the accuracy and reliability of disaster data to interpret complex trends. - I understand how tectonic mega-disasters can have regional or global significance in terms of economic and human impacts, using case studies such as the 2004 Asian tsunami, the 2010 Eyjafjallajökull eruption (global interdependence), and the 2011 Japanese tsunami (energy policy). - I can explain the concept of a multiple-hazard zone and how hydrometeorological hazards can contribute to tectonic disasters, using the Philippines as an example. - I can interrogate large data sets to assess their reliability and identify and interpret complex trends in tectonic disaster impacts.					
	1.8 Theoretical Frameworks for Predicting, Managing, and Understanding Tectonic Hazards - I can explain how prediction and forecasting of tectonic hazards depend on the type and location of the event and understand the role of scientists in improving accuracy. - I understand the different stages of the hazard management cycle (response, recovery, mitigation, preparedness) and the role of emergency planners in reducing disaster impact. - I can use Park's Model to compare the response curve of hazard events and analyse how different levels of development affect disaster recovery and resilience.					
	1.9 Managing Tectonic Hazard Impacts Through Mitigation and Adaptation - I can explain strategies to modify the event, including land-use zoning, hazard-resistant design, engineering defences, and lava flow diversion, and understand the role of planners and engineers in these strategies. - I understand strategies to modify vulnerability and resilience, such as high-tech monitoring, prediction, education, community preparedness, and adaptation, and can evaluate models forecasting disaster impacts with and without modification. - I can describe strategies to modify loss, including emergency, short-term and long-term aid, insurance, and the role of NGOs, insurers, and affected communities in disaster recovery. - I can use Geographic Information Systems (GIS) to identify hazard risk zones and assess the level of risk based on physical and human geographical features.					

	COMPULSORY CASE STUDIES Tectonic Mega-Disasters (Regional or Global Significance) 2004 Indian Ocean Tsunami – A magnitude 9.1 earthquake off the coast of Sumatra triggered a tsunami that affected 14 countries, killing over 230,000 people. Poor early warning systems and governance failures increased the disaster’s impact. The global response included \$14 billion in aid. 2010 Eyjafjallajökull Eruption, Iceland – The VEI-4 eruption led to a global-scale disruption of air travel, affecting 100,000 flights and 10 million passengers. It highlighted the vulnerability of interconnected transport systems. 2011 Japanese Earthquake and Tsunami – A magnitude 9.0 earthquake triggered a 10m tsunami, devastating coastal cities like Sendai and causing the Fukushima nuclear disaster. Japan had advanced earthquake defences, but the scale of the event overwhelmed them. Multiple Hazard Zone - The Philippines – A multiple-hazard zone experiencing earthquakes, volcanoes, typhoons, and tsunamis. Key example: 1991 Mt. Pinatubo eruption coincided with Typhoon Yunya, amplifying impacts. - Rapid urbanisation, poverty, and weak infrastructure make the country highly vulnerable. Comparing Earthquakes in Developed, Emerging, and Developing Countries - Developed Country Earthquake - Christchurch, New Zealand (2011) – A magnitude 6.3 earthquake struck near Christchurch, causing liquefaction, building collapses, and 185 deaths. Despite strong governance and building codes, damage was severe due to shallow depth and location near the city centre - Emerging Country Earthquake - Sichuan, China (2008) – A magnitude 7.9 earthquake killed 87,000 people and left 5 million homeless. Many poorly built schools collapsed, leading to public outrage. However, China’s strong centralised response helped in recovery. - Developing Country Earthquake - Haiti (2010) – A magnitude 7.0 earthquake struck Port-au-Prince, killing over 230,000 people and displacing 1.5 million. Weak infrastructure, political instability, and poor governance worsened the disaster, and international aid was slow and inefficient. Secondary Hazards from Tectonic Events - Liquefaction: Christchurch (2011) – Large areas suffered from liquefaction, causing roads and buildings to sink, significantly increasing the cost and difficulty of rebuilding. - Landslides: Nepal (2015) – A magnitude 7.8 earthquake triggered thousands of landslides, which buried villages and blocked rescue efforts, particularly in Langtang Valley. - Tsunamis: Japan (2011) – The tsunami caused 90% of the deaths in the disaster, wiping out coastal towns such as Minamisanriku and overwhelming sea walls. Volcanic Eruption Case Studies - Eyjafjallajökull, Iceland (2010) – The ash cloud grounded flights across Europe, causing economic losses of \$5 billion. Despite its global impact, casualties were low due to effective monitoring and response. - Nyiragongo, Democratic Republic of Congo (2002) – Fast-moving lava destroyed 40% of Goma, displacing 400,000 people. Limited government response and ongoing conflict worsened the humanitarian crisis.					
--	--	--	--	--	--	--

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
2	1	2B.1 The Littoral Zone and Distinctive Coastal Landscapes - I can describe the littoral zone, including the backshore, nearshore, and offshore zones, and understand that it is a dynamic area with rapid changes. - I understand how coasts can be classified based on long-term factors like geology and sea-level change or short-term factors like river inputs, waves, and tides. - I can explain how rocky coasts with high and low relief form due to resistant geology in high-energy environments. - I can describe how coastal plain landscapes, including sandy and estuarine coasts, develop in low-energy environments from sediment supplied by terrestrial and offshore sources.					
		2B.2 The Influence of Geological Structure on Coastal Landscapes - I can explain how geological structure is responsible for the formation of concordant and discordant coastlines. - I understand how geological structure affects coastal morphology, including Dalmatian and Haff-type concordant coasts and the formation of headlands and bays on discordant coasts. - I can describe how geological features such as jointing, dip, faulting, and folding influence coastal morphology, erosion rates, cliff profiles, and the formation of micro-features like caves, using the Dorset Jurassic Coast as an example. - I can use GIS mapping to analyse and compare coastal landscapes in the UK and beyond. - I can interpret satellite images of coastlines to classify different types of coastal environments					
		2B.3 Factors Affecting Coastal Recession and Stability - I can explain how bedrock lithology, including igneous, sedimentary, and metamorphic rocks, as well as unconsolidated materials like boulder clay, influence rates of coastal recession. - I understand how differential erosion of alternating strata (permeable/impermeable, resistant/less resistant) creates complex cliff profiles and affects recession rates. - I can describe how vegetation helps stabilise sandy coastlines through dune succession and supports salt marsh development in estuarine areas. - I can create and analyse field sketches of contrasting coastal landscapes to understand recession and stability factors					
		2B.4 Marine Erosion and the Formation of Distinctive Coastal Landforms - I can explain how different wave types (constructive and destructive) influence beach morphology and sediment profiles, which change over daily, seasonal, and long-term timescales. - I understand the key erosion processes (hydraulic action, corrosion, abrasion, and attrition) and how they are affected by wave type, wave size, and lithology. - I can describe how erosion creates distinctive coastal landforms, including wave-cut notches, wave-cut platforms, cliffs, and the cave-arch-stack-stump sequence. - I can use measures of central tendency to classify waves as destructive or constructive based on their characteristics					

