Subject overview: KS5 GEOGRAPHY

Subject Rationale (Intent) linked to whole school curriculum mission

Department vision

The Geography department at St Edmund's aims to promote a curiosity about the world for our learners. Our aim is to encourage students who are disciplined, understand how to work, self-evaluating and ready for a life of continual learning. Delivering a knowledge-rich curriculum, we challenge our students to question and explore their place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet. It is through geography that we learn how to become global citizens.

A Level geography

"It used to be a Cinderella subject. Now, in a world that increasingly values people who can work across the physical and social sciences, geography's all the rage" (The Guardian, Thursday 13th 2015)

Geography is highly valued by universities as an A Level choice, and combines well with both arts and science subjects. It can be a facilitating subject - that is a subject most likely to be required or preferred for entry to degree courses. Choosing facilitating subjects will keep more options at the university-level; geography opens doors to other degrees such as business and administrative studies, law, engineering and technology, and the other social physical sciences. Geography was also found to be the most relevant A Level subject in teaching students about climate change (YouGov/RGS 2020).

Aims of the OCR specification

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts
- recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
- understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations

- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

The OCR A Level geography course offers a selection of new, interesting topics not covered at GCSE level, and allows students to go into greater depth in some key elements previously studied at KS3 and GCSE. It covers both the physical and human environments and the complex interaction of processes that shape our world. It will also, importantly, show the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment.

Throughout the course, discussion and extended research are central to learning, helping students to become independent thinkers and learners. Topics taught require knowledge, understanding and appreciation of a range of opinions, particularly through the debates section of the course, and utilise local, national and international case studies. Independent work in preparation for higher education is promoted through wider reading, with selected journal and media articles used widen and deepen geographical knowledge. Fieldwork is an essential part of the A Level course, allowing students to develop their ability to question, plan, present data, analyse and interpret, draw conclusions and evaluate success of their work.

Assessment at Key Stage 5 involves daily, weekly and monthly review. Learners will be tested on their knowledge every lesson through retrieval starters and end of lesson review in every lesson. Mid-topic and end-of-topic assessments will revolve around geographical knowledge and skills; focusing on locational and place geography, human and physical characteristics and processes, cartographic, numerical and graphical skills. Exam style questions will be used regularly to encourage students to apply their knowledge and to develop their exam technique.

Exam Specification

OCR A Level Geography H481

Paper 1: Physical systems
Paper 2: Human interactions
Paper 3: Geographical debates
Independent investigation (NEA)

YEAR 12

TERM	Topic sequence (What are you teaching?)		Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission	Main method of assessment?
1:1	**COASTS** **Key question 1: How can coastal landscapes be viewed as systems?** 1a. Coastal landscapes can be viewed as systems ● The components of open systems ● Sediment cells 1b. Coastal landscape systems are influenced by a range of physical factors ● Winds ● Waves ● Tides ● Geology 1c. Coastal sediment is supplied from a variety of sources ● Terrestrial ● Offshore ● Human **Key question 2: How are coastal landforms developed?** 2a. Coastal landforms develop due to a variety of interconnected climatic and geomorphic processes ● Geomorphic processes ● Coastal landforms	**CHANGING SPACES; MAKING PLACES** **Key question 1: What's in a place?** 1a. Places are defined by a combination of characteristics which change over time ● What characteristics make up the identity of a place? ● Case studies: Lympstone, East Devon and Toxteth, Liverpool ● Present-day characteristics: Lympstone and Toxteth compared **Key question 2: How do we understand place?** 2a. People see, experience and understand place in different ways, and this can change over time ● Defining what is meant by 'place' ● The perception of place ● The influence of emotional attachment to place ● How globalisation and time-space compression can influence a sense of place 2b. Places are represented through a variety of contrasting formal and informal agencies ● Ways of representing places **Key question 3: How does economic change influence patterns is social inequality in places?** 3a. The distribution of resources, wealth and opportunities are not evenly spread within and between places	**COASTS** This optional unit from Paper 1: Physical systems is taught first in Yr12 for two main reasons. Having already studied coasts at KS3 and coastal landscapes at GCSE, as well as geomorphic processes throughout, students have a working knowledge of many of the theories and concepts covered in this unit. Consequently, this foundation knowledge will provide students with a level of confidence as they progress to an A Level course. The second reason for teaching it early in Yr12 is so that students have the knowledge and understanding to be able to base, should they choose to, their NEA on this theme. As part of the A Level requirement, a four-day trip to Aberystwyth is undertaken at the end of the year. Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - OS maps, base maps, choropleth maps (2) Statistic - statistical analysis (3) Graphical - photo analysis, line, bar and pie graphs, logarithmic scale, wind rose. It also includes opportunities to introduce, discuss and practice observation, measurement and various mapping skills, data manipulation and statistical techniques such as Spearman's Rank, as a rehearsal for the independent investigation. **CHANGING SPACES; MAKING PLACES** This is a compulsory unit for the OCR specification and is taught at the start of the course as it provides an alternative to the largely physical unit of coasts. Furthermore, as it is from Paper 2: Human interactions, the style of examination question is complementary to the Coasts unit, with both units focusing on 2, 3, 4, 8, 10- or 16-mark questions. This enables the delivery of exam technique to be consistent across both units, reinforcing strategies used. This unit is also used as a focus for the NEA with the urban setting of Wolverhampton complimentary to many of the themes and concepts covered in Changing Spaces; making places. A field visit to various wards of Wolverhampton to rehearse urban fieldwork techniques is undertaken at the end of the year, alongside the visit to Aberystwyth, so students are able to select their	Retrieval activity at beginning of each lesson. 2, 3, 4, 8, 10- and 16-mark questions Summative mid-unit assessment

