## Year 13 GEOGRAPHY

**Overall Intent:**

A Level Geography should give students the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, students can understand and interact with issues which affect people and places at a range of scales from local to global – and all that is in-between. It is our aim that our students appreciate the ever-evolving nature of Geography as an academic discipline. Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future. Students will learn about places and issues that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies. They will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. They will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. They will then utilise the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.

| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Topic/area of study** | GEOGRAPHICAL DEBATES: HAZARDOUS EARTH<br><br>NEA WRITE-UP<br><br>EARTH'S LIFE SUPPORT SYSTEMS | | GLOBAL SYSTEMS: HUMAN RIGHTS<br><br>EARTH'S LIFE SUPPORT SYSTEMS | | REVISION/PREPARATION FOR EXAMS | |
| **Key learning aims – knowledge and skills** | **NEA WRITE-UP**<br>Throughout the 2 years the students will complete a variety of fieldwork visits, in order to conduct pilot studies in preparation for their Independent Investigation (NEA). | **HAZARDOUS EARTH**<br>Students will learn that there is a variety of evidence for the theories of continental drift and plate tectonics, there are distinctive features and processes at plate boundaries, there is a variety of volcanic activity | **HUMAN RIGHTS**<br>Students will learn that there is global variation in human rights norms, patterns of human rights violations are influenced by a range of factors, the geography of gender inequality is complex and contested, human rights | **EARTH'S LIFE SUPPORT SYSTEMS**<br>Students will learn that water and carbon support life on Earth and move between the land, oceans and atmosphere, the carbon and water cycles are systems with inputs, | Students will review content from throughout the two-year course as they prepare for their exams. The course will conclude after completion of the final exam. | |

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| | These visits are to develop data primary collection skills, enabling the students to plan, investigate, present, analyse and conclude their investigation. | and resultant landforms and landscapes, volcanic eruptions generate distinctive hazards, there is a variety of earthquake activity and resultant landforms and landscapes, earthquakes generate distinctive hazards, there are a range of impacts people experience as a result of earthquake activity, there are various strategies to manage hazards from volcanic activity, there are various strategies to manage hazards from earthquakes, the exposure of people to risks and their ability to cope with tectonic hazards changes over time. | violations can be a cause and consequence of conflict, global governance of human rights involves co-operation between organisations at scales from global to local, often in partnership, global governance of human rights has consequences for citizens and places. | outputs and stores, the carbon and water cycles have distinctive processes and pathways that operate within them, it is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest and in an Arctic tundra area, human factors can disturb and enhance the natural processes and stores in the water and carbon cycles, the pathways and processes which control the cycling of water and carbon vary over time, the two cycles are linked and interdependent. | |
| **Assessment** | Past Paper Questions<br>End of unit Exams (AP1 and AP2) | | Past Paper Questions<br>End of unit Exams (AP3 - Mock Exams and AP4) | | Final Exams |