

Term 1-2

**Your Year 13
Geography
Journey Starts
Here!**

NEA

The non-exam assessment (NEA) for this specification is an independent investigation which involves, but is not restricted to, fieldwork.

Human: Global Systems and Governance.

- Globalisation and contributing factors.
- Global systems and International Trade.
- Global governance.
- Global commons and impacts of Globalisation.
- Case Studies: Nike + Antarctica

Term 2-4

Physical: Water and Carbon Cycles

- Natural Systems and the Water Cycle.
- Drainage Basins.
- Variations in run-off and the water cycle.
- The Carbon Cycle.
- Water, carbon and climate.
- Case Studies: River Eden and Amazon Rainforest

Revision of Topics and PPE Gap Analysis:

Paper 1:

Water and Carbon Cycles, Coastal Systems and Landscapes, Hazards.

Paper 2: Global Systems and Global Governance, Changing Places, Contemporary Urban Environments.

Term 5-6

Revision and Application of Previous Topics.

Key Exam Dates:

Paper 1=

Paper 2=



Paper 2-Section A: Global systems and global governance

Why are you studying this? _____
 What skills would you like to get out of this topic? _____
 How does it fit into your wider studies? _____

Lesson	1- Globalisation	2- Patterns of production, distribution and consumption	3- Factors affecting globalisation	4- Global Systems- Form and Nature	5- Global Systems- Issues	6- International Trade- Features, Trends and Rules	7- International Trade- Trading relationships and access to markets.	8- The Global Coffee Trade
Objectives	To define globalisation. To explain factors that promote globalisation. To explain the concept of global marketing.	To identify patterns using cartographic sources. To recognise that globalisation has led to divisions in patterns of production, distribution and consumption. To analyse patterns of distribution and consumption.	To identify how different factors have led to increased financial globalisation. To discuss the factors which have combined to increase the breadth and depth of links between nations and trading groups over the past 30 years. To describe and give examples of trading blocs and discuss the advantages and disadvantages of trade agreements between countries.	To define interdependence. To explain how global systems create interdependence. To explain the role of the World Bank, IMF and World Trade Organisation.	To discuss the causes and consequences of inequality linked to globalisation. To identify issues associated with unequal flows of people, money, ideas and technology within global systems. To explain the advantages and disadvantages of globalisation (in more detail and with a more critical eye).	To define the term 'trade'. To describe and explain general patterns in world trade. To appreciate the unequal nature of world trade and the dominance of a few countries.	Students are aware of barriers to trade and understand the term 'protectionism'. Students can discuss trading relationships and patterns and the conflicts which can result from these. Students can use statistics to recognize patterns of international trade.	Students can name and identify major coffee exporting countries. Students are able to describe world trade for a food commodity and/or manufactured product- Coffee. Students can explain how Fairtrade supports farmers.
Learning Opportunities	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	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.	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.	Critical questioning of information, and sources of information. Online research. Core and ICT skills. Cartographic skills – maps showing movement.

