Bishop Stopford's School

Curriculum Map Year 13 **GEOGRAPHY**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	PHYS: Hazards HUM: Resource security	PHYS: Hazards HUM: Resource security	Geographical Fieldwork Investigation (20%)	Embedding of prior learning based on DTT model	Revision and Trial Exams	Revision and Exams
Core Skills	Study of this section 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.	Study of this section 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.	The independent investigation must: be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes demonstrate knowledge and understanding of the techniques appropriate for	Understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'. Collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types. Undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data. Communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.	Understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'. Collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types. Undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data. Communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.	Understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'. Collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types. Undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data. Communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.
Core Knowledge	This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.	This optional section of our specification focuses on the large-scale exploitation of unevenly distributed natural resources, which is one of the defining features of the present era. Increasing demand for water, energy and minerals and their critical role in human affairs leads to massive local and regional transfers of water and massive global transfers of energy and minerals.	All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days. Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement.	ALL	ALL	ALL
Assement & Feedback	T1.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate **M/S/D** based on outcomes rather than specific score only	T2.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	T1.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only	T3.1 Assessment of current c/w and h/w using Yellow form. Once per week Peer Assessment (PA) and Self Assessment (SA) using green pen. Next steps to be acted upon and monitored using Dedicated Improvement Reflection Time (DIRT) every second week	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future examination. Feedback form to indicate M/S/D based on outcomes rather than specific score only
Link to prior learning	• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Geographical skills and fieldwork • Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Revision of all topics	Revision of all topics	