

KS5 Curriculum Mapping and Skills Criteria

KS5 Geography

Curriculum Intent

Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which supports students in engaging with the world and communicating with people regardless of background or social standing.

In our Geography curriculum we aim to encourage students to take an interest in the world around us. Topics aim to promote discussion about current (and future) events impacting on people in the UK and around the world. We want students to take an interest in how physical features have been created so that they engage with the world around us, and how these features will change in the future. We want students to show empathy towards those in different economic situations and understand the power that individuals have to change their own situations and that of others. We want students to develop a love of the world and want to travel and explore new places outside of their comfort zones. Essentially we want students to become **global citizens** who care about the world around them and appreciate that they have the power to change it for the better.

Catholic ethos intent statement

At The Palmer Catholic Academy, we believe learning powerful knowledge helps students achieve and creates a fairer society. Ad Gloriam Dei Et Servitium Omnium is the school's motto and our curriculum intent is to serve the students so that they can be spiritually and morally ready for the world and serve the local community and beyond by being stewards of the biosphere. Our Geography curriculum consistently links with the big issues in the world. These global issues underpin our curriculum. Sustainable development is a theme constantly running throughout the curriculum which means that our students will hopefully be the generation that saves our planet. Our Geography curriculum incorporates Francis' teachings that 'We are stewards, not masters of our earth. Each of us has a personal responsibility to care for the precious gift of God's creation.' (Pope Francis 2016) Students are constantly challenged to find a solution to sustainable economic development without impacting our planet and contributing towards climate change.

	Term 1	Term 2	Term3
Implementation Year 12	<u>Topic 1: Tectonic Processes and Hazards</u> Enquiry question 1: Why are some locations more at risk from tectonic hazards? Enquiry question 2; Why do some tectonic hazards develop into disasters?	<u>Module 3: Coastal landscapes and change</u> Enquiry question 1; Why are coastal landscapes different, and what processes cause these differences? Enquiry question 2; How do characteristic coastal	<u>NEA and exam skills.</u>

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	Enquiry question 3; How successful is the management of tectonic hazards and disasters? Skills 1) Analysis of hazard distribution patterns on world and regional scale maps. (2) Use of block diagrams to identify key features of different plate boundary settings. (3) Analysis of tsunami time-travel maps to aid prediction. (4) Use of correlation techniques to analyse links between magnitude of events, deaths and damage. (5) Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. (6) Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. (7) Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features. <u>Module 2: Globalisation</u> Enquiry question 1; What are the causes of globalisation and its accelerating pace? Enquiry question 2; What are the impacts of globalisation for countries, people and cultures, and the physical environment? Enquiry question 3; What are the consequences of globalisation for global development and the physical environment? Skills (1) Use of proportional flow lines showing networks of flows. (2) Ranking and scaling data to create indices. (3) Analysis of human and physical features on maps to understand lack of connectedness. (4) Use of population, deprivation and land-use datasets to quantify	landforms contribute to coastal landscapes? Enquiry question 3; How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks? Enquiry question 4; How can coastlines be managed to meet all the needs of all players? Skills 1) GIS mapping of the variety of coastal landscapes, both for and beyond the UK. (2) Satellite interpretation of a variety of coastlines to attempt to classify them. (3) Field sketches of contrasting coastal landscapes. (4) Using measures of central tendency to classify waves into destructive and constructive wave types. (5) Using student t-test to investigate changes in pebble size and shape along a drift aligned beach and also across the littoral zone to above the storm beach. (6) Map and aerial interpretation of distinctive landforms indicating past of sea level change. (7) Use of GIS, aerial photos and maps to calculate recession rates for a variety of temporal rates (annual changes and longer-term changes). (8) Interrogation of GIS of management cells to ascertain land use values and develop cost/benefit analysis to inform the choice of coastal management strategy. (9) Photo interpretation of a range of approaches to management to assess environmental impact. (10) Sand dune or salt marsh surveys to assess the impact of succession using an index of diversity, X^2 (Chi-square to compare features of the various zones) <u>Module 4: Regenerating places</u> Enquiry question 1; How and why do places vary? Enquiry question 2; Why might regeneration be needed? Enquiry question 3; How is regeneration	
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	the impacts of deindustrialisation. (5) Use of proportional flow arrows to show global movement of migrants from source to host areas. (6) Analysis of global TNC and brand value datasets to quantify the influence of western brands. (7) 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. (8) Plotting Lorenz curves and calculating the Gini Coefficient.	managed? Enquiry question 4; How successful is regeneration? <u>Skills</u> 1) Use of GIS to represent data about place characteristics. (2) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. (3) Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation. (4) Investigation of social media to understand how people relate to the places where they live. (5) Testing of the strength of relationships through the use of scatter graphs and Spearman's rank correlation. (6) Use of different newspaper sources to understand conflicting views about plans for regeneration. (7) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. (8) Exploration of discursive/creative media sources to find out how place identity has been used as part of rebranding. (9) The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated urban and rural places. (10) Interrogation of blog entries and other social media to understand different views of the success of regeneration projects	
Impact <i>Assessment</i> <i>Year 12</i>	12 mark Assess questions, End of unit tests on Tectonic hazards and Globalisation	20 mark evaluate questions, End of unit tests on Regeneration and Coastal Landscapes.	NEA, Year 12 Mock exam paper based around the 4 Year 12 modules.