Lesson	9- The nature and role of Transnational corporations (TNCs).	10- TNCs: Wal-Mart	11- Global Governance	12- The Global Commons	13- Global Commons- Antarctica Part 1	14- Global Commons- Antarctica Part 2	15- Revising Knowledge	16- Application- Globalisation and 20 Mark Practice
Objectives	<p>To describe the characteristics of a TNC and discuss their costs and benefits.</p> <p>To acknowledge changing nature of 21st century TNCs - they no longer just originate from more developed regions.</p> <p>To discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).</p>	<p>To explain the concept of intra-firm trading.</p> <p>To explain the social and economic benefit Wal-Mart has had on its host country.</p> <p>To evaluate the costs and benefits of Wal-Mart to its host country.</p>	<p>To define the term 'global governance' and are aware of the key 'players' in decision making.</p> <p>To outline the role of the United Nations.</p> <p>To discuss negative issues associated with global governance.</p>	<p>To understand the term 'global commons' and can name the four global commons.</p> <p>To understand the notion of 'The tragedy of the commons.'</p> <p>To give examples and describe the importance of laws and treaties aimed at preserving the global commons.</p>	<p>To explain the unique climate and environment of Antarctica.</p> <p>To describe the human and physical geography of Antarctica</p> <p>To discuss the different threats to Antarctica</p> <p>Students detail and critically appraise 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.</p>	<p>To name different non-governmental organisations protecting the Antarctic.</p> <p>To assess the geographical consequences of global governance.</p> <p>To discuss and debate on the future of Antarctica.</p>	<p>To recall knowledge of global systems.</p> <p>To apply knowledge to 4 and 6 mark answers.</p> <p>To evaluate notions in 9 mark answers.</p>	<p>To revisit knowledge on globalisation.</p> <p>To assess the opportunities and challenges associated with globalisation.</p> <p>To refine the skill of answering and planning a 20 mark answer.</p>
Learning Opportunities	<p>Collect, analyse and interpret information from secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information, and sources of information.</p>	<p>Evaluating and presenting findings from research.</p> <p>Core skills – literacy.</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p>	<p>Critical questioning of information and sources of information.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>ICT skills – use of crowd sourcing and big data.</p>	<p>Use and annotate illustrative and visual material: base maps, sketch maps, geo-located and digital imagery.</p> <p>Cartographic and graphical skills.</p>	<p>Collect, analyse and interpret information from secondary sources including factual, numerical and spatial data.</p> <p>Critical questioning of information.</p> <p>Online research.</p> <p>Core and ICT skills.</p>	<p>Exam skill. Peer and Self Assessment.</p>	<p>Exam skill. Peer and Self Assessment.</p>

Paper 1- Section A: Water and carbon cycles

Why are you studying this? _____
 What skills would you like to get out of this topic? _____
 How does it fit into your wider studies? _____

Lesson	1- Systems	2- Subsystems of the Earth	3-The Water Cycle- global distribution and changes over time.	4- The Water Cycle- Drainage Basins	5- Runoff variation and the flood hydrograph.	6- The Carbon Cycle- Distribution and Changes over Time	7- The Carbon Cycle- Carbon Budget and Impacts upon Earth	8- Water, Carbon and Climate Part 1
Objectives	<p>To recall knowledge and key words associated with systems. To understand what is meant by positive and negative feedback in relation to natural systems. To explain how positive and negative feedback can alter a natural system.</p>	<p>To identify the four major subsystems of the earth: •Atmosphere •Lithosphere •Hydrosphere •Biosphere To identify characteristics of each subsystem. To understand that these are interlinked as a 'cascading system'.</p>	<p>Students will understand that on earth water exists in three forms: •Solid ice •Liquid water •Gaseous water vapor Students will understand the idea of latent heat and energy in the context of evaporation and condensation and how they relate to major atmospheric processes like cloud formation and precipitation. Students will explore the nature of the dynamic equilibrium between these stores in relation to where they are distributed.</p>	<p>To recall and define key words relating to drainage basins. Students will be able to describe and explain the water balance to include: •Inputs, outputs and stores •River regime •Soil moisture budget Students can outline the seasonal changes in water balance.</p>	<p>To read and analyse hydrographs. Students will be able to describe and explain the characteristics of and human and physical factors affecting a storm and flood hydrograph. To include: •Rising limb •Peak discharge •Lag time •Receding limb To understand specific factors affecting the water cycle, to include: •Deforestation •Soil drainage •Water abstraction</p>	<p>To explain key processes within the carbon cycle. Students to be able to describe and explain the global stores of carbon, including: •Lithosphere •Hydrosphere •Cryosphere •Biosphere •Atmosphere Students to be able to describe and explain the movement of transfer between the carbon stores, studied above, at a range of scales. Including: •Plant •Sere •Continental.</p>	<p>To define 'carbon budget.' Students to be able to describe, explain, analyse and comment on factors leading to change in the carbon cycle, including: •Wild fires •Volcanic activity •Hydrocarbon fuel extraction •Land use changes. Students to be able to describe and explain, and draw conclusions about the nature of the impacts of carbon cycle, and possible future changes, for: •the land •the oceans •the atmosphere and global climate.</p>	<p>To explain the positive feedback between CO2 led warming leading to higher evaporation rates and a wetter atmosphere. To explain the significance of water (water vapour and clouds) and carbon (CO2) as greenhouse gases. To understand the dominance of CO2 in controlling the scale of the greenhouse effect.</p>
Learning Opportunities	<p>Use of key subject specific and technical terminology. To identify connections and interrelationships between different aspects of geography. Constructing and using systems and models.</p>	<p>Use of key subject specific and technical terminology. To identify connections and interrelationships between different aspects of geography.</p>	<p>Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams.</p>	<p>Opportunity to study soil infiltration rates. Online research.</p>	<p>Construct and interpret line graphs and bar graphs.</p>	<p>To develop extended writing skills to explore issues relating to changes in the carbon cycle. Opportunity to create line graphs of amounts of CO2 in the atmosphere over time.</p>	<p>Opportunity to discuss the nature of geographical data and methods of collection of the type of data relevant here, including GIS. Opportunity to analyse and present geographical data employing a variety of graphical techniques and descriptive statistics.</p>	<p>Extended writing. Collect, analyze and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p>

