



Golden Threads

Why are resources so important to people? How do resources create conflict? Why is sustainable resource use so important for a stable future?

How does international cooperation and communication enhance global unity? What role do international organisations play in promoting peace?

Enrichment

Review and Evaluation

	Topics Et Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1 and 2	<p>Resource security (Studied in term 1 and 2): Selected option: Resource security in AQA A-level Geography covers the availability and sustainability of natural resources like water, energy, food, and minerals. It delves into factors affecting distribution, consumption patterns, and potential impacts of scarcity on societies and environments. Topics include management strategies, geopolitical implications, and challenges posed by global change, population growth, and economic development. It emphasises sustainable resource management's importance for future generations.</p> <p>The core knowledge and key facts of this topic are:</p> <p>Resource security This optional section of our specification focuses on the large-scale exploitation of unevenly distributed natural resources, which is one of the defining features of the present era. Increasing demand for water, energy and minerals and their critical role in human affairs leads to massive local and regional transfers of water and massive global transfers of energy and minerals.</p> <p>Resource development Concept of a resource. Resource classifications to include stock and flow resources. Stock resource evaluation: measured reserves, indicated reserves, inferred resources, possible resources. Natural resource development over time: exploration, exploitation, development. Concept of the resource frontier. Concept of resource peak.</p> <p>Sustainable resource development. Environmental Impact Assessment (EIA) in relation to resource development projects.</p>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Teaching of key ideas and processes using a variety of texts, audio-visual and other media Testing of knowledge and understanding of key vocabulary Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings Referring to current events to contextualise knowledge and understanding of the syllabus Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding Case studies and real-world examples which enriches students' understanding of geographical concepts Fieldwork and practical activities to collect data and analyse findings Independent project to encourage independent study allowing students to delve deeper into a topic of interest Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>Past paper questions 20 marks: planning, modelling, and attempting extended questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development</p>	<p>Assuming Resources are Infinite: Many students tend to overlook the finite nature of resources, particularly non-renewable ones such as fossil fuels or minerals. They might assume that these resources will always be available without considering the implications of their depletion.</p> <p>Neglecting Distribution Inequities: Students sometimes overlook the uneven distribution of resources globally. They may fail to recognize that while some regions are abundant in certain resources, others face scarcity, leading to geopolitical tensions and conflicts.</p> <p>Overlooking Environmental Impacts: Some students focus solely on the economic aspects of resource extraction and consumption, neglecting the environmental consequences. They may not fully grasp the concept of sustainable resource management and the need to balance economic development with environmental preservation.</p>	<p>Carbon Trading - The restriction of carbon emissions by countries or companies. Companies under their carbon emissions cap can 'sell' to other companies. Decentralised Energy - Energy produced away from the National Grid and close to where it will be used.</p> <p>Energy Mix - The composition of a country's energy sources. Energy Security - The ownership and full control of a country's energy source, production and transportation.</p> <p>Energy Pathway - The movement of energy from its extraction or source, through pipes, freight logistics or cabling.</p> <p>Energy Players - Key companies and individuals who own, distribute and sell energy and energy sources.</p> <p>Environmental Impact Assessment (EIA) - An assessment of the possible environmental impacts of a resource development project.</p> <p>Exploitation - The process of extracting the resource.</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



