

Geography– St Joseph’s College

Subject vision statement

We seek to educate our students to become responsible citizens who are well prepared for life in a multicultural and diverse society. Students study human and physical processes within the context of topical, real-world examples, inter-woven with theory. Students gain cultural capital through first hand investigations such as our GCSE river study. All of this provides our students with a good knowledge of place and space, so they can make sense of the complexity of our rapidly changing world. Students develop the ability to think critically and develop their own views. Through each key stage, students have an improved awareness of the impact of their actions, the links between them, and how they can apply what they have learned to become better custodians of the planet. Students leave school richer as a result of having studied an exciting curriculum of Geography.

Intent statement

What: (building on KS2, key concepts and skills)

Throughout each key stage, students learn a wide variety of numeracy and literacy skills. In terms of numeracy, students learn how to map read, to interpret photos, to recognising patterns and to make use of data and present it in many different forms. In terms of literacy, students learn the meanings of subject specific terms and tier three language, allowing them to make connections between what they

How: Teaching takes an enquiry-based approach, promoting curiosity and encouraging students to think for themselves. Students frequently bring what they know into the classroom, before building on new knowledge. This often happens through class discussions. Students are presented with broad worldviews that through their exploration, can help them shape their own ideas. Students are frequently given different sources of information such as news articles and graphs in a bid to develop literacy. Half termly standardised assessments are used containing a variety of different questions which test skills from decision making to data analysis. Teachers provide students with constant feedback in lessons, pink feedback sheets and through the regular assessments.

Why: Geography is unique in that can bridge the arts and the sciences. It is a subject that prepares students to plan for a better tomorrow. Students gaining knowledge to ask big questions and tackle the biggest challenges facing our world.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Local Study	Population	River case study Tewkesbury	Development	Weather + Climate	Rainforests
Building on (knowledge, concept and skills)	Use of KS2 map and atlas skills, simple compass directions, simple observational skills of the geography of their school environment.	Identifying geographical patterns, differences and making basic comparisons to a non-EU country.	Basic geographic vocabulary such as soil, valley and locational knowledge of the UK and its capital cities and topography.	Their knowledge of the importance of trade, the distribution of natural resources.	Their ability to describe and understand the water cycle.	Their ability to describe and understand key aspects of climate zones, biomes and vegetation belts.
Building towards (knowledge, concept and skills)	A more routine use of globes, maps and atlases. Interpreting more complex forms of data mapping. Undertaking fieldwork to collect, analyse and draw conclusions using multiple sources.	Understanding geographic differences and similarities across different places. Understanding links between places. Analysing and interpreting different data sources.	An understanding of a highly topical issue - how human and physical processes interact to influence and change landscapes.	Using more sophisticated language of economic activity and an understanding of the different economic sectors and how these change over time in different places (Ghana).	A more detailed exploration of the physical processes such as hurricane development, and the impacts that this has now and in the future, across different countries (USA and Haiti).	An extended knowledge of the world's biomes, the human and physical processes and how they interact at varying scales.
Independent enrichment (wider reading and learning suggestions)	https://www.londonair.org.uk/london/asp/publicbulletin.asp?region=&bulletin=hourly&site=SK6&bulletindate=22/03/2024&Maptype=Google&zoom=11&lat=51.5008010864&lon=-0.124632000923	https://ourworldindata.org/population-growth	https://www.theguardian.com/environment/2024/mar/09/row-over-possible-river-cam-bathing-spot-frequented-by-darwin-and-lord-byron	https://www.youtube.com/watch?v=G_e7eFSkEjw	https://www.youtube.com/watch?v=KKmlulcFqFc	https://www.theguardian.com/tv-and-radio/2024/mar/01/the-disaster-you-could-see-from-space-how-a-podcast-went-inside-an-eco-catastrophe
SMSC	Developing teambuilding		Ability to recognise right and wrong			
Careers	Surveyor	Demographer Economist	Environmental scientist	Economist	Climate change policy maker Meteorologist	Environmental scientist Biologist

