



ASPIRE • BELIEVE • ACHIEVE



Curriculum Overview: Geography

Year 13 - Term 3			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Resource Security</u></p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Concepts of resource development • Global patterns of availability, production and consumption of resources • Geopolitical issues concerning energy, water resources and mineral distribution and trade • Sources of energy, water and minerals and their relationship with the physical environment • Environmental impacts of resource development • Strategically managing the supply of and demand for resources • Sustainability issues associated with the exploitation, trade and consumption of energy, water and mineral resources. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Geographical Terminology • How to use examples and case studies to create informative and supported arguments 	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p> <p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p> <p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as: Hodder Education – Geography Review BBC World News The Geographical Association The Royal Geographical Society</p>

	<ul style="list-style-type: none"> • How systems and frameworks create and dictate the world we live in. • Where places and environments are located geographically, with regards to local and global locations. • The understanding of the concepts of place, space and environment and how to implement these. • Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. <p><u>Skills</u></p> <ul style="list-style-type: none"> • AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales. • AO 2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues • AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> ○ Investigate geographical questions and issues 	<p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	
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	<ul style="list-style-type: none">○ interpret, analyse and evaluate data and evidence○ Construct arguments and draw conclusions (20–30%).		
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