

KS5 Geography Sequence



Year 12					
	Content	Ref	Essential Knowledge	Assessment	Rationale
HT1	<p>Physical – Coastal Landscapes</p> <p>Coasts as a system – inputs, flows, transfers, Positive and negative feedback</p> <p>Coastal zones and processes</p> <p>Sources of energy on the coast – wind, waves, tides and currents</p> <p>Sediment cells, sources and budgets.</p> <p>Processes of Weathering, erosion, transportation and aeolian deposition on the coast.</p>		<p>The first Physical unit studied by pupils is Coasts. The essential knowledge they will gain is based on the following content;</p> <ul style="list-style-type: none"> • Understanding the systems approach to Coasts – explaining types of system, feedback and how they can be applied to a coastal setting. • Assessing the importance of sources of energy on the coast, focusing on winds, waves, tides and currents. • Explaining the process of wave refraction and it’s impact on the coast. • Understanding the concept of sediment cells and their characteristics and 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question on assessing the importance of sources of energy on the coastline.</p> <p>Summative; pupils will complete an</p>	<p>At KS5 we teach 3 physical and 3 human units. Pupils have 9 lessons per fortnight and human and physical Geography are delivered separately, by specialised teachers. We teach Coasts and Place first as the content within these topics provides a lot of scope for individual enquiries which the pupils will complete in Year 13. Historically, most pupils select enquiry titles from Coasts or Place as this allow for local data collection and the application of their local knowledge. Pupils begin their enquiry in term 1 of Year 13 as they have gained essential knowledge in how to</p>

			<p>sediment budgets within them.</p> <ul style="list-style-type: none"> • Explaining how coastal configuration can shape our coastlines focusing on the Purbeck coast. • Defining and understanding types of erosion, mass movement, weathering and transportation on the coast in preparation for application to coastal landforms. • Explaining Aeolian deposition and the factors that affect it. 	<p>assessment based on content taught so far.</p>	<p>establish enquiry questions, collect data and draw conclusions throughout the topics taught in Year 12. The structure of the coasts unit allows for maximum links and consolidation of content. The core knowledge is delivered in half term 1 and this is applied to formation of coastal features in half term 2. Not only does this allow pupils to have a better understanding of how landforms are created, it gives many opportunities to revisit and build on content, giving a focus to content retrieval throughout.</p> <p>The human element of coasts is taught in HT3, as pupils will be able to make connections between the core physical Geography and it's impact on human life.</p> <p>Coasts is an optional unit at KS5, but has been selected for a</p>
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				<p>number of reasons. Firstly, our location gives us access to one of the most important coastlines of the UK at Sefton. Secondly, this unit is very career friendly, linking to a number of degrees such as engineering. Lastly, the protection of our coastline is of huge significance currently due to the current climate crisis, therefore it essential pupils gain a deep understanding of this from a Geographical perspective. They therefore have a knowledge base in order to choose and complete their coursework.</p> <p>There are also many links between coasts and carbon, both having a systems approach. Pupils can make links throughout, improving their understanding of both units. Case studies such as the Sundarbans and the Holderness</p>
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	<p>Human – Changing places</p> <p>The concept of place Theoretical approaches to place – descriptive, social constructionist and phenomenological approaches The importance of place in human life and experience – identity Globalization and localization of place – belonging and well-being Insider and outsider perspectives on place Factors contributing to character of places Relationships and connections – Examples of continuity and change at a variety of scales</p>		<p>The first Human unit studied by pupils is Changing Places. The essential knowledge they will gain is based on the following content;</p> <ul style="list-style-type: none"> • To understand the concept of Place • To explain the importance of place to human and life experiences. • To understand the terms “insider” and “outsider” in relation to place and the different categories of place. • To evaluate the difference between sense of place and perception of place. • To define the different categories of places. 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question;</p> <p>In the context of place explain the meaning of endogenous and exogenous factors.</p>	<p>Coast can be applied to essays in both topics, reducing content for the pupils, while encouraging a greater depth of understanding.</p> <p>The structure of the Place unit introduces students to the concept of place enabling students to learn that place is more than location, they do this by identifying the factors that change the way place is viewed. This lays the foundation for the unit as pupils will conduct their own place study further on in the unit and will need to be able to dissect the factors which contribute to the character of a place and how it changes. Applying the concept of insider and outsider for example, will help pupils identify how people engage differently with places linking to themes such as conflict and</p>