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Tectonics – earthquakes and volcanoes	Globalisation	Rural UK	Cold climates and Russia	Coasts	The geography of football
Building on (knowledge , concept and skills)	The structure of the Earth that they will have learned during KS3. The concept of development learned in year 7, and how this impacts the preparation and response to tectonic hazards	Knowledge learned in year 7 about what shapes population structure, the importance of trade in development	Their understanding of place and knowledge of their local area from their local study in year 7	Their knowledge of biomes from year 7 study of rainforests and climate in year 7	Their knowledge of place from year 7+8 units about rural areas, their local area and how these differ.	A synoptic unit that builds upon elements of development, climate and population, around a subject that hooks in students who might not have gravitated to geography
Building towards (knowledge , concept and skills)	An understanding of what causes tectonic hazards and how their impact changes as a result of social, economic factors.	An improved appreciation of how interconnected the world is, how this has changed over time, and the reasons driving these changes.	An understanding of the distinct characteristics of different places and explaining the links between them.	An improved understanding of how lots of what they have learned in year 7 can link together in the study of one place. Improved data analysis skills, describing trends and using evidence.	An understanding of the physical processes that shape distinct coastal landforms and how these vary over time and place. An improved ability to make decisions after having consulted lots of different sources.	An improved understanding of the continent of Europe, the factors that create successful countries and a finer appreciation of the gender pay gap and its impacts
Independent enrichment (wider reading and learning suggestions)	https://www.theguardian.com/world/2024/feb/02/2023-turkish-earthquake-then-and-now	https://www.theguardian.com/commentisfree/2023/dec/27/the-guardian-view-on-globalisation-the-world-system-risks-undoing-itself	https://www.theguardian.com/uk-news/2024/mar/06/were-on-a-cliff-edge-cornish-village-where-52-of-houses-are-not-first-homes	https://www.theguardian.com/world/2024/mar/08/environmental-row-last-chance-tourism-canada-melting-arctic-pond-inlet	https://www.thetimes.co.uk/article/ive-walked-1-000-miles-of-uk-coastline-and-this-stretch-is-best-m9fc23r2s	https://www.theguardian.com/football/2023/aug/17/sarina-wiegman-gareth-southgate-england-fa-womens-world-cup
SMSC				Appreciation of a range of different cultures, respect for different cultures		Understanding different viewpoints. Offer reasoned views.

Careers	Town planner	Journalist Town planner Politician Author	Journalist Town planner Politician	Climate research	Town planner	Government policy advisor, journalist, author, politician
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Year 9						
	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1
Topic	Superpowers	Oceans	Resources	Africa	Middle East economic development	Coasts – Jurassic Geology
Building on (knowledge, concept and skills)	Their understanding of the importance of trade to development and quality of life. The concept of inequalities around the world and how these shape the world	Their understanding that our actions have consequences, how we might use oceans for trade or visit for holiday	Their knowledge of everything learned so far (climate change, biomes, superpowers and the middle east	Their study of Ghana in year 7 in top down development, and year 7 population pyramids	Their knowledge of development from year 7 in a different place, their skills of describing places and the characteristics of places, the concept of improving quality of life and how this occurs around the world	On knowledge of how to conduct independent research, how to present data, the advantages and disadvantages of different methodologies.
Building towards (knowledge, concept and skills)	A better ability to use real world examples to ill	A better understanding of how connected our world is e.g how the oceans can be influenced by our consumer culture and how oceans influence climates around the world. A better understanding of the specialness of the oceans	An understanding of how best to meet the needs of our world and the world of the future	A broader and deeper understanding of an often misunderstood and judged continent	An improved appreciation of just how complicated certain parts of the world can be. An improved ability to analyse data and to draw conclusions from them.	Studying contrasting locations and drawing conclusions from analysing different forms of data. A deeper and broader understanding of how coastal landforms are created and how they vary over time and place as a result of human and physical factors.