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<p>Resource security (cont)</p> <p>Natural resource issues Global patterns of production, consumption and trade/movements of energy and ore minerals. Global patterns of water availability and demand. The geopolitics of energy, ore mineral and water resource distributions, trade and management.</p> <p>Water security Sources of water; components of demand, water stress. Relationship of water supply (volume and quality) to key aspects of physical geography – climate, geology and drainage. Strategies to increase water supply to include catchment, diversion, storage and water transfers and desalination. Environmental impacts of a major water supply scheme incorporating a major dam and/or barrage and associated distribution networks. Strategies to manage water consumption (including reducing demand). Sustainability issues associated with water management: virtual water trade, conservation, recycling, ‘greywater’ and groundwater management. Water conflicts at a variety of scales – local, national, international.</p> <p>Energy security Sources of energy, both primary and secondary. Components of demand and energy mixes in contrasting settings. Relationship of energy supply (volume and quality) to key aspects of physical geography – climate, geology and drainage. Energy supplies in a globalising world: competing national interests and the role of transnational corporations in energy production, processing and distribution.</p>			<p>Ignoring Social and Cultural Factors: Students may overlook the social and cultural dimensions of resource security, such as indigenous rights, land tenure systems, and cultural practices related to resource use. They may fail to understand how these factors influence resource management strategies and outcomes.</p> <p>Underestimating Technological Solutions: While technology can play a crucial role in resource management and security, students may overestimate its ability to solve resource-related challenges. They may overlook the complexities involved in implementing technological solutions and the need for broader systemic changes.</p>	<p>Greywater Recycling - Reusing water already used in a non-toxic process (washing pots, etc). Hubbert’s Curve - The amount of resources extracted by a country over time, which follows a bell-shaped curve. Integrated Water Resource Management (IWRM) - Managing the supply of water from a river basin, optimising the supply of water whilst protecting the environment and ensuring fair distribution of water. Mineral - A naturally occurring compound formed by chemical processes. Non-Renewable or stock- A source of energy that can only be used once to generate electricity or takes thousands of years to replace. Nuclear Fusion - The process of joining atomic nuclei together, to produce energy. Primary Energy - The initial source of energy, as it is naturally found. This could be natural ores, water, crops or radioactive material Rainwater Harvesting System (RHS) - Collecting rainwater for use. Rainwater is cleaner than greywater.</p>	



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<p>Resource security (cont)</p> <p>Environmental impacts of a major energy resource development such as an oil, coal or gas field and associated distribution networks.</p> <p>Strategies to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources).</p> <p>Strategies to manage energy consumption (including reducing demand).</p> <p>Sustainability issues associated with energy production, trade and consumption: acid rain, the enhanced greenhouse effect, nuclear waste and energy conservation.</p> <p>Mineral security</p> <p>With reference to iron ore or a specified globally traded non-ferrous metal ore eg copper, tin, manganese.</p> <p>Sources of the specified ore. Distribution of reserves/resources. End uses of the ore.</p> <p>Components of demand for ore. Role of specified ore in global commerce and industry.</p> <p>Key aspects of physical geography associated with ore occurrence and working: geological conditions and location.</p> <p>Environmental impacts of a major mineral resource extraction scheme and associated distribution networks.</p> <p>Sustainability issues associated with ore extraction, trade and processing.</p> <p>Resource futures</p> <p>Alternative energy, water and mineral ore futures and their relationship with a range of technological, economic, environmental and political developments.</p>				<p>Renewable or Flow - Primary energy that can be re-used to produce electricity or has a short lifetime, therefore any used can be replaced quickly e.g. Hydroelectric, biomass, solar.</p> <p>Resource - Any type of asset, commodity or item which can enhance the quality of life or improve a function's efficiency.</p> <p>Resource Frontier - The boundary between exploited area and areas considered too difficult to exploit.</p> <p>Secondary Energy - The product of primary energy, mostly electricity.</p> <p>Stock Resource - A resource of finite supply and so will run out eventually e.g. Fossil Fuels.</p> <p>Sustainable Resource Development - Long-term planning to ensure the rate of extraction doesn't rise above an unsustainable level.</p> <p>Virtual Water Trade - The trade of items that have a water footprint.</p> <p>Water Conflict - Any disagreement between groups of people over water resources.</p> <p>Water Stress - Demand for water exceeds the supply of clean, non-polluted water.</p> <p>Water Scarcity - Renewable water supply is less than 1000m3</p>	



Term 1 and 2

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<p>Resource security (cont)</p> <p>Case studies</p> <p>Case study of either water or energy or mineral ore resource issues in a global or specified regional setting to illustrate and analyse theme(s) set out above, their implications for the setting including the relationship between resource security and human welfare and attempts to manage the resource. - Water in SW USA</p> <p>Case study of a specified place to illustrate and analyse how aspects of its physical environment affects the availability and cost of water or energy or mineral ore and the way in which water or energy or mineral ore is used. - Energy in NZ</p>				<p>Water Footprint - The water demand per person for the services you use and products you consume.</p>	



