

Year 13 Curriculum Overview: Geography

Rationale:

- To know the concepts and processes associated with global systems, urban environments and water and carbon cycles
 - To understand how people interact with and manage these systems
 - To apply academic literature to their learning to enhance their knowledge
- To be able to use a range of skills independently to carry out a geographical enquiry (NEA) and synoptically draw together learning from all the A Level topics

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
NEA	<i>In Year 13 Term 1, students return from the summer break having completed all their data collection. They are reminded of the strict deadlines to follow to ensure their completed investigation is handed in on time. See Specification for independence and teacher guidance.</i>	NEA is worth 20% of students' final grade.	Students will use home learning and silent study time to independently work on their NEA	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<u>Knowledge</u> <ul style="list-style-type: none"> • Dependent on topic chosen <u>Skills</u> <ul style="list-style-type: none"> • Writing in the style of a geographical investigation / report (preparation for FE) • A range of qualitative and quantitative data collection skills depending on own choices • Interpretation of a range of data • A range of data presentation methods depending on own choices 	<u>Wider Reading and Models</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic
Global Systems and Global Governance	<p><i>Students will understand the concept of globalisation, how it has developed and the impact it has on various parts of the world and society in terms of growth and stability and also inequalities, conflicts and injustices. They will take an evaluative and balanced approach to understanding how global systems are managed through global governance, with a focus on the governance of Antarctica.</i></p> <p><i>LINKS: All issues have been broadly studied at KS3 and 4 and this compulsory unit allows students to explore the complexities of globalisation at an advanced level.</i></p>	Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions) End of topic mock/PPEs	Set by class teacher for individual classes	Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography	<u>Knowledge</u> <ul style="list-style-type: none"> • Dimensions of and factors in globalisation and how it can be measured • Global systems and issues associated with interdependence • International trade and access to markets – trading relationships, impacts of impacts of differential access to markets, TNCs, coffee, palm oil, bananas • Global governance • Global commons • Globalisation critique • CASE STUDY: Antarctica as a global common <u>Skills</u> <ul style="list-style-type: none"> • Range of quantitative and qualitative skills • Mapping • Research • Analysis and interpretation 	<u>Wider Reading and Models</u> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google Scholar used for analysis • Use of literature such as “Prisoners of Geography” and “Divided” to explore the relations between different places at local, national and global scale • Key term list for topic • Extended writing • Essay annotations (past student work)

<p>Water and Carbon</p>	<p><i>Students understand how both the water and carbon cycles work as natural systems, their global distribution and magnitude and how this changes due to natural processes and human actions. They also examine the interaction between both cycles and the consequences for life on earth.</i></p> <p><i>LINKS: Climate change, fluvial landscapes, ecosystems</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock/PPEs</p>	<p>Set by class teacher for individual classes</p>	<p>Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Water and carbon as natural systems – including feedback loops • The water cycle – global distribution, processes driving change in magnitude, drainage basins, runoff, hydrographs, changes in the water cycle over time (natural and human variations) • The carbon cycle – global distribution, processes driving change in magnitude, changes over time (natural and human), carbon budget and impact on land, oceans and atmosphere • Water, carbon and life on earth – particularly climate and climate change • CASE STUDIES: Tropical Rainforest (Amazon, Malaysia), River Catchment (River Exe) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Qualitative and quantitative • Mass balance • Unit conversions • Hydrographs • Analysis and presentation of field data 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic • Extended writing • Essay annotations (past student work)
<p>Contemporary Urban Environments</p>	<p><i>Students examine the processes, challenges and issues associated with urban growth, particularly environmental sustainability and social cohesion. Students explore a range of urban settings to understand a range of urban themes, with particular focus on London and Bengaluru as the main case studies</i></p> <p><i>LINKS: Urban Issues, fieldwork, Changing Places, population</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock</p>	<p>Set by class teacher for individual classes</p>	<p>Full scheme of learning - PowerPoints and Resources on Staff Resources - > Geography</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Urbanisation – patterns, processes, urban change, urban policy • Urban forms • Social and economic issues associated with urbanisation in contrasting settings • Urban climate • Urban drainage • Urban waste and its disposal • Other contemporary urban environmental issues • Sustainable urban development • CASE STUDIES: Bengaluru, London, Los Angeles, Mumbai <p><u>Skills</u></p> <ul style="list-style-type: none"> • Qualitative and quantitative including geospatial data interpretation. 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts such as “Poverty Safari” and “The New Urban Crisis.” These will provide a more detailed look into the topic challenging student’s misconceptions. Student debates around these. Parts linked to gentrification (as well as the challenges of urbanisation) providing a mini case study • Key term list for topic