	2B.5 Sediment Transport, Deposition, and the Formation of Coastal Landforms - I can explain how sediment transportation is influenced by the angle of wave attack, longshore drift, tides, and currents. - I understand how transportation and deposition processes create distinctive coastal landforms, including beaches, recurved and double spits, offshore bars, barrier beaches and bars, tombolo's, and cusped forelands, and how these can be stabilised by plant succession. - I can describe the Sediment Cell concept (sources, transfers, and sinks) and how it helps explain the coast as a system in dynamic equilibrium, with positive and negative feedback, using the example of Flamborough Head to Spurn Point/Humber Estuary in Holderness. - I can use a student t-test to investigate changes in pebble size and shape along a drift-aligned beach and across the littoral zone, including above the storm beach					
	2B.6 The Role of Subaerial Processes in Coastal Landforms and Landscapes - I can explain how different types of weathering (mechanical, chemical, and biological) contribute to sediment production and influence rates of coastal recession. - I understand how mass movement processes, including blockfall, rotational slumping, and landslides, affect coasts, especially in areas with weak or complex geology. - I can describe how mass movement creates distinctive coastal landforms, such as rotational scars, talus scree slopes, and terraced cliff profiles					
	2B.7 The Influence of Sea Level Change on Coasts - I can explain how long-term sea level changes result from both eustatic factors (ice formation/melting, thermal expansion) and isostatic factors (post-glacial adjustment, subsidence, accretion, and tectonics). - I understand how sea level change has created emergent coastlines (raised beaches with fossil cliffs) and submergent coastlines (rias, fjords, and Dalmatian coasts). - I can describe how contemporary sea level change, caused by global warming or tectonic activity, poses risks to some coastlines. - I can interpret maps and aerial images to identify distinctive landforms that indicate past sea level changes					
	2B.8 The Causes and Impacts of Rapid Coastal Retreat - I can explain how rapid coastal recession is primarily caused by physical factors (geology and marine processes) but can also be influenced by human actions such as dredging or coastal management, using Bangladesh as a case study. - I understand how subaerial processes, including weathering and mass movement, work together to influence rates of coastal retreat. - I can describe how rates of coastal recession vary over time due to short- and long-term factors, including wind direction and fetch, tides, seasons, weather systems, and the occurrence of storms. - I can use GIS, aerial photos, and maps to calculate coastal recession rates over different timescales, including annual changes and long-term trends.					
	2B.9 Coastal Flooding: Causes, Risks, and Future Uncertainty - I can explain how local factors, such as coastal height, land subsidence, and vegetation removal, increase flood risk on low-lying and estuarine coasts, with global sea level rise further intensifying the threat (using Bangladesh or the Maldives as examples). - I understand how storm surge events caused by depressions and tropical cyclones can lead to severe coastal flooding with dramatic short-term impacts. - I can describe how climate change may increase the risk of coastal flooding by affecting the frequency and magnitude of storms and accelerating sea level rise, while recognising that the pace and scale of these changes remain uncertain. - I can evaluate the need for mitigation and adaptation strategies to manage future coastal flood risks.					

	2B.10 The Consequences of Coastal Recession and Flooding - I can explain how economic losses from coastal recession, including damage to housing, businesses, agricultural land, and infrastructure, can be significant, especially in densely developed coastal areas. - I understand how coastal flooding and storm surge events can have severe economic and social impacts on coastal communities in both developing and developed countries. - I can describe how climate change may lead to the creation of environmental refugees as rising sea levels and increased coastal hazards force people to relocate from vulnerable coastal areas.					
	2B.11 Approaches to Managing Coastal Recession and Flooding - I can explain how hard engineering approaches (groynes, sea walls, rip rap, revetments, and offshore breakwaters) are economically costly and can directly alter physical processes and coastal systems, sometimes leading to unforeseen consequences. - I understand how soft engineering approaches (beach nourishment, cliff regrading and drainage, dune stabilisation) aim to work with natural processes to manage coastal risks and adapt to sea-level change. - I can describe how sustainable coastal management is designed to address future threats, such as increased storm events and rising sea levels, but can also lead to local conflicts. - I can use GIS to analyse coastal management cells, assess land use values, and conduct cost-benefit analyses to inform management decisions. - I can interpret photos of different coastal management approaches to assess their environmental impact.					
	2B.12 Integrated Coastal Zone Management (ICZM) and Holistic Coastal Management - I can explain how coastal management increasingly uses the concept of littoral cells to manage extended sections of coastline and how sustainable ICZM strategies are being developed worldwide. - I understand the different Shoreline Management Policy decisions (No Active Intervention, Strategic Realignment, Hold The Line, Advance The Line) and how they are based on complex factors such as engineering feasibility, environmental sensitivity, land value, and political and social considerations. - I can describe how Cost-Benefit Analysis (CBA) and Environmental Impact Assessment (EIA) are used to inform coastal management decisions. - I can explain how policy decisions can lead to conflicts between different players, such as homeowners, local authorities, and environmental pressure groups, and how these conflicts create winners and losers in both developed and developing/emerging countries, using examples like Happisburgh (UK) and Chittagong (Bangladesh).					

	COMPULSORY CASE STUDIES Coastal Erosion and Recession • Holderness Coast, UK – This coastline is one of the fastest eroding in Europe due to soft boulder clay, powerful North Sea waves, and longshore drift removing sediment. The rapid erosion affects towns beyond Mablethorpe and Withernsea, leading to property loss and infrastructure damage. • Bangladesh – Bangladesh's coastline is eroding due to rising sea levels, subsidence, and tropical cyclones. Deltas formed by the Ganges and Brahmaputra rivers are retreating, threatening communities reliant on farming and fishing. Coastal Flooding and Storm Surges • Bangladesh – A low-lying country highly vulnerable to coastal flooding. The 2007 Cyclone Sidr caused storm surges, extensive flooding, and thousands of deaths. Rising sea levels and deforestation of mangroves (e.g., in the Sundarbans) exacerbate the risk. • The Maldives – The Maldives, an island nation in the Indian Ocean, faces existential threats from rising sea levels. Flooding damages tourism, coral reef ecosystems, and freshwater supplies. The government has invested in artificial islands and sea walls to combat the problem. Sea Level Change and Resulting Landforms • Emergent Coastline: Scotland (Raised Beaches, Isle of Arran) – Post-glacial isostatic rebound has led to the formation of raised beaches and fossil cliffs, visible on the Isle of Arran. These features show past sea levels and are evidence of Scotland's geological uplift. • Submergent Coastlines: ○ Dalmatian Coast, Croatia – A concordant coastline where rising sea levels have flooded parallel river valleys, leaving elongated islands that run parallel to the coastline. ○ Fjords, Norway – Formed by glacial erosion, fjords are steep-sided valleys drowned by rising sea levels. Examples include Sognefjord, one of Norway's deepest fjords. ○ Rias, South West England (Kingsbridge Estuary) – A drowned river valley caused by post-glacial sea level rise. Rias provide natural harbours and are important for tourism and biodiversity. ○ Haff Coasts, Poland (Vistula Haff, Curonian Haff, Szczecin Haff) – Haff coasts consist of shallow lagoons separated from the open sea by long sandbars. They form in low-energy depositional environments and are important for wildlife conservation. Sediment Cells and Coastal System Management • Flamborough Head to Spurn Point, Holderness (UK) – This sediment cell includes sources (cliff erosion at Flamborough), transfers (longshore drift), and sinks (Spurn Point spit). Management is complex because stopping erosion in one place can starve other areas of sediment. • Happisburgh, UK – A village experiencing rapid erosion due to weak geology (soft sands and clays) and limited coastal defences. Managed retreat is controversial as it involves losing homes, businesses, and farmland to the sea. Coastal Management Strategies you may have different examples • Hard Engineering: ○ Holderness Coast, UK (Mablethorpe, Bridlington, Hornsea, Withernsea) – Coastal defences include groynes, revetments, and sea walls. However, groynes have led to increased erosion further south (terminal groyne syndrome). ○ Netherlands Delta Works – A large-scale flood defence project involving storm surge barriers and dykes to protect the Dutch coastline from rising sea levels and storm surges. • Soft Engineering: ○ Pevsey Bay, UK – A beach nourishment scheme that works with natural processes to provide sustainable protection while maintaining the beach for tourism. ○ Medmerry, West Sussex, UK – A managed realignment project that involved breaching sea defences to allow natural salt marshes to form, reducing flood risk and creating wildlife habitats. Integrated Coastal Zone Management (ICZM) & Shoreline Management Plans (SMPs) • Happisburgh, UK – ICZM policies involve managed retreat, which has sparked local opposition as residents face property loss without compensation.					
--	---	--	--	--	--	--

Revision Schedule 2025 - Geography



		Chittagong, Bangladesh – Coastal management efforts include embankments, cyclone shelters, and mangrove replanting to protect against erosion and storm surges.					
--	--	---	--	--	--	--	--

