

# Curriculum Plan: Geography

Year 13	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	<p><b>The Water Cycle and Water Insecurity:</b></p> <p>Enquiry question 1: What are the processes operating within the hydrological cycle from global to local scale?</p> <p>Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?</p> <p>Enquiry question 3: How does water</p>	<p>As well as the usual skills of literacy, numeracy, map, graphical, source analysis and presentation skills the following topic specific skills will also be developed...</p> <p>(1) Use of diagrams showing proportional flows within systems.</p> <p>(2) Comparative analysis of river regime annual discharges.</p> <p>(3) Analysis and construction of Water Budget graphs.</p> <p>(4) Using comparative data, labelling of features of storm hydrographs.</p> <p>(5) Use of large database to study the pattern and trends in floods and droughts worldwide.</p>	<p><i>Explain why the global hydrological cycle is an example of a closed system. (6 marks)</i></p> <p><i>Assess the importance of human and physical factors in determining the level of water scarcity in a given area. (8)</i></p> <p><i>Explain why river regimes might vary between basins. (6)</i></p> <p><i>Using named examples, suggest two impacts of drought on ecosystem functioning (6)</i></p> <p><i>Using examples, discuss the impact of flooding on people and the environment (15) *</i></p>	<p>Throughout all topics, students will be:</p> <p>Describing</p> <p>Explanation</p> <p>Suggest</p> <p>Analysing</p> <p>Data interpretation</p> <p>Central tendencies – Mean, Mode &amp; Median</p>	<p>Attitude – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together &amp; respect different ideas &amp; opinions. Make connection between the topics and</p>	<p>Accessing lectures at Plymouth University.</p>	<p>Throughout these topics' students explore many issues facing the World today. The teaching of these help students expand their understanding and to make sense of the issues.</p> <p>These issues include human rights, the threats to democracy, sustainability, equality, conflict, environmental damage including climate change.</p> <p>This course helps prepare students for life at university</p>

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	<p>insecurity occur and why is it becoming such a global issue for the 21st century?</p> <p><b>The Carbon Cycle and Energy Security:</b>          Enquiry question 1: How does the carbon cycle operate to maintain planetary health?</p> <p>Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?</p>	<p>(6) Interpretation of synoptic charts and weather patterns, leading to droughts and floods.          (7) Use of a global map to analyse world water stress and scarcity.          (8) Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development.          (9) Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of existing and potential dams.</p> <p>1) Use of proportional flow diagrams showing carbon fluxes.          (2) Use of maps showing global temperature and precipitation distribution.          (3) Graphical analysis of the energy mix of different</p>	<p><i>Explain how physical and human factors contribute to an increased risk of water insecurity. (8)</i></p> <p><i>Assess the role of physical factors in influencing the pattern of future water stress (12)</i></p> <p><i>Explain why the price of water varies globally. (8)</i></p> <p><i>Describe and explain how carbon is released into the atmosphere through volcanic eruptions and plate boundary processes. (8)</i></p> <p><i>'Explain how an increase in carbon concentration may change the global pattern of temperature and precipitation distribution.' (8)</i></p> <p><i>Evaluate the relative importance of a range of players in securing energy pathways and supplies. (20)*</i></p>	<p>Co-ordinates</p> <p>Scale</p> <p>Graph interpretation</p> <p>Statistical analysis</p>	<p>students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning &amp; understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>(whatever course they wish to pursue), the world of work and living in a democracy</p>
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	<p>Enquiry question 3: How are the carbon and water cycles linked to the global climate system?</p>	<p>countries, including change over time.            (4) Analysis of maps showing global energy trade and flows.            (5) Comparisons of emissions from different energy source.            (6) Using GIS to map land-use changes such as deforestation over time.            (7) Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future.            (8) Plotting graphs of carbon dioxide levels, calculating means and rates of change.</p>	<p><i>Evaluate one alternative strategy at a local or national scale. (8)</i></p> <p><i>Explain how an increase in drought frequency may affect forests as carbon stores. (8)</i></p> <p><i>'Evaluate the extent to which today's increasing demand for energy is the most important factor modifying the carbon cycle' (20 marks)</i></p> <p><i>Explain why there is uncertainty in the projections of future atmospheric CO2 concentrations (8)</i></p> <p><i>End of cycle Assessment</i></p> <p><i>Knowledge Test</i></p>				
Cycle 2	<p><b>Superpowers:</b>            Enquiry question 1:            What are superpowers and how have they changed over time?</p>	<p>(1) Constructing power indexes using complex data sets, including ranking and scaling.            (2) Mapping past, present and future sphere of</p>	<p><i>Comment on the value of the three different ways of measuring superpower status. (10)</i></p>		<p>Attitude – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p>		