		• What is social inequality and how can it be measured? • How and why spatial patterns of social inequality vary	NEA title and collect their data over the summer holidays. Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - OS maps, base maps, choropleth maps, GIS, Worldmapper (2) Statistic - statistical analysis (3) Graphical - photo analysis, line, bar and pie graphs, compound bar graphs, triangular graph, population pyramids. It also includes opportunities to introduce, discuss and practice observation, measurement and various mapping skills, data manipulation and statistical techniques such as Spearman's Rank, as a rehearsal for the independent investigation.	
1:2	**COASTS** **Key question 2: How are coastal landforms developed?** 2b. Coastal landforms are interrelated and together make up characteristic landscapes ● Case study: A low-energy coastal environment: The Nile Delta, Egypt ● Case study: high-energy coastal environment: Saltburn to Flamborough Head, Yorkshire **Key question 3: How do coastal landforms evolve over time as climate changes?** 3a. Emergent coastal landscapes form as sea level falls ● Climate change and sea level fall ● Emergent landforms ● Modification of landforms 3b. Submergent coastal landscapes form as sea level rises ● Climate change and sea level fall ● Submergent landforms ● Modification of landforms **Key question 4: How does human activity cause change within coastal landscape systems?**	**CHANGING SPACES; MAKING PLACES** **Key question 3: How does economic change influence patterns is social inequality in places?** 3.b Processes of economic change can create opportunities for some while creating and exacerbating social inequality for others ● The role of globalisation in economic change ● The impacts of structural change on people and places ● How booms and recessions impact on people and place ● The roles governments can play in patterns of social inequality ● Case study - The contrasts between two places in social inequality: Jembatan Besi, Jakarta, Indonesia and Northwood, Irvive, southern California **Key question 4: Who are the players that influence economic change in places?** 4a. Places are influenced by a range of players operating at different scales	As above	Retrieval activity at beginning of each lesson. 2, 3, 4, 8, 10- and 16-mark questions Summative end-of-unit assessment

