



Year 13 Geography PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> • Students will learn about geographical processes and consider the ways in which humans interact with their environment. They will assess the impacts of humans on the environment • Students are given the opportunity to think independently, as well as work collaboratively with their peers. • Students are given opportunities to reflect on their learning, and practice memory retrieval. • Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others. • Students are encouraged to develop empathy and decision making during lesson activities. They are encouraged to consider the views of groups of people. • Regular use of independent, pair and group work • Encourage love of learning about the world • Students are introduced to and carry out tasks that journalists, environmentalists, politicians and leaders of countries would fulfil • Regular use of metacognitive approaches <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> • Clear learning objectives and lesson outcomes to our lessons • Students are aware of their target and aspirational grades and have a clear understanding of their strengths and areas of improvement • Clear outline of assessments that students are to complete • Regular use of peer/self-assessment to reflect understanding • Building pathway to University • Students review their progress regularly 		



- Students are studying for Geography Edexcel; this year they will study 2 Topics for Paper 1 and 2 topics for Paper 2. They will also complete their NEA and prepare for Paper 3 – Synoptic Paper

Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.

- Students revisit content that they have been introduced to at KS3 and GCSE.
- Links between topics are demonstrated and assessed through synoptic questions.
- Students continue to develop geographical skills e.g. relevant numeracy skills / map skills / interpreting data etc.
- Students practice a skill before being assessed on them.
- Topics taught are interlinked and reflected on using a metacognitive approach.

Has high ambition for all pupils

- Regular use of wider reading
- Challenging assessment tasks are set
- Critical thinking skills are explored and developed
- High expectations are apparent to students throughout the year

Term	The Water Cycle and Water Insecurity	Superpowers	NEA	No. of Lessons	Assessment
Autumn 1	<p>The Water Cycle and Water Insecurity Content: EQ1+EQ2 Students will learn about the processes operating within the hydrological cycle (local to global scale) and the physical and human factors that affect these processes.</p> <p>Skills: Explanation, Analysis, Interpretation of maps / data, Interpretation of storm hydrographs, water budgets, synoptic and weather maps. Interpretation of water poverty indices and large data sets.</p>	<p>Superpowers Content: EQ1+EQ2</p> <p>Students will consider how superpowers can be identified and how have they changed over time. Students will also investigate the impacts superpowers have on the global economy, political systems, and the physical environment.</p> <p>Skills: Explanation, Analysis, Interpretation of maps / photographs/ flow diagrams. Using graphs of world trade growth using linear and logarithmic scales, using proportional symbols. Research skills. Numeracy skills e.g. using complex data sets, including ranking and scaling</p>	<p>NEA:</p> <p>Title agreed. Literature review – purpose of investigation and methods completed.</p>	15-17 each topic	<p>Teachers to set H/W each lesson – flip learning research / consolidation / additional reading / short or long exam style question.</p> <p>At least one 20 mark question – Water Cycle and Water Insecurity.</p>
Autumn 2	<p>The Water Cycle and Water Insecurity Content: EQ3 Students will investigate</p>	<p>Superpowers Content: EQ3 Students will learn about the spheres of influence exhibited by superpowers.</p>	<p>NEA:</p> <p>Collection of data / data</p>	15-17 each topic	<p>Teachers to set H/W each lesson – flip learning research /</p>



	<p>how water insecurity occurs and why is it becoming such an important global issue.</p> <p>Skills: Explanation, Analysis, Interpretation of maps / data, Interpretation of storm hydrographs, water budgets, synoptic and weather maps. Interpretation of water poverty indices and large data sets. Developing exam technique.</p>	<p>Status and influence can be contested and the consequences of this are investigated.</p> <p>Skills: Explanation, Analysis, Interpretation of maps / photographs/ flow diagrams. Using graphs of world trade growth using linear and logarithmic scales, using proportional symbols. Research skills. Numeracy skills e.g. using complex data sets, including ranking and scaling. Developing exam technique.</p>	<p>presentation and analysis.</p>		<p>consolidation / additional reading / short and /or long exam style question.</p> <p>At least one 20 mark question – Water Insecurity and 20 mark question Globalisation/ Superpowers.</p>
Term	The Carbon Cycle and Energy Security	Migration, Identity and Sovereignty	NEA	No. of Lessons	Assessment
Spring 1	<p>The Carbon Cycle and Energy Security: Content EQ1 +EQ2 Students to learn how the carbon cycle operates and the impact of this on maintaining planetary health.</p> <p>Students to consider the consequences on people and the environment of increasing demand for energy.</p> <p>Skills: Analysis, Interpretation of data e.g. proportional flow diagrams. Interpretation of maps / trends and patterns. Making synoptic links, Developing exam technique.</p>	<p>Migration, Identity and Sovereignty Content: EQ1+EQ2 Students will learn about the impacts of globalisation on international migration. They will also consider how nation states are defined and how they have evolved within our globalised world.</p> <p>Skills: Explanation, Analysis, Classification, Interpretation of maps / data. For example, divided bar graphs, flow-lines and proportional circles Research skills, Making links. Interpreting sources of information.</p>	<p>NEA: Conclusion and Evaluations. Aim to complete NEA and submit for marking by March.</p>	15 each topic	<p>Teachers to set H/W each lesson – flip learning research / consolidation / additional reading / short or long exam style question.</p> <p>At least one 12 / 20 mark question – on Carbon Cycle and Migration, Identity and Sovereignty</p>
Spring 2	<p>The Carbon Cycle and Energy Security: Content: EQ3 Students will explore how the carbon and water cycles are linked in the global climate system.</p>	<p>Migration, Identity and Sovereignty Content: EQ3+EQ4 Students to consider the impacts of global</p>	Continue with NEA – final modifications as necessary.	15 each topic	Teachers to set H/W each lesson – flip learning research / consolidation /



	<p>Skills: Analysis, Assessment, Numeracy skills – calculating means and rates of change. GIS to map land-use changes such as deforestation over time. Evaluation, developing exam technique</p>	<p>organisations on managing global issues and conflicts. Students to investigate the threats to national sovereignty that have resulted from a more globalised world.</p> <p>Skills: Explanation, Analysis, Classification, Interpretation of maps / data. Numeracy skills e.g. the Gini coefficient. Research skills, Making links. Critical analysis of a variety of source material.</p>			<p>additional reading / short or long exam style question.</p> <p>At least one 20 mark– Carbon cycle and energy security and 20 mark question - Migration, Identity and Sovereignty</p>
Summer 1	<p>Content: Preparation for Paper 3 Synoptic Paper. Revision of Paper 1 Topics.</p> <p>Skills: Analysis, Assessment, Evaluation, Developing Exam technique, Making synoptic links.</p>	<p>Content: Complete any unfinished content of Migration, Identify and Sovereignty. Revision of Paper 2 topics.</p> <p>Skills: Analysis, Assessment, Evaluation, Developing Exam technique, Making links.</p>		15 each topic	<p>Revision style activities / create flash cards / knowledge dumps / practice exam style questions.</p>
Summer 2					