



Geography	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.
Year 12 Spring Hazards	<p>Students working towards expected outcomes in Year 12 can/has:</p> <p>Plate tectonics</p> <p>Describe the Earth's structure and has a basic understanding of its internal energy sources.</p> <p>Give simple description of plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and sea-floor spreading.</p> <p>Give a basic description of the formation of the following processes at destructive, constructive and conservative plate margins destructive, constructive and conservative plate margins.</p> <ul style="list-style-type: none"> • Characteristic processes: seismicity and volcanicity. • Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. <p>Give a basic description of magma plumes and describe their relationship to plate movement.</p>	<p>Students working at expected in Year 12 can/has:</p> <p>Plate tectonics</p> <p>Describe the Earth's structure and internal energy sources and relate it to plate tectonic theory.</p> <p>Explain all the following aspects of plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and sea-floor spreading. Explanations are sequential and use specific geographic terminology.</p> <p>Explain the formation of the following processes at destructive, constructive and conservative plate margins, giving the correct sequence and using specific geographic terminology.</p> <ul style="list-style-type: none"> • Characteristic processes: seismicity and volcanicity. • Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. <p>Give a clear description of magma plumes and explain their relationship to plate movement.</p>	<p>demonstrate working at the expected level and can consistently apply this. They also can:</p> <p>Plate tectonics & Volcanic Hazards</p> <p>Evaluate the link between magma type, volcano type and explosivity, linking to how hazardous a volcanic eruption is likely to be at a range of spatial and temporal scales.</p> <p>Evaluate factors which lead to some volcanic eruptions not being predicted e.g. phreatic eruptions or external factors that influence the magnitude of an eruption such as being located under a glacier</p> <p>Evaluate different risk management strategies and consider positives and drawbacks of each, reaching conclusions on most effective and appropriate in different contexts.</p> <p>Give a full evaluation of the effectiveness of the response to the Eyjafjallajökull eruption, including the evacuation procedures and global economic & social impacts</p> <p>Make complex links within the Hazards unit – e.g. relating the Eyjafjallajökull case study to aspects of the Park Model and Hazard Management Cycle.</p> <p>Make complex links to other units of the A-level course – e.g. the impact of a person's lived experience of volcanic eruptions on their response</p>



	<p>Volcanic hazards</p> <p>Describe how the formation of volcanoes relates to plate boundaries. Give a basic description of different types of volcanoes with limited explanation why.</p> <p>Give a simple description of some of the forms of volcanic hazard and the impacts they have: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra.</p> <p>Identify the spatial distribution of volcanic eruptions relating to plate boundaries. Understand that they occur at different magnitudes and frequencies.</p> <p>Understand that volcanic eruptions can be predicted and give a simple description of how they are monitored.</p> <p>List basic primary and secondary effects of a volcanic eruption</p> <p>List basic immediate and long-term responses to a volcanic eruption</p> <p>Describe some basic ways the impacts of volcanic eruptions can be reduced, with a focus on prevention (of the impacts, not the hazard) and preparedness only.</p> <p>Eyjafjallajökull 2010 eruption case study - able to give a simple description of the impacts and human responses. Points may be generic and applicable to any volcanic eruption.</p>	<p>Volcanic hazards</p> <p>Explain how the formation of volcanoes relates to plate boundaries, can clearly explain how & why different types of volcanoes are formed (linking to magma type).</p> <p>Give a clear description of the different forms of volcanic hazard and explain the impact they may have considering spatial and temporal scale: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra.</p> <p>Describe and explain the spatial distribution of volcanic eruptions relating to plate boundaries and hotspots. Understand that they occur at different magnitudes and the factors that influence the magnitude of an eruption such as magma type.</p> <p>Understand that volcanic eruptions can be predicted and explain how they are monitored e.g. satellites, gas & temperature monitoring, tremor detection</p> <p>Give a clear explanation of a range of impacts, including: primary/secondary, environmental, social, economic, political.</p> <p>Give a clear explanation of a range of short and long-term responses to volcanic eruptions, including risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. The student can clearly distinguish between these categories and give specific examples for each including building design, evacuation procedures, education, land zoning</p>	
--	---	--	--