	4a. Human activity intentionally causes change within coastal landscape systems ● Case study: Coastal landscape management: Sandbanks 4b. Economic development unintentionally causes change within coastal landscape systems ● Case study: Sand mining along the Mangawhai-Pakiri coastline of New Zealand	● The players involved in driving economic change ● Case study: Structural economic change in Birmingham Metropolitan Region **Key question 5: How are places created through placemaking processes?** 5a. Place is produced in a variety of ways at different scales ● How places are produced by a range of people ● Why places rebrand ● Strategies for rebranding a place ● People and groups involved in rebranding ● Rebranding can be a contested process 5b. Making a successful place requires planning and design ● Case study: Barcelona		
2:1	**HAZARDOUS EARTH** **Key question 1: What is the evidence for continental drift and plate tectonics?** 1a. There is a variety of evidence for the theories of continental drift and plate tectonics ● What is the basic structure of the Earth? ● Continental drift and the theory of plate tectonics 1b. There is a variety of evidence for the theories of continental drift and plate tectonics ● The global pattern of plates and plate boundaries ● Divergent (constructive) plate boundaries	**DISEASE DILEMMAS** **Key question 1: What are the global patterns of disease and can factors be identified to determine these?** 1a. Diseases can be classified, and their patterns mapped. The spread of disease is complex and influenced by a number of factors ● Classification of diseases ● Global distribution of malaria, HIV/AIDS, tuberculosis, diabetes and cardiovascular disease ● Disease diffusion 1b. There is a relationship between physical factors and the prevalence of diseases which can change over time ● Global patterns of climate and relief and their effect on disease	**HAZARDOUS EARTH** This unit is taught in Yr12 and is an optional unit from Paper 3: Geographical debates. Focusing on tectonic theory, volcanoes and earthquakes, this topic is always popular with students due to the levels of interest and excitement it creates. As part of the debates paper, it is vital that students are encouraged to question their learning, each other and the teacher in order to formulate their own opinions. Whether this be regarding the credibility of the tectonic theory or the success of human mitigation, students have to be given the opportunity to discuss. Formulating viewpoints for themselves, whilst appreciating and respecting those of others is central to the assessment format of this unit, a 33-mark essay that requires a much wider and deeper level of understanding than previously demanded. It is partly due to this need to develop essay writing techniques that the unit is taught in Yr12, rather than delaying until Yr13. By learning strategies at this point, students have almost 18 months to practice and improve on this challenging requirement.	Retrieval activity at beginning of each lesson. 3, 6, 12- and 33- mark questions Summative mid-unit assessment

	• Convergent (destructive) plate boundaries • Conservative plate boundaries **Key question 2: What are the main hazards generated by volcanic activity?** 2a. There is a variety of volcanic activity and resultant landforms and landscapes • The products of explosive eruptions • The products of effusive eruptions • Eruptions at hot spots • Super-volcanoes • Measuring and assessing volcanic activity 2b. Volcanic eruptions generate distinctive hazards • Hazards produced by volcanic activity	• Physical factors and disease vectors • Seasonal variations in disease outbreaks • Climate change provides conditions for emerging infectious diseases • The spread of zoonotic infectious diseases to humans • Case study: River flooding in Bangladesh, 2007 **Key question 2: Is there a link between disease and levels of development?** 2a. As countries develop economically, the frequency of communicable diseases decreases while the prevalence of non-communicable diseases increases • The epidemiological transition • The prevalence of communicable and non-communicable diseases • Case study: Air pollution and cancer in India	In addition to the essay writing aspect of the paper, students are also required to draw explicit synoptic links between units as part of the assessment. By teaching Hazardous Earth at this stage, synoptic links can be made between the unit and themes covered in Coasts and Changing spaces; making places. As with essay writing, this is a skill that students benefit from repeated practice and time to progress. Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - base maps, choropleth maps (2) Statistic - statistical analysis (3) Graphical - photo analysis, line, bar and pie graphs, logarithmic scale. It also includes opportunities to introduce, discuss and practice observation, various mapping skills, data manipulation and statistical techniques such as Spearman's Rank, as a rehearsal for the independent investigation. **DISEASE DILEMMAS** This is the second optional unit for Paper 3: Geographical debates. This unit has been selected as it has a predominately human focus, in contrast to the largely physical nature of Hazardous Earth unit that it is taught alongside. Following the Covid-19 outbreak in January 2020. With peoples' lives so severely impacted by the disease, this unit enables students to question, research and debate what impact disease has around world. It looks at the nature of disease, how it spreads and whether humans will ever be able to mitigate. Student buy-in for this topic has been hugely successful. As with Hazardous Earth, this unit is assessed with a synoptic and essay question, so techniques are reiterated and reinforced across all lessons. Synoptic links, as with Hazardous Earth, are made between Coasts and Changing spaces; making places units and Dis Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - base maps, choropleth maps (2) Statistic - statistical analysis (3) Graphical - photo analysis, line, bar and pie graphs, logarithmic scale. It also includes opportunities to introduce, discuss and practice observation, various mapping skills, data manipulation and statistical techniques such as Spearman's Rank, as a rehearsal for the independent investigation.	

