

**Sixth Form Curriculum Overview 2020-2021**

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|-------------------------|---|---|---|---|---|--|--|---|---|---|--|---|
| <b>Year 12 Human</b>    | <b>Population and the environment</b> <ul style="list-style-type: none"> <li>Introduction to population</li> <li>Global/regional patterns of food production/consumption</li> <li>Agricultural productivity</li> <li>Agricultural systems</li> <li>Climate and soils</li> <li>Climate zones</li> <li>Impact of climate change</li> <li>Soil types and problems</li> <li>Food security</li> </ul>  |   | <b>Environment, health and well-being</b> <ul style="list-style-type: none"> <li>Global patterns of health, mortality and morbidity</li> <li>Epidemiological transition</li> <li>Place and health</li> <li>Environmental variables</li> <li>Prevalence of disease</li> <li>Biologically transmitted diseases</li> <li>Non communicable diseases</li> <li>Management and mitigation</li> <li>Role of NGOs</li> </ul>   |   | <b>Population change</b> <ul style="list-style-type: none"> <li>Key factors in population change</li> <li>Models of population change</li> <li>Demographic dividend</li> <li>Migration</li> <li>Population growth</li> <li>Malthus/Boserup/Simon</li> <li>Health impacts of environmental change</li> <li>Population projections</li> <li>Case study of a country with population change</li> </ul>   |  | <b>Nature and importance of places</b> <ul style="list-style-type: none"> <li>Concept of place</li> <li>Insider and outsider</li> <li>Near and far/ experienced and media</li> <li>Endogenous and exogenous</li> <li>Case study</li> </ul>   |   | <b>Relationships and connections</b> <ul style="list-style-type: none"> <li>Comparison of local place with contrasting further away place</li> <li>Our relationship with places</li> <li>Continuity and change</li> <li>Changing demographics/cultures</li> <li>Economic change and social inequality</li> </ul>  |   | <b>Meaning/representation and place studies</b> <ul style="list-style-type: none"> <li>Perception of place/ attachment</li> <li>How external agencies influence place</li> <li>How places can be represented through media which gives contrasting images</li> <li>Processes of development</li> <li>Local place study</li> <li>Contrasting place study</li> </ul>                   |   |
| <b>Links</b>            | <b>KS3</b><br>People and places in The UK<br><br>Africa<br><br>Weather and climate<br><br>Our unequal world   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.3 The challenge of resource management</li> <li>3.1.2 The Living World</li> </ul> | <b>KS3</b><br>Our unequal world<br><br>Africa<br><br>Ecosystems   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.2 the changing economic world</li> <li>3.2.1 Urban issues and challenges</li> </ul> | <b>KS3</b><br>World cities<br><br>Our unequal world<br><br>Global Issues<br><br>Africa<br><br>Ecosystems  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.1 Urban issues and challenges</li> <li>3.2.2 The changing economic world</li> <li>3.1.1.4 Climate Change</li> </ul>  | <b>KS3</b><br>People and places in The UK<br><br>World cities<br><br>Africa<br><br>Our unequal world   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.2 the changing economic world</li> <li>3.2.1 Urban issues and challenges</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>World cities</li> <li>Globalisation</li> <li>People and places in The UK</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.2 the changing economic world</li> <li>3.2.1 Urban issues and challenges</li> </ul>                                 | <b>KS3</b> <ul style="list-style-type: none"> <li>People and places in The UK</li> <li>World cities</li> <li>Globalisation</li> <li>Our unequal world</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.2 the changing economic world</li> <li>3.2.1 Urban issues and challenges</li> </ul> |
| <b>Skills</b>           | <b>Choropleth maps</b><br><b>Line maps</b><br><b>OS Maps</b><br><b>Compound line graphs</b><br><b>Numerical data</b><br><b>Sketch maps</b><br><b>Scatter graphs</b><br><b>Photographs</b><br><b>Triangular graphs</b>   | <b>Logarithmic scales</b><br><b>Spearman's rank</b><br><b>Online research</b>   | <b>Online research</b><br><b>Numerical data</b><br><b>Interpret data</b><br><b>Choropleth maps</b>  | <b>Dot maps</b><br><b>Proportional symbols</b><br><b>OS Maps</b>  | <b>Factual data</b><br><b>Numerical data</b><br><b>Spatial data</b><br><b>Models</b><br><b>Population pyramids</b>  | <b>Online research</b><br><b>Flow line maps</b><br><b>Desire line maps</b><br><b>OS Maps</b>   | <b>data manipulation</b><br><b>investigation</b><br><b>mapping skills</b><br><b>statistical skills</b><br><b>fieldwork</b>   |   | <b>quantitative skills</b><br><b>qualitative skills</b><br><b>geospatial data</b>   |   | <b>census data</b><br><b>maps</b><br><b>geo-located data</b><br><b>geospatial data</b><br><b>photographs</b><br><b>text</b><br><b>media</b><br><b>films</b><br><b>posters</b>  | <b>audio visual</b><br><b>art work</b><br><b>interviews</b><br><b>songs</b><br><b>research</b>  |
