



Year 13 Geography Curriculum Summary



YEAR GROUP: Year 13

SUBJECT: Geography

When?	Understanding	Knowledge	Assessment
<p>Autumn term 1</p> <p>Physical Geography</p> <p>13/14 weeks</p>	<p><u>Physical Geography: (Water Cycle and Water Insecurity)</u></p> <ul style="list-style-type: none"> • What are the processes operating within the hydrological cycle from global to local scale? • What factors influence the hydrological system over short- and long-term timescales? • How does water insecurity occur, and why is it becoming such a global issue for the 21st century? 	<p>Initial quiz to understand key water cycle processes and the importance of flows, processes and movements.</p> <p>Knowledge Recap tests are used within the unit to recap each enquiry question. This ensures pupils revisit the work which they have learnt with in the unit in order to prepare themselves for assessment</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Recap of previous units is done using Seneca platform.</p> <p>Revision lesson and assessment preparation</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week (one from each teacher). • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • October mock to cover Year 12 content and recent Year 13 content



When?	Understanding	Knowledge	Assessment
<p>Autumn term 1</p> <p>Human Geography</p> <p>13/14 weeks</p>	<p><u>Human Geography: (Superpowers)</u></p> <p>What are superpowers and how have they changed over time?</p> <p>What are the impacts of superpowers on the global economy, political systems and the global environment?</p> <p>What spheres of influence are contested by superpowers and what are the implications of this?</p>	<p>Knowledge Recap tests are used within the unit to recap each enquiry question. This ensures pupils revisit the work which they have learnt with in the unit in order to prepare themselves for assessment</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge – such as starter quizzes and crosswords to understand the definition of a Superpower and the main characteristics</p> <p>Pupils to understand the social, economic and environmental issues created by Superpower growth and the changing nature of IGOs (Inter-Governmental Organisations)</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week (one from each teacher). • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • October mock to cover Year 12 content and recent Year 13 content



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<p>Spring term 1</p> <p>Physical Geography</p> <p>11/12 weeks</p>	<p><u>Physical Geography: (Carbon Cycle and Energy Insecurity)</u></p> <p>How does the carbon cycle operate to maintain planetary health?</p> <p>What are the consequences for people and the environment of our increasing demand for energy?</p> <p>How are the carbon and water cycles linked to the global climate system?</p>	<p>Students will revisit content from GCSE Unit 9 on consuming energy resources and energy security.</p> <p>Pupils to link carbon to water and the changing scenario in the future with regards to sustainable energy use and energy security.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge – to look at the impact of energy types (renewable vs non-renewable) and energy mix</p> <p>Processes related to carbon fluxes, flows and stores of carbon are explored and defined</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week (one from each teacher). • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • January mock to cover Year 12 and 13 content. Easter assessment for Year 13 content,



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<p>Spring term 1</p> <p>Human Geography</p> <p>11/12 weeks</p>	<p><u>Human Geography: (Migration)</u></p> <p>What are the impacts of globalisation on international migration?</p> <p>How are nation states defined and how have they evolved in a globalising world?</p> <p>What are the impacts of global organisations on managing global issues and conflicts?</p> <p>What are the threats to national sovereignty in a more globalised world?</p>	<p>This will look at the concepts within 'British Values' studied during PSHE. Students will be expected to understand how this links to the current topic.</p> <p>Students will revisit concepts studied in Development Dynamics as well as History concepts including colonization.</p> <p>Knowledge Recap will look at the impact that migration has socially and economically on global countries and world superpowers.</p> <p>Knowledge related to policies and organisations affecting migration</p> <p>Pupils to acquire knowledge of how globalisation is impacted by migration (retrieval practice) in a positive and negative manner.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week (one from each teacher). • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. • January mock to cover Year 12 and 13 content. Easter assessment for Year 13 content,



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<p>Summer term</p> <p>11/12 weeks</p> <p>NEA Submission and Paper 3 (Synoptic Paper)</p>	<p>Synoptic Links</p> <p><u>Physical vs Human Geography topics throughout A-level examined</u></p>	<p>Geographical skills (map skills and interpretation)</p> <p>How to use a resource</p> <p>Links across topics using figures and graphs</p>	<ul style="list-style-type: none"> • Easter mock to cover content and assess Paper 3 skills • Students are assessed through homework tasks. Students are expected to complete two homework tasks per week (one from each teacher). • Every 3 weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment/recap assessment to assess what they have learned so far. •