Independent enrichment (wider reading and learning suggestions)	https://www.telegraph.co.uk/world-news/2023/12/01/defence-resolve-usa-foo-fighters-war-conflict-explained/	https://www.theguardian.com/environment/2024/oct/08/huge-environmental-win-australia-to-protect-52-of-its-oceans-more-than-any-other-country-plibersek-says		https://www.bbc.co.uk/iplayer/episode/m001tkg5/wilderness-with-simon-reeve-series-1-1-congo	https://www.bbc.co.uk/news/science-environment-24021772	
SMSC		Understanding of different viewpoints and cultures		Appreciation of a range of different cultures, respect for different cultures	Understanding different viewpoints. Offer reasoned views.	
Careers		Oceanography, biologist		Author Journalist	Government policy advisor	Engineer Geologist

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paper 2: UK Geographical Issues Topic 4: The UK's evolving physical landscape – including subtopics 4A: Coastal change and conflict Why Does the Physical Landscape of the UK Vary? Why is there a variety of coastal landscapes in the UK and what are the processes that shape them?	Paper 2: UK Geographical Issues Topic 4: The UK's evolving physical landscape – including subtopics 4B: River processes and pressures Why Does the Physical Landscape of the UK Vary? Why is there a variety of river landscapes in the UK and what are the processes that shape them? Geographical Enquiry - River Study	Paper 2: UK Geographical Issues Topic 5: The UK's Evolving Human Landscape Why Are Places and People Changing in the UK?	Paper 2: UK Geographical Issues Topic 5: The UK's Evolving Human Landscape – London Case Study How has the city of London changed and what challenges and opportunities has this created?	Paper 1: Global geographical issues Topic 1. 1A; Hazardous Earth Climate How does the world's climate system function, why does it change and how can this be hazardous for people? How are extreme weather events increasingly hazardous for people?	Paper 1: Global geographical issues Topic 1. 1A; Hazardous Earth Tectonics Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?
Building on (knowledge, concept and skills)	Key Stage 3 – Local Study, Rural UK, Coasts	Key Stage 3 – Local Study, Rural UK, Rivers	Key Stage 3 – UK local study, Population, Globalisation, Sustainability	Key Stage 3 – UK local study, Population, Globalisation, Sustainability	KS3 –weather and climate and development	KS3 – Tectonics,
Building towards (knowledge, concept and skills)	A Level – Paper 1 – Tectonics and Coasts	A Level – Paper 1 – Hydrological cycle	A Level – Paper 2 – Globalisation, Superpowers, Health and Human Rights	A Level – Paper 2 – Globalisation, Superpowers, Health and Human Rights, Diverse Places	A Level – Paper 1 meteorology	A Level – Paper 1 Tectonics
Independent enrichment (wider reading)	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	Fieldwork study to river location – United Kingdom	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	Fieldwork study to Urban location – London	Seneca Learning BBC GCSE Bitesize	Seneca Learning BBC GCSE Bitesize

and learning suggestions)		Seneca Learning BBC GCSE Bitesize CGP Revision Guide			CGP Revision Guide	CGP Revision Guide
SMSC	Appreciation of a range of different cultures, respect for different cultures	Appreciation of a range of different cultures, respect for different cultures	Appreciation of a range of different cultures, respect for different cultures. Understanding different viewpoints. Offer reasoned views.	Understanding different viewpoints. Offer reasoned views.	Understanding different viewpoints. Offer reasoned views.	Understanding different viewpoints. Offer reasoned views.
Careers	Engineer of coastal management Environment agency Planner Charity worker Economist	Engineer of coastal management Environment agency Planner Charity worker Economist	Town planner Police Teacher TFL Environmentalist	Engineer Agriculture Conservationist Statistician	Economist, journalist, environmental scientist, meteorologist, climate scientist	Economist, journalist, environmental scientist, meteorologist, climate scientist

