St Cuthbert Mayne School Curriculum Map 2020-2021

Department: **GEOGRAPHY**

Key Stage 3

Year 7 Spring Term 1 - Our Populated World						
Topic/Unit	**Global Population Distribution**	**How do Populations Change over Time?**	**Why do People Migrate?**	**The Growth of Megacities**	**Consequences of Urban Growth**	**Challenges and Opportunities of Urban Growth in the UK**
Knowledge (Content covered)	Where does everyone live and why in those places?	Understanding the Demographic Transition Model and population structures	What is meant by migration and what are the causes and consequences of rural-to-urban migration?	What is a megacity? Where are megacities located? What is it like living in a megacity? Focus on Jakarta	What and where are squatter settlements found? What is it like to live in one? Focus on Dharavi in India.	Focus on Leicester and learning about its growth, characteristics and diversity.
Skills	Atlas work Interpretation of graphs Understanding patterns on a map	Interpretation of population graphs Population statistics analysis	Graph interpretation Categorisation of push/pull into social, economic, environmental Decision-making task - extended writing	Atlas work - distribution of megacities and patterns Graph work - growth of megacities Development of an argument - opportunities/challenges Statement sorting	Map work - location of Dharavi Interpretation of visual media Categorisation of statements	Map work - location of Leicester Graph interpretation Interpretation of visual media Categorisation of statements

Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Demographer Land surveyor Town Planner GIS Specialist Emergency Planner International Aid Worker Environmental Manager Human Rights Officer Voluntary Services Overseas					

Year 7 Spring Term 2 - Our Fluvial						
Topic/Unit	**How does water get into rivers?**	**How do rivers change from source to mouth - long and cross profiles**	**How do rivers work?**	**How do rivers shape the land?**	**Why are rivers important to people?**	**How can rivers be managed?**
Knowledge (Content covered)	How does water move around the water cycle?	What are the long profile and cross profile of a river? How does the long profile and cross profiles change along a river's	To understand the main fluvial processes of erosion, transportation and deposition	What landforms are created by the main processes?	To know examples of major cities located along major rivers and to understand the different ways that humans use and	What are the different ways that rivers can be managed, and the difference between hard engineering and

		journey			misuse rivers	soft engineering
Skills	Explanation of key processes. Statement sorting. Descriptive writing. Interpretation of water cycle system diagram	Labelling diagrams. Interpretation of visual media. Long profile graph - plotting and interpretation task	Labelling diagrams. Interpreting visual media. Extended writing/explanation of processes	Labelling diagrams. Information gathering - carousel activity. Statement sorting. Interpretation of diagrams. Annotation of diagrams	Map skills - 4/6 figure GR. Atlas work - major cities and rivers. Information gathering. Interpretation of diagrams. Drawing and annotating diagrams. Interpretation of visual media	Interpretation of visual media and images. Information gathering. Statement sorting. Categorisation into social, economic, environmental
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Environmental Manager Geologist Hydrologist Sustainability Consultant Climate Change Analyst Coastal Engineer Flood Prevention Officer					

Year 8 Spring Term 1 - Our Unequal World							
Topic/Unit	**What is Development?**	**How can Development be Measured?**	**Escaping Inequality**	**Are you Ever Really Starving?**	**Why does Health vary Across the World?**	**Why is Trade not always Fair?**	**How Can Development be Supported?**
Knowledge (Content covered)	To understand what development means and how countries around the world are different	To know the different ways that development can be measured (development indicators) and how this is different for LICs and HICs	The reasons why the world is uneven, and how these can impact on the development of a country. To understand why people make dangerous journeys	What is meant by food security and food insecurity? To understand why the people of South Sudan have food insecurity and what can be done for them?	To understand the differences in healthcare around the world and to compare countries at different stages of development	To understand the reasons why the chocolate industry is unfair, and to appreciate the importance of Fairtrade	What role do aid organisations play and how do the Sustainable Development Goals support countries?
Skills	Understanding population statistics. Atlas work. Literacy - making a decision. Identifying patterns on maps	Interpreting information from visual media. Understanding and using numerical data. Graphs - interpretation and completion. Decision making - Top Trumps - which order should they go in?	Using visual media. Sorting information - water inequality information. Interpretation of maps - flow lines. Interpretation of migrant statistics & numerical tasks. Interpretation of key development data. Atlas/map work. Extended writing	Using and interpreting atlas maps and cartoons. Comparing maps. Understanding and using numerical data, including percentages. Plotting graphs using statistics. Interpretation of visual media and images.	Literacy/EmpathyNumeracy task -construction of pie chart. Analysis of pie chart. Interpretation of visual media. Interpretation of characteristics - HIC/LIC	Map interpretation - identification of patterns. Statement sorting. Empathy - life as a cocoa farmer. Calculation of % - explanation of results. Visual media interpretation. Persuasive letter writing/speech	Literacy/Empathy. Numeracy task -construction of pie chart. Analysis of pie chart. Interpretation of visual media. Interpretation of characteristics - HIC/LIC

Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Blog/Tweet Low stakes testing - various quizzes	Teacher/Peer Assessment Short answer questions. Extended writing Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment. Comprehension activities Low stakes testing - various quizzes	Teacher/Peer Assessment. Extended writing/speech construction. Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	GIS Specialist Emergency Coordinator Diplomat Disaster and Emergency Planner Politician Human Rights Officer Refugee and Asylum advisor Voluntary Service Overseas International Aid Worker						

Year 8 Spring Term 2 - Our Diverse World							
Topic/Unit	**Middle of What? East of Where?**	**How does the Physical Geography Influence the Region?**	**Why is the Population of the Middle East so Diverse?**	**How has the UAE Developed?**	**Why is Yemen the Poorest Country in the Middle East?**	**Why is there On-Going Conflict in the Middle East?**	**Why is the Middle East an Important World Region?**
Knowledge (Content covered)	To know the countries that make up the Middle East region and its geographical location	The main physical features of the Middle East region and how it's called a region of contrasts	Population distribution and reasons for the diversity	The development of the UAE and the importance of oil within the region	To understand the reasons why Yemen is the poorest country in the region	To know the reasons for the on-going conflicts	The significance of the Middle East region in providing stability for the world
Skills	Map work, atlas work, Description of place in relation to other places	Map/atlas work. Understanding statistics, plotting climate graphs and analysing trends	Interpretation of maps, atlas work, graph and analysis.	Interpretation of statistics. Population pyramids, analysing trends and patterns. TEA	Map/atlas work, interpretation of population statistics, understanding population pyramids	Understanding and interpretation of information on maps	Map/atlas work. Understanding statistics, plotting climate graphs and analysing trends
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Postcard activity	Teacher/Peer Assessment Blog/Tweet Low stakes testing - various quizzes. Extended writing - blog post	Teacher/Peer Assessment Short answer questions. Extended writing Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment. Comprehension activities Low stakes testing - various quizzes. Extended writing on opportunities and challenges	Teacher/Peer Assessment. Extended writing/speech construction. Low stakes testing - various quizzes. Newspaper article - extended writing	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4 (Linking curriculum learning to careers)	GIS Specialist Emergency Coordinator Diplomat						

GATSBY BENCHMARK 4	Disaster and Emergency Planner Politician Human Rights Officer Refugee and Asylum advisor Voluntary Service Overseas International Aid Worker						

Year 9 Spring Term 1 - Our Coastal World						
Topic/Unit	**The Importance of the Coast**	**How does our Coastline Change?**	**How do Erosion and Transportation Shape our Coastline?**	**How does Deposition Shape our Coastline?**	**How has Life on the Holderness Coast Changed?**	**How can we Manage our Coastline?**
Knowledge (Content covered)	The different uses of the coastal area and importance for the people who live and work there	Shaping the coast through weathering - consideration of the importance of geology	Types of waves and the importance of longshore drift, Landforms created by these processes	Definitions and landforms created by deposition	Changes over time and an appreciation of how local people in this area are affected	Definitions of coastal management. Types of coastal defences and an evaluation of their effectiveness.
Skills	Interpretation of photographs, OS map work, comparison of photographs	Interpretation of maps, annotation of diagrams, identification of physical features on OS maps	Interpretation of features on OS maps, explanation of marine processes and photograph interpretation, diagram annotation	Interpretation of features on OS maps, explanation of marine processes and photograph interpretation, diagram annotation	Interpretation of geology maps, label and annotation of diagrams.	Evaluation of coastal management schemes, identification of features on OS maps.
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. Postcard activity	Teacher/Peer Assessment Blog/Tweet Low stakes testing - various quizzes. Extended writing - blog post	Teacher/Peer Assessment Short answer questions. Extended writing Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment. Comprehension activities Low stakes testing - various quizzes. Extended writing on opportunities and challenges	Teacher/Peer Assessment. Extended writing/speech construction. Low stakes testing - various quizzes. Newspaper article - extended writing
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Coastal Engineer Cartographer GIS Specialist Hydrologist Conservation Manager					

