Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1 Teacher A	**Superpowers**	**What are superpowers and how have they changed over time?** **What are the impacts of superpowers on the global economy, political systems and the physical environment?** **What spheres of influence are contested by superpowers and what are the implications of this?**	Geopolitical power stems from a range of human and physical characteristics of superpowers. Patterns of power change over time and can be uni-, bi- or multi-polar . Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. Superpowers have a significant influence over the global economic system. Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. Global concerns about the physical environment are disproportionately influenced by superpower actions. Global influence is contested in a number of different economic, environmental and political spheres. Developing nations have changing relationships with superpowers with consequences for people and the physical environment. Existing superpowers face ongoing economic restructuring, which challenges their power.	**How understanding is assessed** ● Homeworks ● Tests in lesson ● End-of-unit exam in December **Skills** ● Constructing power indexes using complex data sets, including ranking and scaling ● Using graphs of world trade growth using linear and logarithmic scales **Assessment Point information** ● End-of-unit exam in December

Curriculum Information - Year 13

Department: Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1 Teacher B	**The Carbon Cycle and Energy Security**	**How does the carbon cycle operate to maintain planetary health?** **What are the consequences for people and the environment of our increasing demand for energy?** **How are the carbon and water cycles linked to the global climate system?** **How can the world's energy needs be met sustainably?**	The carbon cycle operates through a series of interdependent stores and flows operating at a range of spatial scales. Natural processes influence the movement and storage of carbon, whilst human activity has altered the balance of the carbon cycle. Global energy demand continues to increase as populations grow and economies develop. Energy security varies between countries and is influenced by physical geography, geopolitics and technological change. Different players adopt contrasting strategies to secure energy supplies whilst reducing carbon emissions and managing climate change.	**How understanding is assessed** ● Homeworks ● Tests in lesson ● End-of-unit exam in November **Skills** ● Interpretation of carbon budget data ● Analysis of atmospheric carbon dioxide datasets ● Analysis of energy production and consumption data ● GIS and satellite imagery ● Evaluation of energy security strategies **Assessment Point information** ● End-of-unit exam in November

Curriculum Information - Year 13

Department: Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1 Teacher A	**Migration, Identity, Sovereignty**	**What are the impacts of globalisation on international migration** **How are nation states defined and how have they evolved in a globalising world?** **What are the impacts of global organisations on managing global issues and conflicts?** **What are the threats to national sovereignty in a more globalised world?**	Globalisation has led to an increase in migration both within countries and among them. The causes of migration are varied, complex and subject to change. The consequences of international migration are varied and disputed. Nation states are highly varied and have very different histories. Nationalism has played a role in the development of the modern world. Globalisation has led to the deregulation of capital markets and the emergence of new state forms. Global organisations are not new but have been important in the post-1945 world. IGOs established after the Second World War have controlled the rules of world trade and financial flows. IGOs have been formed to manage the environmental problems facing the world, with varying success. National identity is an elusive and contested concept. There are challenges to national identity. There are consequences of disunity within nations.	**How understanding is assessed** ● Homeworks ● In class tests ● End of unit exam April **Skills** ● Divided bar graphs ● Critical analysis of a variety of source material **Assessment Point information** ● January Mocks ● End of unit exam April

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1 Teacher B	**Tectonic Processes and Hazards**	**Why are some locations more at risk from tectonic hazards?** **Why do some tectonic hazards develop into disasters?** **How successful is the management of tectonic hazards and disasters?**	The global distribution of earthquakes, volcanoes and tsunamis can be explained by plate tectonic theory and associated physical processes. Disaster occurrence can be explained by the relationship between hazard, vulnerability, resilience and governance. The severity of tectonic hazards varies according to physical and human factors, including levels of development, governance and preparedness. A range of prediction, mitigation and adaptation strategies are used to reduce the impacts of tectonic hazards, although their effectiveness varies between places. Students investigate contrasting case studies to evaluate hazard management at a range of spatial scales.	**How understanding is assessed** ● Homeworks ● In class tests ● End of unit exam April **Skills** ● Interpretation of hazard distribution maps ● Analysis of seismic and volcanic datasets ● GIS ● Statistical analysis of hazard data ● Evaluation of hazard management strategies **Assessment Point information** ● January Mocks ● End of unit exam April

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Summer 1	**Revision and Synoptic Investigation**	**How can geographical knowledge, understanding and skills be applied synoptically to unfamiliar geographical issues?**	Students consolidate learning from all areas of the Edexcel A Level Geography specification in preparation for the final examinations. Teaching focuses on making synoptic links between physical and human geography through the themes of **Players**, **Attitudes and Actions**, and **Futures and Uncertainties**. Students develop confidence in applying geographical knowledge to unfamiliar contexts, interpreting resource booklets and constructing extended responses for Papers 1, 2 and 3.	**How understanding is assessed** ● Timed examination practice ● Retrieval activities ● Teacher feedback **Skills** ● Synoptic analysis ● Interpretation of unfamiliar resources ● Evaluation and decision making ● Extended writing ● Examination technique ● Data analysis and critical thinking **Assessment Point information** ● Final A Level examinations