



The Grey Coat Hospital

Key Stage Five Curriculum Plan - *Subject: Geography*



Year 12

Half Term (HT)	Topic Area / Focus (Teacher 1)	Topic Area / Focus (Teacher 2)
HT1	<u>Area of study 2, Topic 3: Globalisation</u> 3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses Assessment point – marked exam question(s) 3.2 Political and economic decision making are important factors in the acceleration of globalisation. 3.3 Globalisation has affected some places and organisations more than others. 3.4 The global shift has created winners and losers for people and the physical environment. Assessment point – marked exam question(s) 3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.	Topic 2: Landscape Systems, Processes and Change. Students answer: <u>Topic 2A: Glaciated Landscapes and Change</u> 2A.1 The causes of longer and shorter climate change from the start of the Pleistocene, through the Holocene and into the Anthropocene. 2A.2 Present and past Pleistocene distribution of ice cover 2A.3 Periglacial processes produce distinctive landscapes Assessment point – marked exam question(s) 2A.4 Mass balance is important in understanding glacial dynamics and the operation of glaciers as systems. 2A.5 Different processes explain glacial movement and variations in rates. 2A.6 The glacier landform system. 2A.7 Glacial erosion creates distinctive landforms and contributes to glaciated landscapes.



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	3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation 3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.	2A.8 Glacial deposition creates distinctive landforms and contributes to glaciated landscapes. Assessment point – marked exam question(s) 2A.9 Glacial meltwater plays a significant role in creating distinctive landforms and contributes to glaciated landscapes.
HT2	<u>Area of study 2, Topic 3: Globalisation <i>continued</i>...</u> 3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. 3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society. Assessment point – marked exam question(s) <u>Area of study 3, Topic 5: The Water Cycle and Water Insecurity</u> 5.1 The global hydrological cycle is of enormous importance to life on earth 5.2 The drainage basin is an open system within the global hydrological cycle.	<u>Topic 2A: Glaciated Landscapes and Change <i>continued</i>...</u> 2A.10 Glacial and periglacial landscapes have intrinsic cultural, economic and environmental value 2A.11 There are threats facing fragile active and relict glaciated upland landscapes 2A.12 Threats to glaciated landscapes can be managed using a spectrum of approaches. Assessment point – marked exam question(s) <u>Area of study 3, Topic 6: The Carbon Cycle and Energy Security</u> 6.1 Most global carbon is locked in terrestrial stores as part of the long-term geological cycle (slow carbon cycle).



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	5.3 The hydrological cycle influences water budgets and river systems at a local scale. Assessment point – marked exam question(s)	6.2 Biological processes sequester carbon on land and in the oceans on shorter timescales (fast carbon cycle).
HT3	<u>Area of study 3, Topic 5: The Water Cycle and Water Insecurity <i>continued...</i></u> 5.4 Deficits within the hydrological cycle result from physical processes but can have significant impacts. 5.5 Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people 5.6 Climate change may have significant impacts on the hydrological cycle globally and locally. 5.7 There are physical causes and human causes of water insecurity. 5.8 There are consequences and risks associated with water insecurity 5.9 There are different approaches to managing water supply, some more sustainable than others Assessment point – marked exam question(s)	<u>Topic 6: The Carbon Cycle and Energy Security <i>continued...</i></u> 6.3 A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities Assessment point – marked exam question(s) 6.4 Energy security is a key goal for countries, with most relying on fossil fuels. 6.5 Reliance on fossil fuels to drive economic development is still the global norm. 6.6 There are alternatives to fossil fuels but each has costs and benefits. 6.7 Biological carbon cycles and the water cycle are threatened by human activity



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HT4	Area of study 2, Topic 4: Shaping Places <u>4A Regenerating Places</u> 4A.1 Economies can be classified in different ways and vary from place to place. 4A.5 There are significant variations in the lived experience of place and engagement with them. 4A.4 Economic and social inequalities changes people's perceptions of an area. Assessment point – marked exam question(s) 4A.7 UK government policy decisions play a key role in regeneration. 4A.8 Local government policies aim to represent areas as being attractive for inward investment. 4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.	<u>Topic 6: The Carbon Cycle and Energy Security <i>continued...</i></u> 6.8 There are implications for human wellbeing from the degradation of the water and carbon cycles 6.9 Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales Assessment point – marked exam question(s) <u>Area of study 1, Topic 1: Tectonic Processes and Hazards</u> 1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes. 1.2 There are theoretical frameworks that attempt to explain plate movements. 1.3 Physical processes explain the causes of tectonic hazards.
HT5	Area of study 2, Topic 4: Shaping Places <u>4A Regenerating Places <i>continued...</i></u>	<u>Area of study 1, Topic 1: Tectonic Processes and Hazards <i>continued...</i></u>