Lesson	9- Water, Carbon and Climate- Part 2	10- The Amazon Rainforest	11- The Amazon Rainforest	12- The Amazon Rainforest- 20 mark question.	13- The Eden Basin	14- The Eden Basin- Fieldwork	15- The Eden Basin- 20 mark question	16- Water and Carbon Cycles Exam Application and Recall.
Objectives	<p>To understand the concept of “mitigation”.</p> <p>To identify a range of possible human interventions to reduce or prevent emissions. To describe and explain in detail a range of specific strategies that are employed to mitigate greenhouse gas emissions. Possibly including:</p> <ul style="list-style-type: none"> •Carbon Capture and Sequestration (CCS) •Changing rural land use •Improved transport practices. 	<p>To describe, explain and evaluate a number of themes relating to water and climate in the Amazon tropical rainforest, including:</p> <ul style="list-style-type: none"> •how changes in the water and carbon cycles have changed the tropical rainforest environment •the relationships between hydrology, the carbon cycle and the environment •how human activity affects the tropical rainforest. 	<p>To explain the attempts to limit human impacts.</p> <p>To identify stakeholders in the Amazon Rainforest.</p> <p>To describe and evaluate a range of strategies employed in the Amazon tropical rainforest to reduce the effects of climate change.</p>	<p>To apply knowledge to a 20 mark question.</p> <p>To articulate how to plan an extended answer.</p> <p>To understand a mark scheme and apply it for peer marking.</p>	<p>To illustrate how the hydrological system affects channel flow.</p> <p>To analyze the relationships between inputs and outputs in a local river.</p> <p>To understand implications for flooding on a local river.</p>	<p>To create a “virtual fieldwork investigation” and provide students with a range of data relating to a local river for students to investigate and address the themes of the enquiry.</p> <p>To write up a mini-fieldwork enquiry to act as a case study of a local river.</p> <p>To evaluate a fieldwork investigation.</p>	<p>To apply knowledge to a 20 mark questions.</p> <p>To assess methods for planning extended answers.</p> <p>To offer meaningful peer feedback to be acted upon.</p>	<p>To recall knowledge on water and carbon cycles.</p> <p>To apply knowledge to a variety of exam questions.</p> <p>To peer and self assess answers.</p>
Learning Opportunities	<p>Critical questioning of information, and sources of information.</p> <p>Evaluating and presenting findings from research.</p>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative material when looking at the experiences of people in place.</p>	<p>Collect, analyse and interpret a range of qualitative and quantitative data from a range of primary and secondary sources – this could include discursive/creative material when looking at the experiences of people in place.</p>	<p>Peer marking.</p> <p>Extended writing.</p>	<p>Independent research and investigation. Data collection.</p>	<p>As above, including fieldwork data collection, presentation and analysis techniques, to come to valid conclusions.</p> <p>Techniques to evaluate the geographical enquiry process.</p>	<p>Extended writing. Peer feedback.</p>	<p>Recall, revision strategy, peer/self assessment and feedback.</p>

