


**Department – Year 13 The Expert Geographer**

 <b>Shirley High Curriculum Map</b>	<b>Y13 The Expert Geographer – Students will have a full range of advanced geographical and life skills and be fully prepared for their A Level exams and for the next stage of their journey after Shirley High school.</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>
	Resource security Start NEA Hazards	Complete Resource security as required revision for PPEs NEA and Hazards	Continue Hazards And NEA	Continue Hazards And NEA completion	Hazards completion (if required depends on Easter) Final Exams	Exams completed
<b>Why Now?</b>	Learners progress to expert Geographers and begin the last 2 units and can make the links to the core units which support their revision and synoptic links. Hazards completed as a final unit as it is unlikely that an NEA can be completed in this area.	As Autumn term 1. Look for links to UCCAS applications	Revision begins and PPEs are completed, and analysed PLCs are used every lesson, but now very independently. NEA is starting now as the exam board stipulates learners to choose their own titles from areas of the course that have sparked interest. Therefore, had to complete the course first	Titles are chosen and approved. Learners now have to collect their data and write up study according to the exam board guidance. There is a high level of independence. Hazards unit completes	Revision for exams x 2 papers. NEAs completed and marks submitted to the exam board by 15 <sup>th</sup> May.	Learners complete their Expert Geographers journey and have time to consider being a PROFESSIONAL Geographer
<b>Fundamental Concepts</b>	Resource security – optional topic  What is a resource Resource peak and sustainability Water and Energy resources, management, environmental impact stress and conflict Sources of energy Energy mixes vary Impact on the environment Ore mineral security (copper) Future of resources energy, Water, copper	Hazards – optional topic The concept of hazard in a geographical context  Perception of hazards Responses to hazards Plate tectonics Volcanic hazards Seismic Hazards Storm hazards Wildfires Management of hazards, Multi-hazardous environments Park model	NEA – This is an independent piece of work so staff input is highly controlled.  Pupils must choose their OWN title related to the specs of the course. Teacher guidance can be given, but teachers are NOT allowed to give out titles etc. Students are required to undertake <i>“ an independent investigation with a significant element of field work ... based on either human or physical aspect of geography or a combination of both”</i>	NEA completion: This is an independent piece of work so staff input is highly controlled.  Pupils must choose their OWN title related to the specs of the course. Teacher guidance can be given, but teachers are NOT allowed to give out titles etc. Students are required to undertake <i>“ an independent investigation with a significant element of field work ... based on either human or physical aspect of geography or a combination of both”</i>	NEA + revision	Exams complete
<b>Students will...</b>	Learn about: <ul style="list-style-type: none"> <li>Resource classification, stock flow, finite, renewable and non-renewable</li> <li>Resource frontier</li> <li>What impacts resources peaks and sustainable resource development</li> <li>EIAs (Environmental impact assessments)</li> <li>Patterns of water availability and demand security vs stress</li> <li>Global pattern of production, trade and consumption of energy</li> <li>Geopolitics of energy and water</li> <li>Increasing water supplies / management at different scales CAP, transfer, Lesotho, and in the home</li> <li>Environmental impacts of water schemes, water conflict</li> <li>Sources of Energy, energy mixes at different scales of economic status</li> <li>Environmental impact of resource development increasing supplies via sustainable management</li> <li>Enhanced greenhouse effect</li> <li>Ore mineral security considering Copper, how / where located, extracting and sustainable management and trade. With case studies e.g. Chile</li> <li>Meeting future global demands for resources, Water, Energy, Copper</li> </ul>	<ul style="list-style-type: none"> <li>Learn about:</li> <li>What is a hazard and their potential impact, perception, responses and fatalism</li> <li>Prediction adaptation. The hazard management cycle, and the park model of human responses to hazards.</li> <li>The structure of the earth and plate tectonic theory including plate margins rift valleys etc. including Benioff zone</li> <li>Spatial distribution of volcanos and predicting eruptions</li> <li>Impacts of volcanic activity with examples and human responses</li> <li>Earth quakes and tsunamis, causes and location</li> <li>Prediction of Earthquakes</li> <li>mitigation of seismic activity primary secondary impacts and immediate vs Long-term response and their effectiveness.</li> <li>Managing a multi hazardous environment</li> <li>Formation and characteristics of tropical storms and their associated hazards.