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| **A-Level – Water Cycle and Water Insecurity** | **Unit Navigator –Water Cycle and Water Insecurity** |
| **LG1**: Demonstrate knowledge of locations, places, processes, environments and different scales.**LG2**: Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes. The inter-relationships between places, environments and processes.**LG3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. | Assessment Grades | Key terms: |
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| **Theme** | **Learning Goals/Outcomes/Content** |  |  |  |
| **L1 – The Hydrological Cycle and Global Water** | **LG1**: To understand the main stores and fluxes (via processes) of water through the hydrological cycle and to consider how this affects the distribution of fresh water globally. |  |  |  |
| **L2 – Drainage Basins** | **LG1**: To understand the factors that lead to variation in drainage basin systems and how drainage basins operate as part of the water cycle. |  |  |  |
| **L3 – Physical and Human Impacts on Drainage Basins** | **LG1/3**: To understand the human and physical factors that influence the relative importance of inputs, flows and outputs within a drainage basin system. |  |  |  |
| **L4 – River Regimes** | **LG1**: To understand how water availability can vary seasonally, and the affect this can have on river systems. |  |  |  |
| **L5 – Flood Hydrographs** | **LG1**: To understand the range of human and physical factors (at different scales) that affect the shape of a drainage basin’s flood hydrograph |  |  |  |
| **L6 – The Causes of Drought** | **LG1**: To understand the human and physical causes of drought globally.​ |  |  |  |
| **L7 – The Big Dry Australia** | **LG2:**To construct a case study of the Australian Drought in terms of causes and impacts |  |  |  |
| **L8 – Impacts of Drought on Ecosystems** | **LG2**: To understand how Drought has an impact on Ecosystems such as wetlands. |  |  |  |
| **L9 – Causes and Impacts of Flooding** | **LG1**: To understand the effect of surpluses in the hydrological cycle. |  |  |  |
| **L10 – Impacts of Climate Change on the Hydrological Cycle** | **LG2**: To understand how climate change could and is having an affect on the processes within the hydrological cycle. |  |  |  |
| **L11 – Water Security, Consequences and Risks** | **LG1/3:**​To recap the different causes of water insecurity To assess the consequences and risks associated with water insecurity globally. |  |  |  |
| **L12a – Water Scarcity – Human Factors and Development** | **LG2:**To look at how humans can contribute to the pattern of water scarcity. |  |  |  |
| **L12b – Human Impacts on Water Security** | LG1: To understand how human actions can have consequences for water availability (quantity) and water quality. LG3: To apply identify these actions in case studies. |  |  |  |
| **L13 – Water Politics and Conflicts** | **LG2:**To understand the potential for conflict between users of a water source within countries and across international boundaries. |  |  |  |
| **L14 – Responses to Water Insecurity** | **LG1**: To understand the challenges in dealing with the issue of water insecurity |  |  |  |
| **LG15 – Dams and Water Transfers** | **LG2:**To understand the costs and benefits of using dams and water transfer schemes to solve water security issues. |  |  |  |
| **LG15b – Sustainable Water Management Solutions** | **LG3:**To evaluate the costs and benefits of using a range of sustainable water management approaches. |  |  |  |
| **L16 – Colorado River Management Case Study** | **LG3:**To assess what impact a IWRM approach to water management in the CRB might be. |  |  |  |
| **L17 – Water Review and Assessment** | REVISION AND ASSESSMENT – Students should be able to explain the range of processes that operate to maintain the water cycle on global and local level. They should be able to outline the short and long term variations in the water cycle and assess the impacts for people, the environment and the economy. Students should also be able to assess the factors that create and maintain water insecurity across different global regions. |  |  |  |

**Links:**

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