



Year 13 Geography Curriculum Overview

Geography in year 13 is studied over the course of five lessons across the fortnight, with two different topics being covered across these five lessons. The topics are a combination of human and physical topics including concluding the Migration and Human Rights topics from year 12 as well as completing the A Level course by covering the topics of Earths Life Support Systems, Disease Dilemmas and Hazardous Earth. With the final two topics some of the most dynamic issues the planet faces are explored and encourages students to engage with, reflect on and think critically about them. They will gain a deep understanding of the two topics, exploring the interactions between people and the environment. Each topic engages students through an enquiry approach which enables them to articulate opinions and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin these Geographical debates topics.

In the autumn term will also complete their NEA (None examined assessment). The NEA is worth 20% of the overall A Level grade and will consist of a written report, of approximately 3000-4000 words, this will assess the process of enquiry and investigation. It will provide students with the opportunity to develop a wide range of skills and abilities which are applicable not only to study in Higher Education but also within the world of work and life, which, amongst others, include: the structure and enquiry process, extended writing, innovation in investigating and presenting data, self-directed study and research techniques.

Outline		Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
<p>Autumn 1 Completion of Global migration topic (see year 12 curriculum overview). NEA (none examined assessment also to be completed).</p> <p>Autumn 1 and Autumn 2 Earth's Life Support Systems.</p> <p>Water and carbon support life on Earth and this topic will allow students to examine how both of these are cycled between the land, oceans and atmosphere in open and closed systems, how the processes within these cycles are inter-related as well as how this is threatened and altered by human</p>	<p>Autumn 1 Completion of Human Rights (see year 12 curriculum overview)</p> <p>Autumn 2, Spring and Summer 1 Hazardous Earth</p> <p>Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Students will study this in the first part of the topic. They will then examine how seismic and volcanic activity creates hazards, particularly as populations have grown. However, students will also examine how as technology has evolved, the capacity to predict and mitigate</p>	<p>Assessment</p> <p>For each key idea within the two topics there will be an assessment. For Earths Life support systems this will include shorter tariff questions, e.g. 1, 2 and 4 mark questions and as the topic progresses they will complete higher tariff questions worth 10 and 16 marks. For Hazardous Earth a range of 3 mark tariff questions will be answered, as well as 6 mark questions, and eventually 33 mark essays. The later are completed as the topic progresses and where students</p>	<p>Homework</p> <p>Students will complete a wide range of homework tasks, which will include:-</p> <ul style="list-style-type: none"> Researching into topical issues in the news. Pre-reading of resources provided by teacher in preparation for subsequent lessons. Completion of exam style questions. Completion of notes in preparation for subsequent lesson. Completion of revision questions in preparation for an assessment/mock exam. Revision for tests and mock examinations. Liase with other students to prepare group presentations. From the beginning of the spring term students will completed revision tasks as per a revision timetable provided. Completion of None examined assessment.