		<p>Eyjafjallajökull 2010 eruption case study - able to give a clear explanation of the impacts social, economic, environmental) and human responses this eruption. The student knows a range of specific facts and examples from the case study used to support their explanation and evaluation. The student is beginning to evaluate the effectiveness of the responses.</p>	
<p>Year 12 Spring / Summer</p> <p>Changing Places</p>	<p>Students working towards expected outcomes in Year 12 can:</p> <p>Describe the concept of place, including the difference between place and space.</p> <p>Explain briefly the importance of place in human life and experience</p> <p>Explain insider and outsider perspectives on place.</p> <p>Categorise different places, such as:</p> <ul style="list-style-type: none"> • near places and far places • experienced places and media places. <p>Identify and being to explain factors contributing to the character of places:</p> <ul style="list-style-type: none"> • Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. • Exogenous: relationships with other places. <p>Describe the impact of relationships and connections on people and place with some understanding on age, sex and ethnicity.</p>	<p>Students working at expected in Year 12 can:</p> <p>Describe the concept of place, including the difference between place and space and describing the three aspects of place.</p> <p>Explain the importance of place in human life and experience, including how place is important to identity.</p> <p>Contrast insider and outsider perspectives on place and explain what makes people feel they belong to a place.</p> <p>Categorise different places with named examples, such as:</p> <ul style="list-style-type: none"> • near places and far places • experienced places and media places. <p>Explain factors contributing to the character of places, with relevant examples:</p> <ul style="list-style-type: none"> • Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. • Exogenous: relationships with other places. 	<p>Students working beyond expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can</p> <p>Explain the concept of place, including the difference between place and space and accurately explaining the three aspects of place.</p> <p>Explain the importance of place in human life and experience, including how place is important to identity and explain how place attachment is formed.</p> <p>Contrast insider and outsider perspectives on place and evaluate what makes people feel they belong to a place and how this can change over time.</p> <p>Categorise different places with named examples and consider the extent to which places are becoming more homogenous, such as:</p> <ul style="list-style-type: none"> • near places and far places • experienced places and media places. <p>Evaluate and consider the importance of factors contributing to the character of places, with relevant examples:</p> <ul style="list-style-type: none"> • Endogenous: location, topography, physical geography, land use, built environment and



	<p>Explain how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people and money.</p> <p>Describe the impacts of external forces (e.g. government decisions/policies) on places and begin to consider how this changes at different scales from local to global.</p> <p>Explain how past and present connections, within and beyond localities, shape places.</p> <p>Explain how external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings.</p> <p>Describe how places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc).</p> <p>Describe how places may be represented statistically such as cartography and census data.</p> <p>Describe how both past and present processes of development can be seen to influence the social and economic characteristics of places.</p> <p>(For their local and distant place study)</p> <ul style="list-style-type: none"> Identify and use some qualitative and quantitative data sources to represent places in the past and present. Explain people's lived experience of the place in the past and at present. 	<p>Explain the impact of relationships and connections on people and place with a particular focus on changing demographic and cultural characteristics.</p> <p>Explain how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas with some reference to spatial change.</p> <p>Explain the impacts of external forces on places operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions.</p> <p>Explain how past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.</p> <p>Explain how external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.</p> <p>Analyse how places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) and the contrasting images that are created through this.</p> <p>Analyse how places may be represented</p>	<p>infrastructure, demographic and economic characteristics.</p> <ul style="list-style-type: none"> Exogenous: relationships with other places. <p>Evaluate the impact of relationships and connections on people and place with a particular focus on changing demographic and cultural characteristics.</p> <p>Use named examples to explain how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas with reference to spatial change.</p> <p>Evaluate the impacts of external forces on places operating at different scales from local to global, including government policies, decisions of transnational corporations and international or global institutions.</p> <p>Explain how past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales & consider how these may change in the future.</p> <p>Explain, using named examples, how external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.</p> <p>Analyse how places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) and the</p>
--	--	---	---



	<ul style="list-style-type: none">Describe the changing demographic and cultural characteristics	<p>statistically such as cartography and census data and the contrasting images that are created through this.</p> <p>Explain how both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.</p> <p>(For their local and distant place study)</p> <ul style="list-style-type: none">Use many qualitative and quantitative data sources to represent places in the past and present.Explain people's lived experience of the place in the past and at present and why it is this way.Evaluate the changing demographic and cultural characteristics	<p>contrasting images that are created through this and the reasons behind those representations.</p> <p>Analyse how places may be represented statistically such as cartography and census data and the contrasting images that are created through this and the reasons behind those representations.</p> <p>Evaluate the extent to which both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.</p> <p>(For their local and distant place study)</p> <ul style="list-style-type: none">Use an abundance of qualitative and quantitative data sources to represent places in the past and present.Evaluate people's lived experience of the place in the past and at present and the factors underpinning this.Evaluate the changing demographic and cultural characteristics spatially and temporally.
--	--	---	--

