

**Curriculum Map: Geography Year 13**

	<b>Fieldwork / Skills / Non-Examined Assessment</b>	<b>Hazards</b>	<b>Contemporary Urban Environments</b>
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p>Which field methodologies are appropriate to the investigation of human and physical processes</p> <p>Which techniques are appropriate for analysing field data and information and for representing results</p> <p>What the ethical dimensions of fieldwork are</p> <p>What a hypothesis is</p> <p>What a risk assessment is</p> <p>The difference between discrete and continuous data</p>	<p>What a hazard is</p> <p>The nature, forms and potential impacts of geophysical, atmospheric and hydrological hazards</p> <p>What hazard perception means</p> <p>How hazard perception varies between socio-economic group</p> <p>What fatalism, prediction, adaptation, mitigation, management and risk sharing mean</p> <p>What the Park Model is</p> <p>What the Hazard Management Cycle is</p> <p>The Earth's structure and internal energy sources</p> <p>What plate tectonic theory is</p> <p>How tectonic plates move: including gravitational sliding, convection currents</p> <p>The processes occurring at destructive, constructive and conservative plate margins</p> <p>What young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs are</p> <p>What magma plumes are</p> <p>The nature of vulcanicity and its relation to plate tectonics</p> <p>Forms of volcanic hazard</p> <p>The spatial distribution of volcanic hazards</p>	<p>The definition of urbanisation and its importance in human affairs</p> <p>How global patterns of urbanisation have changed since 1945</p> <p>The causes and consequences of urbanisation, suburbanisation, counter-urbanisation and urban resurgence</p> <p>What a megacity is and why they have emerged</p> <p>What a world city is and their role in global and regional economies</p> <p>How urban areas are changing through the processes of deindustrialisation, decentralisation and the rise of the service economy</p> <p>How urban policy has contributed to regeneration in Britain since 1979</p> <p>What the contemporary characteristics of mega/world cities are</p> <p>How urban characteristics change in contrasting settings</p> <p>How physical and human factors influence urban form</p> <p>How urban landscapes are changing: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities</p> <p>What a postmodern western city is</p> <p>How urban forms and processes impact local climate and weather, including: the urban heat island effect; frequency and intensity of precipitation; fogs and</p>

