



**Curriculum Map: Year 12 Subject Geography Teacher 2 – Human Geography**

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
Globalisation – term 1	<ul style="list-style-type: none"> <li>Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people.</li> <li>Inequalities are caused within and between countries as shifts in patterns of wealth occur.</li> <li>Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</li> </ul>	Research and analysing data sets Card sort Opinion lines for drivers of glob. Analysis of document Research SEZs in China. Analysis and reading of news report Data analysis and Maths formulas Research online Completing a fact file Online research of this centre of gravity and the shift to the West and now towards the East.	Assessed question every 2 weeks
Regenerating places	<ul style="list-style-type: none"> <li>Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised.</li> <li>Urban and rural regeneration programmes involving a range of players involve both places making (regeneration) and place marketing (rebranding).</li> <li>Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. Put this local place in context in order to</li> </ul>	Use of GIS to represent data about place characteristics. Use of the Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation. Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. Investigation of social media to understand how people relate to the places where they live. Investigation of social media to understand how people relate to the places where they live. Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they	Assessed question every 2 weeks

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	understand how regional, national, international and global influences have led to changes there.	create different representations and images of a local place.	
Superpowers	<ul style="list-style-type: none"> <li>• Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time.</li> <li>• Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment.</li> <li>• The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.</li> </ul>	<p>(Constructing power indexes using complex data sets, including ranking and scaling.</p> <p>(Mapping past, present and future spheres of influence and alliances using world maps.</p> <p>graphs of world trade growth using linear and logarithmic scales.</p> <p>Mapping emissions and resource consumption using proportional symbols.</p> <p>Plotting the changing location of the world’s economic centre of gravity on world maps.</p> <p>Analysing future gross domestic product (GDP) using data from different sources.</p>	Assessed question every 2 weeks
NEA	<p>The independent investigation may relate to human or physical geography or it may integrate them.</p> <ul style="list-style-type: none"> <li>• be based on a question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any of the compulsory or optional content</li> <li>• incorporate field data and/or evidence from field investigations, collected individually or in groups</li> <li>• draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student</li> <li>• require the student independently to contextualise, analyse and summarise findings and data</li> <li>• involve the individual drawing of conclusions and their communication by means of</li> </ul>	Varied depending on choice of topic	Final piece is assessed in line with exam board rules

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	extended writing and the presentation of relevant data.		
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