fortismere **Geography KS5 Curriculum Map 2020 - 2021**

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Resources/support at home
Autumn 1	Globalisation (teacher 1) Hazardous environments (teacher 2)	GLOBALISATION What are the causes of globalisation and why has it accelerated in recent decades? What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? SKILLS: Use of proportional flow lines showing networks of flows. Ranking and scaling data to create indices. Analysis of human and physical features on maps to understand lack of connectedness. Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation. Use of proportional flow arrows to show global movement of migrants from source to host areas. Analysis of global TNC and brand value datasets to quantify the influence of western brands. Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. Plotting Lorenz curves and calculating the Gini Coefficient. HAZARDS Why are some locations more at risk from tectonic hazards? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters? SKILLS: Analysis of hazard distribution patterns on world and regional scale maps. Use of block diagrams to identify key features of different plate boundary settings.	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13

		Analysis of tsunami time-travel maps to aid prediction. Use of correlation techniques to analyse links between magnitude of events, deaths and damage. Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.	
Autumn 2	Globalisation (teacher 1) Hazardous environments (teacher 2)	AS ABOVE	
Spring 1	Diverse Places (teacher 1) Glaciation (teacher 2)	DIVERSE PLACES How do population structures vary? An in-depth study of the local place in which you live or study and one contrasting place How do different people view diverse living spaces? Why are there demographic and cultural tensions in diverse places? How successfully are cultural and demographic issues managed? SKILLS: Investigation of social media to understand how people relate to the places where they live. Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities. Interviews with local residents to interpret information representing cultural and demographic issues in a local place. Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place. Testing of the strength of relationships through the use of scattergraphs and	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13

		Spearman's rank correlation. Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. Use of indexes to measure ethnic and cultural diversity. Interpretation of photographic and map evidence showing 'before and after' cross-sections. Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. Analysis of contrasting newspaper reports about a change, including opinions about that change. GLACIATION How has climate change influenced the formation of glaciated landscapes over time? What processes operate within glacier systems? How do glacial processes contribute to the formation of glacial landforms and landscapes? How are glaciated landscapes used and managed today? SKILLS: Graphical analysis of reconstructed climate versus landform evidence for past glacial/interglacial periods. Comparison of past and present distribution of glaciated landscapes using global and regional maps. Use of numerical data to calculate simple mass balance and equilibrium line position; use of GIS to identify main features of glacier types and assess glacier health. Use of measures of central tendency to compare rates of glacier movement. Cirque orientation analysis using large-scale maps (OS maps); calculating Spearman's rank correlations of height of basin, size of basin and orientation and commenting on the significance of the correlation. Till fabric analysis using rose diagrams. Use of British Geological Society (BGS) glacial drift maps, Ordnance Survey (OS) maps, GIS and fieldwork results to reconstruct past ice extent and ice flow direction.	

		Use of student t-test to analyse changes in sediment size and shape in outwash plains; central tendency analysis of both glacial and fluvioglacial deposits (comparison of size, shape and degree of sorting of clasts). Numerical analysis of mean rates of glacial recession in different global regions. Drumlin morphometry and orientation survey to measure correlation of height, length and elongation ratio. Statistical comparison of two data sets from contrasting locations.	
Spring 2	Diverse Places (teacher 1) Glaciation (teacher 2)	AS ABOVE	
Summer 1	Diverse Places & London fieldwork (teacher 1) Prep for residential Fieldwork (teacher 1) Glaciation (teacher 2)	AS ABOVE	
Summer 2	Fieldwork & NEA preparation (teacher 1) Water Cycle and	NEA The purpose of this non-examination assessment is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students

	Water Insecurity (teacher 2)	issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.	Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13
Yr13 (KS5)	**Topic Area**	**Knowledge/Skills that are taught**	**Resources/support at home**
Autumn 1	NEA coursework (teacher 1) Water Cycle and Water Insecurity (teacher 2)	NEA - as above Water Cycle and Water Insecurity What are the processes operating within the hydrological cycle from global to local scale? What are the processes operating within the hydrological cycle from global to local scale? What factors influence the hydrological system over short- and long-term timescales? How does water insecurity occur and why is it becoming such a global issue for the 21st century? SKILLS: Use of diagrams showing proportional flows within systems. Comparative analysis of river regime annual discharges. Analysis and construction of Water Budget graphs. Using comparative data, labelling of features of storm hydrographs. Use of large database to study the pattern and trends in floods and droughts worldwide Interpretation of synoptic charts and weather patterns, leading to droughts and floods. Use of a global map to analyse world water stress and scarcity. Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development.	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13

		Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of existing and potential dams	
Autumn 2	Superpowers (teacher 1) The Carbon Cycle and Energy Security (teacher 2)	Superpowers What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this? SKILLS: Constructing power indexes using complex data sets, including ranking and scaling. Mapping past, present and future sphere of influence and alliances using world maps. Using graphs of world trade growth using linear and logarithmic scales. Mapping emissions and resource consumption using proportional symbols. Plotting the changing location of the world's economic centre of gravity on world maps. Analysing future Gross Domestic Product (GDP) using data from different sources The Carbon Cycle and Energy Security How does the carbon cycle operate to maintain planetary health? How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system? SKILLS: Use of proportional flow diagrams showing carbon fluxes. Use of maps showing global temperature and precipitation distribution. Graphical analysis of the energy mix of different countries, including change over time.	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13

		Analysis of maps showing global energy trade and flows. Comparisons of emissions from different energy source. Using GIS to map land-use changes such as deforestation over time. Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. Plotting graphs of carbon dioxide levels, calculating means and rates of change.	
Spring 1	Health , Human Right s & Intervention (teacher 1) The Carbon Cycle and Energy Security continued (teacher 2)	Health , Human Right s & Intervention What is human development and why do levels vary from place to place? What is human development and why do levels vary from place to place? Why do human rights vary from place to place? How are human rights used as arguments for political and military intervention? What are the outcomes of geopolitical interventions in terms of human development and human rights? SKILLS: Comparison of different measurements of development using ranked data. Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development. Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education across developing, emerging and developed nations. Use qualitative and quantitative indicators to derive an index of corruption and show this on global maps to compare variations in levels of corruption with types of government. Use of flow-lines on global maps to show both the direction and level of aid from donor to recipient global regions. Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid. Interpreting images to evaluate the impact of economic development on the environment minority groups live in. Critical analysis of source material to identify possible reasons for error in the assessment of success for named interventions such as the management of European or Asian boat people. Using Gini Coefficient and income or wealth proportion for quintiles or deciles of the population to describe inequalities in and between nations. Critical analysis of source materials to identify possible misuse of data in the	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13

		qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya. The Carbon Cycle and Energy Security continued AS ABOVE	
Spring 2	Health , Human Rights & Intervention (teacher 1) Preparation for Synoptic Paper 3 (teacher 2)	Health , Human Rights & Intervention AS ABOVE PAPER 3 Data interpretation skills	Materials outlined in the Student Handbook Two core texts - one of which is issued to the students Pearson Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13 Hodder Edexcel A- Level Geography Book 1 for Year 12 and Book 2 for Year 13
Summer 1	Revision and exam preparation (Both teachers)		