

## 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.</p> <p>(7) Use of a global map to analyse world water stress and scarcity.</p> <p>(8) Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development.</p> <p>(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.</p> <p>(2) Use of maps showing global temperature and precipitation distribution.</p> <p>(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.</p> <p>(4) Analysis of maps showing global energy trade and flows.</p> <p>(5) Comparisons of emissions from different energy source.</p> <p>(6) Using GIS to map land-use changes such as deforestation over time.</p> <p>(7) Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future.</p> <p>(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 CO<sub>2</sub> concentrations (8)</i></p> <p><i>End of cycle Assessment</i></p> <p><i>Knowledge Test</i></p>			
Cycle 2	<p><b>Superpowers:</b></p> <p>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.</p> <p>(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.</p> <p>(3) Using graphs of world trade growth using linear and logarithmic scales.</p> <p>(4) Mapping emissions and resource consumption using proportional symbols.</p> <p>(5) Plotting the changing location of the world's economic centre of gravity on world maps.</p> <p>(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  <i>'Education is the only way to advance human development'</i> (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:  <i>'Geopolitical interventions more often reduce rather</i></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>			
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		<p>describe inequalities in and between nations.</p> <p>(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.</p>					
Cycle 3	<p><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?</p> <p><b>Synoptic issues practise/Revision</b></p>		<p><i>Evaluate the statement  'Development aid has a mixed record of success'  (20 marks)</i></p>				