



Year 13 Geography Curriculum Map

Overview	<p>In Year 13 there is a focus on the Geographical Debates and the NEA. The Geographical debates take some of the most dynamic issues the planet faces and students are encouraged to engage with, reflect on and think critically about them. The two debates topics are Hazardous Earth and Exploring Oceans. With each topic students learn through an enquiry approach where they build the knowledge, understanding and skills to articulate opinions, analyse from different perspectives, think synoptically and provide evidenced arguments to formulate debates. Students also develop the skills to write extended essays on the debate topics. The key concepts covered are of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold.</p> <p>Students also complete their NEA. This starts with planning in the summer of Year 12 and refined at the start of Year 13 before going and taking part in a 5 day fieldtrip where students further develop their skills and refine their investigations before collecting their own data. Students work with a high degree of independence on completing their investigation. However, the techniques and enquiry based approach are familiar to them and were first introduced in Year 7 and developed throughout KS3 and KS4.</p> <p>Students continue to complete exam questions throughout the course and complete exam papers at the end of each unit as well as a Mock Exam in the Autumn term of Year 13. Prior to the mocks and running up to the final exam, there is a focus on revision - knowledge and understanding of content, application of skills and building confidence in exam techniques.</p>					
Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	A:Exploring Oceans B:Independent Investigation		A:Exploring Oceans B:Hazardous Earth		A: Revision B: Hazardous Earth	
Knowledge	<p>A:Exploring Oceans The characteristics of oceans (relief, salinity, temperature, nutrients, ocean currents, biodiversity of species). Opportunities and threats arising from the use of ocean resources (krill, renewable and non-renewable energy and minerals). How the oceans is governed.</p> <p>B:Independent Investigation</p>		<p>A:Exploring Oceans How human activities pollute oceans (radioactive waste, containerships, oil spills, plastic pollution). How climate change is impacting the ocean system. The importance of oceans in the process of globalisation. Conflict in the oceans (South China sea, piracy, refugee crisis).</p> <p>B:Hazardous Earth Plate tectonic theory. Features and processes at plate boundaries. The main hazards generated by volcanic activity (including an example of a super-volcano). Case studies of impacts of volcanoes in contrasting parts of the world. The main hazards generated by seismic activity. Case studies of impacts of earthquakes in contrasting parts of the world.</p>		<p>A: Revision</p> <p>B: Hazardous Earth The implications of living in tectonically active locations. How people cope with living in tectonically active locations. Case Studies of living with both volcanoes and earthquakes in contrasting parts of the world.</p>	

<p>Skills</p>	<p>Use of fieldwork skills Application of concepts, theories, case studies and key terms. Use of quantitative and qualitative skills. Investigate geographical questions and issues. Interpret, analyse and evaluate data, information and evidence. Construct arguments and draw conclusions.</p>	<p>Application of concepts, theories, case studies and key terms. Use of quantitative and qualitative skills. Investigate geographical questions and issues. Interpret, analyse and evaluate data, information and evidence. Construct arguments and draw conclusions.</p>	<p>Application of concepts, theories, case studies and key terms. Use of quantitative and qualitative skills. Investigate geographical questions and issues. Interpret, analyse and evaluate data, information and evidence. Construct arguments and draw conclusions.</p>
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