	Flood Prevention Officer Environmental Manager Environmental Consultant					

Year 9 Spring Term 2 - Our Criminal World						
Topic/Unit	**Crime, crime everywhere!**	**It won't happen to me!**	**The Year 9 Police Force**	**The Heroin Trail**	**A Pirate's life - NOT for me!**	**A crime against Geography!**
Knowledge (Content covered)	Crime definition Criminal stereotypes Types of crime The effects of criminal activity	How crime links to place/location. The risk of burglary according to location. Mapping crime.	Crime management strategies.	The victims of crime. International crimes Crime management.	Piracy in Somalia The causes of piracy. The management of piracy. Developing Somalia	Environmental crime. Oil production Impact of oil leaks on oceans
Skills	Key terminology Problem solving/decision making Use of satellite imagery	Key terminology Image interpretation and analysis Graphical skills - bar charts Graph interpretation Comprehension and literacy skills. Cartography skills - mapping crime	Key terminology Numeracy skills through financial management Decision making/problem solving Map interpretation - patterns/trends	Key terminology Atlas skills Visual imagery interpretation Problem solving/decision making	Key terminology Use of film media to extract information. Annotating diagrams.	Key terminology Problem solving/decision making Map interpretation Atlas skills Comprehension skills
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes	Teacher/Peer Assessment Low stakes testing - various quizzes
Gatsby 4 (Linking curriculum learning to careers)	Criminal analyst Researcher					

GATSBY BENCHMARK 4	Armed Forces Cartographer Human Rights Officer GIS Specialist Diplomat Environmental Consultant Disaster and Emergency Planner Police Officer					

Key Stage 4

Year 10 Spring Term 1 - Physical Landscapes in the UK Rivers						
Topic/Unit	**Coastal Management Strategies**	**Managed Retreat**	**Introduction to Rivers**	**Fluvial Processes**	**Erosional Landforms**	**Depositional Landforms**
Knowledge (Content covered)	The different methods of protecting a coastline and evaluation of these strategies	The processes behind managed retreat as a management strategy. Case study of the effectiveness of managed retreat	Fluvial processes, drainage basins, long and cross profiles	Types of erosion, deposition, transportation and how they shape the channel and valley	Understanding how process of erosion creates fluvial landforms	Understanding how process of deposition creates fluvial landforms
Skills	Evaluation of coastal management strategies, construction of an argument - extended writing. GCSE questions	OS Map interpretation. Label and annotation of diagrams	Valley cross sections, transects to construct. OS/atlas work, identification of rivers, annotation of diagrams.	Annotation of diagrams, information gathering.	Annotation of diagrams, Labelling of cross section. OS map interpretation.	Diagram annotation and interpretation.
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. construction of an argument - extended writing. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions
Gatsby 4 (Linking curriculum learning to careers)	Coastal Engineer Cartographer GIS Specialist					

GATSBY BENCHMARK 4	Hydrologist Conservation Manager Flood Prevention Officer Environmental Manager Environmental Consultant					

Year 10 Spring Term 2 - Physical Landscapes in the UK Rivers					
Topic/Unit	**Case Study of UK River**	**Flooding and its Causes**	**Hydrographs**	**River Management Strategies**	**UK Flooding Case Study**
Knowledge (Content covered)	To understand the characteristics and formation of fluvial features along the River Tees from its source to its mouth	To appreciate how physical and human factors contribute to flooding within a drainage basin	The features of a hydrograph and the factors involved in the different shapes	An understanding and evaluation of the different strategies used to manage floods - both human and physical	The features and characteristics of flood management of the River Cherwell, Banbury
Skills	Map interpretation, OS map work, identification of a river's course. Photo identification and recognition of features	Interpretation of photographs, statement sorting/categorisation, Annotation of diagrams	Understanding data, constructing hydrographs, interpretation of different strategies	Information gathering, categorisation and evaluation of the different management strategies	Atlas work, OS interpretation. Evaluation of the management strategies. Photography interpretation
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes.	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE

	construction of an argument - extended writing. GCSE questions	questions	questions	questions	questions
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Coastal Engineer Cartographer GIS Specialist Hydrologist Conservation Manager Flood Prevention Officer Environmental Manager Environmental Consultant				