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			<ul style="list-style-type: none"> • To explain how categories of places differ. • To describe a range of human and physical factors which contribute to the character of place. • Define and explain the terms endogenous and exogenous in the context of place. Identify how places are represented in different forms- re-imagining, re-branding and regeneration • Evaluate the re-branding of Liverpool 	<p>Evaluate rebranding attempts by corporate bodies.</p> <p>Assess the impact of shifting flows of investment on businesses and individuals, with reference to an area you have studied</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	<p>rebranding allowing greater understanding and access to essay questions.</p> <p>The Place unit allows pupils to draw upon previous knowledge of places for example Year 8 Manchester and Mumbai and Year 10 and 11 Sao Paulo and Liverpool. Pupils can draw upon their own knowledge and experiences to assess the importance of place in human life and identity, this will help develop students understanding of their local place study Rope Walks, Liverpool and Keswick, Lake District.</p> <p>Rope Walks was selected as the local place study as it is also studied as part of Contemporary Urban Environments as an example of a partnership scheme as this enables links to be made between the two</p>
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<p>HT2</p>	<p>Physical – coasts</p> <p>Coastal landforms – of erosion and deposition</p> <p>Landforms created over time – sand dunes, saltmarshes</p> <p>Sea level change – historic and current</p>	<p>The knowledge acquired in half term one will be applied to a range of coastal landforms and how they are created;</p> <ul style="list-style-type: none"> • Explaining the formation of coastal landforms created by erosion; headlands and bays, features on a headland and wave cut platforms. • Explaining the formation of features created by long shore drift and deposition; beaches and spits. • Landforms created by the process of succession; sand dunes and saltmarshes. • Understanding the sequence of eustatic and isostatic sea level change and it's impact on coastal landforms. • Explaining the resulting landforms 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question; Assess the importance of weathering and erosion in the formation of coastal landforms.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	<p>case studies extending knowledge and providing a deeper understanding.</p>
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	<p>Human – Changing Places Management and manipulation of the perception of place Media representation of place Digital or augmented place Meaning and representation of place</p>		<p>of emergence and submergence.</p> <ul style="list-style-type: none"> • Describing current sea level change predictions and explaining the impact on people and the environment in the • UK. <p>-Understand that all places are changing and are socially constructed. -Identify how the different forces of change have an impact on places which is both current and historic.</p> <p>To identify the different representations of place. To understand and evaluate the usefulness of qualitative sources and quantitative sources when studying place</p>	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question;</p> <ul style="list-style-type: none"> • Experienced place and media place are two categories of place. 	
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				<p>Explain what is meant by the two terms and outline how they might be different?</p> <ul style="list-style-type: none">• Evaluate the usefulness of the source in showing economic change in this area.• Using the source assess the usefulness in representing a place. <p>Summative; pupils will complete an assessment based on content taught so far.</p>	
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<p>HT3</p>	<p>Physical – coasts continued Hard and soft engineering + case studies Hornsea – Holderness Coast Formby – Sefton Coast Coastline at a local scale – Pevensey Bay Coastline in contrast – Sundarbans – challenges/opportunities/management</p>	<p>During this half term pupils will explore the links between humans and the coastline, applying their knowledge from HT 1 and 2, focusing on;</p> <ul style="list-style-type: none"> • Evaluating a range of traditional and sustainable types of coastal management. • Assessing how important coastal management will be in managing the impacts of climate change – assessing the usefulness of SMP and ICZM. • Applying this knowledge to case studies of Hornsea and the Formby coast to explain and evaluate a range of management techniques. • Explaining the challenges and responses to a coastline at a local scale in the UK; Pevensey Bay. • Explaining the challenges, 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question;</p> <p>Sustainable methods of coastal management will be more important than traditional methods in dealing with impacts of climate change.</p> <p>Assess the extent to which the challenges outweigh the opportunities in a coastline you have</p>	
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	<p>Human – Changing Places A study of a local place and a contrasting place – major case studies Investigating location and locale Literacy sources Demographic characteristics Economic Characteristics Social characteristics and inequalities Representations – artistic/media Sources detailing the lived experience Economic and social change</p>		<p>opportunities and management of a coastline beyond the UK; the Sundarbans in Bangladesh</p> <ul style="list-style-type: none"> • To investigate the changing demographic and cultural characteristics and economic and social inequalities in Rope Walks- Local Place Study. • To describe and explain the impact of external forces on place (Rope Walks) External Forces include government 	<p>studied beyond the UK.</p> <p>Essay questions will be updated as per exam cycles.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p> <p>The full coasts unit will be examined as part of Year 12 June exam.</p> <p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Name a quantitative source of data that you have used in one of your place studies (census</p>	