2:2	**HAZARDOUS EARTH** **Key question 3: What are the main hazards generated by seismic activity?** 3b. Earthquakes generate distinctive hazards 3a. There is a variety of earthquake activity and resultant landforms and landscapes ● What is an earthquake? ● Different types of earthquakes – seismic waves, depth of focus and assessing earthquake energy ● The effects of earthquakes on landforms and landscapes ● Types of hazards posed by earthquakes **Key question 4: What are the implications of living in tectonically active locations?** 4a. There is a range of impacts people experience as a result of volcanic eruptions ● Active, dormant and extinct volcanoes ● **Case study: Mt Merapi -** the impacts people experience as a result of volcanic activity ● **Case study – Mount Ontake**: the impacts people experience as a result of volcanic activity ● Why do people choose to live in tectonically active locations? 4b. There is a range of impacts people experience as a result of earthquake activity ● **Case study – Japan**: the impacts people experience as a result of earthquake activity ● **Case study – Haiti**: the impacts people experience as a result of earthquake activity	**DISEASE DILEMMAS** **Key question 3: How effectively are communicable and non-communicable diseases dealt with?** 3a. Communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success ● Case study: Malaria in Ethiopia 3b. Non-communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success ● Case study: Cancer in the UK **Key question 4: How far can disease be predicted and mitigated against?** 4a. Increasing global mobility impacts the diffusion of disease and the ability to respond to it ● The World Health Organisation ● The 2009-10 H1N1 influenza pandemic ● Case study: The British Red Cross and the cholera epidemic following the Haiti earthquake of 2010 4b. Mitigation strategies to combat pandemics and overcome physical barriers ● Physical barriers and disease ● Mitigation and strategies to combat global Covid-19 pandemic	As above	Retrieval activity at beginning of each lesson. 3, 6, 12- and 33- mark questions Summative mid-unit assessment

3:1	**HAZARDOUS EARTH** **Key question 5: What measures are available to help people cope with living in tectonically active locations?** 5a. The exposure of people to risks and their ability to cope with tectonic hazards change over time ● Exposure and vulnerability to tectonic hazards ● How and why have risks from tectonic hazards changed over time? **Key question 5: What measures are available to help people cope with living in tectonically active locations?** 5b. There are various strategies to manage hazards from volcanic activity ● Strategies for manage hazards from tectonic activity ● **Case study – Mt Merapi**: countries vary in their ability to manage volcanic hazards ● **Case study – Mount Etna**: countries vary in their ability to manage volcanic hazards 5c. There are various strategies to manage hazards from earthquake activity ● Strategies to manage hazards from tectonic activity ● **Case study – Japan**: countries vary in their ability to manage earthquake hazards ● **Case study – Haiti**: countries vary in their ability to manage earthquake hazards	**DISEASE DILEMMAS** **Key question 5: Can disease ever be fully eradicated?** 5a. Nature has provided medicines to treat disease for thousands of years ● Medicine from nature: habitats and growing conditions ● Case study: A medicinal plant: the rosy periwinkle 5b. Top-down and bottom-up strategies deal with disease risk and eradication ● Case study: GlaxoSmithKline – a pharmaceutical transnational ● Strategies for disease eradication at global and national scales ● Grass-roots strategies for disease eradication	As above	Retrieval activity at beginning of each lesson. 3, 6, 12- and 33- mark questions Summative end-of-unit assessment
3:2	**GEOGRAPHICAL SKILLS AND NEA** ● Geographical information ● Geo-located data		**FIELDWORK** With fieldwork integrated and integral to both KS3 and GCSE curriculums, students will have completed human and physical	

	● Qualitative skills ● Quantitative skills Geographical skills will have been taught implicitly within the four units previously taught, and will continue to be taught in the remaining two. This is an opportunity to explicitly cover them in preparation for the NEA. Notable skills will include tests of association and significance tests, such as Chi-squared, Spearman's rank, Mann-Whitney U test and T-test. **NEA** The Investigative geography component allows learners to undertake an independent investigation linked to any aspect of the specification to satisfy their intellectual curiosity. This component is designed to encourage learners to deepen their knowledge and understanding of their chosen topic whilst developing a number of geographical and study skills relevant to Higher Education or within the world of work.	investigations and developed a level of proficiency under teacher guidance. The NEA provides an opportunity for students to choose an area of interest from the course so far, formulate a question/ hypothesis and conduct their own independent investigation. For the OCR specification, students are required to conduct at least four days of fieldwork. To meet this end, at St Edmund's students visit Aberystwyth for four days, whilst an additional day is spent investigating urban issues in various wards of Wolverhampton. Fieldwork is begun towards the end of Yr12 to enable students to plan, collect data and begin their write up (between 3,000 and 4,000 words) over the summer holiday. The independent investigation aims to develop the students' geographical skills and must: ● be based on a question or issue defined and developed by the learner individually to address aims, questions and/or hypotheses relating to any part of the specification ● incorporate data and/or evidence from field investigations collected individually or in groups ● draw on learner's own field data and, if relevant, secondary data sourced by the learner ● require the learner independently to contextualise, analyse and summarise findings and data ● involve the individual drawing of conclusions and their communication by means of extended writing and the presentation of relevant data.	