Year 11 Spring Term 1 - The Challenge of Natural Hazards								
Topic/Unit	**Extreme Weather in the UK**	**The Somerset Levels Floods**	**Is the UK's weather becoming more extreme?**	**Introduction to Climate Change**	**Natural Causes of Climate Change**	**Human Causes of Climate Change**	**Effects of Climate Change**	**Managing Climate Change**
Knowledge (Content covered)	An understanding of why the UK experiences such extreme weather events.	The main features of the Somerset Levels and an understanding of the reasons for the flooding	Recent examples of extreme weather and an understanding of how events have increased	What is climate change and how global temperatures have changed throughout history	The main causes of natural climate change and an understanding of how they can impact temperatures	The main causes of human climate change and an understanding of how they can impact temperatures	Understanding of the effects and categorisation into social and environmental	Different approaches to managing climate change - mitigation and adaptation
Skills	Information gathering, categorisation of effects and	OS map work, identification, categorisation of impacts and	Interpretation of visual media and timeline data sorting	Interpretation of cartoons, labelling and annotation of	Interpretation of visual media, understanding temperature	Interpretation of visual media, understanding temperature	Information gathering, Interpretation of information	Interpretation of visual media, information gathering and

	responses and interpretation of maps	identification of patterns		diagrams. Analysis of air temperature data	data, recognition of trends	data, recognition of trends	based on evidence gathered	evaluation of the differing approaches
Assessment	Teacher/Peer Assessment Low stakes testing - various quizzes. construction of an argument - extended writing. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions	Teacher/Peer Assessment Low stakes testing - various quizzes. GCSE questions
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	GIS Specialist Environmental Consultant SSSI Warden Environmental Lawyer Disaster and Emergency Planner International Aid Worker Seismologist Volcanologist Geologist							

Year 11 Spring Term 2 - Skills and Fieldwork Preparation						
Topic/Unit	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**
Knowledge (Content covered)	Human Units - Urban Issues, Economic Change, Resource Management	Physical Units - Physical Landscapes, Natural Hazards, Living World	Case Study Focus	Fieldwork skills and methodologies	Fieldwork skills and methodologies	Fieldwork skills and methodologies
Skills	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information	Key case study information and application to past exam questions	Data collection, interpretation, presentation and evaluation. Formulating a hypothesis	Data collection, interpretation, presentation and evaluation. Formulating a hypothesis	Data collection, interpretation, presentation and evaluation. Formulating a hypothesis
Assessment	Past GCSE questions.	Past GCSE questions.	Past GCSE questions.	Past GCSE questions.	Past GCSE questions.	Past GCSEl questions.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Coastal Engineer Cartographer GIS Specialist Hydrologist Conservation Manager Flood Prevention Officer Environmental Manager Environmental Consultant					

Key Stage 5

Year 12 Spring Term 1 Population and the Environment (Human Geography)						
Topic/Unit	**Population and the Environment Introduction Global and regional patterns**	**Farming Systems and Impacts of Climate Change**	**Zonal Soils, Problems, Management and Implications for Food Security**	**Environment, Health and Well-Being**	**Environmental Variables linked to Disease**	**Management Strategies and the role of NGOs**
Knowledge (Content covered)	Key elements in the physical environment Key population parameters and development processes Global and regional patterns of food production and consumption Impacts of global environmental change on agricultural productivity and nutritional standards	Agricultural systems and productivity Relationship with key environmental variables – climate and soils Characteristics of two major climate zones to exemplify relationships between climate and human activities and numbers. Climate change as it affects agriculture	Characteristics of two key zonal soil types to exemplify relationships between soils and human activities, especially agriculture Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinization, structural deterioration Strategies to ensure food security	Global patterns of health, mortality and morbidity Economic and social development and the epidemiological transition Case study of a specified local area to illustrate and analyse the relationship between place and health	The relationship between environmental variables and incidence of disease The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease eg malaria; its links to physical and socio-economic environments including impacts of environmental variables on transmission vectors Impact on health and well-being Management and mitigation strategies	The global prevalence and distribution, impacts and management of one specified non-communicable disease, eg a specific type of cancer, CHD, asthma; its links to physical and socio-economic environment including impacts of lifestyles Impact on health and well-being Management and mitigation strategies The role of international agencies and NGOs in promoting health and combating disease at the global scale

