



Geography Curriculum Overview - Year 13

Unit		Details
Autumn One	Global systems and global governance (Teacher A) Contemporary urban environments (Teacher B)	Global systems and global governance (Teacher A) Pupils will develop their understanding of some aspects of economic geography covered during Key Stage 4 with a focus on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of the global economy and society in recent decades. The topic includes a case study of the Antarctic, one of the global commons.
Autumn Two		Contemporary urban environments (Teacher B) Pupils will build on foundational knowledge from Key stages 3 and 4 to further explore the concept of urbanisation and its associated processes and impacts. Pupils further develop their understanding of megacities and will be introduced to world cities. They will also explore the concept of urban form; the physical and human factors that contribute to it; and the variety of ‘new urban landscapes’ that can arise as a result. Finally, they develop the ability to describe and explain patterns of economic inequality and social segregation in contrasting cities; assess the impacts of these; and explore how urban policy and planning has sought to address the issues associated with them.
Spring One	Changing places (Teacher A) Contemporary urban environments (Teacher B)	Changing places (Teacher A) This section of our specification focuses on people’s engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance to their lives. Pupils acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time
Spring Two		Contemporary urban environments (Teacher B) This section of CUE begins with encouraging pupils to make synoptic links with the water and carbon topic to understand how urban environments interact with the atmosphere and hydrosphere to create unique urban microclimates. It then demands pupils explore a variety of urban challenges including drainage, waste and air pollution; consider the scale of the issues presented and evaluate the effectiveness of attempts to manage them. It ends with re-introducing the familiar concept of sustainability and asking pupils to explore the effectiveness of a range of approaches to urban sustainability.
Summer One		Whilst studying these Year 13 topics, pupils will continue to refine observation and cartographic skills, together with data manipulation and statistical skills to analyse and interpret a range of increasingly complex geographical data. As in Year 12, their exploration of all of the above content will also be done through a critical lens, with the intention further refining the skill of evaluation and the ability to use it with increasing independence. Year 13 also further encourages pupils to make synoptic links both within and across units, further building their appreciation of geography as an interrelated discipline.