Paper 1- Physical Revision

Why are you studying this? _____
 What skills would you like to get out of this topic? _____
 How does it fit into your wider studies? _____

Lesson	1- Coastal Systems	2- Coastal Processes	3- Coastal Landforms	4- Sea Level Change	5- Holderness CS	6- Sundarbans CS	7- Hazards- Plate Tectonics	8- New Zealand volcanic eruption + Volcanic Hazards
Objectives	Outline the characteristics of waves. Explain the sources of energy in a coastal system. To describe what a sediment cell is.	To describe the processes of transportation, erosion and deposition. To explain how sub-aerial weathering can cause a breakdown of coastal rock. To evaluate the impact of coastal processes on the characteristics of a beach.	To name and identify all landforms of coastal erosion and deposition. To describe where saltmarshes are formed. To outline how spits form and develop.	To define eustatic and isostatic sea level change. To use graphs and data to explain how sea level has risen in the last 10,000 years. To outline how coastal submergence can result in a range of landforms.	To explain the concept of shoreline management plans (SMP). To evaluate schemes of hard and soft engineering. To discuss the extent to which sustainable management is achievable.	To explain how the Sundarbans offers opportunities to people at the coast. To explain how risks can be mitigated, adapted to or resilient against. To evaluate human responses to risks.	To outline stages of the Park Model and Hazard Management Cycle. To explain theories on how plates move: convection currents, slab pull and ridge push. To identify and annotate plate margins.	To explain the formations of volcanoes- constructive and destructive boundaries + Magma plumes. To evaluate the responses to the White Island eruption.
Learning Opportunities	Annotations and diagrams. Map use.	Key terminology and oracy.	Diagram use and oracy.	Recall and key terminology	Locational knowledge, evaluation.	Evaluation and strategizing.	Theory and application,	Case study knowledge and application.

Lesson	9- Haiti Earthquake 2010 + Seismic Hazards	10- Hurricane Katrina 2005	11- Multi Hazardous location- Philippines.	12- Local hazardous area- Italy- L'Aquila	13- The Water Cycle	14- The Carbon Cyle	15- The Amazon Rainforest	16- The Eden Basin
Objectives	To outline differences in the Richter and Mercalli Scale. To explain how earthquakes can result in tsunamis, landslides/avalanches and soil liquefaction. To evaluate the impacts caused during the Haiti earthquake in 2010.	To recall how a tropical storm is formed and the conditions needed. To explain the social and economic impacts of Hurricane Katrina. To asses how a HIC responded to the hazard and discuss how this would have differed in a LIC.	To outline the hazards in the Philippines. To explain the vulnerable characteristics of the Philippines. To evaluate the human response to living with these hazards.	To outline why Italy is prone to earthquakes. To explain how the character to L'Aquila has changed after the earthquake. To explain why people continue to live in hazardous areas.	To explain the impacts of positive and negative feedback in a system. To explain how the magnitude of stores vary over time and space. To analyse hydrographs in relation to river discharge over time.	To explain carbon sequestration. To describe the role of living organisms in the carbon cycle. To assess the affects of the carbon cycle on the atmosphere, land and oceans.	To explain how the water cycle affects the tropical rainforest. To explain the negative impacts of human activity on the carbon cycle of the tropical rainforest. To evaluate how human activity is impacting the water and carbon cycle of the tropical rainforest.	To explain how the water cycle has changed over time in the Eden Basin. To explain how primary and secondary data could be collected for the drainage basin. To assess how changes in the Eden Basin have led to different levels of flooding.
Learning Opportunities	Use of scale and measurement. Evaluation skills	Comparisons between wealth and responses.	Extended writing and evaluation.	Locational knowledge and application.	Graphical skills and analytical skills.	Explanation and extended writing.	Application and evaluation.	Fieldwork skills. Data collection and anaylsis.