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			<p>policies, such as regeneration schemes- Rope Walks Partnership Scheme. Assess the usefulness of qualitative and quantitative sources when studying your local place. (application of knowledge from previous term to Rope Walks.)</p> <ul style="list-style-type: none"> • To investigate the changing demographic and cultural characteristics and economic and social inequalities in Keswick, Distant Place Study • Assess the usefulness of qualitative and quantitative sources when studying your distant place. • 	<p>data, maps or geospatial data.)</p> <p>Assess the usefulness of that source in helping you understand the development of human geography of that place.) Assess the extent to which people the experiences of people living in an area you have studied have been affected by the development of the area's infrastructure</p> <p>"Conflict often arise when people who live in a place try to resist changes that appear to have been forced upon them by organisations, groups and individuals from outside that place" To what extent does this statement apply to one or more places you have studied</p>	
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				Summative; pupils will complete an assessment based on content taught so far.	
HT4	<p><u>Physical – Water and Carbon cycles</u></p> <p>Systems in physical geography: systems concepts and their application to the water and carbon cycles inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</p> <p>Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. 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>The Water and Carbon unit has a very similar structure to coasts. Initially, pupils are taught through a systems approach focusing on;</p> <ul style="list-style-type: none"> • Defining systems and applying them to a water and carbon context. • Explaining the water cycle and how processes within it drive change globally. • Assessing the importance of stores of water and their distribution; cryosphere, atmosphere, hydrosphere and lithosphere. • Explaining the drainage basin 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question on assessing the importance of</p>	<p>The Water and Carbon cycles unit is a compulsory unit on the A Level curriculum. It has very close links with coasts, particularly through the systems approach and the impacts of climate change. All links are explored throughout, allowing pupils to gain a deeper understanding of both units. The drainage basin element of the water unit gives pupils essential knowledge which could be developed through an individual enquiry, where their local drainage basin is studied.</p>

	<p>Drainage basins as open systems – inputs and outputs, to include precipitation, evapotranspiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance.</p> <p>Runoff variation and the flood hydrograph. 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><u>Human – Contemporary Urban Environments</u></p> <p>Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945.</p>		<p>system and the concept of water balance in the UK and beyond.</p> <ul style="list-style-type: none"> • Explaining how river discharge can be displayed in the short and long term using river regime graphs and storm hydrographs. • Explaining the variation in storm hydrographs and assessing the importance of a range of physical and human factors affecting run-off. • Applying this knowledge to the study of the River Exe, explaining variations in run off. <p>To identify and describe the Global patterns of urbanisation since 1945</p> <p>To explain the economic, social, technological, political and demographic</p>	<p>WATER STORES GLOBALLY. Essay explaining variations in run off for River Exe.</p>	<p>The carbon unit has many links to Key stage 3 where the climate crisis is taught, giving pupils a more broad and in depth understanding. It also builds on the Weather and Climate unit in KS4. This unit is also very career friendly, with many degrees and careers linking to water and environmental management. An understanding of climate change will not only prepare pupils for the greatest environmental issues of their lifetimes, but will also give insight into a range of careers designed to manage the impacts.</p> <p>Contemporary Urban Environments is an optional unit which has been chosen because as well as covering key issues facing the 21st Century it also gives students a range of topics to base their coursework on as it</p>
