

St Cuthbert Mayne School Curriculum Map 2021-2022



Department: Geography

Year 13

Department Intent and Overview

At STCM, Geography will inspire curiosity and fascination about the world and its people. It will equip students with knowledge about diverse places, people, resources, human and physical environments, and a deep understanding of the Earth's key human and physical processes. Our curriculum is designed to be exciting, creative and dynamic, meeting the needs of all our students so they acquire skills for future learning & employment in an ever-changing world.

Key Stage 5 Curriculum Summary

At A level we follow the AQA specification which covers both human and physical units. Students have 9 lessons per fortnight. The Non-Examined Assessment is an important part of the course and students are guided through the process involved. This element prepares the student for research-based learning at university level, as well as providing opportunities to develop key investigative skills for the workplace. Modules consist of:

- **Water and Carbon Cycle** - In this unit we will be focussing on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and our understanding of them is fundamental to many aspects of physical geography. We will also be considering the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.
- **Ecosystems under Stress** - In this unit we will focus on the biosphere and in particular the nature and functioning of ecosystems and their relationships to the nature and intensity of human activities. The impact of population growth and economic development on ecosystems at various scales will also be considered allowing students to engage with fundamental contemporary people–environment issues including those relating to biodiversity and sustainability.
- **Glacial Systems and Landscapes** - In this unit we will be examining glaciated landscapes. We will understand that these are dynamic environments in which landscapes continue to develop through contemporary processes but which mainly reflect former climatic conditions associated with the Pleistocene era.
- **Global Systems and Global Governance** - In this unit we will be exploring how the global economy and society have altered significantly in recent years as a result of globalisation. We will be looking at the links between economic, social and political change and engaging with contemporary issues of the global community.
- **Population and the Environment**- In this unit we will be exploring the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment.
- **Changing Places** - In this unit we will be learning about the representations of place and how humans perceive and engage with places. We will also be looking at how places change over time and how external agencies improve perceptions of places

Autumn Term 1 – 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)	Key factors in natural population	International migration: types,	Population growth dynamics:	Population, resources and	Health impacts of global	Prospects for the global population,	Case study - country/society

covered)	change Models of natural population change and their application in contrasting settings Concept of the Demographic Dividend	causes and implications	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	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	environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases	projected distributions and critical appraisal of future population-environment relationships	experiencing specific patterns of overall population change
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 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	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. Core & ICT skill	Presentation, interpretation, analysis and communication of data. Use of geospatial technologies such as digital cartography and G.I.S. 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. The use of different types of data allows the development of critical perspectives on the data categories and	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.	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

		and ICT skills. Use of geospatial technologies such as digital cartography and G.I.S.			approaches. Online research. Evaluating and presenting findings from research. Core and ICT skills		
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 curriculum learning to careers) GATSBY BENCHMARK 4	Conservation Manager Soil curriculum learning to careers) Mechanical Scientist International Aid Worker Sustainability						

Consultant Human Rights Officer Epidemiologist Hydrologist Agricultural Scientist Climate Change Analyst Environmental Lawyer						
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Autumn Term 2 – 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	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.

				development and trade agreements and its impacts on economic and societal wellbeing. World trade in at least one food commodity or one manufacturing product.	
Skills	Use of key subject specific and technical terminology Cartographic skills – annotating base map or production of flow map. Critical questioning of information, and sources of information. Core and ICT skills. Online research	Use of key subject specific and technical terminology. Critical questioning of information and sources of information. Core and ICT skills Online research Presentation skills Core skills – literacy Cartographic skills – maps showing movement	Core and ICT skills. Online research Evaluating and presenting findings from research. Lorenz curve line graph and GINI index. Spearman's Rank statistical technique and application of significance test	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. Core and ICT skills. Cartographic skills – maps showing movement.	Collect, analyse and interpret information from secondary sources - 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				
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Autumn Term – NEA Completion (Physical Geography)					
Topic/Unit	Non-examined Assessment introduction and Proposal form	Non-examined Assessment planning methodology	Non-examined Assessment primary data collection	Non-examined Assessment presenting data and statistical analysis	Non-examined Assessment critically examining data.
Knowledge (Content covered)	Design a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content Involve research of relevant literature	Incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation Involve justification of the practical approaches	Draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes	Demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them.	Demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding

	sources and an understanding of the theoretical or comparative context for a research question/hypothesis	adopted in the field including frequency/timing of observation, sampling and data collection approaches.			
Skills	Construct extended written arguments about geographical matters. Construct extended written arguments about geographical matters.	Construct extended written arguments about geographical matters. Understand the nature and use of different types of geographical information	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery. Understand the nature and use of different types of geographical information - images, factual text. Analyse and interpret such information	Critical examination of field data. Using data to draw conclusions. Using theory and literature to support findings.	Critical examination of field data. Using data to draw conclusions. Using theory and literature to support findings.