		<p>The primary/secondary, environmental, social, economic, political impacts of volcanic hazards</p> <p>The short and long-term responses to volcanic hazards</p> <p>The impacts and human responses as evidenced by a recent volcanic event</p> <p>The nature of seismicity and its relation to plate tectonics</p> <p>The impacts of earthquake hazards: primary/secondary; environmental, social, economic, political.</p> <p>The short and long-term responses to earthquake hazards</p> <p>Impacts and human responses as evidenced by a recent seismic event.</p> <p>The nature of tropical storms and their underlying causes</p> <p>The different forms of storm hazard</p> <p>The impacts of storm hazards</p> <p>The short and long-term responses to storm hazards</p> <p>The nature of wildfires and the conditions that lead to their formation</p> <p>The causes of fires: natural and human agency</p> <p>The impacts of wildfires: primary/secondary, environmental, social, economic, political</p> <p>The short and long-term responses to wildfires</p>	<p>thunderstorms in urban environments; the effects of urban structures on wind speed, direction and frequency; issues of air quality associated with particulate and photo-chemical pollution</p> <p>How urban pollution reduction policies have been implemented</p> <p>How urban precipitation, surfaces and catchment characteristics influence drainage basin storage areas and the urban water cycle</p> <p>Issues associated with catchment management in urban areas.</p> <p>What a sustainable urban drainage system (SUDS) is</p> <p>How industrial and commercial activity and personal consumption contributes to sources of urban waste</p> <p>Which strategies have been implemented to manage atmospheric pollution, water pollution and dereliction</p> <p>The ways in which urban areas impact local and global environments.</p> <p>What an ecological footprint is</p> <p>What the dimensions of sustainability are: natural, physical, social and economic</p> <p>The nature and features of sustainable cities</p> <p>What the concept of liveability is</p> <p>Which strategies have been developed to make cities more sustainable</p>
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<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<p>Use and annotate illustrative and visual material, including base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and visual imagery</p> <p>Use overlays, both physical and electronic</p> <p>Analyse factual text and discursive/creative material using coding techniques</p> <p>Carry out questionnaires and interviews</p> <p>Interpret atlas maps, weather maps, maps with located proportional symbols, maps showing movement (flow lines, desire lines and trip lines), maps showing spatial patterns (choropleth, isoline and dot maps)</p> <p>Interpret line graphs, bar graphs, scatter graphs (and the use of best fit line), pie charts and proportional divided circles, triangular graphs, graphs with logarithmic scales, and dispersion diagrams</p> <p>Calculate measures of central tendency – mean, mode, median</p> <p>Calculate measures of dispersion – range, interquartile range and standard deviation</p> <p>Analyse data using inferential and relational statistical techniques, including Spearman's rank correlation and Chi-square test</p>	<p>Assess the factors affecting the nature, forms and potential impacts of geophysical, atmospheric and hydrological hazards</p> <p>Explain the different approaches to hazard perception</p> <p>Assess and explain why hazard perception varies between socio-economic group</p> <p>Analyse the factors affecting the Park Model</p> <p>Assess the usefulness of the Hazard Management Cycle</p> <p>Evaluate the evidence for continental drift theory</p> <p>Explain how the processes occurring at destructive, constructive and conservative plate margins contribute to the formation of young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs</p> <p>Explain the spatial distribution of volcanic hazards</p> <p>Assess the severity of primary/secondary, environmental, social, economic, political impacts of volcanic hazards</p> <p>Evaluate the short and long-term responses to volcanic hazards</p> <p>Assess the impacts and evaluate the human responses to a recent volcanic event</p>	<p>Evaluate the economic, social, technological, political and demographic processes associated with urbanisation and urban growth</p> <p>Identify the spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and analyse the factors that influence them</p> <p>Evaluate strategies to manage issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas</p> <p>Analyse water movement through urban catchments as measured by hydrographs</p> <p>Explain reasons for and aims of a river restoration project; outline attitudes and contributions of parties involved; evaluate the project outcomes</p> <p>Explain the relationship between waste streams and the economic characteristics, lifestyles and attitudes of a population</p> <p>Assess the environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade.</p> <p>Compare incineration and landfill approaches to waste disposal in relation to a specified urban area.</p> <p>Compare and contrast the problems of atmospheric pollution, water pollution and dereliction in two contrasting urban areas</p>