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<p>Urbanisation, suburbanisation, counter-urbanisation, urban resurgence.</p> <p>The emergence of megacities and world cities and their role in global and regional economies.</p> <p>Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p> <p>Urban change: deindustrialisation, decentralisation, rise of service economy. Urban policy and regeneration in Britain since 1979.</p> <p>Urban forms Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings.</p> <p>Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.</p> <p>New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city</p>	<p>processes associated with urban growth.</p> <p>Describe the characteristics of megacities and world cities and discuss their role in global and regional economies</p> <p>Identify the causes of urban growth Discuss the causes and consequences of urbanisation and urban growth Define the terms suburbanisation, counter-urbanisation, urban resurgence Discuss the characteristics, causes, consequences and effects of suburbanisation and counter urbanisation Explain the processes of deindustrialisation, decentralisation and the rise of the service economy Evaluate urban policy since 1979- case studies Rope Walks Partnership Scheme, Central Manchester Urban Development Corporation, New Deal for Communities-</p>	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay questions Assess the success of two urban regeneration policies in the UK</p>	<p>includes urban regeneration polices since 1979 using case studies such as Liverpool and Manchester. This enables pupils to bring together and build upon prior knowledge from Key Stages 3 and 4 and the Place Unit taught at the start of the course. The Unit is also very relevant as it covers issues such as Sustainable Cities, this has been taught in Year 8 using case studies such as Freiburg, this unit adds depth to pupils' knowledge. Using the knowledge gained from studying Place first pupils will also consider issues such as liveability and why and how this can mean different things to people (insider/outsider perspectives.) The unit teaches pupils about global issues and the need to look beyond environmental issues when evaluating the</p>
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		<p>Kensington and Sustainable Communities Millennium Village London</p> <p>Identify the spatial patterns of land use and the assess the factors that influence urban form</p> <p>Outline the process of gentrification and discuss the costs and benefits</p> <p>To understand the terms edge city and fortress landscape.</p> <p>To explain the social, economic and environmental impact of edge cities.</p> <ul style="list-style-type: none"> • Define the terms economic inequality, social segregation and cultural diversity. • Describe and explain patterns of economic inequality, social segregation and cultural diversity. • Analyse the factors that influence patterns of economic inequality, social segregation and cultural diversity in 	<p>“Britain’s Urban Regeneration Policies have failed to address problems of economic inequality and social segregation. The gap between the richest and the poorest urban residents has widened.” To what extent do you agree with this statement</p> <p>Using figure x assess the importance of physical factors in affecting urban form.</p> <p>Assess the extent to which you agree that city x shows characteristics of a post-modern city</p> <p>Summative; pupils will complete an assessment based on content taught so far (this content will also be examined in</p>	<p>challenges for developing sustainable cities. This will help them understand their role as a global citizen and what they could do in the future in terms of careers or voluntary work to mitigate the impacts of our rapid development.</p>
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			contrasting urban areas.	the end of year exam).
HT5	<p>Physical – Water and Carbon cycles</p> <p>Global distribution, and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. 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>During this half term, pupils will follow a similar structure as HT4, but focusing on carbon;</p> <ul style="list-style-type: none"> • Understanding and explaining the importance of different stores of carbon in the lithosphere, hydrosphere, atmosphere and biosphere. • Explaining the factors driving change within the carbon cycle and evaluating the extent to which there are inter relationships with the water cycle. • Explaining and assessing the importance of human and physical causes of changes to carbon stores over time. • Explaining the movement of 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay questions BASED ON CLIMATE CHANGE AND THE RESPONSES TO IT.</p> <p>Summative; pupils will complete an assessment based on content taught so far (this content will also be examined in</p>

	<p>Human – contemporary urban environments</p> <p>The impact of urban forms and processes on local climate and weather. Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution. Pollution reduction policies.</p> <p>Urban drainage Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs. Issues associated with catchment management in urban areas.</p> <p>The development of sustainable urban drainage systems (SUDS).</p>		<p>carbon within the oceans and assessing the role oceans play within the global cycle.</p> <ul style="list-style-type: none"> • Define the terms urban heat island, channelling and venturi • Describe and explain how urban areas affect temperature, precipitation, fogs and thunderstorms and wind. • Explain how different countries manage the impacts of UHI <p>Define the term urban hydrology Identify the impacts of urban development on a storm hydrograph</p> <ul style="list-style-type: none"> • Evaluate the use of SuDs sustainable “urban” drainage systems Outline the reasons for the The Cheonggyecheon River project, Seoul South Korea 	<p>the end of year exam).</p> <p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay questions</p> <p>Evaluate the use of SuDs sustainable “urban” drainage systems using figure 6b. With reference to a specific river restoration project, assess the extent to</p>	
