Curriculum Assessment Map **Subject: Geography**

Yr 12 TOPIC	TAUGHT CURRICULUM	TAUGHT SKILLS *Please see below	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA *Please see below	LEARNED CURRICULUM
Coastal Systems and Landscapes	The coastal system Coastal processes Coastal landforms Sea level change Coastal management Case study - coastal environment Case study - humans at the coast		End of Unit Assessment 1: Coastal Systems and Landscapes		*Climate change: Rising sea levels threaten 200,000 England properties* Rising Seas Are Swallowing This North American Island | National Geographic The country disappearing under rising tides
Hazards	Natural hazards Plate tectonics Types of plate margin Volcanic hazards and impacts & responses Seismic hazards and impacts & responses Storm hazards (case studies) Wildfires		Yr 12 - (summer term) Mock Exam 1: Hazards		How Japan's skyscrapers are built to survive earthquakes Hurricanes - 3D Wildfires - How fires spread… Living in the shadow of

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	Case study - Multi-hazard environment Case study - hazardous setting				volcanoes

Global Systems and Global Governance	Globalisation Factors affecting globalisation Global systems International trade Case study - global coffee trade Transnational corporations (TNCs) Global governance The global commons Case study of global commons - Antarctica		*Yr 13 - (winter term) Mock Exam 2: Global Systems and Global Governance		Large transnational corporations play critical role in global natural resource management Globalisation after the pandemic Future of Antarctica

*These topics are delivered simultaneously by teachers. Global systems and Global Governance will be delivered in Year 12 but will be assessed as a mock paper in Year 13.
Pupils will also be expected to do independent revision, supported by in class revision where appropriate, in preparation for teacher assessments, mock papers and wider preparation for external examination.

Continued…

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Yr 13	TAUGHT CURRICULUM	TAUGHT SKILLS *Please see below	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA *Please see below	LEARNED CURRICULUM
TOPIC					
Changing Places	Concept of place Character of places Shifting flows Meanings of place Representations of place Places studies		End of Unit Assessment 2: Changing Places		How Totnes won fight to keep Costa out of town **God is a Manc** **LERWICK (United Kingdom)** Film: Control (2007)
Water & Carbon Cycle	Natural systems The water cycle Drainage basins Variations in runoff The carbon cycle Water, carbon & climate Case study - Amazon rainforest Case study - Eden basin		End of Unit Assessment 3: Water & Carbon Cycle		Amazon rainforest now emitting more CO2 than it absorbs Anatomy of a drainage basin Why peat matters What are climate change feedback loops?

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Contemporary Urban Environments	Urbanisation Urban: Change, forms, issues, climate, air quality, drainage, waste & environmental issues Sustainable urban development Case study - eg Mumbai Case study - eg Birmingham		End of Unit Assessment 3: Contemporary Urban Environments		The rich, the poor and the trash | DW Documentary (Inequality documentary) Mumbai's built up area.. Freiburg (green city) **Birmingham** England, United Kingdom

*These topics are delivered simultaneously by teachers.
Pupils will be spending a greater volume of time on their fieldwork write up in year 13.
Pupils will also be expected to do independent revision, supported by in class revision where appropriate, in preparation for teacher assessments, mock papers and wider preparation for external examination.

Continued …

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***TAUGHT SKILLS (AQA Geography A Level Syllabus)**

Geographical skills

During their A-level course students should:

- 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.

Students at A-level are required to demonstrate all the skills and approaches detailed below.

Qualitative skills and quantitative skills

Students should develop the following with respect to **qualitative data**:

- use and understanding of a mixture of methodological approaches, including interviews
- interpretation and evaluation of a range of source material including textual and visual sources
- understanding of the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciation of how they actively create particular geographical representations
- understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

Students should develop the following with respect to **quantitative data**:

- understanding of what makes data geographical and the geospatial technologies (eg GIS) that are used to collect, analyse and present geographical data
- an ability to collect and use digital and geo-located data, and understand a range of approaches to use and analyse such data
- understanding of the purposes and difference between the following and to use them in appropriate contexts:
    - descriptive statistics of central tendency and dispersion
    - descriptive measures of difference and association, inferential statistics and the foundations of relational statistics
    - measurement, measurement errors, and sampling
    - understanding of the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

Specific skills

The following sections identify specific qualitative and quantitative skills to be developed.

Core skills

- Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
- Use of overlays, both physical and electronic.
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.
- Numeracy – use of number, measure and measurement.
- Questionnaire and interview techniques.

Cartographic skills

- Atlas maps.
- Weather maps – including synoptic charts (if applicable).
- Maps with located proportional symbols.
- Maps showing movement – flow lines, desire lines and trip lines.
- Maps showing spatial patterns – choropleth, isoline and dot maps.

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Graphical skills

- Line graphs – simple, comparative, compound and divergent.
- Bar graphs – simple, comparative, compound and divergent.
- Scatter graphs, and the use of best fit line.
- Pie charts and proportional divided circles.
- Triangular graphs.
- Graphs with logarithmic scales.

Statistical skills

- Measures of central tendency – mean, mode, median.
- Measures of dispersion – range, inter-quartile range and standard deviation.
- Inferential and relational statistical techniques to include Spearman's rank correlation and Chi-square test and the application of significance tests.

ICT skills

- Use of remotely sensed data (as described above in Core skills).
- Use of electronic databases.
- Use of innovative sources of data such as crowd sourcing and 'big data'.
- Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.

Fieldwork (Non Examination Assessment) - NEA

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions

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***ASSESSMENT CRITERIA (AQA Geography A Level Syllabus)**

The exams and non-exam assessment will measure how students have achieved the following assessment objectives (AO).

- AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).
- AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).
- AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:
    - investigate geographical questions and issues
    - interpret, analyse and evaluate data and evidence
    - construct arguments and draw conclusions (20–30%).