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3	2	3.1 The Acceleration of Globalisation Through Transport, Communication, and Business - I can explain how globalisation involves widening and deepening global connections, increasing interdependence, and the movement of commodities, capital, information, migrants, and tourists. - I understand how transport and trade developments in the 19th century (railways, telegraph, steamships) and 20th century (jet aircraft, containerisation) contributed to a 'shrinking world'. - I can describe how 21st-century advancements in ICT and global communication (mobile phones, internet, social networking, electronic banking, fibre optics) have reduced communication costs and led to time-space compression. - I can use proportional flow lines to illustrate global networks and the movement of goods, money, and people.					
		3.2 The Role of Political and Economic Decision-Making in Globalisation - I can explain how international political and economic organisations, such as the World Trade Organization (WTO), International Monetary Fund (IMF), and World Bank, have contributed to globalisation by promoting free trade policies and foreign direct investment (FDI). - I understand how national governments promote globalisation by supporting free trade blocs, such as the European Union (EU) and The Association of Southeast Asian Nations (ASEAN), and implementing policies like free-market liberalisation, privatisation, and encouraging business start-ups. - I can describe how special economic zones (SEZs), government subsidies, and attitudes towards FDI have contributed to the spread of globalisation, using China's 1978 Open Door Policy as an example of how governments attract foreign investment.					
		3.3 The Uneven Impact of Globalisation - I understand that the degree of globalisation varies by country and can be measured using indicators and indices, such as the AT Kearney Index and KOF Index. - I can explain the role of transnational corporations (TNCs) in globalisation, including their influence through global production networks, glocalisation, and the development of new markets, as well as how they benefit from economic liberalisation through outsourcing and offshoring. - I can describe the physical, political, economic, and environmental reasons why some locations remain largely detached from globalisation, using North Korea or the Sahel countries as examples. - I can rank and scale data to create indices measuring levels of globalisation. - I can analyse human and physical features on maps to understand why some places lack connectedness to global networks.					
		3.4 Winners and Losers of the Global Shift - I can explain how the global economic centre of gravity has shifted to Asia due to the global shift of manufacturing (China) and outsourcing of services (India). - I understand how this shift has brought benefits, such as infrastructure investment, waged work, poverty reduction, and improved education and training, but also costs, including loss of productive land, unplanned settlements, environmental degradation, and resource pressure. - I can describe how some communities in developing countries have experienced major environmental problems, including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity, which negatively affect people's health and wellbeing. - I understand how deindustrialised regions in developed countries have faced social and environmental issues due to economic restructuring, leading to dereliction, contamination, depopulation, crime, and high unemployment. - I can use population, deprivation, and land-use datasets to quantify the impacts of deindustrialisation.					

	3.5 The Growth of Economic Migration and Its Consequences - I can explain how rural-urban migration (due to push and pull factors) and natural increase contribute to the growth of megacities, using Mumbai or Karachi as examples, and understand the social and environmental challenges of rapid urbanisation. - I understand how international migration has increased in global hub cities and regions, deepening interdependence through elite migration (e.g., to London or Singapore) and mass low-wage economic migration (e.g., India to UAE or the Philippines to Saudi Arabia). - I can evaluate the economic, social, political, and environmental costs and benefits of migration for both host and source locations. - I can use proportional flow arrows to illustrate global migration patterns and the movement of people from source to host areas.					
	3.6 The Emergence of a Global Culture and Its Impacts - I can explain how cultural diffusion occurs due to globalisation, with TNCs, global media corporations, tourism, and migration spreading an increasingly westernised global culture. - I understand how this global culture affects both people and the environment, using examples such as changing diets in Asia and increased awareness of opportunities for disadvantaged groups, such as athletes at the Rio 2016 Summer Paralympics. - I can describe how cultural erosion has led to the loss of traditional languages, food, music, clothing, and social relations, using the loss of tribal lifestyles in Papua New Guinea as an example, and explain how this can change the built and natural environment, sometimes devaluing local ecosystems. - I can evaluate opposition to globalisation due to concerns about cultural impacts, economic exploitation, and environmental damage, considering the attitudes of pro- and anti-globalisation groups and the environmental movement. - I can analyse global TNC and brand value datasets to quantify the influence of western brands in shaping a global culture.					
	3.7 The Uneven Impacts of Globalisation on Development and Environmental Quality - I can explain different economic measures of development, including single indices (e.g., income per capita, economic sector balance) and composite indices (e.g., Human Development Index (HDI), Gender Inequality Index (GII)), as well as measures of environmental quality (e.g., air pollution indices). - I understand how income inequality has widened both globally and nationally, with the Gini Coefficient measuring disparities between winners and losers of globalisation across developed, emerging, and developing economies. - I can describe contrasting trends in economic development and environmental management across global regions since 1970, showing how progress has varied due to different outcomes of globalisation. - I can critically analyse World Bank and United Nations (UN) data sets to track trends in human and economic development, using line graphs, bar charts, and trend lines. - I can plot Lorenz curves and calculate the Gini Coefficient to assess global and national income inequality.					
	3.8 The Social, Political, and Environmental Tensions of Globalisation - I can explain how open borders, deregulation, and foreign direct investment (FDI) have led to culturally mixed societies and thriving migrant diasporas in some locations, but have also caused tensions, such as the rise of extremism in Europe and trans-boundary water conflicts in Southeast Asia. - I understand how some governments have attempted to control the spread of globalisation through measures such as censorship (e.g., China or North Korea), limiting immigration (e.g., UK or Japan), and trade protectionism, and I can evaluate the attitudes of pro- and anti-immigration groups. - I can describe how some groups aim to retain their cultural identity and control over physical resources, such as the First Nations in Canada, while others embrace the economic benefits of globalisation.					



		3.9 Ethical and Environmental Responses to Globalisation - I can explain how local groups and NGOs promote local sourcing as a response to globalisation, using Transition Towns as an example, and evaluate the economic, social, and environmental costs and benefits of this approach. - I understand how Fair Trade and ethical consumption schemes can help reduce environmental degradation, tackle inequalities in global trade, and improve working conditions, and I can assess the role of NGOs and pressure groups in driving these initiatives. - I can describe how recycling helps manage resource consumption and ecological footprints, while recognising that its effectiveness varies by product and location, using examples such as local authorities in the UK and NGOs like Keep Britain Tidy.					
--	--	---	--	--	--	--	--