YEAR 13

TERM	Topic sequence (What are you teaching?)		Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission	Main method of assessment?
1:1	**EARTH'S LIFE SUPPORT SYSTEMS** **UNIT 6 - EARTH'S LIFE SUPPORT SYSTEMS** **Key question 1: How important are water and carbon to life on Earth?** 1a. Water and carbon support life on Earth and move between the land, oceans and atmosphere ● The importance of water in supporting life on the water ● The uses of water for flora, fauna and people ● The importance of carbon to life on Earth ● The water and carbon cycles ● The water and carbon cycles as open and closed systems ● The global water cycle ● The global carbon cycle 1b. The carbon and water cycles have distinctive processes and pathways that operate within them ● The processes of the water cycle ● The processes of the carbon cycle **NEA** Complete the Independent Investigation	**GLOBAL MIGRATION** **Key question 1: What are the contemporary patterns of global migration?** 1a. Global migration involves dynamic flows of people between countries, regions and continents ● Current spatial patterns in international migrant flows 1b. Current patterns of international migration are related to global patterns of socio-economic development ● The relationship between patterns of international migration and socio-economic development ● How global migration can promote stability, growth and development within and between countries through flows of people, money, ideas and technology ● How global migration causes inequalities, conflicts and injustices for people and places through unequal flows of people, money, ideas and technology **Key question 2: Why has migration become increasingly complex?** 2a. Global migration patterns are influenced by a multitude of interrelated factors ● Economic globalisation leading to the emergence of new source areas and host destinations	**EARTH'S LIFE SUPPORT SYSTEMS** This is a compulsory unit at A Level and is delivered at the start of Yr13 for two reasons. Firstly, many of the concepts are complicated and require a breadth and high level of geography knowledge to be able understand and apply. Building on learning from KS3, GCSE and the first year of A Level, students now have the required skills and abilities to understand ideas such as lapse rates and sequestration of water and carbon. It is also taught at this point to allow the flipped teaching of the synoptic questions from Paper 3, allowing links to be made between this unit and Hazardous Earth and Disease dilemmas. Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - base maps, choropleth maps, satellite images (2) Statistic - statistical analysis, mean, mode, median, interquartile range, standard deviation, Spearman's Rank (3) Graphical - photo analysis, line, bar and pie graphs, climate graphs. **GLOBAL MIGRATION** This optional unit is chosen by the department and is taught alongside Earth's Life Support Systems because it is a topic that contains many themes and concepts that students are familiar with from KS3 and GCSE. With global migration so topical at the moment, this is a unit that will allow students to better understand events occurring now, as well as allowing opportunities to widen and deepen knowledge with current examples. Furthermore, the assessment style of Global Migration and Earth's Life Support Systems are similar, allowing exam techniques to be reinforced across all taught lessons. Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - base maps, choropleth maps, located proportional circles, flow maps, (2) Statistic - statistical analysis, mean, mode, median, interquartile range (3) Graphical - photo analysis, line, bar and pie graphs, population pyramids.	Retrieval activity at beginning of each lesson. 2, 3, 4, 8, 10- and 16-mark questions Summative mid-unit assessment

