

Intent: To build on prior knowledge from KS4: To inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet

Year 13 Geography Curriculum Sequence

Careers and Aspirations: Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle the issues of the future.

Superpowers	Tectonic Processes and Hazards	Migration, identity & sovereignty	The Carbon Cycle and Energy Security
<p>Overview:</p> <p>Superpowers can be defined using a number of characteristics, including economic, political, military, cultural and demographic. Mechanisms of maintaining power sit on a spectrum from ‘hard’ to ‘soft’ power, which vary in their effectiveness. The relative importance of these characteristics and mechanisms for maintaining power has changed over time as have the patterns of power.</p> <p>Superpowers and emerging superpowers have a very significant impact on the global economic system, and play a key role in international decision-making concerning people and the physical environment. Global concerns about the physical environment are disproportionately influenced by superpower actions.</p> <p>Global influence is contested in a number of different economic, environmental and political spheres, resulting in tensions. A number of emerging countries, including Brazil, Russia, India and China (BRIC) are considered increasingly important to global economic and political systems, as well as global environment governance whilst at the same time existing superpowers face ongoing economic restructuring, which challenges their power.</p>	<p>Overview:</p> <p>Concept of hazard in geographical context: nature, forms and impacts; hazard perception; human responses and hazard management. Plate Tectonics: Earth structure; plate tectonic theory; plate margins; seismicity and vulcanicity; associated landforms; magma plumes. Volcanic Hazards: the nature of vulcanicity; spatial distribution and predictability; impacts and human responses. Seismic Hazards: the nature of seismicity; spatial distribution and predictability; impacts and human responses.</p> <p>Students can account for differences in human perception of hazards, referring to both cultural and economic determinants. Students can apply the Parc Model to named hazards and can describe and explain the hazard Management Cycle. Using specific place examples students can analyse the distribution of a range of natural hazards and account for their frequency, magnitude, regularity and predictability. Using specific place examples students can assess the impacts of a range of natural hazards and can evaluate the human responses.</p>	<p>Overview:</p> <p>Globalisation has led to an increase in migration both within countries and among them. The causes of migration are varied, complex and subject to change and the consequences of international migration are varied and disputed.</p> <p>Nation states are highly varied and have very different histories. Some national borders are a consequence of physical geography and historical development; others a result of colonial history which can lead to problems of sovereignty and legitimacy..</p> <p>Global organisations are not new but have been important in the post-1945 world. Global governance has developed to manage a number of common global issues and conflicts (environmental, social, political and economic) and has a mixed record in its success in dealing with them.</p> <p>Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. Tensions can be caused by the growth of foreign owned businesses and property, ‘Westernisation’ of culture & the growth of strong nationalist movements creating disunity within nations.</p>	<p>Overview:</p> <p>The Carbon Cycle: global distribution and size of major stores of carbon; factors driving change in the magnitude of these stores over time and space; changes in the carbon cycle over time, including natural variation and human activity. Water, Carbon, Climate and Life on Earth: the key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. Human interventions in the carbon cycle designed to mitigate the impacts of climate change.</p> <p>Students know and understand the key characteristics of the major stores of water and carbon at or near the surface of the Earth and the dynamic cyclical relationships associated with them. Using examples at different scales they can explain changes taking place in these stores and, in turn, the impacts upon land, ocean and atmosphere. Students can evaluate the role of natural and human factors in driving change and also of human interventions.</p>
<p>Teaching Superpowers supports:</p> <p>(1) Wider / academic reading (Prisoners of Geography) (2) Constructing / interpreting power indexes using complex data sets, including ranking and scaling. (3) Using graphs of world trade / GDP growth using linear and logarithmic scales. (4) Mapping/ interpreting maps of emissions and resource consumption using proportional symbols</p> <p>Revisiting how to answer 4 mark ‘Explain one’ questions and 12 mark ‘assess’ questions</p>	<p>Teaching Tectonic Processes and Hazards supports:</p> <p>(1) Analysis of hazard distribution patterns on world and regional scale maps. (2) Use of block diagrams to identify key features of different plate boundary settings. (3) Analysis of tsunami time-travel maps to aid prediction. (4) Use of correlation techniques to analyse links between magnitude of events, deaths and damage. (5) Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. (6) Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. (7) Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features. How to answer 4 mark ‘Explain one’ questions and 12 mark ‘assess’ questions</p>	<p>Teaching Migration, identity & sovereignty supports:</p> <p>(1) Use of flow-lines on global maps showing flows, both the direction and number of migrants among global regions. (2) Use of divided bar graphs to compare the ethnic diversity of countries. (3) Using the Gini coefficient and income/wealth proportions for deciles of the population to describe inequalities within and between nation states. (4) Evaluating source material, including newspaper articles, to determine the impact of IGOs managing global environmental issues. (5) Use of proportional circles to show size of output and level of foreign ownership of different economic sectors. Revisiting how to answer 6 & also 8 mark explain questions & 20 mark evaluate questions.</p>	<p>Teaching The Carbon Cycle and Energy Security here supports:</p> <p>(1) Use of proportional flow diagrams showing carbon fluxes. (2) Use of maps showing global temperature and precipitation distribution. (3) Graphical analysis of the energy mix of different countries, including change over time. (4) Analysis of maps showing global energy trade and flows. (5) Comparisons of emissions from different energy source. (6) Using GIS to map land-use changes such as deforestation over time. (7) Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. (8) Plotting graphs of carbon dioxide levels, calculating means and rates of change. Revisiting how to answer 6 & also 8 mark explain questions & 20 mark evaluate questions.</p>
<p>Feeds from Qualification Phase:</p> <p>Links to GCSE topic Challenges of an urbanising world and Development Dynamics</p>	<p>Feeds from Qualification Phase:</p> <p>Links to the GCSE Hazardous Earth unit as well as the Climate Change element of Water and Carbon. There also links with the nature of ecosystems covered in the GCSE unit People and the biosphere. Students find this unit the most familiar as they have covered tectonic and storm hazards at GCSE.</p>	<p>Feeds from Qualification Phase:</p> <p>Links to GCSE topic the UK’s evolving human landscape In addition links with content covered in Globalisation (Global Organisations) and Diverse Places (International Migration to the UK) in Y12</p>	<p>Feeds from Qualification Phase:</p> <p>Links to the GCSE unit The UK’s evolving physical landscapes as well as the Hazardous Earth unit (climate change). The unit begins by examining a systems approach to physical geography which also underpins the Water Cycle and Water Insecurity unit.</p>