	COMPULSORY CASE STUDIES Political & Economic Decision-Making in Globalisation - World Trade Organization (WTO), International Monetary Fund (IMF), World Bank – These organisations play a crucial role in promoting globalisation by encouraging free trade, providing financial aid, and stabilising economies. The WTO enforces trade agreements, the IMF supports economic stability, and the World Bank funds development projects. - European Union (EU) & ASEAN – These trade blocs promote economic integration, reducing trade barriers and increasing interdependence. The EU allows free movement of goods, services, and labour across member states, while ASEAN fosters economic growth and cooperation in Southeast Asia. - China's 1978 Open Door Policy – A major turning point in globalisation, this policy allowed foreign direct investment (FDI) and encouraged free-market reforms, leading to rapid economic growth and China becoming a global manufacturing hub. Globalisation's Uneven Impact - AT Kearney Index & KOF Index – These indices measure globalisation by evaluating economic, political, and technological factors. The KOF Index includes dimensions like economic flows and personal contacts, while the AT Kearney Index ranks cities based on their level of global connectivity. - Transnational Corporations (TNCs) – TNCs drive globalisation by expanding global production networks, developing new markets, and influencing cultural trends through globalisation. Companies such as Apple and McDonald's adjust their products to fit local markets while maintaining a global presence. - North Korea & Sahel Countries – North Korea remains detached due to political isolation, strict government control, and minimal international trade. The Sahel region (including Chad, Mali, and Niger) faces economic and physical barriers to globalisation, such as poor infrastructure, political instability, and a harsh climate. Winners & Losers of the Global Shift - China (Shenzhen, SEZs) – The global shift of manufacturing to China has led to economic growth, job creation, and infrastructure development. Shenzhen, one of China's first Special Economic Zones (SEZs), has become a major global production hub, attracting investment and fostering technological innovation. - India (Bangalore, IT & Call Centres) – The global shift of service industries, particularly IT outsourcing, has benefited India. Bangalore has become a global IT hub, with companies like Infosys and Tata Consultancy providing services to multinational corporations. However, outsourcing has also led to issues such as worker exploitation and rising inequality. Migration & Urbanisation - Mumbai & Karachi – These megacities have experienced rapid population growth due to rural-urban migration and natural increase. Mumbai, India's financial capital, faces challenges like overcrowding, informal settlements (e.g., Dharavi slum), and infrastructure strain. Karachi, Pakistan's largest city, struggles with housing shortages and water supply issues due to unplanned urban expansion. - High wage migration to Singapore and London and Low wage migration to the UAE and Saudi Arabia - India to UAE & Philippines to Saudi Arabia – Mass low-wage economic migration has shaped labour markets in the Middle East. Indian construction workers in the UAE and Filipino domestic workers in Saudi Arabia send remittances home, supporting their families but often facing poor working conditions and limited rights. The Emergence of a Global Culture - Changing Diets in Asia – The spread of Western food culture has led to increased meat and fast-food consumption in countries like China and India. This has raised concerns about health impacts, such as rising obesity rates, and environmental effects, including deforestation for cattle farming. - Rio 2016 Paralympics – The Paralympics have played a key role in raising awareness of disability rights and inclusion, particularly in developing and emerging economies. The Rio 2016 Games showcased the achievements of disabled athletes, challenging social stigmas and encouraging investment in accessibility. - Loss of Tribal Lifestyles in Papua New Guinea – Globalisation has led to cultural erosion among indigenous groups. In Papua New Guinea, traditional ways of life, languages, and customs are disappearing as younger generations migrate to cities and adopt Western lifestyles. Development & Inequality					
--	--	--	--	--	--	--

		- Human Development Index (HDI), Gender Inequality Index (GII), Gini Coefficient – These indicators measure disparities in human and economic development. HDI combines life expectancy, education, and income, GII assesses gender disparities, and the Gini Coefficient measures income inequality within and between countries. Social, Political & Environmental Tensions - Rise of Extremism in Europe – Open borders and migration have contributed to social tensions, leading to the rise of nationalist movements and extremist groups. Some European countries have seen anti-immigration protests and political shifts towards more restrictive migration policies. - Trans-Boundary Water Conflicts in Southeast Asia – Countries such as China, Laos, and Vietnam have disputes over water resources from the Mekong River. China's dam projects upstream have raised concerns among downstream nations about reduced water flow, affecting agriculture and livelihoods. - Censorship in China & North Korea – Governments in these countries control access to information to limit global cultural and political influence. China blocks foreign websites such as Google and Facebook, while North Korea severely restricts internet use and outside communication. - Immigration Limits in UK & Japan – Both countries have introduced stricter immigration policies. The UK's Brexit vote partly stemmed from concerns about free movement within the EU, while Japan has historically maintained low levels of immigration to preserve cultural homogeneity. - First Nations in Canada – Indigenous groups in Canada have resisted globalisation's impact on their land and culture. They have opposed resource extraction projects, such as oil pipelines, to protect their traditional territories and way of life. - Ethical & Environmental Concerns & Localism - Totnes, UK (Transition Towns Initiative) – Totnes has pioneered local sustainability efforts, promoting locally sourced food, renewable energy, and community-led initiatives to reduce dependence on global supply chains. - UK Local Authorities & Keep Britain Tidy – Recycling policies vary across the UK, with local councils implementing different waste management strategies. The Keep Britain Tidy campaign raises awareness about littering and waste reduction, contributing to environmental sustainability.					
--	--	--	--	--	--	--	--

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
4	2	4A.1 Economies can be classified in different ways and vary from place to place. - I can classify economic activity by sector, including primary (e.g., farming, fishing, mining), secondary (e.g., manufacturing, construction), tertiary (e.g., services, retail, tourism), and quaternary (e.g., research, IT, biotechnology). - I can describe different types of employment, including full-time and part-time work, temporary and permanent contracts, and self-employment versus employed roles. - I can explain how economic activity varies between places, using employment and output data to assess differences in economic structure. - I can analyse how variations in economic activity are reflected in social factors, including health outcomes (e.g., higher rates of industrial illnesses in manufacturing regions), life expectancy differences (e.g., longer life expectancy in wealthier areas with better healthcare), and levels of education (e.g., access to higher education in urban vs. rural areas). - I can use GIS to represent data about place characteristics, such as mapping employment trends, visualising economic disparities between regions, and analysing the impact of economic activity on social outcomes.					
		4A.2 Places have changed their function and characteristics over time. - I can describe how places have changed their function over time, including shifts in administrative, commercial, retail, and industrial roles. - I can explain how demographic characteristics of places have changed, including the impact of gentrification, changes in age structure, and shifts in ethnic composition. - I can identify reasons for changes in a place, including physical factors (e.g., flood risk, climate, terrain), accessibility and connectedness (e.g., transport links, digital connectivity), historical development (e.g., industrial heritage, regeneration), and the role of local and national planning (e.g., investment, infrastructure projects, greenbelt policies). - I can measure change in a place using different indicators, including employment trends, demographic changes, land use changes, and levels of deprivation. - I can use the Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation, including income deprivation, employment deprivation, health deprivation, crime, quality of the living environment, and abandoned or derelict land. - I can interpret oral accounts of the values and lived experiences of places from different interest groups and ethnic communities to understand how people perceive and experience change in their local area.					
		4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places. - I can explain how regional and national influences have shaped the characteristics of my chosen places, including economic development, infrastructure, government policies, and historical factors. - I can analyse how places can be represented in different ways, including formal statistical data (e.g., census information, deprivation indices) and more subjective representations (e.g., media portrayals, personal perceptions, artistic depictions). - I can evaluate how continuity and change in these places affect the lives of students and others, both in real and imagined ways, such as how economic shifts impact job opportunities, housing, and social interactions. - I can assess how international and global influences have shaped my chosen places, including the roles of transnational corporations (TNCs) and intergovernmental organisations (IGOs) in shaping economic and social characteristics. - I can compare contrasting representations of my chosen places, considering how official statistics may differ from media narratives, artistic depictions, or personal experiences. - I can consider how economic and social changes have influenced people's identity in my chosen places, including how attitudes towards change range from cultural erosion (e.g., loss of traditional industries, gentrification) to cultural enrichment (e.g., increased diversity, global connectivity).					

