Curriculum Map

Subject: Geography Paper 2   **Year group: A-Level**

Time period *(all time periods dependent on whether teachers have 3 or 2 hours per week)*	Unit 3: Globalisation – Sep – December (Autumn Term)	Unit 4A: Regenerating Places – January – May (Spring Term + 4 weeks)	NEA – Non-Examined Assessment Support – June – September (Year 13)	Unit 7: Superpowers – September – December (Autumn Term [Year 13])	Unit 8B: Migration, Identity and Sovereignty (December – March [Year 13])	Paper 3: Synoptic - Support
Content *Declarative Knowledge – 'Know What'*	**EQ1: What are the causes of globalisation and why has it accelerated in recent decades?** • Developments in transport, trade and communication technology • Role of political and economic decision makers in globalisation • Role of TNCs in globalisation • Reasons why some places are 'switched-off' to globalisation **EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?** • Impacts of the global shift of manufacturing on the 'developing' and 'developed' world • Impacts of accelerated internal and international migrant flows for host and source regions • Impacts of a 'Westernised' global culture on different countries, peoples and the environment **EQ3: What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges?**	**EQ1: How and why do places vary? (Local Place vs Contrasting Place)** • How can economies be classified, and how does this impact incomes and deprivation. • The ways that a place's function and characteristics influence is character, and how these can change over time. • How past and present connections influence places and the people who live in them • Detailed contextual and statistical knowledge of two comparative case studies – St Albans [local place] and Newham [contrasting place] **EQ2: Why might regeneration be needed?** • What makes places 'successful' and 'unsuccessful', and how this is not the same for all groups of people. • The cumulative causation model and spiral of decline • Why the priorities are for regeneration in the UK (and USA) • What factors influence people's engagement in local communities, and their attachment to place • Why conflicts occur in communities, and the outcomes of such events	A period of introduction, set-up and support for the NEA – both teachers support. Students choose titles and sub-questions. Trip to Dorset in early July to facilitate data collection and practice of fieldwork techniques.	**EQ1: What are superpowers and how have they changed over time?** • How superpowers are defined (economic, political, cultural, military power, and human and physical resources • The difference between 'hard' and 'soft' power • Mackinder's Heartland Theory • How patterns of power have changed over time (uni-, bi- and multi-polar worlds) • The importance of BRICs nations in the modern world and their strengths and weaknesses • Theories of development (dependency theory, modernisation theory and worlds systems theory) **EQ2: What are the impacts of superpowers on the global economy, political systems and the global environment?** • The influence of superpowers over the global economy (IGOs, TNCs and Westernisation) • The role superpowers play in international decision-making (crisis response, economic and military alliances and the United Nations Security Council)	**EQ1: What are the impacts of globalisation on international migration?** • Trends of migration in the modern world • Different approaches to migration policy (unrestricted vs restricted) • The causes of migration • The consequences of migration (political tensions, assimilation, and migration policies) **EQ2: How are nation states defined and how have they evolved over time?** • The reason for homogeneous and heterogeneous nations • Reasons for national borders, such as geographical, political or historical factors • The development of nationalism in the 19th century, and its importance in the modern world • The role of the 'winds of change' on modern independent states, and the severe costs of disunity • Patterns of colonial migration • The growth of tax havens, and their benefits and costs • Alternative economic models to capitalism	Introduction and support for Paper 3, building links between topics in Papers 1 and 2 to build detailed concept maps.

