

St Cuthbert Mayne School Curriculum Map 2023-2024



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 – Changing Places (Human Geography)						
Topic/Unit	Introduction to Changing Places	Character of Places	Perceptions of Place	Relationships and Connections of Place	Characteristics and Impacts of External Forces	Place Studies - distant and local
Knowledge (Content covered)	The concept of place and the importance of place in human life and	Factors contributing to the character of places Endogenous factors Exogenous factors	How humans perceive, engage with and form attachments to place and how they	The impact of relationships and connections on people and place with a focus on:	The characteristics and impacts of external forces operating at different scales	Two place studies are required: one exploring the developing character of a place

	experience Insider and outsider perspectives on place; categories of place: near and far, experienced and media places		present and represent the world to others. How places are represented in a variety of different forms	Changing demographic and cultural characteristics and economic Change and social inequalities. How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.	including either government policies or the decisions of multi-nationals or the impacts of international or global institutions. How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics	local to the home or study centre and the other exploring the developing character of a contrasting and distant place.
Skills	Use of key subject specific and technical terminology. Core and ICT skills	Use of key subject specific and technical terminology. 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. Critical questioning of information, and sources of information. 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. 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	Presentation, interpretation, analysis and communication of data. Retrieval and manipulation of secondary datasets. Use of geospatial technologies such as digital cartography and G.I.S. The use of different types of data allows the development of critical perspectives

						on the data categories and approaches.
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	Town planner GIS Specialist Cartographer Transport Planner Sustainability Consultant Environmental Lawyer Climate Analyst					

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	Incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic	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	Demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select	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

	<p>specification content Involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis</p>	<p>under investigation Involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches.</p>	<p>human and physical processes</p>	<p>suitable quantitative or qualitative approaches and to apply them.</p>	<p>the experience to extend geographical understanding</p>
<p>Skills</p>	<p>Construct extended written arguments about geographical matters. Construct extended written arguments about geographical matters.</p>	<p>Construct extended written arguments about geographical matters. Understand the nature and use of different types of geographical information</p>	<p>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</p>	<p>Critical examination of field data. Using data to draw conclusions. Using theory and literature to support findings.</p>	<p>Critical examination of field data. Using data to draw conclusions. Using theory and literature to support findings.</p>

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 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 Cartographic skills –	Use of key subject specific and technical terminology. Critical questioning of	Core and ICT skills. Online research Evaluating and presenting findings	Use of key subject specific and technical terminology. Collect, analyse and interpret	Collect, analyse and interpret information from secondary sources - including

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

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 glaciated landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/ negative feedback, dynamic equilibrium.	Physical characteristics of cold environments. Climate, soils and vegetation (and their interaction).	The global distribution of past and present cold environments (polar, alpine, glacial and periglacial) and of areas affected by the Pleistocene glaciations.	Glacial systems including glacial budgets. Ablation and accumulation – historical patterns of ice advance and retreat. Warm and cold based glaciers: characteristics and development	Geomorphological processes – weathering: frost action, nivation; ice movement: internal deformation, rotational, compressional, extensional and basal sliding; erosion: plucking, abrasion; transportation and deposition.	Origin and development of glaciated landscapes. Erosional and 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	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field	Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches,

				digital and geo-located data.	sketches, photographs, geospatial, geo-located and digital imagery.	photographs, geospatial, geo-located and digital imagery.
Assessment	<p>'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment</p>	<p>'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment</p>	<p>'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment</p>	<p>'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment</p>	<p>'Geog Your Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment</p>	<p>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</p>
<p>Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4</p>	<p>Climatologist Anthropology University research Winter tourism Cartographer Environment Agency Sustainability Consultant Climate Analyst Industrial engineer Agriculture Weather forecast Civil Engineer GIS Specialist Environmental Lawyer</p>					

	Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	Knowledge' low stakes test. Timed past A-Level questions. Teacher assessment for learning through questioning, marking and observation. Peer assessment	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 – 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. 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. Critical questioning of information and sources of information. Online research. Evaluating and presenting findings from research. ICT skills	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

Knowledge (Content covered)	The water and carbon cycles content Glacial Systems and Landscapes	The water and carbon cycles content Glacial Systems and Landscapes	Ecosystems under stress content Glacial Systems and Landscapes from Year	Ecosystems under stress content from Water and Carbon Cycles Ecosystems Under Stress Glacial Systems and Landscapes	Ecosystems under stress content from Water and Carbon Cycles Ecosystems Under Stress Glacial Systems and Landscapes	Water and Carbon Cycles Ecosystems Under Stress Glacial Systems and Landscapes
Skills	Examination skills - Answering the 4 mark content question (command word focus - outline and explain) ICT skills	Examination skills - Answering the 6 mark 'using a figure' question (command word focus – analyse ICT skills	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					

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

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