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paper 1: Global geographical issues Topic 2. 2A; Development Dynamics What is the scale of global inequality and how can it be reduced? How is ONE of the world's emerging countries managing to develop?	Paper 1: Global geographical issues Topic 3 Challenges of an urbanising world. Enquiry question: What are the causes and challenges of rapid urban change? Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*?	Paper 3: People and Environment Issues – Making Geographical Decisions Topic 7: People and the biosphere Topic 8: Forests under threat	Paper 3: People and Environment Issues – Making Geographical Decisions Topic 9: Consuming energy resources	Revision and preparation for final GCSE exams	Revision and preparation for final GCSE exams
Building on (knowledge, concept and skills)	KS3 – Development, population, globalisation	KS3 – Development, population, globalisation	Key Stage 3 – Climate Change, Cold Climates, Rainforests, Middle East	Key Stage 3 – Climate Change, Cold Climates, Rainforests, Middle East	All knowledge and skills covered for GCSE	All knowledge and skills covered for GCSE
Build towards (knowledge, concept and skills)	A Level – Paper 2 Health Human Rights and intervention	A Level – Paper 2 Health Human Rights and intervention	A Level Paper 3 – Synoptic Unit	A Level Paper 3 – Synoptic Unit	A Level/College	A Level/College
Independent enrichment (wider reading and learning suggestions)	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	Seneca Learning BBC GCSE Bitesize CGP Revision Guide	
SMSC	Understanding different viewpoints. Offer reasoned views.	Understanding different viewpoints. Offer reasoned views.		Willingness to reflect of what have learned.	Willingness to reflect of what have learned.	Willingness to reflect of what have learned.
Careers	Economist, journalist, environmental scientist, meteorologist, climate scientist	Economist, journalist, environmental scientist, meteorologist, climate scientist	Conservationist Statistician	Economist, journalist, environmental scientist, meteorologist, climate scientist	Economist, journalist, environmental scientist, meteorologist, climate scientist	Economist, journalist, environmental scientist, meteorologist, climate scientist

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Paper 1: Tectonic Processes and Hazards – What are primary & secondary tectonic hazards, and what are the risks posed by both? Paper 2: Globalisation – What are the processes that have led to increased globalisation, its characteristics, impacts and consequences?		Paper 1: Coastal Landscapes and Change – How do coastal landscapes differ and what are the physical and human processes that form them and affect their future? Paper 2: Diverse Places – How do places vary both demographically and culturally, with changes driven by local national and global processes?		NEA Planning, Preparation & Completion – using geographical skills. <i>What physical or human issue are you going to investigate? What primary and secondary data are you going to collect and how? How are you going to present and analyse this data? What conclusions are you going to reach? How are you going to critically reflect on your investigation?</i>	
Building on (knowledge, concept and skills)	An understanding of key natural hazards, initially studied in KS3 and extended in their GCSE year. Students develop a thorough understanding of how hazards can impact and explain the different ways in which hazards can be managed, including people's perception of risk. Ultimately, students critically examine, the resilience of people living in multi-hazard environments. Students explore the acceleration of globalisation and global interdependence, initially studied in KS3 and developed through case study examples of place in KS4. Students critically examine shifts in wealth distribution contribute to inequalities both		An understanding of coastal processes and human use of the coast. Students will explain the different landforms that are created as well as examine the different ways in which coastlines can be managed. Ultimately this leads to an evaluation of the different factors that impact on coastal erosion and a thorough assessment of the potential impact of climate change on the coastlines. Students build on previous understanding of sediment cells to critically examine the protection of coastlines from erosion. Students build on their existing understanding of factors impacting people's connections and extend to		The independent investigation must: <ul style="list-style-type: none"> • Be based on a student-developed research question related to the course content. • Involve research of relevant literature and understanding of theoretical contexts. • Include the collection of high-quality field data or evidence. • Justify practical approaches in the field, including observation frequency and data collection methods. • Utilise the student's own research and field methodologies. 	