		● High concentrations of young workers and female migrants ● Flows in South-South corridors are now equal in magnitude to those in South-North corridors ● Conflict and persecution have increased number of refugees ● Changes in national immigration and emigration policies ● Development of distant corridors of bilateral flows **NEA** Complete the Independent Investigation		
1:2	**EARTH'S LIFE SUPPORT SYSTEMS** **Key question 2: How do the water and carbon cycles operate in contrasting locations?** 2a. It is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest ● Case study: The Amazon rainforest 2a. It is possible to identify the physical and human factors that affect the water and carbon cycles in a tropical rainforest ● Case study: The Arctic tundra **Key question 3: How much change occurs over time in the water and carbon cycles?** 3a. Human factors can disturb and enhance the natural processes and stores in the water and carbon cycles ● Dynamic equilibrium and the water and carbon cycles ● Monitoring changes to the global water and carbon cycles	**GLOBAL MIGRATION** **Key question 2: Why has migration become increasingly complex?** 2b. Corridors of migrant flows create interdependence between countries ● Case study: Brazil, an EDC **Key question 3: What are the issues associated with unequal flows of global migration?** 3a. Global migration creates opportunities and challenges which reflect the unequal power relations between countries ● Case study: The USA ● Case study: Laos (Lao PDR) **HUMAN RIGHTS** **Key question 1: What is meant by human rights?** 1a. There is global variation in human rights norms ● Understanding of what is meant by human rights ● Understand the terms of norms, intervention and geopolitics and how they are fundamental in	**EARTH'S LIFE SUPPORT SYSTEMS** As above **GLOBAL MIGRATION** As above **HUMAN RIGHTS** This optional unit, as with Global Migration, is chosen by the department and taught alongside Earth's Life Support Systems because it is a topic that contains many themes and concepts that students are familiar with from KS3 and GCSE. Again, due to its current relevance, this unit will allow students to better understand worldwide events and allow opportunities for them to broaden and deepen their knowledge with current case studies. Furthermore, the assessment style of Human Rights reflects the elements of the assessment that Global Migration does not. Together they combine to reflect the exam techniques of Earth's Life Support Systems, allowing them to be reinforced across all taught lessons. Procedural/ metacognitive strategies (Geographical skills) include a variety of qualitative and quantitative techniques: (1) Cartographic - base maps, choropleth maps, located proportional circles, flow maps (2) Statistic - statistical analysis, mean, mode, median, interquartile range (3) Graphical - photo analysis, line, bar and pie graphs, comparative bar charts, scatter graphs.	Retrieval activity at beginning of each lesson. 2, 3, 4, 8, 10- and 16-mark questions Summative mid-unit assessment

		appreciating that human rights are complex issues. 1b. Patterns of humans' rights violations are influenced by a range of factors ● Current spatial patterns of human rights issues, including forced labour, maternal mortality rates and capital punishment ● Factors that influence global variations of forced labour, maternal mortality rates and capital punishment. **Key question 2: What are the variations in women's rights?** 2a. The geography of gender inequality is complex and contested ● Economic, political and social factors to explain variation in the patterns of gender inequality, including the challenges of educational opportunity, access to reproductive health services and employment opportunity. ● Case study: Women's rights in India		
2:1	**EARTH'S LIFE SUPPORT SYSTEMS** **Key question 4: To what extent are the water and carbon cycles linked?** 4a. The water and carbon cycles are linked and interdependent ● Human activities cause changes in water and carbon store ● The impact of long-term climate changes on the water and carbon cycles 4b. The global implications of water and carbon management	**HUMAN RIGHTS** **Key question 3: What are the strategies for global governance of human rights?** 3a. Human rights violations can be a cause and consequence of conflict ● How the violation of human rights can be a cause of conflict, such as access to education and discrimination. ● How the violation of human rights can be a consequence of conflict and how this can be	As above	Retrieval activity at beginning of each lesson. 2, 3, 4, 8, 10- and 16-mark questions Summative end-of-unit assessment

	● Management strategies to protect the global carbon cycle ● Management strategies to protect the global water cycle	addressed through geopolitical intervention. ● The role of flows of people, money, ideas and technology in geopolitical intervention. 3b. Global governance of human rights involves co-operation between organisations at scales from global to local, often in partnership ● How human rights are promoted and protected by institutions, treaties, laws and norms. ● Case study: Global governance in Afghanistan **Key question 4: To what extent has intervention in human rights contributed to development?** 4a. Global governance of human rights has consequences for citizens and places ● How the global governance of human rights issues has consequences for citizens and places, including short term effects, such as immediate relief from NGOs, and longer-term effects, such as changes in laws ● Case study: The impact of global governance in Honduras		
2:2	Revision and exam preparation		Mock exams, previous assessments and student progress checkers (used by the students to RAG rate their understanding of the course) will be used to identify key areas for revision. Consequently, the topics of revision will change each year. Lessons will focus on knowledge retrieval and application of this knowledge to exam questions. Lessons will also focus on recapping and reviewing geographical skills.	OCR exam questions
3:1	Revision and exam preparation		Mock exams, previous assessments and student progress checkers (used by the students to RAG rate their understanding of the course)	OCR exam questions

		will be used to identify key areas for revision. Consequently, the topics of revision will change each year. Lessons will focus on knowledge retrieval and application of this knowledge to exam questions. Lessons will also focus on recapping and reviewing geographical skills.	
3:2	Public exams	Public exams	Public exams