

## Year 13

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	<b>Global Systems and Global Governance</b>	<b>How do global systems and global governance affect our world?</b>	<ul style="list-style-type: none"> <li>● Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.</li> <li>● The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns.</li> <li>● World trade in at least one food commodity or one manufacturing product.</li> <li>● The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</li> <li>● Issues associated with attempts at global governance, including how: <ul style="list-style-type: none"> <li>○ Agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices</li> <li>○ Interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.</li> </ul> </li> <li>● Issues associated with attempts at global governance.</li> <li>● The concept of a global commons and the rights of all to the benefits of the global commons.</li> <li>● Antarctica.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Peer, self and teacher assessment throughout the term of work produced.</li> <li>● To explain and assess the purpose and nature of TNCs and how they affect global systems.</li> <li>● Be able to analyse and assess the geographical consequences of global systems to specifically consider how international trade and variable access to markets underlie and impact on students' and other people's lives across the globe.</li> <li>● To assess the issues associated with global governance.</li> <li>● Assess the impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Data description and analysis.</li> <li>● Geographic literacy.</li> <li>● Exam technique.</li> <li>● PEEL paragraph writing – particularly focusing on how evidence is used to support points.</li> <li>● Development of decision making and issue evaluation skills.</li> <li>● Development and justification of own ideas based on Geographical concepts and understanding.</li> </ul> <p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>● Water and Carbon Cycle test.</li> <li>● Global Systems and Global Governance test.</li> </ul>

Autumn	<b>Skills</b>	<b>How do I conduct a fieldwork investigation?</b>	<ul style="list-style-type: none"> <li>● Relating aims and objectives to theory.</li> <li>● Collection of primary and secondary data.</li> <li>● Processing and presenting data.</li> <li>● Analysing data.</li> <li>● Drawing conclusions and linking back to objectives.</li> <li>● Evaluating the investigation and suggesting improvements.</li> </ul>	
Spring	<b>Hazards</b>  <b>Revision</b>	<b>N/A</b>	<ul style="list-style-type: none"> <li>● What are the causes and effects of natural hazards, how do these vary around the world and how do we manage them?</li> <li>● What is a hazard?</li> <li>● Plate Tectonics and associated landforms and features.</li> <li>● Volcanic and seismic hazards.</li> <li>● Storm hazards.</li> <li>● Wild fires.</li>   <li>● To consolidate understanding.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Peer, self and teacher assessment throughout the term of work produced.</li> <li>● To explain the causes and factors that affect tectonic, storm and wildfire hazards.</li> <li>● To identify, categorise and assess the effects and responses to these hazards.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Data description and analysis.</li> <li>● Geographic literacy.</li> <li>● Exam technique.</li> <li>● PEEL paragraph writing – particularly focusing on how evidence is used to support points.</li> <li>● Development of decision making and issue evaluation skills.</li> <li>● Development and justification of own ideas based on Geographical concepts and understanding.</li> </ul>
Spring	<b>Revision</b>	<b>N/A</b>	<ul style="list-style-type: none"> <li>● To consolidate understanding.</li> </ul>	<p><b>Assessment Point information (if applicable)</b></p> <ul style="list-style-type: none"> <li>● Mock.</li> <li>● GSGG and hazards assessment in Spring Term 2.</li> </ul>
Summer				<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● Exam practice.</li> </ul>