



Curriculum Map: Year 13 Subject Geography Teacher 2 - Human Geography

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <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>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
NEA	<p>The independent investigation may relate to human or physical geography or it may integrate them.</p> <ul style="list-style-type: none"> ● 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 ● incorporate field data and/or evidence from field investigations, collected individually or in groups ● draw on the student's own research, including their own field data and, if relevant, secondary data sourced by the student ● require the student independently to contextualise, analyse and summarise findings and data ● involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data. 	Varied depending on choice of topic	Final piece is assessed in line with exam board rules
Superpowers	<ul style="list-style-type: none"> ● Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. 	(Constructing power indexes using complex data sets, including ranking and scaling. (Mapping past, present and future spheres of influence and alliances using world maps.	Assessed question every 2 weeks

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	<ul style="list-style-type: none"> • Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. • The spheres of influence between these powers are frequently contested, resulting in geopolitical implications. 	<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>	
Migration	<ul style="list-style-type: none"> • Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. • International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. • Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. • Promoted growth and political stability for some people in some places whilst not benefiting others. • Unequal power relations have tended to lead to unequal environmental, social and economic outcomes. 	<p>Use of flow lines on global maps showing flows, both the direction and number of migrants between global regions.</p> <p>Interpreting oral accounts from migrants to investigate the cause of migration.</p> <p>Interpreting a range of opinions on the contribution of migrants to the culture and social life of two contrasting nations.</p> <p>Interpreting a range of opinions on the contribution of migrants to the culture and social life of two contrasting nations.</p> <p>Use of divided bar graphs to compare the ethnic diversity of countries.</p> <p>Comparison of global maps of languages and colonial histories to analyse relationships between them (Anglophone, Francophone and Lusophone).</p>	Assessed question every 2 weeks
Final exams			