						Complete case study of a specified local area to illustrate and analyse the relationship between place and health
Skills	Use of key subject specific and technical terminology. Cartographic skills – choropleth maps. Graphical skills – line maps including compound line graphs	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research. Evaluating and presenting findings from research. Core and ICT skills	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research. Evaluating and presenting findings from research. Core and ICT skills.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research . Evaluating and presenting findings from research. Core and ICT skills. Use of geospatial technologies such as digital cartography and G.I.S.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research. Evaluating and presenting findings from research. Core and ICT skills. Use of geospatial technologies such as digital cartography and G.I.S.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research. Evaluating and presenting findings from research. Core and ICT skills. Use of geospatial technologies such as digital cartography and G.I.S.
Assessment	Timed question - teacher and peer assessment.	Questioning In class assessment - teacher/peers	Timed question - teacher and peer assessment.	Questioning Mid point assessment - teacher assessed	Timed question - teacher and peer assessment.	Questioning In class assessment - teacher/peers
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Conservation ManagerSoil Mechanical Scientist International Aid Worker Sustainability					

	Consultant Human Rights Officer Epidemiologist Hydrologist Agricultural Scientist Climate Change Analyst Environmental Lawyer					

Year 12 Spring Term 1 - Ecosystems Under Stress (Physical Geography)						
Topic/Unit	**Development, biodiversity and sustainability.**	**Structures of ecosystems**	**Vegetation succession**	**The dynamic components of terrestrial ecosystems**	**Impacts of climate change and exploitation on ecosystems**	**Biomes and the characteristics of Tropical Rainforests**
Knowledge (Content covered)	The concept of biodiversity. Local and global trends in biodiversity. Causes, rates and potential impacts of declining biodiversity. Ecosystems and their importance for human populations in the light of continuing population growth and economic development. Human	Nature of ecosystems – their structure, energy flows, trophic levels, food chains and food webs. Application of systems concepts to ecosystems – inputs, outputs, stores and transfers of energy and materials. Concepts of biomass and net primary production.	Concepts of succession: seral stages, climatic climax, sub-climax and plagioclimax. Mineral nutrient cycling.	Nature of terrestrial ecosystems and the inter-connections between climate, vegetation, soil and topography which produce them. Ecosystem responses to changes in one or more of their components or environmental controls.	Factors influencing the changing of ecosystems, including climate change and human exploitation of the global environment.	The concept of the biome. The global distribution of major terrestrial biomes. The nature of the tropical rainforest biome; the main characteristics of the biome and ecological responses to the climate, soil and soil moisture budget – adaptations by flora and fauna.

	populations in ecosystem development and sustainability.					
Skills	Construct extended written arguments about geographical matters. Understand the nature and use of different types of geographical information - numerical and spatial data Communicate and evaluate findings	Apply suitable analytical approaches for the different information types	Understand the nature and use of different types of geographical information - images, factual text. Analyse and interpret such information	Construct extended written arguments about geographical matters. Draw well-evidenced conclusions informed by wider theory.	Construct extended written arguments about geographical matters. Use of remotely sensed data Use of ICT to generate evidence of many of the skills provided above such as producing maps, graph	Apply suitable analytical approaches for the different information types
Assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	Mid-point formal assessment. 'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Biologist Zoologist Conservationist GIS specialist Researcher for university National Park ranger Civil Engineer Military Environmental Agency					