	<p>within and among nations. Cultural influences on community identity intensify as the exchange of ideas, people, and goods proliferates. Acknowledging the likelihood of tensions within communities and environmental pressures can aid stakeholders in implementing sustainable solutions.</p>	<p>explain how diverse places are influenced by both internal and external factors, making links to previous topic of Globalisation. Students explain why people's sense of place may differ from others and examine the way that people's sense of place can be influenced by both internal and external factors.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of techniques for analysing and representing field data. • Critically examine field data to comment on accuracy and extend geographical understanding. • Independently contextualize findings, draw conclusions, and apply existing knowledge to understand field observations. • Clearly present field results using various methods. • Effectively answer geographical questions with evidence and theory. • Reflect on the investigation, including ethical considerations.
<p>Building towards (knowledge, concept and skills)</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.</p> <p>(1) Use of proportional flow lines showing networks of flows.</p>	<p>(1) GIS mapping of the variety of coastal landscapes, both for and beyond the UK. (2) Satellite interpretation of a variety of coastlines to attempt to classify them. (3) Field sketches of contrasting coastal landscapes. (4) Using measures of central tendency to classify waves into destructive and constructive wave types. (5) Using student t-test to investigate changes in pebble size and shape along a drift aligned beach and also across the littoral zone to above the storm beach. (6) Map and aerial interpretation of distinctive landforms indicating past of sea level change. (7) Use of GIS, aerial photos and maps to calculate recession rates for a variety of temporal rates (annual changes and longer-term changes). (8) Interrogation of GIS of management cells to ascertain land use values and develop cost/benefit analysis to inform the choice of coastal management strategy.</p>	<p>All students must engage in fieldwork pertaining to both physical and human geography. Throughout their A-level course, students are obliged to conduct four days of fieldwork. They are tasked with conducting an independent investigation featuring a unique title that showcases their mastery of fieldwork knowledge, skills, and comprehension, with a topic focus of:</p> <ul style="list-style-type: none"> • Examines globalisation's economic, political, and social changes and their impact on global economy and society. • Considers international trade, access to markets, and global governance, encouraging students to reflect on contemporary world affairs and their own perspectives. • Considers long-term coastal change and impact on local residents.

	<p>(2) Ranking and scaling data to create indices.</p> <p>(3) Analysis of human and physical features on maps to understand lack of connectedness.</p> <p>(4) Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation.</p> <p>(5) Use of proportional flow arrows to show global movement of migrants from source to host areas.</p> <p>(6) Analysis of global TNC and brand value datasets to quantify the influence of western brands.</p> <p>(7) Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines.</p> <p>(8) Plotting Lorenz curves and calculating the Gini Coefficient</p>	<p>(9) Photo interpretation of a range of approaches to management to assess environmental impact.</p> <p>(10) Sand dune or salt marsh surveys to assess the impact of succession using an index of diversity, X^2 (Chi-square to compare features of the various zones).</p> <p>(1) Investigation of social media to understand how people relate to the places where they live.</p> <p>(2) Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities.</p> <p>(3) Interviews with local residents to interpret information representing cultural and demographic issues in a local place.</p> <p>(4) Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place.</p> <p>(5) Testing of the strength of relationships through the use of scatter graphs and Spearman's rank correlation.</p> <p>(6) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.</p> <p>(7) Use of indexes to measure ethnic and cultural diversity.</p> <p>(8) Interpretation of photographic and map evidence showing 'before and after' cross-sections.</p> <p>(9) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.</p>	
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		(10) Analysis of contrasting newspaper reports about a change, including opinions about that change.	
Independent enrichment (wider reading and learning suggestions)	<p>BOOKS: <i>Richter</i> by Arthur C. Clarke and Mike McQuay (1996); <i>The Day the Island Exploded</i> by Alexandra Pratt (2009); <i>Volcano</i> by James Hamilton (2012).</p> <p>MUSIC: 'Earthquake' – Labrinth ft. Tinie Tempah (2011); 'Volcano' – Jimmy Buffer (1979).</p> <p>FILMS: <i>Pompeii</i> (2014); <i>San Andreas</i> (2015); <i>The Impossible</i> (2012)</p> <p>BOOKS: <i>No Logo</i> by Naomi Klein (1999); <i>Fugitive Denim</i> by Rachel Louise Snyder (2008); <i>Globalisation and the Environment: Capitalism, Ecology and Power</i> by Peter Newell (2012).</p> <p>MUSIC: 'Price Tag' – Jessie J Ft. B.o.B (2011)</p> <p>FILMS: <i>The Way Home</i> (2002); <i>Capitalism: A Love Story</i> (2009); <i>Bombay Calling</i> (2006).</p>	<p>BOOKS: <i>Coast: The Journey Continues</i> by Christopher Somerville (2006); <i>The Beach Book: Science of the Shore</i> by Carl Hobbs (2012); <i>Coastal Flooding Impacts and Adaptation Measures for Bangladesh</i> by Saquib Ahmad Khan and Ali Hossain (2012).</p> <p>MUSIC: 'Ocean Rising' – Justin Sullivan (2003); 'After the Storm' – Mumford and Sons (2009)</p> <p>FILMS: <i>Global Flooding over the Next 1000 Years</i> (2003); <i>Flood</i> (2007); <i>Extreme Engineering: Venice Flood Gates</i> (2004)</p> <p>BOOKS: <i>Small Island</i> by Andrea Levy (2004); <i>Pigeon English</i> by Stephen Kelman (2011); <i>Segregation and Mistrust: Diversity, Isolation and Social Cohesion</i> by Eric M. Uslaner (2012).</p> <p>MUSIC: 'Ghetto Gospel' – 2Pac Ft. Elton John (2004); 'One Love' – Bob Marley (1977)</p> <p>FILMS: <i>East is East</i> (1999); <i>My Big Fat Greek Wedding 1 & 2</i> (2002, 2016); <i>My Brother the Devil</i> (2013).</p>	*As appropriate for Independent Assessment
SMSC	Cultural education entails examining actual individuals in real-world settings in the present moment. It offers avenues for multicultural learning by acknowledging both similarities and distinctions. Moreover, it prompts students to contemplate their own subjective perceptions of space and reality.	Exploring diverse cultures constitutes a vital aspect of Geography. We examine how various cultural norms and beliefs can influence land use patterns and lived experience over time.	*As appropriate for Independent Assessment
Careers	Archaeologist; Cartographer; Climate Scientist; Data Scientist; Drone Pilot; Environmental Consultant; Geoscientist;	Land Surveyor; Landscape Architect; Planning and Development Surveyor; Quantity Surveyor; Rural Surveyor; Town Planner; Transport Planner	

