

# Subject Geography

Year 13

## Curriculum Overview

**Intent:** In this, the final year of our Geographer's journey students will continue to consolidate their knowledge and skills from the previous year and continue with their learning on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork. The human topic of global systems and global governance focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
	<b>Assessment 1</b>				
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Completion of Hazards</b> <b>Water and carbon cycle</b> <b>Changing Places</b> <b>Continue work on NEA</b>	<b>Water and carbon cycle</b> <b>Global systems and global governance</b> <b>Continue work on NEA</b>	<b>Water and carbon cycle</b> <b>Global systems and global governance</b> <b>Continue work on NEA</b>	<b>Completion of NEA</b> <b>Revision of all six topics</b> <b>Revision of all six topics</b> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> Revision to include:	
<b>Additional support links:</b> Here are links to additional resources which will help your child	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>	Physical – Coastal processes and landscapes  Natural Hazards  Water and carbon cycle  Human – Changing Places	
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	<b>Globalisation-</b>  Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.  Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.  <b>Global systems</b>	<b>International trade and access to markets</b>  Global features and trends in the volume and pattern of international trade and investment associated with globalisation.  Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America.	<b>Antarctica as a global common</b>  An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.  Threats to Antarctica arising from:  climate change  fishing and whaling  the search for mineral resources	Contemporary Urban Environments  Global systems and global governance	

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	<p>Form and nature of economic, political, social and environmental interdependence in the contemporary world.</p> <p>Issues associated with interdependence including how:</p> <p>unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places</p> <p>unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way.</p> <p><b>Water and carbon cycle</b></p> <p><b>The water cycle</b></p> <p>Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.</p> <p>Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved.</p> <p>Drainage basins as open systems – inputs and outputs, to include precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage;</p>	<p>Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.</p> <p>The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates.</p> <p>World trade in at least one food commodity or one manufacturing product.</p> <p>Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.</p> <p><b>Global governance</b></p> <p>The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</p> <p>Issues associated with attempts at global governance, including how:</p> <p>agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices</p> <p>interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.</p> <p><b>The 'global commons'</b></p>	<p>tourism and scientific research.</p> <p>Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement.</p> <p>The role of NGOs in monitoring threats and enhancing protection of Antarctica.</p> <p>Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.</p> <p><b>Globalisation critique</b></p> <p>The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p> <p><b>Water, carbon, climate and life on Earth</b></p> <p>The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</p> <p>Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</p>	
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	<p>stemflow, infiltration overland flow, and channel flow. Concept of water balance.</p> <p>Runoff variation and the flood hydrograph.</p> <p>Changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction.</p>	<p>The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.</p> <p><b>The carbon cycle</b></p> <p>Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere.</p> <p>Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering.</p> <p>Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).</p> <p>The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.</p>	<p><b>Case Studies</b></p> <p><b>Case study</b> of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.</p> <p><b>Case study</b> of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.</p>		
<p><b>Skills:</b> Included here is the specific skills your child will learn in detail</p>	<ul style="list-style-type: none"> <li>understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and</li> </ul>	<p>Students should develop the following with respect to <b>qualitative data</b>:</p>	<p>Students should develop the following with respect to <b>quantitative data</b>:</p> <ul style="list-style-type: none"> <li>understanding of what makes data geographical and the geospatial</li> </ul>	<p><b>Core skills</b></p> <ul style="list-style-type: none"> <li>Use and annotation of illustrative and visual material: base maps,</li> </ul>	

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	<p>secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'</p> <ul style="list-style-type: none"> <li>• collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types</li> <li>• undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data</li> <li>• communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</li> </ul>	<ul style="list-style-type: none"> <li>• use and understanding of a mixture of methodological approaches, including interviews</li> <li>• interpretation and evaluation of a range of source material including textual and visual sources</li> <li>• understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations</li> <li>• understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</li> </ul>	<p>technologies (eg GIS) that are used to collect, analyse and present geographical data</p> <ul style="list-style-type: none"> <li>• an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data</li> <li>• understanding of the purposes and difference between the following and to use them in appropriate contexts:             <ul style="list-style-type: none"> <li>○ descriptive statistics of central tendency and dispersion</li> <li>○ descriptive measures of difference and association, inferential statistics and the foundations of relational statistics</li> <li>○ measurement, measurement errors, and sampling</li> <li>○ understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.</li> </ul> </li> </ul>	<p>sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.</p> <ul style="list-style-type: none"> <li>• Use of overlays, both physical and electronic.</li> <li>• Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.</li> <li>• Numeracy – use of number, measure and measurement.</li> <li>• Questionnaire and interview techniques.</li> </ul> <p><b>Cartographic skills</b></p> <ul style="list-style-type: none"> <li>• Atlas maps.</li> <li>• Weather maps – including synoptic charts (if applicable).</li> <li>• Maps with located proportional symbols.</li> <li>• Maps showing movement – flow lines, desire lines and trip lines.</li> <li>• Maps showing spatial patterns – choropleth, isoline and dot maps.</li> </ul> <p><b>Graphical skills</b></p> <ul style="list-style-type: none"> <li>• Line graphs – simple, comparative, compound and divergent.</li> <li>• Bar graphs – simple, comparative, compound and divergent.</li> </ul>	
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				<ul style="list-style-type: none"><li>• Scatter graphs, and the use of best fit line.</li><li>• Pie charts and proportional divided circles.</li><li>• Triangular graphs.</li><li>• Graphs with logarithmic scales.</li><li>• Dispersion diagrams.</li></ul> <p><b>Statistical skills</b></p> <ul style="list-style-type: none"><li>• Measures of central tendency – mean, mode, median.</li><li>• Measures of dispersion – range, inter-quartile range and standard deviation.</li><li>• Inferential and relational statistical techniques to include Spearman’s rank correlation and Chi-square test and the application of significance tests.</li></ul> <p><b>ICT skills</b></p> <ul style="list-style-type: none"><li>• Use of remotely sensed data (as described above in Core skills).</li><li>• Use of electronic databases.</li><li>• Use of innovative sources of data such as crowd sourcing and ‘big data’.</li><li>• Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.</li></ul>	
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<b>Common Lexicon:</b> These are the key words and terms learnt. These can be found on knowledge organisers.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.



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