

Curriculum Overview – Year 13 Geography – Physical 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>The concept of hazard in a geographical context.</p> <p>Plate tectonics and volcanic hazards.</p>	<p>Nature, forms and potential impacts of natural hazards</p> <p>Characteristic human responses to hazards and relationship to the nature of hazards including the Park model of human response to hazards and the Hazard Management Cycle.</p> <p>Earth structure and internal energy sources. Nature of plate movement. Plate margins and associated landforms.</p> <p>Vulcanicity: Nature, threats, impacts, management and responses.</p>	<p>Using diagrams to assist in the explanation of geographical processes.</p> <p>Interpretation of photographs and satellite images.</p> <p>Interpreting data, and other sources of information to understand the nature of a volcanic event.</p> <p>Application of geographical models to real-world examples.</p>	<p>6 mark skills questions responding to data.</p> <p>Examination questions on the topic.</p> <p>Extended writing for homework.</p>	<p>Research of contemporary examples and details of hazard events.</p> <p>Extended writing to compare different hazard events and evaluate reasons for different outcomes.</p> <p>Research into volcanic eruption events.</p>	<p>Consider the resilience of communities who face and manage hazards.</p> <p>Compassion throughout our learning of hazards, the human suffering caused and how some organisations respond.</p> <p>Faith in action – work of charities and aid agencies.</p> <p>Roles including engineers, charity worker, emergency services, urban planners, government agencies and high-level decision makers are all discussed throughout the topic.</p>	<p>Links to KS3 and 4 work on tectonic hazards.</p> <p>Links to global governance in how the international community respond to and manage hazards.</p>
Autumn Term 2						
Seismic Hazards	<p>Seismic Hazards: Nature, causes, threats, impacts, management and responses. (Tsunami included as secondary impact)</p> <p>Case studies of seismic events within different situations and contexts.</p>	<p>Analysis and evaluation of events whilst taking a range of factors into account.</p> <p>Application of geographical principles to previously unseen examples.</p>	<p>Mock exam.</p> <p>Past paper questions including synoptic questions with other topic areas.</p>	<p>Research into wide range of hazard examples.</p> <p>Extended writing to compare different hazard events and evaluate reasons</p>	<p>Consider the resilience of communities who face and manage hazards.</p> <p>Compassion throughout our learning of hazards, the human suffering caused and how some organisations respond.</p>	<p>Links to KS3 and 4 work on tectonic hazards.</p> <p>Links to global governance in how the</p>

	<p>Impacts and human responses as evidenced by a recent seismic event.</p> <p>Tropical storms and their underlying causes. Impacts of storms and human responses and management.</p> <p>Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.</p>	<p>Numeracy through responding to and interpreting geographical data.</p> <p>Using examples and case study information to effectively support an argument.</p>		<p>for different outcomes.</p> <p>Decision making task when considering appropriate management.</p>	<p>Faith in action – work of charities and aid agencies.</p> <p>Roles including engineers, charity worker, emergency services, urban planners, government agencies and high-level decision makers are all discussed throughout the topic.</p>	<p>international community respond to and manage hazards.</p>
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Spring Term 1

<p>Fires in Nature</p> <p>Case Study of Multi-hazard environment</p> <p>Case Study of locality affected by hazards</p>	<p>Wildfires: Nature, causes, conditions leading to intense fires, impacts, responses and management.</p> <p>Impact and human responses as evidenced by recent wild fire events in Australia and California.</p> <p>Case study of the Philippines, 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 Gili Trawangan (Indonesia) 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</p>	<p>Interpreting geographical data from maps, tables, graphs and written sources.</p> <p>Drawing conclusions and justifying arguments.</p>	<p>Extended writing and past questions of all types.</p>	<p>Further research into case study areas for context.</p> <p>Research into up to date situation in Australia following the events outlined in the case study.</p> <p>Extended writing to evaluate different elements of the case studies and to address the main themes throughout the module.</p>	<p>Consider the resilience of communities who face and manage hazards.</p> <p>Compassion throughout our learning of hazards, the human suffering caused and how some organisations respond.</p> <p>Faith in action – work of charities and aid agencies.</p> <p>Roles including engineers, charity worker, emergency services, urban planners, government agencies and high-level decision makers are all discussed throughout the topic.</p>	<p>Links to KS3 and 4 work on tectonic hazards.</p> <p>Links to global governance in how the international community respond to and manage hazards.</p>
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	and the community's response to the risk.					
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Spring Term 2

<p>Revision and exam Preparation.</p>	<p>Revisit topics from previous physical units.</p> <p>Ensure full understanding of all areas any address any weaknesses.</p>	<p>Effective revision and improving recall.</p> <p>Focus on higher level skills required for data response questions including statistical analysis.</p> <p>Focused approach to the approaches required for the different types of exam question.</p>	<p>Past papers and questions from all areas studied.</p>	<p>Revision of topic areas in preparation for and after class.</p>		
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Summer Term 1

<p>Revision and exam Preparation.</p>	<p>Revisit topics from previous physical units.</p> <p>Ensure full understanding of all areas any address any weaknesses.</p>	<p>Effective revision and improving recall.</p> <p>Focus on higher level skills required for data response questions including statistical analysis.</p> <p>Focused approach to the approaches required for the different types of exam question.</p>	<p>Past papers and questions from all areas studied.</p>	<p>Revision of topic areas in preparation for and after class.</p>		
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Summer Term 2

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