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<p>Global governance (Studied in term 1 and 2): Global governance in AQA A-level Geography examines international cooperation and decision-making on global challenges like climate change, human rights, and trade. It explores roles of organizations such as the UN, World Bank, and regional blocs, and debates sovereignty and effectiveness. Students gain insights into managing global issues and the potential and limits of international cooperation.</p> <p>The core knowledge and key facts of this topic are: This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.</p> <p>Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.</p> <p>Globalisation: Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.</p>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Teaching of key ideas and processes using a variety of texts, audio-visual and other media Testing of knowledge and understanding of key vocabulary Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings Referring to current events to contextualise knowledge and understanding of the syllabus Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding Case studies and real-world examples which enriches students' understanding of geographical concepts Fieldwork and practical activities to collect data and analyse findings Independent project to encourage independent study allowing students to delve deeper into a topic of interest Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>Past paper questions: planning, modelling, and attempting extended questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development</p>	<p>Misconception: Global Governance Equals World Government: Some students may erroneously believe that global governance implies a centralized world government with authority over all nations. In reality, global governance refers to the complex system of institutions, agreements, and processes through which nations, international organizations, and non-state actors collaborate to address global issues.</p> <p>Misconception: Global Governance Is Always Effective: Another common misconception is that global governance mechanisms are always successful in addressing global challenges. While global governance plays a crucial role in tackling issues like climate change, poverty, and human rights, its effectiveness can be hindered by factors such as power imbalances, sovereignty concerns, and lack of enforcement mechanisms.</p> <p>Misconception: Global Governance Is Uniform Across Issues: Some students may assume that global governance operates in the same way across all issues. However, global governance structures vary</p>	<p>Global Governance International Institutions Intergovernmental Organizations (IGOs) Non-Governmental Organizations (NGOs) Multinational Corporations (MNCs) Sovereignty Diplomacy Treaties Conventions United Nations (UN) World Trade Organization (WTO) International Monetary Fund (IMF) World Bank United Nations Security Council (UNSC) International Court of Justice (ICJ) Regional Organizations (e.g., European Union, African Union) Globalization Transnational Issues Diplomatic Negotiation Human Rights Environmental Governance Sustainable Development Goals (SDGs) Climate Change Agreements (e.g., Paris Agreement) Economic Governance Development Aid</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework's to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students' progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



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<p>Global governance (cont)</p> <p>Global systems: Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence including how:</p> <ul style="list-style-type: none"> unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way. <p>International trade and access to markets Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being. The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. World trade in at least one food commodity or one manufacturing product.</p>			<p>depending on the issue at hand, with some areas, such as trade or security, having well-established institutions like the World Trade Organization or United Nations Security Council, while others, like environmental protection or cyber security, may lack comprehensive governance frameworks.</p> <p>Misconception: Global Governance Is Only Governmental: There's a misconception that global governance is solely the domain of governments. In reality, global governance involves a wide range of actors, including intergovernmental organizations (IGOs), non-governmental organizations (NGOs), multinational corporations (MNCs), and civil society groups. These non-state actors play significant roles in shaping global policies and agendas.</p> <p>Misconception: Global Governance Is Always Democratic: While principles of democracy and inclusivity are valued in global governance, decision-making processes can often be opaque and influenced by powerful states or interest groups. This can lead to criticisms of democratic deficits within global governance structures, where certain voices are marginalized or excluded.</p>	<p>Development Aid International Law Peacekeeping Operations Global Health Governance Corporate Social Responsibility (CSR) Public-Private Partnerships (PPPs)</p>	



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Term 1 and 2	<p>Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.</p> <p>Global governance The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</p> <p>Issues associated with attempts at global governance, including how:</p> <ul style="list-style-type: none"> agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. <p>The 'global commons' The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.</p> <p>Antarctica as a global common An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.</p> <p>The 'global commons' The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.</p>					