<p>activity. This will be examined in detail through the Tropical Rainforest and the Arctic tundra case studies. With research and monitoring it is clear there is an increased need for global and national solutions to protect 'Earth's life support systems' and students will gain an understanding of these strategies.</p> <p>Four key questions will be investigated:-</p> <ul style="list-style-type: none"> ➤ How important are water and carbon to life on Earth? ➤ How do the water and carbon cycles operate in contrasting locations? ➤ How much change occurs over time in the water and carbon cycles? ➤ To what extent are the water and carbon cycles linked? <p>Throughout the topic students will develop topic specific skills such as analysis of climate graphs, and rates of flow and unit conversions. Students will formulate opinions on the effectiveness of management strategies in the key locations.</p> <p>Linked to the completion of their NEA students will explore a career in Geospatial survey technician.</p>	<p>against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated. These risks vary spatially and over time however with continued research and development there may be a point in the future when it will be possible to mitigate against the vulnerability to risk.</p> <p>Five key questions will be investigated:-</p> <ul style="list-style-type: none"> ➤ What is the evidence for continental drift and plate tectonics? ➤ What are the main hazards generated by volcanic activity? ➤ What are the main hazards generated by seismic activity? ➤ What are the implications of living in tectonically active locations? ➤ What measures are available to help people cope with living in tectonically active locations? <p>Case studies at differing levels of development will be investigated both for seismic and volcanic hazards.</p> <p>Students will develop their reflective and critical thinking skills, and through doing so will gain a deeper understanding of the issues surrounding the topic of hazardous earth. Students will develop articulation of their opinions and provide evidenced arguments across a range of situations.</p>	<p>can draw upon a wide range of ideas and concepts from the topic. Synoptic skills will be assessed through the completion of 12 mark questions whereby students will be required to make links between the hazardous earth topic and other topics studied as part of their A Level course.</p> <p>An end of topic test will be completed for each topic. All assessments will be completed under formal supervision, and a grade as well as written feedback will be provided. Students will act upon this feedback to further improve their work.</p>	<p>Literacy resources and enrichment</p> <p>Join and support the school eco-club. Reading of Geography review articles. Reading of Geography factsheets. Entre the Royal Geographical Society Young Geographer of the Year annual competition. Enter the book review competition for Geographers at NLS. Read National Geographic articles found at https://www.nationalgeographic.com/</p> <p>Watch the videos from Viking Geo for revision of Earths Life Support Systems and Disease Dilemmas, playlist found at:- https://www.youtube.com/@VikingGeography/playlists</p> <p>No One Is Too Small to Make a Difference: Greta Thunberg Step By Step: Steven Reeves How to Give Up Plastic: Simple steps to living consciously on our blue planet by Will McCallum Ghosts of the Tsunami: Death and Life in Japan by Richard Parry Canoeing the Congo: The First Source-to-Sea Descent of the Congo River by Phil Harwood When the Rivers Run Dry: The Global Water Crisis and How to Solve It by Fred Pearce The Weather Experiment: The Pioneers who Sought to see the Future by Peter Moore</p>
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	<p>Whilst completing this topic students will gain an understanding of the role of personnel in careers such as seismologists and building engineers.</p>		
<p>Spring and summer 1</p> <p>Disease Dilemmas</p> <p>Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. Students will study these risks in the first part of the topic. However, the global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them and students will assess the success of these strategies. Five key questions will be investigated:-</p> <ul style="list-style-type: none"> ➤ What are the global patterns of disease and can factors be 		<p>Assessment</p> <p>For each key idea within the Disease Dilemmas there will be an assessment. A range of 3 mark tariff questions will be answered, as well as 6 mark questions, and eventually 33 mark essays. The later are completed as the topic progresses and where students can draw upon a wide range of ideas and concepts from the topic. Synoptic skills will be assessed through the completion of 12 mark questions whereby students will be required to make links between the hazardous earth topic and other topics studied as part of their A Level course.</p> <p>An end of topic test will be completed for the Disease Dilemmas topic. The assessments will be completed under formal</p>	<p>Homework</p> <p>Students will complete a wide range of homework tasks, which will include:-</p> <ul style="list-style-type: none"> Researching into topical issues in the news. Pre-reading of resources provided by teacher in preparation for subsequent lessons. Completion of exam style questions. Completion of notes in preparation for subsequent lesson. Completion of revision questions in preparation for an assessment/mock exam. Revision for tests and mock examinations. Liase with other students to prepare group presentations. From the beginning of the spring term students will completed revision tasks as per a revision timetable provided. <p>Literacy resources and enrichment</p> <ul style="list-style-type: none"> Join and support the school eco-club Reading of Geography review articles Reading of Geography factsheets Entre the Royal Geographical Society Young Geographer of the Year annual competition Enter the book review competition for Geographers at NLS

<p>identified that determine these?</p> <ul style="list-style-type: none"> ➤ Is there a link between disease and levels of economic development? ➤ How effectively are communicable and noncommunicable diseases dealt with? ➤ How far can diseases be predicted and mitigated against? ➤ Can diseases ever be fully eradicated? <p>The greater depth of study in this debates topic is reflected in there being seven case studies. Throughout these case studies analytical skills will be developed as well as communication skills such as debating allowing students to formulate opinions based on research carried out. Through doing so students will develop their analytical skills as well as hypothesise on the reasons for patterns. Whilst completing this topic students will gain an understanding of the role of personnel in careers such as aid workers and health workers.</p>		<p>supervision, and a grade as well as written feedback will be provided. Students will act upon this feedback to further improve their work. Through completing the above assessments students will demonstrate their knowledge and understanding and then apply this to interpret, analyse and evaluate geographical information and issues. Through doing so students will build on constructing arguments and drawing conclusions.</p>	<p>Read National Geographic articles found at https://www.nationalgeographic.com/</p> <p>The End of Plagues: The Global Battle against Infectious Disease. John Rhodes Are We All Scientific Experts Now?. Harry Collins. Health and Human Rights. Thérèse Murphy. Economics and HIV: The Sickness of Economics. Deborah Johnston.</p>
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