	4A.4 Economic and social inequalities change people's perceptions of an area. - I can describe how successful regions, such as the San Francisco Bay Area, have high rates of employment, inward migration (internal and international), and low levels of multiple deprivation. I understand that these areas also face challenges, including high property prices and skill shortages in both urban and rural areas. - I can explain how economic restructuring has triggered a spiral of decline in some regions, such as the Rust Belt, USA. I understand that this includes increasing levels of social deprivation in education, health, crime, access to services, and the living environment in both deindustrialised urban areas and rural settlements once dominated by primary economic activities. - I can evaluate how significant variations in both economic and social inequalities create different priorities for regeneration. I can describe the characteristics of different types of areas, including gated communities, estates with high levels of deprivation, commuter villages, and declining rural settlements, and how these influence the need for regeneration.					
	4A.5 There are significant variations in the lived experience of place and engagement with them. - I can describe how levels of engagement in local communities vary, including differences in local and national election turnout, development, and support for local community groups. I understand that attitudes towards engagement vary between communities. - I can explain how lived experience and attachment to places vary, depending on factors such as age, ethnicity, gender, length of residence (e.g., new migrants, students), and levels of deprivation. I understand that these factors influence levels of engagement and attitudes towards place. - I can evaluate how conflicts occur in communities due to differing views on regeneration priorities and strategies. I understand that these conflicts can have complex causes, including lack of political engagement and representation, ethnic tensions, inequality, and lack of economic opportunity. I recognise that different players have varying attitudes and contrasting approaches to regeneration.					
	4A.6 There is a range of ways to evaluate the need for regeneration. - I can use statistical evidence to determine the need for regeneration in my chosen local place. I can analyse data such as employment rates, income levels, deprivation indices, and crime statistics to assess socio-economic conditions. - I can evaluate how different media provide contrasting evidence about the need for regeneration in my chosen local place. I understand that newspapers, online sources, and social media may present conflicting perspectives on whether regeneration is necessary or beneficial. - I can explain how different representations of my chosen local place influence the perceived need for regeneration. I recognise that sources such as music, photography, film, art, and literature shape public perceptions and may create either a positive or negative image of a place. - I can test the strength of relationships between variables related to regeneration using scatter graphs and Spearman's rank correlation. - I can analyse different newspaper sources to understand conflicting views on regeneration plans. - I can evaluate different representations of my chosen local place through creative sources, appreciating why they produce different perceptions of the area.					
	4A.7 UK government policy decisions play a key role in regeneration. - I can explain how infrastructure investment contributes to regeneration. I understand that projects such as high-speed rail (e.g., HS2) and airport development aim to maintain economic growth and improve accessibility, often facilitated by national government partnerships with charities and developers. - I can describe how the rate and type of development affect economic regeneration. I understand that planning laws, house-building targets, housing affordability, and permissions for fracking influence the economic success of both rural and urban areas. I recognise that government actions may prioritise national needs over local concerns. - I can evaluate how UK government decisions on international migration and the deregulation of capital markets impact regeneration. I understand that policies enabling foreign investment in prime London real estate affect economic growth and both direct and indirect investment. I recognise that government policies can either promote open-door or closed-door approaches to migration and economic activity.					

	4A.8 Local government policies aim to represent areas as being attractive for inward investment. - I can explain how local governments compete to create business-friendly environments to attract inward investment. I understand that local plans designate areas for development, including science and technology parks, to attract both domestic and foreign investors. I recognise that the actions of local authorities influence their success in securing investment. - I can describe how local interest groups influence decision-making about regeneration. I understand that organisations such as Chambers of Commerce, local preservation societies, and trade unions play a role in shaping regeneration plans. I recognise that tensions often arise between those who wish to preserve environments and those who seek change, as seen in projects like the London Olympics 2012. - I can evaluate different urban and rural regeneration strategies. I understand that regeneration can take different forms, including retail-led regeneration, tourism, leisure, and sport initiatives (e.g., London Olympics 2012), as well as public/private rural diversification projects such as the Powys Regeneration Partnership.					
	4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them. - I can explain how rebranding involves re-imaging places using a variety of media. I understand that rebranding aims to improve the image of both urban and rural locations, making them more attractive for potential investors, businesses, and tourists. - I can describe how UK deindustrialised cities have used rebranding to attract visitors and investment. I understand that place identity can be built on industrial heritage, promoting cultural and tourism attractions. An example is Glasgow's 'Scotland with Style' campaign, which rebranded the city as a centre for arts, culture, and business, attracting national and international visitors. - I can evaluate rural rebranding strategies in the post-production countryside. I understand that rural areas use different approaches, including heritage and literary associations (e.g., 'Brontë Country' in West Yorkshire), farm diversification and specialised products, and outdoor pursuits and adventure tourism (e.g., Kielder Forest, Northumberland). These strategies aim to increase tourism and economic opportunities in both accessible and remote rural areas. - I can explore how place identity has been used as part of rebranding by analysing discursive and creative media sources. I understand that different types of media, including advertisements, photography, literature, and promotional videos, are used to shape perceptions of places and influence their success in attracting investment and tourism.					
	4A.10 Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental. - I can assess the success of economic regeneration by analysing measures of income, poverty, and employment. I understand that both relative and absolute changes within areas, as well as comparisons to more successful regions, help determine the effectiveness of regeneration efforts. - I can measure social progress in regeneration by evaluating reductions in inequalities both between and within areas. I understand that social progress can also be assessed through improvements in social measures of deprivation (e.g., crime rates, educational attainment) and demographic changes, such as increased life expectancy and reduced health deprivation. - I can determine whether regeneration has been environmentally successful by examining improvements in the living environment, including reductions in pollution levels and the amount of abandoned and derelict land. - I can interpret photographic and map evidence showing 'before and after' cross-sections of regenerated urban and rural places to visually assess the impact of regeneration projects.					
	4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration. - I can study the strategies used in the regeneration of an urban place, such as Salford Quays, and understand the contested nature of these decisions within local communities. I recognise that attitudes towards regeneration vary, including NIMBYism (Not In My Back Yard), where some local residents oppose changes that they feel negatively affect them. - I can judge the changes that have taken place as a consequence of national and local regeneration strategies by using a range of economic, social, demographic, and environmental variables. I understand that future success depends on past decisions and that regeneration outcomes vary over time. - I can explain how different stakeholders assess the success of regeneration using contrasting criteria. I understand that perspectives from local and national governments, local businesses, and residents are shaped by their lived experiences, the economic benefits or drawbacks they perceive, and the impact of regeneration on the identity and image of an urban place. - I can interrogate blog entries and other social media sources to understand different views on the success of regeneration projects.					

	4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration. - I can study the strategies used in the restructuring of a rural place, such as the North Antrim Coast, and understand the contested nature of these decisions within local communities. I recognise that different groups may have conflicting opinions about regeneration, particularly in balancing economic development with environmental and social concerns. - I can judge the changes that have taken place as a consequence of national and local regeneration strategies by using a range of economic, social, demographic, and environmental variables. I understand that future success depends on past decisions and that regeneration efforts in rural areas often take longer to show measurable impacts. - I can explain how different stakeholders assess the success of rural regeneration using contrasting criteria. I understand that perspectives from local and national governments, local businesses, and residents are shaped by their lived experiences, economic interests, and concerns about how regeneration affects both the reality and image of a rural place.					
	COMPULSORY CASE STUDIES - London Olympics 2012, UK – An example of urban regeneration strategies, including retail-led plans, tourism, leisure, and sport. Also linked to tensions between local interest groups (e.g., businesses, residents, local authorities) and their differing views on regeneration. - Enabling foreign investment in prime London real estate – An example of UK government policy decisions on international migration and deregulation of capital markets, which have shaped economic growth and investment in high-value property markets. Rural Regeneration - Powys Regeneration Partnership, UK – An example of public/private rural diversification aimed at stimulating economic growth in rural areas. - North Antrim Coast, UK – A study of the strategies used in restructuring a rural place and the contested nature of these decisions within local communities. Rebranding and Place Representation - Glasgow 'Scotland with Style' campaign, UK – An example of rebranding a deindustrialised city to attract tourism and investment by building on its industrial heritage. - Brontë Country, West Yorkshire, UK – An example of a rural rebranding strategy based on heritage and literary associations. - Kielder Forest, Northumberland, UK – An example of a rural rebranding strategy based on outdoor pursuits and adventure tourism. - Successful and Declining Regions - San Francisco Bay Area, USA – An example of a successful region with high employment rates, inward migration, and economic prosperity, but also challenges such as high property prices and skill shortages. - The Rust Belt, USA – An example of a declining region, where economic restructuring has led to industrial decline, high unemployment, and increasing social deprivation. - Business and Investment Strategies - Science and Technology Parks (UK) – An example of local government policies that aim to attract inward investment by designating areas for business development. These areas encourage innovation and economic growth, particularly in knowledge-based industries.					

