

SUBJECT:
Geography



KS5 CURRICULUM PLAN
2020-21

KS4 Knowledge and key skills

YEAR 12	AUTUMN 1/2 Physical	AUTUMN 1/2 Human	SPRING 1/2 Physical	SPRING 1/2 Human	SUMMER 1	SUMMER 2
TOPIC	Tectonic Hazards	Globalisation	Glaciation	Diverse Places	NEA.	NEA.
Knowledge	Tectonic hazards, the study of earthquakes and volcanic eruptions. Students learn about the significant risk in some parts of the world, especially along the active plate boundaries with areas of high population density and low levels of development. Students will assess the resilience and how we can mitigate the impacts.	Students will explore the concept of Globalisation and how the global economy works. The impact of Globalisation for different economies around the world and the impact on the environment. Examine how countries can manage Globalisations negative impacts for future sustainability.	Examine the dynamic cold landscapes of the globe. Explain the formation of glacial landforms from the last glacial maximum and the present glacio-fluvial landforms creates in post glacial regions. Evaluate the threats to such a fragile environment and assess the success of management in Antarctica, Svalbard and Alaska.	Students will investigate a local place and consider how different groups of people live. Examine local census data via Geographic Information Systems to determine what factors affect the development of a location. The perception versus the living experience. This will be used in a rural and urban contrasting environment.	Non Examined Assessment Introduction. Students will choose a line of enquiry linked to a topic on the A Level course. Students will conduct an independent investigation and complete a methodology table.	Non Examined Assessment Data and Conclusion. Students will assess and evaluate conclusions based on findings from their independent investigation.
Skills	Interpretation of demographic data sets for countries. This will include population data, interpreting economic data such as line, bar, pie charts to show patterns over time.	Interpret and extract information from different types of graphs and charts to make detailed paragraphs of analysis	Interpretation of ice marginal changes over time. Interpretation of climate data and patterns, relationships over time.	interpret and extract information from different types of graphs and charts to make detailed paragraphs of analysis. Be able to identify weaknesses in selective statistical presentation of data in GIS for too.	Independent investigation - Literature review, construction of data sets, statistical tests and presentation of methodology maps	Independent investigation - extended writing paragraphs of findings and conclusions. Students will use GIS to present a range of data sets and use statistical analysis skills to test the significance of their findings.
Key Vocab	Tectonic plates, Plate boundaries, Tsunamis, Volcanic eruptions, Earthquakes	time space compression, globalisation, flows	Glaciation, Peri-glaciation, Landforms, Climate Change	diversity, assimilation, segregation, rural idyll	Spearman's Rank, Mann Whitney, Statistical Tests	Conclusion, Evaluation, Validity, Accuracy
YEAR 13	SUMMER 2	SUMMER 1	SPRING 1/2 Human	SPRING 1/2 Physical	AUTUMN 1/2 Human	AUTUMN 1/2 Physical
TOPIC	Unit 3 Synoptic		Health and Human rights	Energy Insecurity	Superpower Nations	Water Insecurity
Knowledge	Students will use a range of data sources to analyse patterns and future trends linked to a theme this is an unseen exam issue. Examine the synoptic links between the Physical and Human Geography course and apply geographical Knowledge to the scenario based around a global issue.		Students build on knowledge from Globalisation and Superpower units to discuss the impact these processes have on health and human rights. Students will evaluate different types of intervention from war to diplomacy linked to health and rights.	Students will examine the carbon cycle and how this has led to fossil fuel dependency. Examine the roles of OPEC and consider energy futures of different nations. Explain how different nations are dealing with the increasing threat of energy security.	Students will focus on Geo-politics and the differences between soft and hard power. Examine which nations are trying to maintain hegemonic positions whilst trying to maintain a balance of power. Explain how this has global implications for development, the economy and environment	Students will explore the hydrological cycle and how it affects the biosphere. Water management issues will be evaluated and the future of water insecurity will be investigated with climate change in mind.
Skills	Identify weaknesses in selective statistical presentation of data. Describe relationships in different data-sets: sketch trend lines through scatter plots; draw estimated lines of best fit; make predictions. Use appropriate measures of central tendency, spread and frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class). Calculate percentage increase or decrease and understand the use of percentiles		Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals. interpret population pyramids, choropleth maps and flow-line maps	Describe and interpret data presented in a GIS map. Interpret and extract information from different types of graphs and charts to make detailed paragraphs of analysis. Be able to identify weaknesses in selective statistical presentation of data	Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts, histograms with equal class intervals	Describe and interpret data presented in a GIS map. Interpret and extract information from different types of graphs and charts to make detailed paragraphs of analysis. Be able to identify weaknesses in selective statistical presentation of data
Key Vocab	Hazards, Globalisation, Water Insecurity, Energy Crisis, Energy Insecurity, Superpowers, Economy, Biodiversity, Climate Change		Intervention, Conservative, Indigenous, WHO, Technology	Unconventional, Renewable, Technology, Carbon, Fossil Fuels	BRICS, Neo-colonialism, Economic growth,	Water insecurity, Hydrological Cycle, Fossil Water, Climate Change

Key Knowledge Transfer