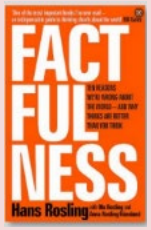
The English Martyrs Catholic School and Sixth Form College

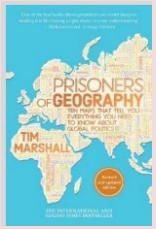
Geography Year 13	Module 1/2 human Geography/NEA	Module 1/2 Physical geography/NEA	Module 3 NEA completion/revision
Topic Theme and Intent	**Global Systems and Global Governance** – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Personal project/NEA and students will focus and select key theory from specification pertaining to their **NEA**	**Water and carbon cycles**: This unit is core. Focus on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. Physical systems was learned in yr 12 M1 and here we build and develop these to add a further two systems. understanding them is fundamental to many aspects of physical geography. A further two days in the field to collect data for NEA human/physical. **NEA** write up	Geographical fieldwork investigation: Students would have selected and carried out individual data collection in the field in module 1. The students decide if they would like to follow a human or physical pathway.
Knowledge	• Globalisation • Global systems • International trade and access to markets • Global governance • The 'global commons' • Antarctica as a global common • Develop individual K/U of concepts for personal NEA	• Systems frame works and their application: Water and carbon cycles as natural systems • Runoff variation and the flood hydrograph. • The carbon cycle: Global distribution, and size of major stores of carbon • The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate. • Water, carbon, climate and life on Earth	Know about and how to produce: • Theoretical and locational context of own study • Risk assessment of own study • Methodology for own study • Data presentation of primary/secondary data • Analysis and interpretation of results • Conclusions/evaluations • Referencing/appendices/bibliography
Skills	Observation skills, Measurement and geospatial mapping, Data manipulation and statistical skills, data collection in the field either human/physical, data presentation and statistical testing of primary data	Students must engage with a range of quantitative and relevant qualitative skills, understand simple mass balance, unit conversions and the analysis and presentation of field data, Presenting and analysing field data, Drawing and annotating of physical systems.	
Literacy Links	**Reading** - Reading for meaning. Developing knowledge and understanding of places and concepts **Writing** – student are expected to describe/explain/evaluate/deliver a weighted conclusion/be synoptic **Oracy** – Students are encouraged to discuss the judgments they make about content	**Reading** - Reading for meaning and research of current news and research **Writing -** student are expected to describe/explain/evaluate/deliver a weighted conclusion/be synoptic **Oracy** - Students are encouraged to discuss the judgments they make about content	**Reading** – reading for individual theoretical /locational context for NEA **Writing - NEA specific** relevant and clear 3500-4000 words **Oracy** - Students will be encouraged to discuss their individual findings to help extend their understanding of individual projects
Essential Vocabulary	Conglomerate, Economies of scale, Containerisation, Trading bloc, Bilateral agreement, Common markets, Customs unions, Multilateral agreement, Inequality Geopolitical issues, Globalisation, Leakage	Adaptability, Resilience, Positive/negative feedback loops, Sustainability, Mitigation, Vulnerability, Dynamic equilibrium, isostatic, eustatic, vegetation succession, high and low energy coasts, halosere, psammosere	Hypothesis, theory, theoretical context, Harvard referencing, spearman's rank coefficient correlation, methodology, risk assessment, analyse, interpret, interquartile range, Simpsons' diversity index, executive summary, kite diagram, appendix, overlay map, Geographical Information system

Disciplinary Reading

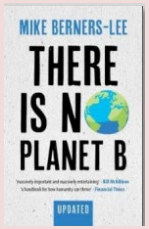
Hans Rosling, Factfullness



Tim Marshall - Prisoners of geography

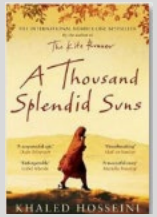


Mike Berniers-Lee There is no planet B

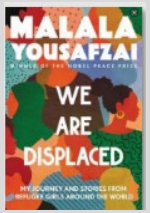


Reading for Pleasure

Khaled Hosseini – A Thousand splendid suns



Malala Yousafzai – We are displaced



Fred Pearce – When Rivers Run Dry