

Landau Learner Curriculum Overview

Subject: Geography

Director of Learning: RSS

Year: 13

Curriculum organisation				
Year 13 students experience ten Geography sessions across the two week timetable. The curriculum is designed to build on knowledge from KS3 and KS4 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global, national and local geographical issues.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1: Non-examined Assessment (NEA) and Global Systems/Global Governance	Term 1: Non-examined Assessment (NEA) and Hazards	Term 2: Global Systems and Global Governance	Term 2: Hazards	Term 5: Revision
<p>Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements</p> <p>Global systems Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence</p> <p>International trade and access to markets Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.</p> <p>Link to prior learning Globalisation and development in year 8 and 10</p>	<p>The concept of hazard in a geographical context Nature, forms and potential impacts of natural hazards. Hazard perception and its economic and cultural determinants. Characteristic human responses. The Park model of human response to hazards. The Hazard Management Cycle.</p> <p>Volcanic hazards The nature of volcanicity and its relation to plate tectonics: forms of volcanic hazard: Impacts: Short and long-term responses: Impacts and human responses as evidenced by a recent volcanic event.</p> <p>Seismic hazards The nature of seismicity and its relation to plate. Short and long-term responses;. Impacts and human responses as evidenced by a recent seismic event.</p> <p>Storm hazards The nature of tropical storms and their underlying causes, forms of storm hazard, impacts, short and long-term responses, impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.</p> <p>Link to prior learning Hazards taught in year 8</p>	<p>The nature and role of transnational corporations (TNCs) World trade in at least one food commodity or one manufacturing product. Analysis and assessment of the geographical consequences of global systems.</p> <p>Global governance The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance.</p> <p>The 'global commons' The concept of the 'global commons'. The rights of all to the benefits of the global commons.</p> <p>Antarctica as a global common. Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN). The role of NGOs in monitoring threats and enhancing protection of Antarctica. Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere. The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p> <p>Link to prior learning Globalisation and development in year 8 and 10</p>	<p>Fires in nature Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. 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. Impact and human responses as evidenced by a recent wild fire event.</p> <p>Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.</p> <p>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p> <p>Link to prior learning Hazards taught in year 8</p>	<p>Students to complete an independent investigation on a chosen geographical issue/concept taught from the AQA specification.</p>

Equipment needed for sessions:	What can you do to support your child?
<ul style="list-style-type: none"> - Geography exam book - Fully equipped pencil case including a calculator. 	<ul style="list-style-type: none"> - Wider reading around geographical issues e.g. Newspaper articles - Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them. - Encourage them to complete the homework tasks
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> - Marking of written is carried out on a regular basis in line with the College policy/ exam board regulations - Three assessment windows throughout the year - Regular peer and self-marking. 	