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
5	1	5.1 The global hydrological cycle is of enormous importance to life on Earth. - I can describe how the global hydrological cycle operates as a closed system. I understand that it includes inputs, outputs, stores, and flows, driven by solar energy and gravitational potential energy. - I can explain the relative importance and size of water stores. I can describe the percentage contribution of different water stores, including oceans, atmosphere, biosphere, cryosphere, groundwater, and surface water, and understand the significance of annual fluxes between atmosphere, ocean, and land. - I can evaluate how the global water budget limits water availability for human use. I understand that different water stores have varying residence times, and some stores, such as fossil water and cryosphere losses, are non-renewable. - I can interpret diagrams showing proportional flows within the global hydrological system					
		5.2 The drainage basin is an open system within the global hydrological cycle. - I can describe how the hydrological cycle operates as a system of linked processes within a drainage basin. I understand that: - Inputs include different types of precipitation (orographic, frontal, convectional). - Flows include interception, infiltration, direct runoff, saturated overland flow, throughflow, percolation, and groundwater flow. - Outputs include evaporation, transpiration, and channel flow. - I can explain how physical factors within drainage basins determine the relative importance of inputs, flows, and outputs. I understand that factors such as climate, soils, vegetation, geology, and relief influence the movement of water through a drainage basin. - I can evaluate how humans disrupt the drainage basin cycle. I understand that human activities accelerate processes (e.g., deforestation and land-use changes) and alter water storage through reservoirs and water abstraction. I can use Amazonia as an example of human impact on the drainage basin system.					
		5.3 The hydrological cycle influences water budgets and river systems at a local scale. - I can explain how water budgets show the annual balance between inputs and outputs. I understand that water budgets compare precipitation (input) and evapotranspiration (output) and that they impact soil moisture and water availability. I can describe how water budgets are influenced by climate type, using tropical, temperate, or polar examples. - I can describe how river regimes show the annual variation in river discharge. I understand that river regimes are affected by climate, geology, and soils and that different river basins have contrasting regimes. I can compare the Yukon, Amazon, and Indus river regimes to highlight these differences. - I can explain how storm hydrograph shapes depend on physical and human factors. I understand that the size, shape, drainage density, rock type, soil, relief, and vegetation of a drainage basin influence hydrographs, as well as human factors such as land use and urbanisation. I recognise the role of planners in managing land use to mitigate flooding. - I can construct and analyse Water Budget graphs to compare different climate types and their effects on water availability. - I can conduct a comparative analysis of river regimes by examining annual discharge patterns in different river basins. - I can label and analyse features of storm hydrographs using comparative data.					
		5.4 Deficits within the hydrological cycle result from physical processes but can have significant impacts. - I can explain the causes of drought, including meteorological and hydrological factors. I understand that drought can result from short-term precipitation deficits, longer-term trends, and ENSO cycles (El Niño-Southern Oscillation). - I can evaluate how human activity increases the risk of drought. I understand that over-abstraction of surface water resources and groundwater aquifers can exacerbate drought conditions. I can use examples such as the Sahelian drought or Australian drought to illustrate this. - I can assess the impacts of drought on ecosystem functioning. I understand how drought affects wetlands, leading to habitat loss, and forests, causing stress on vegetation and biodiversity. I can evaluate the resilience of these ecosystems and their ability to recover. - I can use large databases to study patterns and trends in floods and droughts worldwide. - I can interpret synoptic charts and weather patterns to understand how droughts and floods develop.					

	5.5 Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people. - I can explain the meteorological causes of flooding. I understand that flooding can result from intense storms leading to flash floods, unusually heavy or prolonged rainfall, extreme monsoonal rainfall, and snowmelt. - I can evaluate how human actions exacerbate flood risk. I understand that changing land use within the river catchment (e.g., deforestation, urbanisation) and mismanagement of rivers using hard engineering solutions (e.g., embankments, channelisation) can increase flood severity. - I can assess the impacts of flooding on the environment and society. I understand that floods can damage soils and ecosystems, disrupting natural habitats and agriculture, and cause socio-economic impacts, including damage to economic activity, infrastructure, and settlements. I can use UK flood events (2007 or 2012) as case studies. - I can use large databases to study patterns and trends in floods worldwide. - I can interpret synoptic charts and weather patterns to understand how floods develop.				
	5.6 Climate change may have significant impacts on the hydrological cycle globally and locally. - I can explain how climate change affects inputs and outputs within the hydrological cycle. I understand that changing trends in precipitation and evaporation influence water availability at both global and local scales. - I can describe how climate change affects water stores and flows. I understand that changes in snow and glacier mass, reservoirs, lakes, permafrost, and soil moisture levels impact hydrological processes. I can also explain how climate change affects rates of runoff and streamflow. - I can evaluate how climate change increases uncertainty in the hydrological system. I understand that short-term oscillations such as ENSO cycles and long-term global warming make future water security less predictable, raising concerns about the risk of droughts and floods.				
	5.7 There are physical causes and human causes of water insecurity. - I can explain how the growing mismatch between water supply and demand has led to global water stress and scarcity. I understand that water stress occurs when availability falls below 1,700 m³ per person per year, and water scarcity occurs below 1,000 m³ per person per year. - I can describe the physical and human causes of water insecurity. I understand that climate variability and saltwater encroachment at coasts can reduce freshwater availability. I also recognise that human activities, such as over-abstraction from rivers, lakes, and groundwater aquifers, as well as water contamination from agriculture and industrial pollution, worsen water insecurity. - I can evaluate how increasing demand is putting pressure on finite water resources. I understand that population growth, rising living standards, industrialisation, and agricultural expansion are intensifying the risks of water scarcity, with some regions facing increasing water insecurity in the future. - I can use a global map to analyse patterns of world water stress and scarcity.				
	5.8 There are consequences and risks associated with water insecurity. - I can explain the causes of and the global pattern of physical and economic water scarcity. I understand that physical water scarcity occurs when natural water resources are insufficient, and economic water scarcity happens when there are insufficient investments in water infrastructure. I can also explain why the price of water varies globally, depending on factors like availability, infrastructure, and local policies. - I can describe the importance of water supply for economic development and human wellbeing. I understand that water is essential for industry, energy supply, and agriculture, as well as for sanitation, health, and food preparation. I can also explain the environmental and economic problems that arise when water is inadequate, such as reduced agricultural productivity, poor sanitation, and limited access to clean water. - I can evaluate the potential for conflicts over water resources. I understand that conflicts can arise both within countries and internationally, particularly over local and trans-boundary water sources such as the Nile or the Mekong River. I recognise the role of different players (governments, industries, local communities) in shaping these conflicts. - I can interpret water poverty indexes using diamond diagrams to compare the levels of water access and water stress in countries at different levels of development. - I can identify seasonal variations in the regime of international rivers such as the Nile and Mekong, and assess the impact of existing and potential dams on these river systems				

Revision Schedule 2025 - Geography



		5.9 There are different approaches to managing water supply, some more sustainable than others. • I can evaluate the pros and cons of the techno-fix of hard engineering schemes. I understand the benefits and drawbacks of water transfers, mega dams, and desalination plants. I can use water transfers in China as an example to discuss how these projects provide solutions for water supply but may come with significant environmental and social costs. • I can explain the value of more sustainable schemes for water supply restoration and conservation. I understand the importance of smart irrigation and the recycling of water to improve water sustainability. I can use Singapore as an example of successful water management practices focused on conservation and recycling. • I can describe integrated drainage basin management for large rivers. I understand how integrated management works for rivers like the Nile and Colorado, balancing human needs with environmental considerations. I can also explain the role of water-sharing treaties and frameworks, such as those created by the United Nations Economic Commission for Europe (UNECE), Water Convention (Helsinki), and the Water Framework Directive in promoting cooperation and reducing conflict over shared water resources.					
--	--	---	--	--	--	--	--

