





	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 P. Atkinson	Unit: Hazardous Earth	Unit: Hazardous Earth	Unit: Hazardous Earth	Unit: Hazardous Earth	Unit: NEA	Unit: NEA
	Wk 1: Earth Structure	Wk 1: Earthquake Characteristics	Wk 1: Comparing impacts	Wk 1: Changing risk and exposure	Wk 1: Intro to Independent investigation	Wk 1: Location
	Wk 2: Continental Drift	Wk 2: Landforms and landscapes of earthquakes	Wk 2: Case-Study: Japanese Tsunami	Wk 2: Strategies to manage hazards- Earthquakes	Wk 2: Choosing a title 1	Wk 2: Location using GIS
	Wk 3: Features and processes at plate boundaries	Wk 3: Earthquake Hazards	Wk 3: Case-study: Nepal earthquake	Wk 3: Strategies to manage hazards- Volcanoes	Wk 3: Choosing a title 2	Wk 3: Section 1 type up and hand in
	Wk 4: Volcano Types	Wk 4: Volcanoes and place	Wk 4: Case-study: Haiti earthquake	Wk 4: Indonesia volcano management	Wk 4: Literature review and geographical debate	Wk 4: Developing a strategy
	Wk 5: Volcano Products	Wk 5: Case-Study: Mount Merapi	Wk 5: Impact comparison	Wk 5: Italy volcano management	Wk 5: Specification links	Wk 5: Methodology and risk assessment
	Wk 6: Hotspots and Supervolcanoes	Wk 6: Case-study: Mount Ontake	Wk 6: Hazard profiling	Wk 6: Earthquake mitigation- Japan and Nepal	Wk 6: Section 1 type up and feedback	Wk 6: Data collection sheets
Final Assessment:	Q. Evidence for sea floor spreading (6) Q. Hotspots (6)	Q. Volcanoes and sense of place (12) Q. Features associated with earthquakes (6)	Q. Comparison impacts of Volcano (10) Q. Comparison impacts of earthquakes (10)	Essay 1. Impacts of earthquakes wealth (33) Essay 2: Role of governments (33)	Section 1 draft hand in on teams	Section 1 final submission

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 M. Knott	Unit: Coasts	Unit: Coasts	Unit: CSMP	Unit: CSMP	Unit: CSMP	Unit: Migration
	Wk. 1 Coastal systems	Wk 1: Features of coastal deposition	Wk 1: What's in a place?	Wk 1: Social Inequality	Wk 1: Birmingham case study	Wk 1: Migration overview, key terms
	Wk 2- physical processes- waves	Wk 2: Case study- High Energy	Wk 2: Knutsford as a place	Wk 2: Globalisation/ Impact of economical change	Wk 2: Birmingham case study	Wk 2: Patterns of migration (reports)
	Wk 3: Tides and rock structure	Wk 3: Case study- Low energy	Wk 3: Toxteth as a place	Wk 3: Social Inequality in the UK	Wk 3: Placemaking processes- governments, organisations, architects, community groups	Wk 3: Inter- Regional migration
	Wk 4: Geomorphic processes	Wk 4: Emergent/Submergent features	Wk 4: Lymptone as a place	Wk 4: Social Inequality Northwood	Wk 4: Case study Barcelona Rebranding	Wk 4: Intra- Regional migration
	Wk 5: Where is coastal sediment supplied from?	Wk 5: Case Study- Sandbanks Intentional	Wk 5: Perceptions of a place/ Informal/Formal	Wk 5: Social Inequality Jembatan Besi	Wk 5: Case study Barcelona Rebranding	Wk 5: Migration and development
Wk 6: Features of coastal erosion	Wk 6: Case study- New Zealand- Unintentional	Wk 6: Time- space compression	Wk 6: Key Economical players	Wk 6: Review/ Past paper questions	Wk 6: Positives and negatives of migration	

Final Assessment:	Q: Distinguish between offshore and terrestrial sources of coastal sediment (3) Q: Explain the formation of a coastal sea stack (8)	Q: Explain the formation of a tombolo (8) Q: Assess the relative importance of the physical factors influencing a HECE (16) Q: Explain the formation of a Fjord (8) Q: Geology is the most significant influence on coastal landscapes. To what extent do you agree with this statement? (16)	Q: How far do you agree that place identity at a local scale is shaped by natural characteristics (16) Q: Explain how informal representations of a place influence how people understand place (6)	Q: Explain the roles of government in reducing social inequality (16)	Q: Assess the roles of a range of key players in influencing economic change (16) Q: Rebranding is always a successful strategy. How far do you agree? (16)	Study Figure 4 which shows in-migration of Indian-born females to Australia, 2000-2015. Suggest one advantage and one disadvantage of the data presentation technique. (4) Give two reasons for the growth in number of female migrants globally in the 21st century. (5)
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Curriculum Area:  **Knutsford Academy Curriculum Map** 