	<p>Analyse data using significance tests</p> <p>Use ICT skills , including remotely sensed data, electronic databases, crowd sourcing and ‘big data’</p> <p>Generate evidence of the skills provided above by producing maps, graphs and statistical calculations</p> <p><i>Non-examined assessment</i></p> <p>Define the research questions which underpin field investigations</p> <p>Research relevant literature sources and understand and write up the theoretical or comparative context for a research question</p> <p>Observe and record phenomena in the field</p> <p>Devise and justify practical approaches taken in the field including frequency/timing of observation, sampling, and data collection approaches</p> <p>Implement chosen methodologies to collect data of good quality and relevant to the topic under investigation</p> <p>Apply suitable quantitative or qualitative techniques</p> <p>Interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative</p> <p>Apply existing knowledge, theory and concepts to order and understand field observations</p> <p>Write up field results clearly and logically, using a range of presentation methods</p> <p>Evaluate and reflect on fieldwork investigations</p>	<p>Assess the severity of earthquake hazards: primary/secondary; environmental, social, economic, political</p> <p>Evaluate the short and long-term responses to earthquake hazards</p> <p>Assess the impacts and evaluate the human responses to a recent seismic event</p> <p>Assess the severity of different forms of storm hazard</p> <p>Evaluate the short and long-term responses to storm hazards</p> <p>Assess the impacts and evaluate the human responses to two recent tropical storms in contrasting areas of the world</p> <p>Assess the impacts of wildfires</p> <p>Evaluate the short and long-term responses to wildfires</p> <p>Impact and human responses as evidenced by a recent wildfire event</p> <p>Evaluate the preparedness of a multi-hazardous environment beyond the UK</p>	<p>Use case studies of two contrasting urban areas to illustrates and analyse key themes set out above, to include:</p> <ul style="list-style-type: none"> <li>- Patterns of economic and social wellbeing</li> <li>- The nature and impact of physical environmental conditions</li> </ul> <p>With particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations</p>
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	<p>Explain how the results relate to the wider context</p> <p>Write a coherent analysis of fieldwork findings in order to answer a specific geographical question</p> <p>Draw effectively on evidence and theory to make a well-argued case</p>		
<p><b>Strategies</b> Conditional Knowledge 'I know when to'</p>	<p>I know when to apply my declarative and procedural knowledge to develop my understanding of the six geographical concepts:</p> <ul style="list-style-type: none"> <li>- Place</li> <li>- Processes</li> <li>- Perspectives</li> <li>- Interactions</li> <li>- Sustainability</li> <li>- Skills</li> </ul>	<p>I know when to apply my declarative and procedural knowledge to develop my understanding of the six geographical concepts:</p> <ul style="list-style-type: none"> <li>- Place</li> <li>- Processes</li> <li>- Perspectives</li> <li>- Interactions</li> <li>- Sustainability</li> <li>- Skills</li> </ul>	<p>I know when to apply my declarative and procedural knowledge to develop my understanding of the six geographical concepts:</p> <ul style="list-style-type: none"> <li>- Place</li> <li>- Processes</li> <li>- Perspectives</li> <li>- Interactions</li> <li>- Sustainability</li> <li>- Skills</li> </ul>
<p>Key Questions</p>	<p><b>Place:</b> How can we implement field methodologies to collect data about a particular location?</p> <p><b>Processes:</b> How can we use fieldwork to deepen our understanding of geographical processes?</p> <p><b>Perspectives:</b> How does positionality influence data collection?</p> <p><b>Interactions:</b> How can we use fieldwork to deepen our understanding of the interactions between people, places, processes and environments?</p> <p><b>Sustainability:</b> How can we minimise the environmental impacts of a fieldwork investigation?</p> <p><b>Skills:</b> How do we plan, implement, and evaluate an effective fieldwork investigation?</p>	<p><b>Place:</b> Which places are most vulnerable to natural hazards?</p> <p><b>Processes:</b> How are tropical storms formed?</p> <p><b>Perspectives:</b> How do different groups of people perceive hazards risk in different ways?</p> <p><b>Interactions:</b> How can we change the nature of hazards in order to reduce their risk?</p> <p><b>Sustainability:</b> How can we sustainably manage risk from hazards?</p> <p><b>Skills:</b> How can I analyse and interpret data in the context of an A-Level exam question?</p>	<p><b>Place:</b> How do urban issues vary in the two contrasting locations of London and Mumbai?</p> <p><b>Processes:</b> What are the four stages of the urbanisation process and how do they influence urban character?</p> <p><b>Perspectives:</b> To what extent do issues of social segregation, economic inequality and cultural diversity influence the experience of the urban population?</p> <p><b>Interactions:</b> How does human activity in urban areas influence natural processes associated with weather and climate?</p> <p><b>Sustainability:</b> How are urban areas implementing strategies to become more sustainable?</p> <p><b>Skills:</b> How can I analyse and interpret data in the context of an A-Level exam question?</p>
<p>Assessment topics</p>	<p>Skills questions embedded within past exam papers used for end of topic assessments</p>	<p>A-Level exam style assessment (past paper)</p>	<p>A-Level exam style assessment (past paper)</p>

	Non-examined assessment constitutes 20% of A-Level grade		
Cross curricular links/Character Education	<p>Cultural capital through fieldwork opportunities</p> <p>Development of analytical and evaluative skills</p> <p>Development of critical thinking skills</p>	<p>Development of analytical and evaluative skills</p> <p>Development of critical thinking skills</p>	<p>Development of analytical and evaluative skills</p> <p>Development of critical thinking skills</p>