	Sustainability consultant					

Year 12 Spring Term 2 - Population and the Environment (Human Geography)							
Topic/Unit	**Models of Natural Population Change**	**International Migration**	**Principles of Population Ecology**	**Population, Resources and Pollution Model**	**Global Environmental Change**	**Global Population Futures**	**Case Studies**
Knowledge (Content covered)	Key factors in natural population change Models of natural population change and their application in contrasting settings Concept of the Demographic Dividend	International migration: types, causes and implications	Population growth dynamics: over-population, under-population and optimum population Implications of population size and structure for the balance between population and resource; the concepts of 'carrying capacity' and 'ecological footprint' and their implications	Population, resources and pollution model: positive and negative feedback Contrasting perspectives on population growth and its implications; Malthusian, neo-Malthusian and alternatives such as associated with Boserup and Simon	Health impacts of global environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases	Prospects for the global population, projected distributions and critical appraisal of future population-environment relationships	Case study of a country/society experiencing specific patterns of overall population change
Skills	Collect, analyse and interpret information from a range of secondary sources – including	Use of key subject specific and technical terminology.	Use of key subject specific and technical terminology.	Presentation, interpretation, analysis and	Use of key subject specific and technical terminology.	Use of key subject specific and technical terminology.	Use of key subject specific and technical terminology.

	factual, numerical and spatial data. Online research. Evaluating and presenting findings from research. Core and ICT skills	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Online research. Evaluating and presenting findings from research. Core and ICT skills. Use of geospatial technologies such as digital cartography and G.I.S.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Core and ICT skill	communication of data. Use of geospatial technologies such as digital cartography and G.I.S. Core and ICT skills.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.The use of different types of data allows the development of critical perspectives on the data categories and approaches. Online research. Evaluating and presenting findings from research. Core and ICT skills.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.Online research. Evaluating and presenting findings from research.	Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.Online research. Evaluating and presenting findings from research.
Assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	End of topic summative assessment 'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment
Gatsby 4 (Linking	Conservation ManagerSoil						

curriculum learning to careers) [GATSBY BENCHMARK 4]	Mechanical Scientist International Aid Worker Sustainability Consultant Human Rights Officer Epidemiologist Hydrologist Agricultural Scientist Climate Change Analyst Environmental Lawyer						

Year 12 Spring Term 2 - Ecosystems Under Stress (Physical Geography)						
Topic/Unit	**Human activity in Tropical Rainforests**	**Development issues in Tropical Rainforests**	**The characteristics of Savanna Grasslands**	**Human activity in Savanna Grasslands**	**Development issues in Savanna Grasslands**	**Vegetation succession in the British Isles**
Knowledge (Content covered)	Human activity and its impact in the tropical rainforest.	Typical development issues in the tropical rainforest biome, including changes in population, economic development,	The nature of the savanna grassland biome; the main characteristics of the biome and ecological responses to the	Human activity and its impact in the savanna grassland.	Typical development issues in the savanna grassland biome, including changes in population, economic development,	Succession and climatic climax as illustrated by lithoseres and hydroseres. The characteristics of the

		agricultural extension and intensification, implications for biodiversity and sustainability.	climate, soil and soil moisture budget – adaptations by flora and fauna.		agricultural extension and intensification, implications for biodiversity and sustainability.	climatic climax: temperate deciduous woodland biome.
Skills	Use of ICT to generate evidence Construct extended written arguments about geographical matters. Draw well-evidenced conclusions informed by wider theory.	Understand the nature and use of different types of geographical information - images, factual text. Analyse and interpret such information	Apply suitable analytical approaches for the different information types	Use of ICT to generate evidence Construct extended written arguments about geographical matters. Draw well-evidenced conclusions informed by wider theory.	Understand the nature and use of different types of geographical information - images, factual text. Analyse and interpret such information	Understand the nature and use of different types of geographical information - images, factual text. Analyse and interpret such information
Assessment	Continued Mid-point formal assessment. 'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Biologist Zoologist Conservationist GIS specialist Researcher for university National Park ranger Civil Engineer Military Environmental Agency Sustainability					

	consultant					

Year 13 Spring Term 1 - Global Governance (Human Geography)					
Topic/Unit	**Globalisation**	**Factors in Production**	**Global Systems**	**International Trade and Access to Markets**	**Transnational Corporations**
Knowledge (Content covered)	Dimensions of globalisation: flows of capital, labour, products, services and information. Global marketing.	Patterns of production, distribution and consumption. Factors in globalisation: developing technologies, systems and relationships including financial, transport, security, communications, management and information systems and trade agreements.	Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with unequal flows of people, money, ideas and technology within global systems. Issues associated with unequal power relations.	Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed countries, emerging major economies and smaller, less developed economies. Differential access to markets associated with levels of economic development and trade agreements and its impacts on economic and societal wellbeing. World trade in at least one food commodity or one manufacturing product.	The nature and role of Transnational corporations (TNCs). Analysis and assessment of the geographical consequences of global systems to consider how international trade and variable access to markets impact on students' and other peoples' lives across the globe.
Skills	Use of key subject specific and technical terminology.	Use of key subject specific and technical terminology.	Core and ICT skills. Online research.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from	Collect, analyse and interpret information from secondary sources –