	COMPULSORY CASE STUDIES Water Scarcity and Stress - Sahel (Africa) – Example of a region experiencing water insecurity due to a combination of physical and human factors, including over-abstraction and water contamination. - Australia – Example of a country facing drought due to both natural factors (climate variability) and human activity (over-abstraction). - Tropical, Temperate, or Polar Examples of Water Budgets – Examples of water budgets in regions with varying climates, showing how precipitation and evapotranspiration influence water availability. River Systems and Hydrological Processes - Yukon River (Canada) – Example of a river regime and the impact of climate and geology on discharge patterns. - Amazon River (South America) – Example of a river system with a specific discharge regime shaped by climate, geology, and soils. - Indus River (South Asia) – Example of another contrasting river regime influenced by climate, geology, and human activity. - Nile River (Africa) – Example of a transboundary river where water management and potential conflicts arise from competing national interests and water sharing agreements. - Colorado River (USA) – Example of another transboundary river and the challenges of managing water resources between states and countries. Water Insecurity and Management - China (Water Transfers) – Example of water transfers used to address regional water shortages, such as the South-North Water Transfer Project. - Singapore – Example of a sustainable water management strategy, including water conservation and recycling techniques like the NEWater project. - Over-abstraction from Rivers, Lakes, and Groundwater Aquifers – Case study examples of regions where water resources have been over-extracted, leading to long-term water insecurity. - Aral Sea (Central Asia) – Example of over-abstraction from lakes, where large-scale irrigation projects have caused the Aral Sea to shrink significantly, leading to environmental and socio-economic consequences. - Water Contamination from Agriculture and Industrial Water Pollution – Case studies showing the effects of pollution on water availability and quality, such as agricultural runoff and industrial discharges. - Saltwater Encroachment at Coasts – Case studies of coastal areas where rising sea levels or over-abstraction of freshwater resources lead to saltwater intrusion, affecting freshwater availability. - Bangladesh – Example of saltwater encroachment at the coast, where rising sea levels and over-abstraction of water have increased the intrusion of saltwater into freshwater sources. - Kiribati – Example of saltwater encroachment, where the rising sea levels in low-lying island nations threaten freshwater resources, exacerbating water insecurity. International Water Conflicts - Nile or Mekong River (Africa/Southeast Asia) – Example of transboundary rivers where water management and potential conflicts are shaped by competing national interests. - Nile or Colorado River (Africa/USA) – Example of international and interstate water conflicts due to shared water resources, with treaties and frameworks in place to manage these disputes. - Water Management Treaties and Frameworks - United Nations Economic Commission for Europe (UNECE) – Example of a framework for international water management and conflict reduction. - Water Convention (Helsinki) – International agreement focusing on water cooperation and conflict prevention. - Water Framework Directive (EU) – European Union regulation aiming to ensure sustainable water use across member states. - Hydropower (Berlin) – Example of discussions and agreements on hydropower projects and their implications for water sharing.					
--	---	--	--	--	--	--

Topic	Paper	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
7	2	7.1 Geopolitical power stems from a range of human and physical characteristics of superpowers. - I can define superpowers, emerging powers, and regional powers using contrasting characteristics. I understand that superpowers and other powers can be characterized by economic, political, military, cultural, demographic, and access to natural resources. I can contrast the characteristics of superpowers like the USA or China with emerging powers like India or Brazil, and regional powers like Russia or Japan. - I can explain the difference between hard and soft power. I understand that hard power refers to coercive methods, like military force and economic sanctions, while soft power refers to influence through culture, diplomacy, and international cooperation. I can evaluate the effectiveness of both types of power in maintaining geopolitical influence. - I can explain how the relative importance of these characteristics and mechanisms for maintaining power has changed over time. I understand how Mackinder's geo-strategic location theory suggests that central Eurasia plays a key role in geopolitical power, and how this theory has evolved with the changing global balance of power. - I can construct power indexes using complex data sets. I can use rankings and scaling to assess the geopolitical power of countries based on various characteristics, considering both hard and soft power elements.					
		7.2 Patterns of power change over time and can be uni-, bi- or multi-polar. - I can explain the maintenance of power during the imperial era through direct colonial control. I understand that colonial empires, such as the British Empire, used direct control over territories to maintain power. This was particularly evident in the multipolar world from 1919 to 1939, where various global powers had significant influence, but no single superpower dominated. - I can describe multi-faceted, indirect control mechanisms. I recognize that in the modern era, multi-faceted control—through political, economic, military, and cultural means—has become more important. Neo-colonial mechanisms were significant during the Cold War era, where the USA and Soviet Union exerted indirect control over various regions. I can also discuss the emergence of China as a potential rival to USA hegemony in the 21st century. - I can explain how different patterns of power bring varying degrees of geopolitical stability and risk. I understand that unipolar, bipolar, and multipolar distributions of power each bring different levels of stability and risk. For instance, a unipolar world (one superpower) may bring stability but also lead to imbalances of power, while a multipolar world can create more complex alliances and potential geopolitical risk. - I can map past, present, and future spheres of influence and alliances. I can use world maps to analyse the shifting spheres of influence and the alliances that have developed over time, such as NATO, BRICS, and the EU, and project future trends in global power distribution.					
		7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. - I can explain the growing influence of emerging countries like Brazil, Russia, India, and China (BRIC), as well as other G20 members. I understand that these countries are increasingly important in global economic, political systems, and global environmental governance (e.g., through participation in the UN Climate Change Conference). I can analyse how these countries are playing a larger role in shaping global policy, trade, and climate change solutions. - I can discuss the evolving strengths and weaknesses of emerging powers. I know that each of these emerging powers (BRIC countries and other G20 members) has economic, political, military, cultural, demographic, and environmental strengths and weaknesses. I can assess how these factors might either advance or inhibit their future economic and geopolitical roles. - I can apply Development Theory to explain changing patterns of power. I understand that World Systems Theory, Dependency Theory, and Modernisation Theory can help explain why and how emerging powers are changing the global balance of power. These theories allow us to understand the shifting economic structures, political dependencies, and social development of countries as they transition from developing to emerging economies.					

	7.4 Superpowers have a significant influence over the global economic system. - I can explain how superpowers influence the global economy. I understand that superpowers exert influence over the global economy by promoting free trade and capitalism through various Intergovernmental Organizations (IGOs), such as the World Bank, International Monetary Fund (IMF), World Trade Organization (WTO), and World Economic Forum (WEF). These organizations shape economic policy, facilitate global trade, and promote economic stability across the world. - I can describe the role of TNCs in the global economy. I recognize that Transnational Corporations (TNCs) are dominant economic forces that drive economic globalization, impacting trade patterns and technology. They control significant parts of the global supply chain, influence trade through patents, and contribute to the spread of capitalism. I understand the role of TNCs in maintaining global power and wealth. - I can explain the role of global cultural influence in maintaining power. I understand that global cultural influence, such as through the arts, food, and media, plays a significant role in the spread of 'westernisation'. This cultural dominance is closely linked to economic power and technological influence, shaping global trends and promoting values associated with capitalism and consumerism. - I can interpret graphs showing world trade growth. I can use linear and logarithmic scales to interpret and analyse graphs of world trade growth, understanding the patterns of global trade over time and how they reflect economic shifts.					
	7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. - I can explain the role of superpowers and emerging nations in global action. I understand that superpowers and emerging nations play a significant role in global actions, including crisis response, conflict resolution, and climate change initiatives. These nations often act as 'global police', influencing global peacekeeping, security, and humanitarian efforts. - I can describe the importance of alliances in global influence. I know that military alliances such as the North Atlantic Treaty Organisation (NATO) and the Australia, New Zealand, and United States Security Treaty (ANZUS), economic alliances such as the European Union (EU), North American Free Trade Agreement (NAFTA), and Association of Southeast Asian Nations (ASEAN), and environmental groups such as the Intergovernmental Panel on Climate Change (IPCC), all contribute to interdependence. These alliances increase global cooperation and are vital to geostrategy and global influence. - I can explain the role of the UN in maintaining geopolitical stability. I understand that the United Nations (UN), through institutions such as the Security Council, International Court of Justice, peacekeeping missions, and climate change conferences, plays a crucial role in maintaining global geopolitical stability. I also recognize how the actions and attitudes of global International Governmental Organizations (IGOs) influence these processes.					
	7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions. - I can explain how superpower resource demands cause environmental degradation. I understand that superpowers' resource demands for things like food, fossil fuels, and minerals can lead to environmental degradation, with carbon emissions from these countries contributing disproportionately to global warming. I can assess how the actions of countries like the USA, China, and Russia impact the global environment. - I can describe the differences in willingness to act on environmental issues. I know that there are significant differences in the willingness of countries like the USA, EU, China, and Russia to act on reducing carbon emissions and to reach global agreements on environmental issues. I recognize that different attitudes and actions affect the global capacity for tackling climate change and achieving sustainable solutions. - I can explain the implications of future growth in middle-class consumption in emerging superpowers. I understand that the future growth in middle-class consumption in emerging superpowers like China and India has implications for the availability and cost of key resources, such as rare earths, oil, staple grains, and water. This growth will also impact the physical environment, as increased consumption drives demand for natural resources and exacerbates environmental degradation. - I can map emissions and resource consumption using proportional symbols. I can use proportional symbols on maps to represent emissions and resource consumption, analysing trends and patterns in superpower actions and their impact on the environment.					

