

YEAR 13 CURRICULUM INFORMATION - GEOGRAPHY

Spring 1

Spring 2

What will students be learning?

Global Systems and Global Governance (GSGG)
Hazards
NEA

How will students be assessed?

Mock exam – P1 Coast and Water & Carbon Cycles, P2 Changing Places and Population & environment
Milestone 4 Hazards
Milestone 5 Global Systems and Global Governance

Literacy – What keywords will be taught?

GSGG:
Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.
Factors in globalisation: technologies, systems. Economic, political, social and environmental interdependence. stability, inequality, conflicts, injustice. Transnational corporations (TNCs), Global governance, norms, laws, institutions. 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.

Hazards
geophysical, atmospheric and hydrological hazards. Hazard perception, economic and cultural determinants. Human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing. Hazard incidence, intensity, magnitude, distribution. Park model & the Hazard Management Cycle. Plate tectonics: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading. Destructive, constructive and conservative plate margins, seismicity, vulcanicity. Young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes, magma plumes. Vulcanicity: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazards. Seismic hazards: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Wildfires - vegetation type, fuel characteristics. 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 to hazards.

NEA
Hypothesis, theoretical and comparative contexts, data collection, sampling, systematic, stratified, justification, field methodologies, quantitative and qualitative approaches, critically examine, representative, evaluation, ethical dimensions, analysis, conclusion.

What employability skills are being developed?	Motivation, resilience, data handling, collaboration, teamwork, empathy/emotional intelligence, communication, time management, digital literacy, Planning, organisation, self-management, time management, motivation, information use, data analysis, adaptability, communication
Wider Curriculum Links?	Numeracy – data analysis, statistical analysis, manipulation, sampling, data presentation, using graphs, statistical tests Literacy – reading for purpose (summarising, comprehension), extended writing, NEA + exam answers, esp developing essay skills (also scientific writing styles – constructing brief, analytical answers) Science –Earth processes, Climate science Sociology/Philosophy & Ethics/Business – Trade policy and agreements, inequality, fairtrade, globalisation Links to students' other A Level options, and Extended Project in revision and study skills, exam techniques
What useful websites are there for this topic?	Seneca Learning, Tutor2U Physics & Maths Tutor Internet Geography AQA Geography AQA Geography AS and A-level Geography Royal Geographic Society http://www.rgs.org/SpecialInterests/students/Students.htm A Level Geography http://www.alevelgeography.com/ Field Studies Council http://www.geography-fieldwork.org/ , DataShine DataShine: Census CRDC Maps CDRC Maps: Index of Multiple Deprivation 2019 Nasa Climate NASA: Climate Change and Global Warming
What wider reading could be done for this topic?	Recommended subject guides and extended reading: CGP AS and A-Level Geography: AQA Complete Revision & Practice Oxford AQA Geography for A Level & AS Physical Geography Revision Guide Oxford AQA Geography for A Level & AS Human Geography Revision Guide Geofactsheets (available in G3) Geography Review (available in G3) – Students are offered individual subscription at discounted rates – see AQE
What else can students be doing independently to develop their understanding of this topic?	YouTube Channels: Ted-Ed, Khan Academy, Gapminder, NERC Science, Twitter Feeds: @geographicalmag, @RGB_IBG, @Brit_exploring, @OrdnanceSurvey, @MrGeography, @WorldMapper, @profiainstewart, @GeographyRT, @gapminder, @dataisbeautiful Apps: Survey123, Seneca Learning, Snap Revise