

Curriculum Overview – Year 13 Geography – Human Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>1 hour of lessons a week will be dedicated to NEA (see bottom of table)</p> <p><u>Population and Environment</u> 3.2 Human Geography</p>	<p>Overview of topic: This topic explores the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.</p> <p>1. <u>Environment and population</u></p> <ul style="list-style-type: none"> Global and regional patterns of food production and consumption. Agricultural systems and agricultural productivity. Relationship with key physical environmental variables – climate and soils. 	<p>Study of this topic offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.</p> <p>Quantitative and qualitative skills:</p> <ul style="list-style-type: none"> Students engage with a range of quantitative and relevant qualitative skills, within the theme. 	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations.</p>	<p>Loving and compassionate: Empathising for those effected by food insecurity and farmers in low income countries impacted by the effects of climate change.</p> <ul style="list-style-type: none"> ○ Solidarity ○ Care for creation ○ Personal ○ Moral ○ Social ○ Sciences ○ Maths ○ Agriculture ○ Food supply ○ Logistics ○ NGO ○ Engineer ○ Policy Advisor 	<p>KS3 links</p> <p>Builds on the knowledge of climate change</p> <p>KS4 links</p> <p>Strong links to resource consumption</p>

	<ul style="list-style-type: none">• Characteristics and distribution of two major climatic types to exemplify relationships between climate and human activities and numbers. Climate change as it affects agriculture.• Characteristics and distribution of two key zonal soils to exemplify relationship between soils and human activities especially agriculture. Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinisation, structural deterioration.• Strategies to ensure food security.	<p>Specific skills:</p> <ul style="list-style-type: none">• Extended writing• Creating synoptic links• Statistical analysis• Research				
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Autumn Term 2

<p>Population and Environment 3.2 Human Geography</p>	<p>2. Environment, health and well-being</p> <ul style="list-style-type: none"> • Global patterns of health, mortality and morbidity. Economic and social development and the epidemiological transition. • The relationship between environment variables e.g. climate, topography (drainage) and incidence of disease. Air quality and health. Water quality and health. • The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease, e.g. malaria; its links to physical and socio-economic environments including impacts of environmental variables on transmission vectors. Impact on health and well-being. Management and mitigation strategies. • The global prevalence and distribution of one specified non-communicable disease, e.g. a specific type of cancer, coronary heart disease, asthma; its links to physical 	<p>Specific skills:</p> <ul style="list-style-type: none"> • Extended writing • Creating synoptic links • Statistical analysis • Research • Reading carbon budget charts • Presentation skills • Team work 	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p>Faith-filled and hopeful: That there is hope that international agencies and NGO's can work together to eradicate and reduce the impact of disease.</p> <ul style="list-style-type: none"> ○ Solidarity ○ Personal ○ Social ○ Moral ○ The sciences ○ Maths ○ Government and Politics ○ Sociology ○ Doctor ○ Nurse ○ Health ○ Biologist ○ International agency 	<p>KS3 links</p> <p>Links to development topic</p> <p>KS4 links</p> <p>Links to aid and development topic</p>
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	<p>and socio-economic environment including impacts of lifestyles. Impact on health and well-being. Management and mitigation strategies.</p> <ul style="list-style-type: none"> • Role of international agencies and NGOs in promoting health and combating disease at the global scale. 					

Spring Term 1

<p>NEA coursework due in this term</p> <p><u>Population and Environment</u></p> <p>3.2 Human Geography</p>	<p>3. Health Case study:</p> <ul style="list-style-type: none"> • Case study of a specified Blakenhall, Wolverhampton - a local area to illustrate and analyse the relationship between place and health related to its physical environment, socio-economic character and the experience and attitudes of its populations. <p>4. Population change:</p> <ul style="list-style-type: none"> • Factors in natural population change: the demographic transition model, key vital rates, age–sex 	<p>Specific skills:</p> <ul style="list-style-type: none"> • Extended writing • Creating synoptic links • Statistical analysis • Research • Reading and plotting population pyramids 	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p>United in harmony</p> <p>In understanding that all countries are experiencing population change and looking at strategies to combat the issues which arise from this.</p> <ul style="list-style-type: none"> ○ Dignity of people ○ Solidarity ○ Personal ○ Social ○ Moral ○ Cultural ○ The sciences ○ English ○ Sociology ○ Government and Politics ○ Demographer ○ Journalist 	<p>KS3 links</p> <p>Builds on development topic</p> <p>KS4 links</p> <p>Links to population growth and change topic</p>
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	<p>composition; cultural controls.</p> <ul style="list-style-type: none"> • Models of natural population change, and their application in contrasting physical and human settings. • Concept of the Demographic Dividend. 				<ul style="list-style-type: none"> ○ Health/Medicine ○ Analyst ○ Policy ○ Government 	
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Spring Term 2