| <b>Year 12 Physical</b> | <b>Water and Carbon Cycles</b> <ul style="list-style-type: none"> <li>The systems concept in physical geography</li> <li>Water and carbon cycles as natural systems</li> <li>Introduction to the Water Cycle</li> <li>Global distribution and size of major stores of water</li> <li>Processes driving change in the magnitude of these stores over time and space</li> <li>Drainage basins as open systems</li> <li>Runoff variation and the flood hydrograph</li> <li>Changes in the water cycle over time</li> </ul> |   | <b>Water and Carbon Cycles</b> <ul style="list-style-type: none"> <li>Introduction to the Carbon Cycle</li> <li>Global distribution, and size of major stores of carbon</li> <li>Factors driving change in the magnitude of these stores over time and space</li> <li>Changes in the carbon cycle over time</li> <li>The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate</li> <li>The key role of the carbon and water stores and cycles in supporting life on Earth</li> <li>The relationship between the water cycle and carbon cycle in the atmosphere</li> </ul> |   | <b>Water, carbon, climate and life on Earth</b> <ul style="list-style-type: none"> <li>The relationship between the water cycle and carbon cycle in the atmosphere</li> <li>The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth</li> <li>Human interventions in the carbon cycle</li> <li>Case study of a tropical rainforest setting</li> <li>Case study of a river catchment(s) at a local scale</li> </ul> |  | <b>Coastal Systems and Landscapes</b> <ul style="list-style-type: none"> <li>Systems in physical geography</li> <li>The coastal system</li> <li>The concepts of landform and landscape</li> <li>Sources of energy in coastal environments</li> <li>Sediment sources, cells and budgets</li> <li>Geomorphological processes</li> <li>Distinctively coastal processes - marine &amp; sub-aerial</li> </ul> |   | <b>Coastal landscape development</b> <ul style="list-style-type: none"> <li>Origin and development of landforms and landscapes of coastal erosion</li> <li>Origin and development of landforms and landscapes of coastal deposition</li> <li>Estuarine mudflat/saltmarsh environments and associated landscapes</li> <li>Eustatic, isostatic and tectonic sea level change</li> <li>Coastlines of emergence and submergence</li> <li>Recent and predicted climatic change and potential impact on coasts</li> <li>The relationship between process, time, landforms and landscapes in coastal settings</li> </ul> |   | <b>Non-Examined Assessment - Independent Project</b> <ul style="list-style-type: none"> <li>Planning and preparation for independent project (20% of overall GCSE grade)</li> <li>Title</li> <li>Literature review</li> <li>Methodology</li> <li>Primary and Secondary data collection</li> <li>Results presentation and analysis</li> <li>Conclusion</li> <li>Evaluation</li> </ul> |   |
| <b>Links</b>            | <b>KS3</b> <ul style="list-style-type: none"> <li>Weather and Climate</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.3.1 UK physical landscapes</li> <li>3.1.3.3 River landscapes in the UK</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Weather and Climate</li> <li>Ecosystems</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.1.3 Weather hazards</li> </ul>  | <b>KS3</b> <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Tropical rainforest</li> <li>Global Issues - Climate Change</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.2.1 Ecosystems</li> <li>3.1.2.2 Tropical rainforests</li> <li>3.1.3.3 River landscapes in the UK</li> <li>3.1.1.4 Climate Change</li> <li>3.3.2 Fieldwork</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Physical Landscapes in the UK</li> <li>Global Issues - Ocean Plastics</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.3.1 UK physical landscapes</li> <li>3.1.3.2 Coastal landscapes in the UK</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Physical Landscapes in the UK</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.1.4 Climate Change</li> <li>3.1.3.1 UK physical landscapes</li> <li>3.1.3.2 Coastal landscapes in the UK</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Geographical enquiry and fieldwork</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.3.2 Fieldwork</li> </ul>  |
| <b>Skills</b>           | <b>simple mass balance</b><br><b>unit conversions</b><br><b>analysis and presentation of field data</b>   | <b>Online research</b>  | <b>simple mass balance</b><br><b>unit conversions</b><br><b>analysis and presentation of field data</b>   | <b>Online research</b>  | <b>Spearman's Rank</b><br><b>Measures of dispersion</b><br><b>Data collection / fieldwork techniques</b>  | <b>data manipulation and statistical skills</b><br><b>applied to field measurements</b>  | <b>observation skills</b><br><br><b>measurement and geospatial mapping skills</b>  |   |   |   | <b>data manipulation and statistical skills</b><br><b>applied to field measurements</b>  | <b>primary data collection</b><br><br><b>presentation of data</b>   |
| <b>Year 13 Human</b>    | <b>Globalisation and global systems</b> <ul style="list-style-type: none"> <li>Dimensions of globalisation</li> <li>Flows of capital,labour,products, services and information.</li> <li>Global marketing</li> </ul>  |   | <b>International trade and global governance</b> <ul style="list-style-type: none"> <li>Global features and trends</li> <li>Trading relationships</li> <li>Trade agreements</li> </ul>  |   | <b>The global commons</b> <ul style="list-style-type: none"> <li>The role of norms, laws and institutions</li> <li>Role of the UN</li> <li>Concept of global governance</li> <li>4 global commons</li> </ul>  |  | <b>Revision</b> <ul style="list-style-type: none"> <li></li> </ul>   |   | <b>Revision</b> <ul style="list-style-type: none"> <li></li> </ul>  |   |  |   |