Paper 2- Human Revision

Why are you studying this? _____
 What skills would you like to get out of this topic? _____
 How does it fit into your wider studies? _____

Lesson	1- Urbanisation and Urban Change	2- Urban forms and Issues	3- Urban Climate and air quality.	4- Urban Drainage and Waste	5- Urban environment and sustainability.	6- Urban- Mumbai	7- Urban- Birmingham	8- Concept of Place
Objectives	To explain why population growth is occurring in cities. To define and explain deindustrialisation. To assess how urbanisation affects the character of a city.	To define and recall urban forms. To assess how traditional models of form are being challenged by new forms. To assess how London has attempted to resolve social and economic issues.	To explain the urban heat island effect (UHI). To explain how cities affect wind and other weather. To explain why photochemical pollution is more common in hot climates.	To assess how SUDS can make drainage more sustainable. To assess how river restoration in Cheonggyecheon has resolved drainage issues. To evaluate different methods of waste disposal.	To explain the causes of urban air pollution. To evaluate strategies for managing environmental issues. To assess to what extent cities can be sustainable.	To explain why Mumbai is vulnerable to natural disasters. To explain why Mumbai is deemed environmentally unsustainable. To evaluate the efforts for making Mumbai more sustainable.	To describe the social and economic issues in Birmingham. To explain how Birmingham aim to improve environmental sustainability. To evaluate the level of inequality in Birmingham and the effects of its urban issues.	To explain the concept of place. To outline how globalisation impacts concepts of place. To define the terms insider and outsider.
Learning Opportunities	Graphical skills and analysis.	Oracy and discussion.	Scientific input.	Case study application and evaluation.	Key terminology and oracy.	Evaluation and extended writing	Evaluation and extended writing	Key terminology and recall.

Lesson	9- Character of Places	10- Shifting Flows	11- Changing places- Slough	12- Changing places- Dharavi	13- Globalisation	14- Global Systems and Trade	15- Global Coffee Trade	16- TNCS- Wal-Mart	17- Global Commons	18- Global Commons- Antarctica
Objectives	To name and describe the differences between exogenous and endogenous factors using examples. To explain how physical geography can influence the character of places.	To explain the concept of shifting flows. To explain how shifting flows of money affect the economic characteristics of a place. To analyse how shifting flows have affected the demographic and cultural characteristics of Slough.	To explain the history and characteristics of Slough. To explain how social characteristics of Slough can indicate social inequality. To describe the meaning and representations of Slough.	To describe the cultural characteristics of Dharavi. To describe the experiences of people living in Dharavi. To explain how peoples' experience of Dharavi has been influenced by past development.	To define globalisation and global marketing. To explain how financial systems promote globalisation. To explain how unequal flows of people can lead to inequalities.	To outline the global trade rules set out by the World Trade Organization. To explain how trade blocs affect countries' access to markets. To evaluate the economic consequences to differential access to markets.	To locate where coffee is grown and traded. To analyse how the coffee trade is dominated by TNCs. To evaluate the impacts and solutions of Fairtrade.	To describe the characteristics of TNCS and their impacts upon trade. To explain intra-firm trading. To evaluate the opportunities TNCs provide to host countries.	To explain the phrase 'tragedy of the commons.' To explain how development has put pressure on the global commons. To explain why and how there is a need to protect the global commons.	To identify threats to Antarctica. To explain the rules laid down by the Antarctic Treaty of 1959. To assess the solutions to which we are protecting Antarctica from environmental threats.
Learning Opportunities	Terminology and explanation.	Research and IT skills. Analysis.	Research and oracy-presentation skills.	Oracy and discussion,	Statistics and graphical reading.	Political research.	Mapping and locational skill. Evaluation. Research.	Oracy. Explanation. IT skills.	Debate and oracy.	Extended writing and peer assessment.