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	<p>Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?</p> <p>Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?</p>	<p>influence and alliances using world maps. (3) Using graphs of world trade growth using linear and logarithmic scales. (4) Mapping emissions and resource consumption using proportional symbols. (5) Plotting the changing location of the world's economic centre of gravity on world maps. (6) Analysing future Gross Domestic Product (GDP) using data from different sources.</p>	<p><i>Explain why the pattern of economic power has changed over time. (10)</i></p> <p><i>Using examples explain the extent to which neocolonialism affects geopolitical stability. (12)</i></p> <p><i>Assess the extent to which the rise of the BRICs is both a threat and an opportunity for the rest of the developing world. (15)</i></p> <p><i>Using named examples, assess the relative importance of economic, military and cultural factors in influencing superpower status. (15)*</i></p> <p><i>Using named examples, discuss how the balance between direct versus indirect superpower influence has changed over time. (15)</i></p> <p><i>Suggest the impact on people and the environment of the growth in middle-class numbers and spending (10)</i></p>		<p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together &amp; respect different ideas &amp; opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning &amp; understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		
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	<p><b>Health, Human Rights and Intervention:</b></p> <p>Enquiry question 1: What is human development and why do levels vary from place to place?</p> <p>Enquiry question 2: Why do human rights vary from place to place?</p> <p>Enquiry question 3: How are human rights used as arguments for political and military intervention?</p>	<p>(1) Comparison of different measurements of development using ranked data.</p> <p>(2) Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development.</p> <p>(3) Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education across developing, emerging and developed nations.</p> <p>(4) Use qualitative and quantitative indicators to derive an index of corruption and show this on global maps to compare variations in</p>	<p><i>Evaluate this statement          'Education is the only way to advance human development'          (20)</i></p> <p><i>Explain two reasons why attitudes to gender equality in education vary greatly between countries. (8)</i></p> <p><i>Evaluate the significance of governments and IGOs in defining development targets and policies (20)</i></p> <p><i>Evaluate the extent to which different levels of social development can be explained by variations in human rights within a country (20)*</i></p> <p><i>Evaluate this statement:          'Geopolitical interventions more often reduce rather</i></p>				
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		<p>levels of corruption with types of government.</p> <p>(5) Use of flow-lines on global maps to show both the direction and level of aid from donor to recipient global regions.</p> <p>(6) Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid.</p> <p>(7) Interpreting images to evaluate the impact of economic development on the environment minority groups live in.</p> <p>(8) Critical analysis of source material to identify possible reasons for error in the assessment of success for named interventions such as the management of European or Asian boat people.</p> <p>(9) Using Gini Coefficient and income or wealth proportion for deciles of the population to</p>	<p><i>than improve human rights.' (20 marks)</i></p> <p><i>Explain why development aid is often contested. (8 marks)</i></p> <p><i>Evaluate the statement 'Development aid has a mixed record of success' (20 marks)</i></p> <p><i>End of cycle Assessment</i></p> <p><i>Knowledge Test</i></p>				
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		describe inequalities in and between nations. (10) Critical analysis of source materials to identify possible misuse of data in the qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya.					
Cycle 3	<b>Health, Human Rights and Intervention:</b> Enquiry question 4: What are the outcomes of geopolitical interventions in terms of human development and human rights?  <b>Synoptic issues practise/Revision</b>		<i>Evaluate the statement            'Development aid has a mixed record of success'            (20 marks)</i>				