	7.7 Global influence is contested in a number of different economic, environmental, and political spheres. - I can explain how tensions arise over the acquisition of physical resources. I understand that conflicts can arise over the acquisition of physical resources like Arctic oil and gas, where ownership is disputed, and disagreements exist over whether and how these resources should be exploited. I can analyse the attitudes and actions of countries involved in such disputes, particularly around resource extraction in sensitive areas like the Arctic. - I can describe how counterfeiting undermines the global system of intellectual property rights. I know that the global system of intellectual property rights can be undermined by counterfeiting, which has significant economic impacts, straining trade relations and affecting the investments of TNCs (Transnational Corporations). This issue can have consequences for global trade and investment. - I can explain how political spheres of influence can be contested. I understand that political spheres of influence can be contested, particularly in regions like the South and East China Seas, where territory and physical resources are disputed. These tensions can result in open conflict in some cases, such as in Western Russia/Eastern Europe, with serious implications for people and the physical environment.					
	7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment. - I can explain how developing economic ties between emerging powers and the developing world increase interdependence. I understand that economic ties between emerging powers (like China) and developing countries (such as those in Africa) can increase interdependence, bringing opportunities for growth, but also challenges and environmental impacts. I recognize the role of emerging powers in driving these changes and the consequences for both the people and the environment. - I can describe the rising economic importance of certain Asian countries. I know that China and India have gained increasing economic importance on the global stage, enhancing geopolitical influence in the Asian region. However, this growth also creates economic and political tensions within the region as these countries assert their influence and compete for resources and power. - I can explain the cultural, political, economic, and environmental tensions in the Middle East. I understand that the Middle East presents ongoing challenges for both superpowers and emerging powers due to complex geopolitical relations, including the supply of vital energy resources. These tensions stem from contrasting cultural ideologies and have far-reaching implications for both economic stability and the environment. - I can plot the changing location of the world's economic centre of gravity. I can use world maps to plot the shifting location of the economic centre of gravity over time, reflecting the rise of new economic powers and the changing dynamics of global influence.					
	7.9 Existing superpowers face ongoing economic restructuring, which challenges their power. - I can explain how economic problems challenge the USA and EU. I understand that economic problems such as debt, unemployment, economic restructuring, and social costs present significant challenges for established superpowers like the USA and EU, affecting their economic stability and global influence. - I can describe the economic costs of maintaining global military power. I know that superpowers face the economic costs of maintaining their military power, which includes naval, nuclear, and air power, as well as intelligence services and space exploration. These expenditures are increasingly questioned, especially when considering economic constraints and the opportunity cost of investing in other sectors. - I can explain the uncertainty of the future balance of global power. I understand that the future balance of global power (in 2030 and 2050) is uncertain, and there are various possible outcomes, including continued USA dominance, or the development of a bi-polar or multi-polar world. I recognize that this uncertainty comes from shifting economic, political, and military power dynamics. - I can analyse future Gross Domestic Product (GDP). I can analyse future GDP projections using data from different sources to assess the possible economic trajectories of major global powers and the likely changes in the global balance of power.					

	COMPULSORY CASE STUDIES Superpower Characteristics and Influence - USA – As a superpower, the USA has significant economic, political, military, cultural, and demographic influence globally. The USA's global leadership, military presence, and economic power are essential to understanding the mechanisms of power. - China – A rising superpower with strong economic, political, and military capabilities. China's growing global influence, especially in Africa, Asia, and global trade, is reshaping economic and political structures. China's rise to rival the USA is significant for understanding future geopolitical dynamics. - Russia – A regional power with a significant military presence and energy resources, particularly in Europe, where it plays a critical role in geopolitics and energy security. Emerging Powers and Shifting Influence - Brazil – Part of the BRICS group, Brazil is an emerging power with growing influence in the South American and global political and economic spheres, with increasing trade and geopolitical relationships. - India – A rising economic and geopolitical power, India's influence is increasing in both global trade and international diplomacy. It has challenges with energy security and economic growth, but its growing middle class and global influence are key factors. - Global Economic Systems and Superpower Influence - The USA and EU – Economic challenges faced by these superpowers due to issues like debt, unemployment, and economic restructuring. The EU faces significant challenges regarding integration, economic cohesion, and its role in global trade and political influence. - China's Economic Rise – China's growing economic importance has shifted global economic patterns and influenced global trade and politics, with significant changes in the balance of power in the Asian region. Geopolitical Tensions and Superpower Challenges - British Empire – The historical imperial control of the British Empire and how it shaped global power dynamics during the multipolar world of 1919–1939. - Cold War Era – The USA and Soviet Union's economic, military, and political rivalry during the Cold War, defining global geopolitics and power struggles through proxy wars, nuclear arms races, and ideological conflict. - Russian Gas to Europe – Energy dependence and political tensions in the EU due to Russia's influence over gas supplies and geopolitical manoeuvring in Europe. - South and East China Seas – Territorial disputes involving China and other Asian countries over access to natural resources and strategic waterways. - Western Russia/Eastern Europe – Political tensions between Russia and the West over issues such as territorial disputes and the conflict in Ukraine, with implications for both security and the global economy. - China's Influence in Africa – China's growing influence in Africa through economic partnerships, trade agreements, and investment in infrastructure development, leading to shifting power dynamics and geopolitical relationships. Global Environmental Governance and Superpower Actions - UN Climate Change Conference – The role of superpowers in global environmental governance and climate change negotiations, particularly through international agreements like the Paris Agreement and the UN Climate Change Conference. - IPCC (Intergovernmental Panel on Climate Change) – The role of international organizations like the IPCC in facilitating global cooperation on climate change and carbon emissions reduction. - World Bank, IMF, WTO, WEF – The role of IGOs like the World Bank, International Monetary Fund (IMF), World Trade Organization (WTO), and World Economic Forum (WEF) in promoting global economic stability, free trade, and financial aid, with superpowers influencing these systems. Resource Disputes and Environmental Challenges - Arctic Oil/Gas – Disputes over ownership and the exploitation of oil and gas reserves in the Arctic, where superpowers like the USA, Russia, and Canada are vying for control due to the region's vast untapped resources. - Middle East Tensions – Cultural, political, and economic tensions in the Middle East represent an ongoing challenge for superpowers and emerging powers, particularly due to complex geopolitical relations and the supply of vital energy resources (e.g., oil and gas). - Global Power Projections					
--	--	--	--	--	--	--

Revision Schedule 2025 - Geography



		Future Balance of Power (2030 and 2050) – The uncertainty in future global power structures, including potential continued USA dominance, or the development of bi-polar or multi-polar world structures. The rise of China and India will influence the global geopolitical landscape by 2030 and 2050.					
--	--	--	--	--	--	--	--