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	<p>River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes.</p> <p>Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade. Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.</p>		<ul style="list-style-type: none"> • Discuss the attitudes of contributors and stakeholders involved • Evaluate the success of The Cheonggyecheon River project, Seoul South Korea • Describe the different sources of urban waste • Identify that both quantities of waste produced and waste disposal methods vary according to economic development • Explain the environmental impact of incineration compared to landfill • Evaluate the different 	<p>which it has an impact on water movement through the urban catchment.</p> <p>To what extent do you agree that urban drainage presents more opportunities than challenges in developing more sustainable cities</p> <p>Outline the impacts of waste recovery</p> <p>With reference to urban areas you have studied evaluate the different approaches to waste disposal</p>	
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			approaches to waste disposal		
HT6/7	<p>Physical – Water and Carbon cycles</p> <p>Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.</p> <p>Case study 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>Pupils will apply essential knowledge from previous half term looking at the importance of feedback in;</p> <ul style="list-style-type: none"> • Explaining the impacts of the changing carbon budget on our climate. • Evaluating a range of management strategies implemented to deal with the current climate crisis at a range of scales. • Pupils will apply water and carbon knowledge to the case study of the Amazon Rainforest, examining the water and carbon cycle within. They will assess how deforestation is affecting both cycles. They will evaluate a range of 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay questions based on climate change and the Amazon Rainforest.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	

	<p>Human – contemporary urban environments</p> <p>Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction. Strategies to manage these environmental problems.</p> <p>Sustainable urban development Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities.</p> <p>Case studies Case studies of two contrasting urban areas to illustrate and analyse key themes set out above, to include: • patterns of economic and social well-being • the nature and impact of physical environmental conditions with particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.</p>		<p>techniques implemented to address this.</p> <ul style="list-style-type: none"> • Describe and explain the causes of air pollution • Outline the strategies used to manage these problems and assess their success • Describe and explain the causes of water pollution • Outline the strategies used to manage these problems and assess their success • Define the term dereliction • Explain the impacts of deindustrialisation • Discuss the pros and cons of urban strategies used to tackle dereliction • Define the terms ecological footprint, sustainability and liveability • Describe the features of a sustainable city 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay questions</p> <p>Assess the success of Greenwich millennium village in tackling dereliction</p> <p>Assess the extent to which countries at different levels of development have achieved the concept of liveability with</p>	
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			<ul style="list-style-type: none"> Assess the opportunities and challenges for developing more sustainable cities Evaluate the methods used to create more sustainable cities 	reference to sustainable urban development Summative; pupils will complete an assessment based on content taught so far.	
Year 13					
HT1/2	<u>Physical - Natural Hazards</u> Nature, forms and potential impacts of natural hazards (geophysical,		During this half term, we will introduce natural hazards. This will begin with an	Geog your memory tasks will revisit knowledge in every lesson.	The natural hazards unit is an optional unit, we have chosen to deliver it due to staff

	<p>atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.</p> <p>The Park model of human response to hazards.</p> <p>The Hazard Management Cycle.</p> <p>Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and sea floor spreading.</p>	<p>exploration of hazard perception focusing on;</p> <ul style="list-style-type: none"> • Defining the nature and impacts of natural hazards. • Exploring factors affecting risk and vulnerability. • Explaining the cultural and economic factors affecting hazard perception. • Investigating human responses to hazards focusing on fatalism, adaptation and fear. • Investigating methods of responding to natural hazards. • Evaluating the use of the Park Model and the Hazard management cycle in graphing the stages of a natural hazard. • Describing the structure of the earth and investigating theories to explain tectonics focusing 	<p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question on evaluating effectiveness of Park model and hazard management cycle.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	<p>expertise in this area and due to the numerous links between other areas of the curriculum. For example, pupils can build with knowledge gained in the year 9 plate tectonics and natural hazards unit. There are links between KS5 units such as an assessment of the impact of climate change on the frequency and severity of wildfires and tropical storms. There are also clear links with Place, with pupils able to apply their knowledge on place perception and characteristics of place in preparation for and after a natural disaster. Developing these links throughout the KS5 course allows pupils to write well rounded and holistic extended answers.</p> <p>The structure of the hazards unit allows for key knowledge to be developed and applied</p>