Spring Term 1 – Glacial Systems and Landscapes (Physical Geography)

Topic/Unit	Glacial systems	Characteristics of Cold Environments	Distribution of cold environments	Glaciers as systems	Geomorphological processes	Glacier erosional landforms
Knowledge (Content covered)	Systems in physical geography: systems concepts and their application to the development of	Physical characteristics of cold environments. Climate, soils and vegetation (and their	The global distribution of past and present cold environments (polar, alpine, glacial and	Glacial systems including glacial budgets. Ablation and accumulation – historical patterns of	Geomorphological processes – weathering: frost action, nivation; ice movement: internal	Origin and development of glaciated landscapes. Erosional and

	glaciated landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/ negative feedback, dynamic equilibrium.	interaction).	periglacial) and of areas affected by the Pleistocene glaciations.	ice advance and retreat. Warm and cold based glaciers: characteristics and development	deformation, rotational, compressional, extensional and basal sliding; erosion: plucking, abrasion; transportation and deposition.	depositional landforms: corries, arêtes, glacial troughs, hanging valleys, truncated spurs, roches moutonnées. Characteristic glaciated landscapes.
Skills	Undertake informed and critical questioning of data sources. Draw well-evidenced conclusions informed by wider theory	Use and annotation of illustrative and visual material. Collect, analyse and interpret such information	Construct extended written argument about geographical matters. Use and annotation of illustrative and visual material - diagrams.	Use of factual text and discursive/creative material. Maps showing spatial patterns – choropleth. Collect and use digital and geo-located data.	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
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	Climatologist Anthropology University research Winter tourism Cartographer Environment Agency Sustainability Consultant Climate Analyst Industrial engineer Agriculture Weather forecast Civil Engineer GIS Specialist Environmental Lawyer					

Spring Term 2 – Glacial Systems and Landscapes (Physical Geography)

Topic/Unit	Glacier depositional landforms	Fluvioglacial processes	Fluvioglacial landforms	Periglacial processes	Periglacial landforms	Development in cold environments
Knowledge (Content covered)	Origin and development of landforms and landscapes of glacial deposition: drumlins, erratics,	Fluvioglacial processes: meltwater, erosion transportation and deposition.	Fluvioglacial landforms of erosion and deposition: meltwater channels, kames, eskers, outwash plains.	Periglacial features and processes: permafrost, active layer and mass movement.	Periglacial landforms: patterned ground, ice wedges, pingos, blockfields, solifluction, lobes,	Concept of environmental fragility. Human impacts on fragile cold environments over time and at a

	moraines, till plains. Characteristic glaciated landscapes.		Characteristic fluvioglacial landscapes.		terraces, thermokarst. Characteristic periglacial landscapes	variety of scales.
Skills	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.	Construct extended written arguments about geographical matters. Draw well-evidenced conclusions informed by wider theory
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
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Spring Term – 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	Use of key subject specific and technical	Use and annotate illustrative and visual	Collect, analyse and interpret information	Cartographic and graphical skills. Collect,

	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. ICT skills	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. ICT skills	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.	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.	analyse and interpret information from secondary sources including factual, numerical and spatial data. Critical questioning of information. Online research. Core and ICT skill
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
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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					
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Summer Term – Revision and examination skills (Human Geography)						
Topic/Unit	Changing Places	Population and the Environment	Population and the Environment	Global Governance	Revision and exam skills	Revision and exam skills
Knowledge (Content covered)	Nature and importance of places, relationships, connections, meaning and representations. Local and distant	Environment and population, environment health and well-being, population change	Principles of population ecology and their application to human populations, global population futures, relationships	Globalisation, global systems, international trade and access to markets, the 'global commons' and Antarctica as a global common	Case Study Focus	Case Study Focus

	place studies		between place and health			
Skills	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information. (command word focus - outline and explain)	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information. (command word focus - analyse)	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information. (command word focus - assess)	Examination skills - understanding content questions, command word focus - unpicking the requirements of the question. Key case study information. (command word focus - evaluate and discuss)	Key case study information and application to past exam questions (command word focus - to what extent?)	Key case study information and application to past exam questions. Revisit all common words and phrases.
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	Urban Planner Soil Mechanical learning to careers) Scientist International Aid Worker Sustainability Consultant Human Rights Officer Epidemiologist Hydrologist Agricultural Scientist Climate Change Analyst Environmental Lawyer					