	• Consequences of income inequality and the development gap • Responses to perceived negative impacts of globalisation, including censorship, limiting immigration flows and trade protectionism • Threats of globalisation to physical resources and the cultural identity of indigenous groups • Responses to globalisation to ensure its sustainability long-term	• How the media is important in portraying areas and their needs **EQ3: How is regeneration managed?** • The role of the UK government and the decisions it makes in developing regional and national infrastructure (transport, housing, energy) • How local and national governments play a key role in the development of science and business parks and enterprise zones. • The importance of local interest groups, and how they operate • Different strategies for urban and rural regeneration (sport and leisure, retail, heritage and culture etc.) • How rebranding and re-imaging work, and their importance to regeneration strategies • Key characteristics of rural rebranding strategies **EQ4: How successful is regeneration?** • Ways to measure success of regeneration, including statistical and qualitative measures. Consideration of economic, social and environmental success criteria • Focus on key factors that make urban regeneration successful • Focus on key factors that make rural regeneration successful		• The resource demands of superpowers, and their impacts on climate emissions and the physical environment • The stances of superpower nations towards reducing climate emissions (e.g. Paris Agreement) • Future trends of consumption **EQ3: What spheres of influence are contested by superpowers and what are the implication of this?** • Understanding of economic, political and environmental spheres of influence (Arctic Oil and Gas, intellectual property rights etc.) • The impacts of relationships between superpowers and emerging powers • Existing challenges for superpowers, including domestic problems and economic restructuring	**EQ3: What are the impacts of global organisation on managing global issues and conflicts?** • The role of the UN in global governance • The impacts of political and military intervention in global crises • The role of IGOs in borrowing rules and trade policies, such as Structural Adjustment and HIPC • The importance of economic a trading blocs • The role of global IGOs in managing environmental problems **EQ4: What are the threats to national sovereignty in a more globalised world?** • The importance of nationalism in the modern world • Ways that nationalism is reinforced • Facets of 'Britishness', and their importance for British identity • Challenges to British identity, including foreign ownership of companies and property • The consequences of disunity in a nation, such as separatism, political tensions and failed states	

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Skills *Procedural Knowledge – 'Know How'*	Many skills are covered during the course of study, but the below are '**integrated skills**' that must be taught as part of this unit: ● Proportional flow diagrams ● Ranking and scaling of data to create indices ● Analysis of map features to understand lack of connectedness ● Use of population and deprivation and land-use data sets to investigate deindustrialisation ● Analysis of brand value data (TNCs) ● Critical analysis of World Bank and UN data sets (includes line, bar charts) ● Plotting Lorenz Curve and calculation of the Gini Coefficient	Many skills are covered during the course of study, but the below are '**integrated skills**' that must be taught as part of this unit: ● Use of GIS to represent data about place characteristics ● Use of the Index of Multiple Deprivation (IMD) database ● Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. ● Social media surveys ● Evaluation of different sources (music, photography, art and literature) to examine representations and images of place ● Spearman's Rank Correlation and use of scatter graphs to test strength of relationships between two variables ● Analysis of newspaper sources to consider conflicting views about regeneration ● Interrogation of blogs to critique success of regeneration	A variety of methods to collect, present and analyse quantitative and qualitative data in physical and human settings. Statistical tests, including t-Test, Chi Squared, Mann Whitney and Spearman's Rank\	Many skills are covered during the course of study, but the below are '**integrated skills**' that must be taught as part of this unit: ● Constructing power indexes, including scaling and ranking ● Mapping spheres of influence ● Using linear and logarithmic scales on graphs ● Proportional symbol maps/graphs	Many skills are covered during the course of study, but the below are '**integrated skills**' that must be taught as part of this unit: ● Global flow maps (migration) ● Interpreting oral accounts of migrations ● Divided bar charts ● Comparison of contemporary and historical maps ● Use of the Gini Coefficient ● Evaluating source material, including newspaper articles to determine impact of environmental IGOs ● Proportional circle maps	
Key Questions	● What developments have been the most significant in accelerating globalisation? ● What factors are most significant in keeping some places 'switched-off'? ● To what extent has the global shift impacted people and the environment? Has it had a greater impact in the 'developed' or 'developing' world? ● Has Westernisation created more winners or losers?	● Why is your local place so different to your contrasting place? ● What are the most significant factors influencing deprivation in my local place/contrasting place? ● Are 'successful' places successful for all? ● How important is rebranding to the regeneration process? ● What makes regeneration projects successful?		● What factors or characteristics are most importance for superpower status? ● Can BRICS nations truly challenge the global dominance of the West? ● To what extent do superpowers disproportionately impact the economy and environment? ● Which spheres of influence are the most significant and likely to lead to conflict?	● What are the most significant causes of migration in the modern world? ● What consequences of migration are the most significant? ● How significant are historical factors in impacting the composition of modern day nations? ● What are the costs of the colonial era on modern-day nations? ● How effective is the UN in managing global crises?	