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 13 P. Atkinson	Unit: Disease Dilemmas	Unit: Disease Dilemmas	Unit: Disease Dilemmas	Unit: NEA	Unit: NEA
	Wk 1: Classification of diseases	Wk 1: Communicable diseases	Wk 1: Case-study- H1N1 Flu Pandemic	Wk 1: Methodology: Sampling types	Wk 1: Linking analysis to aims and geographical concepts
	Wk 2: Patterns of disease	Wk 2: Non-communicable diseases	Wk 2: Mitigation strategies by government and IA HIV/AIDS	Wk 2: Methodology- use of GIS to describe methods	Wk 2: Evaluation: success of methods
	Wk 3: Disease diffusion	Wk 3: India air pollution	Wk 3: Medicine from nature, rosiperiwinkle, conservation issues	Wk 3: Methodology- justification of methods and type	Wk 3: Evaluation: Limitations and improvements
	Wk 4: Physical factors and disease prevalence	Wk 4: NCD in Ethiopia- Malaria	Wk 4: GlaxoSmithKline pharmaceutical company	Wk 4: Data presentation techniques	Wk 4: Final write up
	Wk 5: Climate change and seasonal changes	Wk 5: CD in UK- Cancer	Wk 5: Strategies at global and national scales	Wk 5: Statistical analysis	Wk 5: Final write up
	Wk 6: Bangladesh- Floods and diseases	Wk 6: The role of the World Health Organisation	Wk 6: Grassroots strategies	Wk 6: Analysing and interpreting data	Wk 6: Final write up (if applicable)
Final Assessment:	Q. Describe and explain the global distribution of tb and malaria (6)	Q. Using an example, compare the distribution of communicable and nc diseases (8)	Q. Explain the link between pollution and prevalence of disease (6) Essays 1 and 2.	Hand In Section A Introduction Hand In Section B Methods	Hand In Final NEA

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 13 M. Knott	Unit: Migration	Unit: Human Rights	Unit: HR/ Earth Life	Unit: Earth life	Unit: Earth life
	Wk 1: Conflicts and injustices	Wk 1: What are human rights? Violations, laws, norms	Wk 1: Intervention of human rights	Wk 1: Contrasting location- Amazon Rainforest	Wk 1: To what extent are the water and carbon cycle linked?
	Wk 2: Why is migration complex?	Wk 2: What are human rights? Intervention, global governance, geopolitics, patterns	Wk 2: Honduras case study	Wk 2: Contrasting location- Arctic Tundra	Wk 2: Management strategies to protect the water cycle.

	Wk 3: Policies/bilateral flows	Wk 3: What are the variations in women's rights?	Wk 3: The importance of water and carbon to life on earth.	Wk 3: Contrasting location- Arctic Tundra	Wk 3: Management strategies to protect the carbon cycle
	Wk 4: Brazil (EDC)	Wk 4: India case study- women's rights	Wk 4: Processes of the water cycle	Wk 4: Land use change/ water extraction/fuels	Wk 4: Selection of exam questions/ revision
	Wk 5: USA (AC)	Wk 5: What are the strategies for global governance?	Wk 5: Processes of the carbon cycle	Wk 5: Positive and negative feedback loops	Wk 5: Selection of exam questions/ revision
	Wk 6: Laos (LIDC)	Wk 6: Afghanistan case study- area of conflict	Wk 6: Contrasting location- Amazon Rainforest	Wk 6: Monitoring change to the water and carbon cycles	Wk 6: Selection of exam questions/ revision
Final Assessment:	1) With reference to an emerging and developing country (EDC) case study, examine the impact of migration on its economic development. (8) 2) With reference to one AC case study, explain the social challenges caused by international migration. (8)	Q. It is the strategies of the UN which offer the most effective protection of human rights in areas of conflict. How far do you agree? (16) Q. Strategies to protect the rights of women are effective only in the long term'. Do you agree? (16)			

