

Key spellings—A level Geography

Sustainability
Urbanisation
Mega city
Meta city
Natural Population Change
Rural-urban migration
Egan's wheel
Alpha ++
Alpha +
Alpha
Alpha –
World city
Multiple deprivation
Social exclusion
Cultural diversity
DISPORA
Cultural enclaves
Urban resurgence
Suburbanisation
Ribbon developments
De-centralisation
De-industrialisation
Higher income country (HIC)
Newly industrialised countries (NIC)
Lower income country (LIC)
Urban morphology
Informal settlements
Peak land value intersection (PLVI)
Secondary land value peak
Bid-rent theory
Gentrification
Fortress landscapes
Edge cities

Microclimate

Urban heat island
Climatic dome
Albedo
Particulate air pollution
Photochemical pollution
Temperature inversion
Urban boundary layer
Evapotranspiration
Convictional rain



How can you help your child?

1. Test spellings
2. Check and support homework.
Details of homework can be found on eschools.
3. Help them build good, active, revision habits. Remember revision is not something that happens just before an exam, it needs to be an ongoing process.
4. Watch the news— Geography is happening all around us. Top Geographers keep on top of world events.
5. Complete lots of practice papers and help students by timing them or working with them
6. Support them in organising their notes well, ensuring that they are re-reading them at home.
7. Get in contact if you have any questions about their work or what you can do to best support



Geography Department



**Geography
Department
A-level**

**How can your child
achieve all that
they can at A level**

St Alban's Catholic High School

► At A-level pupils will be looking at-

Paper 1– The physical paper (mixture of small answer questions , a 9 mark and 20 mark essay).

1. WATER AND CARBON CYCLES: This section of the course focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. We cover areas such as the water cycle, carbon cycle and climate change and put it into practice through diagrams and case studies.
2. COASTAL SYSTEMS AND LANDSCAPES– This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. We cover the following topics; coasts as natural systems, systems and processes, coastal landscape development and coastal management. We also visit North Norfolk for some fieldwork opportunities.
3. HAZARDS– This section focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations often in dramatic and sometimes catastrophic fashion. We study the concept of a natural hazard, plate tectonics, volcanic hazards, seismic hazards, storm hazards, fires in nature and multi hazard areas.



Paper 2-The human paper (mixture of small answer questions , a 9 mark and 20 mark essay).

1. CONTEMPORARY URBAN ENVIRONMENTS—This unit focuses on urban growth and change , which present significant social and environmental challenges for human populations. We cover the following areas in this unit; urbanisation, urban forms, social, economic and environmental issues , urban climate, urban drainage, urban waste and its disposal and sustainable urban development.
2. CHANGING PLACES- This section focuses on people's engagement with places, the experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. We cover the following areas; the nature and importance of places, relationships, connections, meaning and representation, and we identify two places studies– one local place and one far place.
3. GLOBAL SYSTEMS AND GOVERNANCE- This part of the course focuses on globalization– 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. We look at the following areas within the unit; globalization, global systems, international trade and access to markets, global governance, the global commons, Antarctica as a global common and a globalization critique.

NEA

Students complete a NEA– Non-Examined Assessment which must be between 3500-4000 words. This will be completely independent and will be based on fieldwork that we undertake as a class. Students design the enquiry, the methods and collect all of this on the fieldtrips. They then spend lesson time and SAIL time to write the investigation up into clear sections such as; introduction, methodology, risk assessment, ethics, data presentation, data analysis , conclusion and evaluation.

Fieldtrips

Students MUST spend 3-4 days on fieldtrips to complete our A –Level. We try as much as possible to make the fieldwork varied and interesting. There may be a mixture of local and distant trips and therefore some maybe over night.

EXAM INFO: AQA-

1. Paper 1– Physical Geography 2hrs 30 mins
2. Paper 2– Human Geography 2hrs 30min
3. NEA– non examined assessment 3500-4000 words.

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>



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