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Term 1 and 2	<p>Antarctica as a global common</p> <p>An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.</p> <p>Threats to Antarctica arising from:</p> <ul style="list-style-type: none"> • climate change • fishing and whaling • the search for mineral resources • tourism and scientific research. <p>Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement.</p> <p>The role of NGOs in monitoring threats and enhancing protection of Antarctica. Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students’ and other people’s lives across the globe.</p> <p>Globalisation critique</p> <p>The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p> <p>Quantitative and qualitative skills. Students must engage with quantitative and qualitative approaches across the theme as a whole.</p>					



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<p>Non-examined Assessment (NEA) - The AQA A-level Geography NEA involves independent research on a chosen geographical topic, utilizing primary and secondary data sources and applying concepts and theories. Structured around aims, methodology, data analysis, and conclusions, the project requires clear links between research questions and findings. Teachers support students in topic selection and report structure, with assessment criteria focusing on research quality and presentation. This component contributes significantly to the final grade, fostering research skills, knowledge application, and effective communication for future study or employment in geography.</p> <p>The core knowledge and key facts of this topic are: See above.</p>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Teaching of key ideas and processes using a variety of texts, audio-visual and other media Testing of knowledge and understanding of key vocabulary Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings Referring to current events to contextualise knowledge and understanding of the syllabus Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding Case studies and real-world examples which enriches students' understanding of geographical concepts Fieldwork and practical activities to collect data and analyse findings Independent project to encourage independent study allowing students to delve deeper into a topic of interest Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>See above.</p>	<p>See above.</p>	<p>Validity The suitability of the method to answer the question that it was intended to answer.</p> <p>Reliability This is the extent to which measurements are consistent.</p> <p>NEAs are less important than exams. NEAs are less rigorous than exams. NEAs don't require as much preparation as exams. NEAs can be completed quickly at the last minute. NEAs don't contribute to learning as much as exams. NEAs are primarily about getting the right answer.</p>	<p>See above.</p>



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<p>Revision – following the revision Olympics structure, students will utilise lesson time to review notes, prepare revision materials and apply this to a range of exam questions. Exam skills, technique and model answers will also be provided to support in students’ application of their knowledge and considering the skills required to answer each style of question.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Water and carbon • Hazards • Coasts • Global Governance • Resource management • Changing places 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Teaching of key ideas and processes using a variety of texts, audio-visual and other media • Testing of knowledge and understanding of key vocabulary • Doing past paper questions to practise the key skills of analysis and assessment already developed in previous modules. This will be done both as homework and in lessons to practise timings • Referring to current events to contextualise knowledge and understanding of the syllabus • Consistent approach to lessons designed to impart knowledge, theories and case studies and build students notes • Discussions and debates to encourage critical engagement with the material, share their perspectives, and challenge their understanding • Case studies and real-world examples which enriches students’ understanding of geographical concepts • Fieldwork and practical activities to collect data and analyse findings • Independent project to encourage independent study allowing students to delve deeper into a topic of interest • Assessments and feedback to monitor progress and offer suggestions on areas to improve 	<p>Past paper questions</p> <p>20 marks: planning, modelling, and attempting extended questions which will appear on the exam paper – taken from exampro and past paper questions. Mark schemes used to help assess work and identify areas of improvement or development.</p>	<p>See above for each topic.</p>	<p>See above for each topic.</p>	<p>Students complete regular vocabulary tests at the start of each lesson and as soon as is practicable will start to attempt past-paper exam questions.</p> <p>Internal mock exams on this and some of the other modules are conducted during term 5 or 6.</p> <p>Students will regularly complete do now knowledge tests at the beginning of the lesson to assist in recalling keywords and key concepts gained in previous lessons. Students will be asked to complete regular homework’s to consolidate and further their ideas of key concepts, theories, case studies and geographical skills.</p> <p>Students’ progress will be tracked based on their performance to identify areas of strength and weakness and tailor lessons to ensure skills are being refined and enhanced. An open dialogue will be maintained with students to ensure they are aware of their progress and to understand areas they can focus and improve on.</p>



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