	Geotechnician; Seismologist; Tour Guide; Travel Agent		
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Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Paper 1: The Water Cycle and Water Insecurity – What is the water cycle and what are the ways in which water has become a major issue in both quality and quantity in different parts of the world?</p> <p>Paper 2: Superpowers – What are superpowers? How does this influence the shifting global influence in the modern world?</p>		<p>Paper 1: The Carbon Cycle and Energy Security – What is the carbon cycle and what are the ways in which energy is a major global issue, in terms of supply and impact on the carbon cycle?</p> <p>Paper 2: Health, Human Rights, and Intervention – What are human rights, and what are the reasons why they are contested in different parts of the world? To what extent are military intervention used to defend human rights in some countries?</p>		<p>Revision & preparation for final A Level exams</p>	
Building on (knowledge, concept and skills)	<p>Water plays a key role in supporting life on earth. Students build on and extend existing understanding of the water cycle and how it operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Students critically analyse water insecurity as a global issue with serious consequences.</p> <p>Superpowers can be developed by a number of characteristics; studied at KS3, this is extended at A Level to consider how the pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are</p>		<p>Students explore how a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.</p> <p>As explored in KS3 and KS4, traditional definitions of development are based largely on economic measures but at A Level students assess how this has been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new</p>			

	<p>frequently contested, resulting in geopolitical implications.</p>	<p>measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.</p>	
<p>Building towards (knowledge, concept and skills)</p>	<p>(1) Use of diagrams showing proportional flows within systems. (2) Comparative analysis of river regime annual discharges. (3) Analysis and construction of Water Budget graphs. (4) Using comparative data, labelling of features of storm hydrographs. (5) Use of large database to study the pattern and trends in floods and droughts worldwide. (6) Interpretation of synoptic charts and weather patterns, leading to droughts and floods. (7) Use of a global map to analyse world water stress and scarcity. (8) Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. (9) Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of existing and potential dams.</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.</p> <p>(1) Comparison of different measurements of development using ranked data. (2) Use of scatter graphs and correlation techniques to describe the relationship</p>	