<p><u>Population and Environment</u> 3.2 Human Geography</p>	<p>5. International migrations impact on population:</p> <ul style="list-style-type: none"> • International migration: refugees, asylum seekers and economic • migrants: environmental and socio-economic causes, processes. • Demographic, environmental, social, economic, health and political implications of migration. 	<p>Specific skills:</p> <ul style="list-style-type: none"> • Extended writing • Creating synoptic links • Statistical analysis • Research 	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p>Grateful and Generous: Empathising with asylum seekers forced to flee their home county and grateful for our own quality of life.</p> <ul style="list-style-type: none"> ○ Care for creation ○ Solidarity ○ Dignity of the person ○ Personal ○ Social ○ Moral ○ Cultural ○ History ○ Sociology ○ Biologist ○ Environmentalist ○ Water management ○ Resource extraction 	<p>Links to KS3</p> <p>Migration topics</p> <p>Links to KS3</p> <p>Nigeria and UK economic change topics</p>
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	<ul style="list-style-type: none">• Case study on the European Migrant crisis 2015 <p>6. Population change case study: Japan ageing population Case study of a country/society experiencing specific patterns of overall population change – increase or decline – to illustrate and analyse the character, scale, and patterns of change, relevant environmental and socio-economic factors and implications for the country/society.</p> <p>7. Principles of population ecology and their application to human populations:</p> <ul style="list-style-type: none">• Population growth dynamics.• Concepts of overpopulation, underpopulation and optimum population. Implications of population size and structure for the balance between population and resources.				<ul style="list-style-type: none">○ Renewable energy○ Tourism Industry	
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	<ul style="list-style-type: none"> The concepts of 'carrying capacity' and 'ecological footprint' and their implications. 					
Summer Term 1						
<u>Population and Environment</u> 3.2 Human Geography	<p>8. Global population theory and futures:</p> <ul style="list-style-type: none"> Population, resources and pollution model: positive and negative feedback. Contrasting perspectives on population growth and its implications; Malthusian, neo-Malthusian and alternatives such as associated with Boserup and Simon. Health impacts of global environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases, agricultural productivity and nutritional standards. Prospects for the global population. Projected distributions. Critical appraisal of future population-environment relationships. 	<p>Specific skills:</p> <ul style="list-style-type: none"> Extended writing Creating synoptic links Statistical analysis Research Presentations Team work 	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p>Listening and Attentive: Being curious about the future of the global population and reflecting on contrasting theorists' views.</p> <ul style="list-style-type: none"> Care for creation Solidarity Dignity of the person Personal Social Moral Cultural History Sociology Government and Politics Economics Environmentalist Water management Resource extraction Renewable energy NGO Demographer 	<p>KS3 links</p> <p>Links to topics on population change</p> <p>KS4 links</p> <p>Links to climate change and development topics</p>

NEA – Independent Investigation

<p>3.3 Geography fieldwork investigation</p>	<p>Fieldwork requirements: All students are required to undertake fieldwork in relation to processes in both physical and human geography.</p> <p>Coursework requirements: Students will undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation will be based on the Changing Places topic. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.</p>	<p>Wide range of skills:</p> <ul style="list-style-type: none"> • Creating research question and hypothesis • Using a range of qualitative and quantitative primary data collection methods • Using a range of data presentation and data analysis methods • Writing a fieldwork investigation 	<p>This will be monitored by teachers and regular feedback provided</p>	<p>Students will complete the majority of the independent fieldwork investigation at home</p>	<p>Courageous and Resilient: Completing independent fieldwork takes courage and resilience. Students will need to be focused, motivated and go beyond the classroom.</p> <ul style="list-style-type: none"> ○ Care for creation ○ Common good ○ Dignity of people ○ Personal ○ Social ○ Moral ○ Cultural ○ Science ○ History ○ English ○ Civil service ○ NGO ○ Project manager ○ Research ○ Marketing 	
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