	Cartographic skills – annotating base map or production of flow map. Critical questioning of information, and sources of information. Core and ICT skills. Online research	Critical questioning of information and sources of information. Core and ICT skills Online research Presentation skills Core skills – literacy Cartographic skills – maps showing movement	Evaluating and presenting findings from research. Lorenz curve line graph and GINI index. Spearman's Rank statistical technique and application of significance test.	a range of secondary sources – including factual, numerical and spatial data. Critical questioning of information, and sources of information. Online research. Core and ICT skills. Cartographic skills – maps showing movement.	including factual, numerical and spatial data. Critical questioning of information, and sources of information. Online research. Evaluating and presenting findings from research. Core skills – literacy.
Assessment	Continued midpoint formal assessment. 'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Diplomat Foreign Service Office Economic advisor GIS specialist International Aid Worker Sustainability Consultant Human Rights Officer Financial consultant Local and national government Environmental Lawyer				

Year 13 Spring Term 2 - Global Governance (Human Geography)					
Topic/Unit	**Global Governance**	**Global Commons**	**Threats to Antarctica**	**Governance of Antarctica**	**Role of NGOs in Monitoring Threats and Enhancing Protection**
Knowledge (Content covered)	The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance	The concept of the global commons. Acknowledgement peoples' rights to sustainable development and the need to protect the global commons.	The geography of Antarctica Threats to Antarctica arising from climate change, fishing and whaling, the search for mineral resources and tourism and scientific research.	Critical appraisal of the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium.	The role of NGOs in monitoring threats and enhancing protection of Antarctica Analysis and assessment of the geographical consequences of global governance.
Skills	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Critical questioning of information and sources of information. Online research. Evaluating and presenting findings from research.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Critical questioning of information and sources of information. Online research. Evaluating and presenting findings from research.	Use and annotate illustrative and visual material: base maps, sketch maps, geo-located and digital imagery. Cartographic and graphical skills. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.	Collect, analyse and interpret information from secondary sources including factual, numerical and spatial data. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.	Cartographic and graphical skills. Collect, analyse and interpret information from secondary sources including factual, numerical and spatial data. Critical questioning of information. Online research. Core and ICT skill

	ICT skills	ICT skills			
Assessment	Continued midpoint formal assessment. 'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Diplomat Foreign Service Office Economic advisor GIS specialist International Aid Worker Sustainability Consultant Human Rights Officer Financial consultant Local and national government Environmental Lawyer				

Year 13 Spring Term 2 - Revision and examination skills						
Topic/Unit	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**	**Revision and exam skills**
Knowledge	The water and carbon	The water and carbon	Ecosystems under	Ecosystems under	Ecosystems under	

(Content covered)	cycles content from Year 12 Autumn 1.	cycles content from Year 12 Autumn 2.	stress content from Year 12 Spring 1.	stress content from Year 12 Spring 2.	stress content from Year 12 Summer 1.	
Skills	Examination skills - Answering the 4 mark content question (command word focus - outline and explain)	Examination skills - Answering the 6 mark 'using a figure' question (command word focus - analyse?	Examination skills - Answering the 6 mark 'using a figure and your own knowledge' question (command word focus - assess)	Examination skills - Answering the 9 mark 'discussion based/mini essay' questions (command word focus - evaluate and discuss)	Examination skills - Answering the 20 mark 'essay'' questions (command word focus - to what extent and how far)	Examination skills - Answering the 4 mark 'multiple choice' questions.
Assessment	Past A-Level questions.	Past A-Level questions.	Past A-Level questions.	Past A-Level questions.	Past A-Level questions.	Past A-Level questions.
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Environment Agency Sustainability Consultant Water Quality Analyst Climate Analyst Industrial engineer Agriculture Weather forecast Civil Engineer GIS Specialist Cartographer Environmental Lawyer					