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	<p>Human – Global systems and Governance</p> <p>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.</p> <p>Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence including how:</p> <ul style="list-style-type: none"> • unequal flows of people, money, ideas and technology within global systems 		<p>on gravitational sliding, slab pull and continental drift.</p> <ul style="list-style-type: none"> • To identify the dimensions of globalisation, flows of capital, labour, products, services and information • To explain the impact of global marketing • Outline the advantages and disadvantages of regional trade agreements/trading blocs for the countries involved • Explain how factors such as trade agreements and technology have contributed to the 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay questions</p> <p>Explain how factors such as trade agreements and</p>	<p>to scenarios throughout. This gives pupils opportunities for maximum retrieval practice. For example, pupils study the Park Model – a graph used to show the stages of a natural disaster. Throughout the unit, they learn about case studies, each one is graphed on the Park Model in order to evaluate it's effectiveness.</p> <p>Students will build upon their knowledge gained through the Changing Places Unit about the economic, political and social changes associated with how a place can change over time and the relationships within and between places. Having studied places such as China in Key Stage 3 they will build upon their understanding of the growth of different world economies and the trading</p>
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	<p>can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places</p> <ul style="list-style-type: none"> • 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>process of globalisation</p> <ol style="list-style-type: none"> 1. To describe the form and nature of independence in the contemporary world 2. To explain the issues associated with interdependence- <ul style="list-style-type: none"> -Unequal flows of people -Unequal flows of Ideas and technology -Inequality between countries and within countries -Unequal power <p>To evaluate the role of different organisations in response to globalisation</p> <p>Identify and discuss the patterns of production, distribution and consumption</p> <ul style="list-style-type: none"> • To understand the term Fair Trade • Explain the social and economic 	<p>technology have contributed to the process of globalisation</p> <p>Using data analyse the trading patterns of the USA and Russia</p> <p>Explain the social and economic benefits of Fair Trade for individuals and local communities</p>	<p>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.</p> <p>Antarctica is used as a case study of a global common expanding knowledge gained during Key Stage 3 as pupils will now have to critically appraise the developing governance of Antarctica.</p> <p>Pupils will have gained skills from units covered in Year 12 such as critical questioning sources of information which they can apply to this unit. For example using a variety of data sources such as GDP data and Gini Coefficient maps in</p>
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			benefits of Fair Trade for individuals and local communities		order to identify patterns of inequality within a range of different countries. Analysis and assessment of the geographical consequences of global governance for citizens and places will give them a greater understanding of how their life and people's lives can be impacted across the globe.
HT2/3	<p><u>Physical – Natural Hazards</u></p> <p>Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. Magma plumes and their relationship to plate movement.</p> <p>The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency,</p>		<p>During this half term, student will explore in depth tectonic landscape focusing on;</p> <ul style="list-style-type: none"> • Explaining the landforms on Destructive, constructive and conservative plate boundaries. • Describing the characteristics of fold mountains, rift valleys, ocean ridges, trenches and island arcs, where they are located and how they are formed. 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question</p>	<p>This section of the unit begins with physical geography, examining the processes causing plate movement and resulting natural disasters. Pupils will be given the opportunity to improve map skills throughout by applying this to located examples. Bringing it all together activities will give pupils a chance to examine the impacts of these physical processes on the human world.</p>

	<p>regularity and predictability of hazard events.</p> <p>Volcanic Eruptions;</p> <p>Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent volcanic event.</p> <p>The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides.</p> <p>Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary; environmental, social, economic, political.</p> <p>Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent seismic event</p>		<ul style="list-style-type: none"> • Explaining how magma plumes for hotspots. • Assessing the primary and secondary impacts of volcanic eruptions and evaluating how they are measured. • Investigating the causes, impacts and responses to two volcanic eruptions at Soufriere hills and Nyiragongo. • Evaluating how earthquakes are measured, describing spatial distribution. • Explaining the factors affecting impacts of earthquakes. • Evaluating the responses to earthquake hazards focusing on preparedness, mitigation. , prevention and adaptation. • Application of knowledge to case 	<p>on nature of hazard in relation to I's setting.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	