	<p>(1) Constructing power indexes using complex data sets, including ranking and scaling.</p> <p>(2) Mapping past, present and future sphere of influence and alliances using world maps.</p> <p>(3) Using graphs of world trade growth using linear and logarithmic scales.</p> <p>(4) Mapping emissions and resource consumption using proportional symbols.</p> <p>(5) Plotting the changing location of the world's economic centre of gravity on world maps.</p> <p>(6) Analysing future Gross Domestic Product (GDP) using data from different sources.</p>	<p>between health and life expectancy and other indicators of development.</p> <p>(3) Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education across developing, emerging and developed nations.</p> <p>(4) Use qualitative and quantitative indicators to derive an index of corruption and show this on global maps to compare variations in levels of corruption with types of government.</p> <p>(5) Use of flow-lines on global maps to show both the direction and level of aid from donor to recipient global regions.</p> <p>(6) Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid.</p> <p>(7) Interpreting images to evaluate the impact of economic development on the environment minority groups live in.</p> <p>(8) Critical analysis of source material to identify possible reasons for error in the assessment of success for named interventions such as the management of European or Asian boat people.</p> <p>(9) Using Gini Coefficient and income or wealth proportion for quintiles or deciles of the population to describe inequalities in and between nations.</p> <p>(10) Critical analysis of source materials to identify possible misuse of data in the qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya.</p>	
<p>Independent enrichment (wider reading and</p>	<p>BOOKS: <i>Flood</i> by Richard Doyle (2002); <i>The Grapes of Wrath</i> by John Steinbeck (1939);</p>	<p>BOOKS: <i>The Quest: Energy, Security and the Remaking of the Modern World</i> by Daniel Yergin (2011); <i>Powerdown: Options</i></p>	

learning suggestions)	<p><i>The Water Wars</i> by Cameron Stracher (2011) MUSIC: 'When the Levees Break' – Led Zeppelin (1971); 'The Flood' – Take That (2010). FILMS: <i>Flood</i> (2007); <i>More than a River – The Murray-Darling System and its People</i> (2005); <i>Blue Gold: World Water Wars</i> (2008)</p> <p>BOOKS: <i>Superpower: Three Choices for America's Role in the World</i> by Ian Bremmer (2015); <i>China Inc.</i> by Ted C. Fisherman (2006); <i>Tinker Tailor Soldier Spy</i> by John Le Carre (1974); <i>Red Notice</i> by Bill Browder (2015). MUSIC: 'Two Tribes' – Frankie Goes to Hollywood (1984); 'Cops of the World' – Phil Ochs (1966). FILMS: <i>The New Rulers of the World</i> (2001); <i>Superpower</i> (2008); <i>Deutschland 83</i> (2016).</p>	<p><i>and Actions for a Post-Carbon World</i> by Richard Heinberg (2004); <i>Energy Security: Economics, Politics, Strategies, and Implications</i> by Carlos Pascual and Jonathan Elkind (2009) MUSIC: 'The Price of Oil' – Billy Bragg (2002); 'Radioactive' – Imagine Dragons (2013); 'Temper' – System of a Down (1996) FILMS: <i>Switch</i> (2012); <i>Syriana</i> (2005); <i>There Will be Blood</i> (2007).</p> <p>BOOKS: <i>The White Tiger</i> by Aravind Aviga (2008); <i>Poverty and the Millennium Development Goals: A Critical Look Forward</i> by Cimadamore, Koehler and Pogge (2016); <i>The Spirit Level: Why More Equal Societies Almost Always do Better</i> by Richard Wilkinson (2009). MUSIC: 'Do the way Know it's Christmas' – Band Aid (1984); 'Radio Africa' – Latin Quarter (1985); 'Gimme Hope Jo'Anna' – Eddy Grant (1988). FILMS: <i>Water First – Reaching the Millennium Development Goals</i> (2008); <i>Millennium Children</i> (2015); <i>Tsotsi</i> (2005).</p>	
SMSC	Promote a sense of wonder and fascination in the physical and human world; and understanding of scale and making links to how small changes can lead to far reaching consequences.	Pupils reflect on the long- and short-term impacts of change across physical and human disciplines, noting the value of justice. Pupils debate the value of the UDHR. The value of stewardship is critically examined as students examine sustainable global approaches.	
Careers	Hydrologist; Land and Wildlife Conservationist; Countryside Management; Crop Technician; Geospatial Mapping and Science Technician;	Politician; Travel Writer; Journalist; Environmental Scientist; GIS Specialist; Real Estate Manager/ Consultant	