

Year 13 Geography Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Topic 6: The Carbon Cycle and Energy Security	<p>6.1 Most global carbon is locked in terrestrial stores as part of the long-term geological cycle.</p> <p>6.2 Biological processes sequester carbon on land and in the oceans on shorter timescales.</p> <p>6.3 A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities.</p> <p>6.4 Energy security is a key goal for countries, with most relying on fossil fuels.</p> <p>6.5 Reliance on fossil fuels to drive economic development is still the global norm.</p> <p>6.6 There are alternatives to fossil fuels but each has costs and benefits.</p> <p>6.7 Biological carbon cycles and the water cycle are threatened by human activity.</p> <p>6.8 There are implications for human wellbeing from the degradation of the water and carbon cycles.</p> <p>6.9 Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales.</p>	<ul style="list-style-type: none"> develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts gain understanding of specialised concepts relevant to the core and non-core content. 	<ul style="list-style-type: none"> The scientific baseline knowledge of carbon cycle Modern technology to mitigate and adapt 	<ul style="list-style-type: none"> Connection of ideas to wider geography Social understanding of the impact of poverty (empathy) 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3AG3c 3GL1 3GL2 3GH1b 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words Structure sheets and planning of 12 mark questions. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 12 mark questions. Links to Philosophy on the social ethics of exploiting the world for profit/development
Topic 2: Coastal Landscapes and Change	<p>2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.</p> <p>2B.2 Geological structure influences the development of coastal landscapes at a variety of scales.</p> <p>2B.3 Rates of coastal recession and stability depend on lithology and other factors</p> <p>2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.</p> <p>2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes.</p> <p>2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.</p> <p>2B.7 Sea level change influences coasts on different timescales.</p> <p>2B.8 Rapid coastal retreat causes threats to people at the coast.</p> <p>2B.9 Coastal flooding is a significant and increasing risk for some coastlines.</p> <p>2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.</p> <p>2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.</p>	<ul style="list-style-type: none"> These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising ('circumstances' in this case refers to the context of people's lives, and the socio-economic and political milieu in which they find themselves) become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies understand the fundamental role of fieldwork as a tool to understand and generate new 	<ul style="list-style-type: none"> Coastal management policies and frameworks that are specific to countries Examples of shoreline management plans 	<ul style="list-style-type: none"> Connection of ideas to wider geography Application of knowledge to different coastal examples 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3AG3c 3GL1 3GL2 3GH1b 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words Structure sheets and planning of 12 mark questions. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 20 mark questions.

	2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations					
Topic 7: Superpowers	<p>7.1 Geopolitical power stems from a range of human and physical characteristics of superpowers.</p> <p>7.2 Patterns of power change over time and can be uni-, bi- or multi-polar..</p> <p>7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time.</p> <p>7.4 Superpowers have a significant influence over the global economic system.</p> <p>7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment.</p> <p>7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions.</p> <p>7.7 Global influence is contested in a number of different economic, environmental and political spheres.</p> <p>7.8 Developing nations have changing relationships with superpowers with consequences for people and the physical environment.</p> <p>7.9 Existing superpowers face ongoing economic restructuring, which challenges their power.</p>	<ul style="list-style-type: none"> ● apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography ● develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations ● build on knowledge of contexts, locations, places and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included ● develop a deep understanding of both physical and human processes, applying this understanding to interrogate people–environment interactions and people–place connections at all scales from local to global ● build on and reinforce conceptual understanding underpinning GCSE, experiencing an extended demand that includes a wider range of more complex and specialised concepts that relate to the core and non-core content ● engage with models, theories and generalisations, and develop a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes ● develop understanding of the rationale for, and applications of, skills and approaches used, showing a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods ● undertake fieldwork that encourages them to apply and evaluate theory in the real world, and that A Level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills 	<ul style="list-style-type: none"> • The connection between globalisation and how countries manipulate these processed for their own gain • The impact of power and the potential future conflicts • How power can be seen today in current news examples 	<ul style="list-style-type: none"> • Connection of ideas to wider geography • Interpretation of knowledge and application to current Geopolitical climate 	<ul style="list-style-type: none"> • 3GA1 • 3GA2 • 3GA3b • 3GH1a • 3GH2 • 3GG1-3 	<ul style="list-style-type: none"> • Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers • Skills based questions and practice developing cartographic and graphic knowledge • Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words • Structure sheets and planning of 12 mark questions. • Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> • Links to Business & Finance in understanding the power of money • Links to Government & Politics in considering how the world is governed and the history behind it • Links to Maths in utilising different graphical skills and interpretation of data. • Links to English in structuring answers to 12 mark questions.
Topic 8: Migration, Identity & Sovereignty	<p>8B.1 Globalisation has led to an increase in migration both within countries and among them.</p> <p>8B.2 The causes of migration are varied, complex and subject to change.</p> <p>8B.3 The consequences of international migration are varied and disputed.</p> <p>8B.4 Nation states are highly varied and have very different histories.</p> <p>8B.5 Nationalism has played a role in the development of the modern world.</p> <p>8B.6 Globalisation has led to the deregulation of capital markets and the emergence of new state forms.</p> <p>8B.7 Global organisations are not new but have been important in the post-1945 world.</p> <p>8B.8 IGOs established after the Second World War have controlled the rules of world trade and financial flows.</p> <p>8B.9 IGOs have been formed to manage the environmental problems facing the world, with varying success.</p> <p>8B.10 National identity is an elusive and contested concept.</p> <p>8B.11 There are challenges to national identity.</p>	<ul style="list-style-type: none"> ● engage with models, theories and generalisations, and develop a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes ● develop understanding of the rationale for, and applications of, skills and approaches used, showing a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods ● undertake fieldwork that encourages them to apply and evaluate theory in the real world, and that A Level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills 	<ul style="list-style-type: none"> • The position of countries post colonisation varies greatly • The current global political climate is impacted by historical factors • The use of developed nations to use varying methods of control - neocolonialism 	<ul style="list-style-type: none"> • Connection of ideas to wider geography • Interpretation of knowledge and application to current Geopolitical climate 	<ul style="list-style-type: none"> • 3GA1 • 3GA2 • 3GA3b • 3GH1a • 3GH2 • 3GG1-3 	<ul style="list-style-type: none"> • Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers • Skills based questions and practice developing cartographic and graphic knowledge • Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words • Structure sheets and planning of 12 mark questions. • Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> • Links to Philosophy & Ethics in understanding the cultural and social issues created by borders • Links to Government & Politics in understanding political conflict • Links to Maths in utilising different graphical skills and interpretation of data. • Links to English in structuring answers to 20 mark questions.

	8B.12 There are consequences of disunity within nations.						
--	---	--	--	--	--	--	--