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	<p>Human – Global systems and Governance</p> <p>Global features and trends in the volume and pattern of international trade and investment associated with globalisation.</p> <p>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.</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</p>		<p>studies of Northridge and Haiti.</p> <p>To describe world trade for a food commodity Case Study: Global trade in bananas and injustice in free trade agreements</p> <p>To identify the common characteristics of TNCs To explain how one TNC (Apple) has contributed to the globalisation of the world’s economy. Assess how TNC operations affect different participants positively and negatively.</p> <p>To identify the patterns of consumption, distribution and consumption Explain how policies can both help and hinder trade</p>	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question</p> <p>“How does world trade in a food commodity impact your life and the lives of people around the globe?” 20 marks</p>	
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	patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates.			<p>Explain how one TNC has contributed to globalization of the world's economy.</p> <p>“TNCs are the most significant factor in creating unequal flows of people and money within global systems” With reference to a TNC assess the extent to which you agree with this statement</p> <p>SDTs are key to the development of LDCs to what extent do you agree with this statement Summative; pupils will complete an assessment based on content taught so far.</p>	
HT3/4	<p>Physical – Natural Hazards</p> <p>The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity,</p>		<p>For this half term, pupils will apply their knowledge to two other hazards; tropical cyclones and wildfires.</p> <ul style="list-style-type: none"> To understand and explain the causes and characteristics of tropical cyclones. 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p>	

	<p>predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p> <p>Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.</p> <p>Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p> <p>Impact and human responses as evidenced by a recent wild fire event.</p>		<ul style="list-style-type: none"> • To explain the hazards associated with tropical storms. • Evaluation of management of tropical storms focusing on preparedness, mitigation, prevention and adaptation. • Investigation into the factors affecting the severity of TRSs through the case studies of Katrina and Nargis. • Explaining the nature and causes and impacts of wildfires. • Evaluation of management of wildfires focusing on preparedness, mitigation, prevention and adaptation. • Application of this knowledge to wildfires in Australia 2009. 	<p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question on assessing wildfires and tropical storms.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	
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	<p>Human – Global systems and Governance</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> <ul style="list-style-type: none"> • agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices • interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. 		<ul style="list-style-type: none"> • To define the term global governance and identify the “key players” in decision making • Understand why there is a need for global governance • Discuss the issues associated with global governance. • Assess International development agencies and their management of global affairs 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question</p> <p>The UN has worked tirelessly to promote growth and stability across the globe, but TNCs have been far more successful in this regard.” To what extent do you agree with this view? 20 marks</p>	
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<p>HT4/5</p>	<p>Physical</p> <p>Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.</p> <p>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk</p>	<p>This half term, pupils will consolidate acquired knowledge through case studies.</p> <ul style="list-style-type: none"> • Detailed study of the Philippines as a multi-hazard environment, assessing risks, impacts and management. • Detailed study of a hazardous setting at a local scale – Japan – assessing how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk. • Pupils will examine and assess the links between climate change and hazard frequency and intensity. • To understand the term global 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question on assessing links between climate change and hazards frequency and intensity.</p> <p>Summative; pupils will complete an assessment based on content taught so far.</p>	
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	<p>The 'global commons' 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>Antarctica as a global common</p>		<p>common and the notion of “the tragedy of the commons”</p> <ul style="list-style-type: none"> • Describe the importance of laws and treaties aimed at preserving the global commons • To describe the human and physical geography of Antarctica • Discuss the threats to Antarctica • Critically appraise the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium 	<p>Geog your memory tasks will revisit knowledge in every lesson.</p> <p>Bringing together tasks;</p> <p>Students will be asked to complete extended answer questions to demonstrate their knowledge to date and bring their knowledge together including range of short questions based on content and essay question</p> <p>Analyse characteristics of the climate in Antarctica</p> <p>“In a globalising world the use of the global common of Antarctica can never be sustainable” How far do you agree with this view?</p>	
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