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	<u>Local area study including fieldwork skills:</u> 4A.2 Places have changed their function and characteristics over time. 4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places. 4A.6 There is a range of ways to evaluate the need for regeneration. 4A.10 The success of regeneration uses a range of measures: economic, demographic, social and environmental. 4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration. 4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration. Assessment point – marked exam question(s)	Assessment point – marked exam question(s) 1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster. 1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience. 1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience. 1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.
HT6	<u>Y12 Summer exams</u> - Revision, assessment of all topics across two papers, review in class. <u>Physical fieldwork skills</u> - Water and Carbon skills in St James's Park – P5&6	<u>Y12 Summer exams</u> - Revision, assessment of all topics across two papers, review in class. <u>Physical fieldwork skills</u> - Water and Carbon skills in St James's Park – P5&6



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	<u>NEA preparation lessons</u> - Adapt number based on remaining lessons (often many missed lessons this half term)	<u>Area of study 1, Topic 1: Tectonic Processes and Hazards finish...</u> 1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. 1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. Assessment point – marked exam question(s)
Summer	<u>Summer Homework</u> Watch and complete worksheets for the first two (or three) NEA lectures uploaded to Teams. Read the related sections of the RGS guide (PDF) and use this to add to your notes. Begin carrying out a literature review for the NEA topic of interest. Make notes on at least three articles / books relating to your topic area and record the references for these. Optional: RGS essay competition. Open this up to all students optionally.	



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Year 13

Half Term (HT)	Topic Area / Focus (Teacher 1)	Topic Area / Focus (Teacher 2)
HT1	<u>Stats skills unit (WITH REMAINING NEA HW SET ALONGSIDE)</u> - Measures of central tendency - T-tests - Chi-squared tests and logarithmic graphs - Spearman's Rank Area of study 4, Topic 8: Global Development and Connections <u>8A Health, Human Rights and Intervention</u> (EQ3&4) 8A.7 There are different forms of geopolitical intervention in defence of human rights 8A.8 Some development is focused on improving both human rights and human welfare but other development has very negative environmental and cultural impacts. 8A.11 Development aid has a mixed record of success. Assessment point – NEA presentations at the end of this half term	Finish any remaining Tectonics teaching if needed. Area of study 4, Topic 8: Global Development and Connections <u>8A Health, Human Rights and Intervention</u> (EQ1&2) 8A.1 Concepts of human development are complex and contested. 8A.2 There are notable variations in human health and life expectancy. 8A.3 Governments and International Government Organisations play a significant role in defining development targets and policies. 8A.4 Human rights have become Important aspects of both international law and international agreements. Assessment point – NEA presentations at the end of this half term
HT2	NEA preparation, trip, and write-up time	NEA preparation, trip, and write-up time



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	- Blencathra Lake District Trip – 1 week residential Continue HHRI in the last week or two if needed in order to at least have finished 8A.11.	- Blencathra Lake District Trip – 1 week residential Continue HHRI in the last week or two if needed in order to at least have finished 8A.4.
HT3	Assessment point – MOCK EXAMS revision & tests & feedback Area of study 4, Topic 8: Global Development and Connections <u>8A Health, Human Rights and Intervention</u> (EQ3&4) <i>continued...</i> 8A.9 Military aid and both direct and indirect military intervention are frequently justified in terms of human rights. 8A.12 Military interventions, both direct and indirect, have a mixed record of success. 8A.10 There are several ways of measuring the success of geopolitical interventions. -	Assessment point – MOCK EXAMS revision & tests & feedback Area of study 4, Topic 8: Global Development and Connections <u>8A Health, Human Rights and Intervention</u> (EQ1&2) <i>Finish...</i> 8A.5 There are significant differences between countries in both their definitions and protection of human rights. 8A.6 There are significant variations in human rights within countries, which are reflected in different levels of social development. <u>Area of study 4, Topic 7: Superpowers</u> 7.1 Geopolitical power stems from a range of human and physical of characteristics of superpowers. 7.2 Patterns of power change over time and can be uni-, bi- or multi-polar. 7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.



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HT4	Assessment point – NEA deadline is the first day of this half term Finish any remaining HHRI teaching Assessment point – HHRI exam <u>Paper 3 exam skills teaching</u> - Skills session on exam - Past paper run through 1 - Past paper run through 2 <u>Area of study 4, Topic 7: Superpowers</u> Support with remaining teaching of this unit, most likely sections from: 7.7 Global influence is contested in a number of different economic, environmental and political spheres. 7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment. Assessment point – PAPER 3 MOCK completed end of this half term	Assessment point – NEA deadline is the first day of this half term <u>Area of study 4, Topic 7: Superpowers</u> 7.4 Superpowers have a significant influence over the global economic system. 7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. 7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions. 7.9 Existing superpowers face ongoing economic restructuring, which challenges their power.
HT5	Complete any remaining Superpowers teaching in the first week back	Complete any remaining Superpowers teaching in the first week back



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	<u>Revision</u> - All units taught - Exam skills 1st May – NEA marks must all be returned to students Teaching ends on Friday closest to around 9th/10th May	Assessment point – Superpowers <u>Revision</u> - All units taught 1st May – NEA marks must all be returned to students Teaching ends on Friday closest to around 10th May
HT6	No teaching	No teaching