	• Are the consequences of globalisation possible to overcome? • Can globalisation be truly sustainable?	• Can regeneration ever truly be successful for all stakeholders?		• Can the USA still claim to be a hegemonic superpower? • To what extent can China claim to be a superpower?	• How effective are IGOs in managing global environmental issues? • To what extent is national identity being questioned in the modern world?	
Assessment	**Major Assessment Points** - Unseen exam-style assessments covering content from the unit of study. Questions include 4-mark 'explain' questions (or skills-questions) and 12-mark 'assess' essays. • **Timed Essay –** Global Culture – Winners and Losers [12 marks] • **End of Unit Assessment –** 32 marks (2 x 4 mark and 2 x 12 mark) **Minor Assessment points** - driven from performance in 12 mark essay questions completed at home. A **minimum of three essays** are completed at home. **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are recorded. All knowledge tests are scored out of **18 marks** and completed without notes or signposting, testing a combination of: • **Key terminology and definitions** • **Facts and statistics** • **4 mark questions**	**Major Assessment Points** - Unseen exam-style assessments covering content from the unit of study. Questions include 3 and 6 mark 'suggest' questions, and 20-mark evaluate questions: • **Timed Essay –** Successful and Unsuccessful Places [20 Marks] • **Mid-Unit** – (Regeneration + Globalisation) • **End of Unit Assessment –** 35 marks (1 x 3, 2 x 6 and 1 x 20 mark question) **Minor Assessment points** - driven from performance in 20 mark essay questions completed at home. A **minimum of three essays** are completed at home. **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are recorded. All knowledge tests are scored out of **18 marks** and completed without notes or signposting, testing a combination of: • **Key terminology and definitions** • **Facts and statistics** • **3 mark questions**		**Major Assessment Points** - Unseen exam-style assessments covering content from the unit of study. Questions include 4-mark 'explain' questions (or skills-questions) and 12-mark 'assess' essays. • **Timed Essay –** Superpowers and international decision-making [12 marks] • **End of Unit Assessment –** 32 marks (2 x 4 mark and 2 x 12 mark) **Minor Assessment points** - driven from performance in 12 mark essay questions completed at home. A **minimum of three essays** are completed at home. **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are recorded. All knowledge tests are scored out of **18 marks** and completed without notes or signposting, testing a combination of: • **Key terminology and definitions** • **Facts and statistics** • **4 mark questions**	**Major Assessment Points** - Unseen exam-style assessments covering content from the unit of study. Questions include 4 and 6 mark 'explain' questions, 8-mark mini-essays, and 20-mark evaluate questions: • **Timed Essay –** 20 Mark statement question • **Mid Unit –** (Superpowers and MIS**)** • **End of Unit Assessment –** 38 marks (1 x 4, 1 x 6, 1 x 8 and 1 x 20 mark question) **Minor Assessment points** - driven from performance in 20 mark essay questions completed at home. A **minimum of three essays** are completed at home. **Regular 'Knowledge Testing'** - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are recorded. All knowledge tests are scored out of **18 marks** and completed without notes or signposting, testing a combination of: • **Key terminology and definitions** • **Facts and statistics** • **4 mark questions**	

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Literacy/Numeracy/ SMSC/Character						
	Literacy • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making, including the use of '**however,**' **narratives** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **inequality, development, sustainability, poverty** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.	**Literacy** • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making, including the use of '**however,**' **narratives** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **inequality, development, sustainability, poverty** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.		**Literacy** • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making, including the use of '**however,**' **narratives** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **inequality, development, sustainability, poverty** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.	**Literacy** • Continued development of **PEE(EE)L paragraph** structure • Development of evaluative language and judgement-making, including the use of '**however,**' **narratives** • Development of student's use of tier 2 vocabulary and tier 3 geographical terminology **SMSC/Character -** Messaging throughout this unit focuses on core geographical concepts such as **inequality, development, sustainability, poverty** and **change**. Students should be able to build **tolerance,** and become '**global citizens**' as a result.	