</li> <li>Impacts and prediction of tropical storms, mitigation and preparedness, and adaptation.</li> <li>Causes, impacts and responses of wildfires.</li> <li>Case study examples</li> </ul>	<ul style="list-style-type: none"> <li>Design their title</li> <li>Linked to the specification and by the pupils</li> <li>Statement, question, or hypothesis to address identified</li> <li>Must be connected to sound geographical theory and literature</li> <li>Primary field work data collection identified and any secondary sources e.g. census data</li> <li>Field work to be collected</li> <li>Planning, methodology table and ethical considerations and risk assessments with solutions to mitigate</li> <li>Consider how to present data</li> <li>Data collection in the field</li> <li>Data presentation</li> <li>Interpretation and analysis including statistical opportunities</li> <li>Conclusion and evaluation</li> <li>Self-assessment with mark scheme</li> <li>Also see Hazard work</li> </ul>	<ul style="list-style-type: none"> <li>Design their title</li> <li>Linked to the specification and by the pupils</li> <li>Statement, question, or hypothesis to address identified</li> <li>Must be connected to sound geographical theory and literature</li> <li>Primary field work data collection identified and any secondary sources e.g. census data</li> <li>Field work to be collected</li> <li>Planning, methodology table and ethical considerations and risk assessments with solutions to mitigate</li> <li>Consider how to present data</li> <li>Data collection in the field</li> <li>Data presentation</li> <li>Interpretation and analysis including statistical opportunities</li> <li>Conclusion and evaluation</li> </ul> <p>Self-assessment with mark scheme Also see Hazards work. Revision using commercial and in house revision books takes place.</p>	<ul style="list-style-type: none"> <li>Use in PLCs, in house revision guides and commercial revision guides to identify knowledge and understanding gaps and address.</li> <li>Sit the 2 2.5 hour exams</li> </ul>	
<b>Language for Life (Key terms / Vocabulary)</b>	So much, glossaries given and student encouraged to use synoptic approach across all the units and PLC	So much, glossaries given and student encouraged to use synoptic approach across all the units and PLC	So much, glossaries given and student encouraged to use synoptic approach across all the units and PLC	So much, glossaries given and student encouraged to use synoptic approach across all the units and PLC	So much, glossaries given and student encouraged to use synoptic approach across all the units and PLC	
<b>Extended writing Opportunities</b>	20 mark questions	20 mark questions / NEA inquiry	20 mark questions / NEA inquiry	20 mark questions / NEA inquiry	20 mark questions	
<b>Maths Across the Curriculum</b>	Richter scale, exponential rates, seismic graphs	Statistical analysis e.g. Spearman's rank, Chi squared etc. Data collection and presentation	Statistical analysis e.g. Spearman's rank, Chi squared etc. Data collection and presentation	Statistical analysis e.g. Spearman's rank, Chi squared etc. Data collection and presentation	Statistical analysis e.g. Spearman's rank, Chi squared etc. Data collection and presentation	
<b>Links to careers / aspirations</b>	Geologist, environment agency, meteorologist emergency services, search and rescue teams, civil engineer, architect, engineer, disaster planner	Geologist, environment agency, town planner, national trust, marine conservation Consider further education options	Degree options in field of Geography/ Geology Apprenticeships	Degree options / further education options	Degree options / further education options	
<b>Cultural Capital</b>	News scrap book is kept by students to ensure recent and relevant examples and expand locational knowledge. Students link articles to the units of work identifying links.	News scrap book is kept by students to ensure recent and relevant examples and expand locational knowledge. Students link articles to the units of work identifying links. Potential trip to BeZed	News scrap book is kept by students to ensure recent and relevant examples and expand locational knowledge. Students link articles to the units of work identifying links. Trip to Dorset	Opportunity for field work and individual interests	Opportunity to read travel books e.g Bill Bryson as exams complete	GC Shares online learning courses which can be done outside of school

<b>Practical Application of Skills</b>	Link to Water and Carbon cycle and visit to Wandle river so consider flood management and to coastal visits to Dorset GIS	Trip to Dorset to collect data / visit sites for revision opportunities and practical application of field work collection techniques. Independent field work	News apps and learning journal	News apps and learning journal	News apps and learning journal	GC Shares online learning courses which can be done outside of school
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