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Implementation Year 13	● <u>Module 1: Water cycle and insecurity</u> ● Enquiry question 1; What are the processes operating within the hydrological cycle from global to local scale? ● Enquiry question 2; What factors influence the hydrological system over short and long-term timescales? ● Enquiry question 3; How does water insecurity occur? Skills (1) Use of diagrams showing proportional flows within systems. (2) Comparative analysis of river regime annual discharges. (3) Analysis and construction of Water Budget graphs. (4) Using comparative data, labelling of features of storm hydrographs. (5) Use of large database to study the pattern and trends in floods and droughts worldwide. (6) Interpretation of synoptic charts and weather patterns, leading to droughts and floods. (7) Use of a global map to analyse world water stress and scarcity. (8) Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. (9) Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of existing and potential dams. ● <u>Module 2: The carbon cycle and security</u> ● Enquiry question 1; How does the carbon cycle operate to maintain planetary health?	<u>Module 3: Superpowers.</u> Enquiry question 1; What are superpowers and how have they changed over time? Enquiry question 2; What are the impacts of superpowers on the global economy, political systems and the physical environment? Enquiry question 3; What spheres of influence are contested by superpowers and what are the implications of this? Skills (1) Constructing power indexes using complex data sets, including ranking and scaling. (2) Mapping past, present and future sphere of influence and alliances using world maps. (3) Using graphs of world trade growth using linear and logarithmic scales. (4) Mapping emissions and resource consumption using proportional symbols. (5) Plotting the changing location of the world's economic centre of gravity on world maps. (6) Analysing future Gross Domestic Product (GDP) using data from different sources. <u>Module 4: Global development and connections: Health, human rights and intervention</u> Enquiry question 1; What is human development and why do levels vary from place to place? Enquiry question 2; Why do human rights vary from place to place? Enquiry question 3; How are human rights used as arguments for political and military intervention? Enquiry question 4; What are the outcomes of geopolitical interventions in terms of human	<u>Exam revision</u> <u>Year 13 Study leave</u>

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	● Enquiry question 2; What are the consequences for people and the environment of our increasing demand for energy? ● Enquiry question 3; How are the carbon and water cycles linked to the global climate system? skills 1) Use of proportional flow diagrams showing carbon fluxes. (2) Use of maps showing global temperature and precipitation distribution. (3) Graphical analysis of the energy mix of different countries, including change over time. (4) Analysis of maps showing global energy trade and flows. (5) Comparisons of emissions from different energy source. (6) Using GIS to map land-use changes such as deforestation over time. (7) Analysis of climate model maps to identify areas at most risk from water shortages, floods in the future. (8) Plotting graphs of carbon dioxide levels, calculating means and rates of change.	development and human rights? skills (1) Comparison of different measurements of development using ranked data. (2) Use of scatter graphs and correlation techniques to describe the relationship between health and life expectancy and other indicators of development. (3) 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. (4) 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. (5) Use of flow-lines on global maps to show both the direction and level of aid from donor to recipient global regions. (6) Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid. (7) Interpreting images to evaluate the impact of economic development on the environment minority groups live in. (8) 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. (9) Using Gini Coefficient and income or wealth proportion for quintiles or deciles of the population to describe inequalities in and between nations. (10) Critical analysis of source materials to identify possible misuse of data in the qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya Paper 3 Synoptic skills	
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Impact Assessment Year 13	<u>mock exam November including Energy and water cycle questions.</u> 12 mark assess questions and 20 mark evaluate questions, 3 mark resource questions	<u>mock exam March including Development and Superpowers questions</u> 12 mark assess questions and 20 mark evaluate questions Past paper practice	