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|-------------------------|---|--|--|---|--|---|--|---|--|---|---|---|
|                         | <ul style="list-style-type: none"> <li>Patterns of production and consumption.</li> <li>Factors in globalisation</li> <li>Trade blocs</li> <li>Interdependence</li> <li>Unequal flows</li> </ul>  | <ul style="list-style-type: none"> <li>World trade in one commodity</li> <li>TNCs</li> <li>Impact of TNCs</li> <li>Conflict resulting from trade</li> <li>Protectionism</li> </ul> | <ul style="list-style-type: none"> <li>Tragedy of the commons</li> <li>Laws and treaties</li> <li>Geography of Antarctica</li> <li>Threats to Antarctica</li> <li>Governance of Antarctica</li> <li>Role of NGOs</li> <li>Consequences of global governance</li> </ul> |   |  |   |  |   |  |   |   |   |
| <b>Links</b>            | <b>KS3</b> <ul style="list-style-type: none"> <li>Globalisation</li> <li>The UK</li> <li>Unequal world</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.2 the changing economic world</li> </ul>   | <b>KS3</b> <ul style="list-style-type: none"> <li>Globalisation</li> <li>Africa</li> <li>Unequal world</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.2 the changing economic world</li> </ul>      | <b>KS3</b> <ul style="list-style-type: none"> <li>Extreme cold environments</li> <li>Global Issues</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.2.3 The challenge of resource management</li> <li>3.1.2 The Living World</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li></li> </ul>      | <b>KS4</b> <ul style="list-style-type: none"> <li></li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li></li> </ul>      | <b>KS4</b> <ul style="list-style-type: none"> <li></li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li></li> </ul> | <b>KS4</b> <ul style="list-style-type: none"> <li></li> </ul> |
| <b>Skills</b>           | <b>Cartographic skills</b><br><b>Research</b><br><b>Flow maps</b><br><b>GINI</b><br><b>worldmapper</b>  | <b>Spearman's rank</b><br><b>Lorenz curve</b>  | <b>Numerical data</b><br><b>Online research</b><br><b>Atlas maps</b>   | <b>Collect, analyse and interpret information from secondary sources</b>                            | <b>Collect, analyse and interpret information from secondary sources</b><br><b>Critical questioning</b><br><b>Online research</b>  | <b>Base maps</b><br><b>Sketch maps</b><br><b>Geo-located imagery</b><br><b>Digital imagery</b>  |  |   |  |   |   |   |
| <b>Year 13 Physical</b> | <b>Coastal management</b> <ul style="list-style-type: none"> <li>Human intervention in coastal landscapes</li> <li>Traditional approaches to coastal flood and erosion risk</li> <li>Sustainable approaches to coastal flood risk and coastal erosion management</li> <li>Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management</li> <li>Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.</li> </ul> |  | <b>Hazards</b> <ul style="list-style-type: none"> <li>The concept of Hazard in a Geographical context</li> <li>Plate Tectonics</li> <li>Volcanic Hazards</li> <li>Seismic Hazards</li> </ul>   |   | <b>Hazards</b> <ul style="list-style-type: none"> <li>Storm Hazards</li> <li>Fires in nature</li> <li>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.</li> <li>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.</li> </ul> |   | <b>Revision</b> <ul style="list-style-type: none"> <li></li> </ul> |   | <b>Revision</b> <ul style="list-style-type: none"> <li></li> </ul> |   |   |   |
| <b>Links</b>            | <b>KS3</b> <ul style="list-style-type: none"> <li>Physical Landscapes in the UK</li> <li>Weather and Climate</li> <li>Global Issues</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.1.4 Climate Change</li> <li>3.1.3.1 UK physical landscapes</li> <li>3.1.3.2 Coastal landscapes in the UK</li> </ul>          | <b>KS3</b> <ul style="list-style-type: none"> <li>Natural Hazards</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.1 The Challenge of Natural Hazards</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Natural Hazards</li> <li>Weather and Climate</li> <li>Climate change</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>3.1.1.3 Weather Hazards</li> <li>3.1.1.4 Climate change</li> </ul>                    | <b>KS3</b> <ul style="list-style-type: none"> <li></li> </ul>      | <b>KS4</b> <ul style="list-style-type: none"> <li></li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li></li> </ul>      | <b>KS4</b> <ul style="list-style-type: none"> <li></li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li></li> </ul> | <b>KS4</b> <ul style="list-style-type: none"> <li></li> </ul> |
| <b>Skills</b>           | data manipulation and statistical skills applied to field measurements  |  | Analysis of maps, graphs and diagrams<br>Online research<br>Collect, analyse and interpret information from secondary sources  |   | Analysis of maps, graphs and diagrams<br>Online research<br>Critical questioning<br>Geo-located data   |   |  |   |  |   |   |   |

