

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Geography	KNOWLEDGE DOMAIN	<p>Physical Geography Coastal Landscapes</p> <p>Systems in physical geography.</p> <p>Fieldwork: River Rib Fieldwork knowledge in a physical geography setting.</p> <p>Sources of energy in coastal environments.</p> <p>Low energy and high energy coasts.</p> <p>Sediment sources, cells and budgets.</p> <p>Human Geography Population and the Environment</p> <p>Population change, DTM, key vital rates, impacts on population.</p> <p>International migration. Impacts of migration.</p>	<p>Physical Geography Coastal Landscapes</p> <p>Geomorphological and coastal processes.</p> <p>Origin and development of landforms of coastal erosion and deposition.</p> <p>Eustatic, isostatic and tectonic sea level change and associated landforms.</p> <p>Impact of climate change on the coast.</p> <p>Coastal management in HICs and LICs.</p> <p>Human Geography Population and the Environment</p> <p>Global pattern of food production and consumption. Agricultural systems and productivity.</p>	<p>Physical Geography Water & Carbon Cycles</p> <p>Systems in physical geography.</p> <p>Global distribution and size of major stores of water.</p> <p>Processes driving change in the magnitude of these stores over time and space.</p> <p>Drainage basins as open systems.</p> <p>Runoff variation and the flood hydrograph.</p> <p>Changes to the water cycle over time.</p> <p>Human Geography Population and the Environment</p> <p>Global patterns of health, mortality and morbidity.</p> <p>Epidemiological transition model.</p>	<p>Physical Geography Water & Carbon Cycles</p> <p>Global distribution, and size of major stores of carbon.</p> <p>Factors driving change in the magnitude of these stores over time and space.</p> <p>Changes in the carbon cycle over time including human and physical changes.</p> <p>The carbon budget.</p> <p>The role of the carbon and water stores and cycles in supporting life on Earth.</p> <p>The relationship between the water and carbon cycle.</p> <p>Human Geography Changing Places</p> <p>Concept and importance of place. Insider and outsider perspectives. Near and far places.</p> <p>Factors contributing to the character of place</p>	<p>Physical Geography Revision of previous units for Years 12 mock exams.</p> <p>Knowledge recall of previously studied topics and consolidation of understanding of systems in physical geography.</p> <p>Investigative Skills</p> <p>Knowledge of fieldwork skills and techniques applicable to physical geography investigations.</p> <p>Human Geography Changing Places</p> <p>Fieldwork: Saffron Walden</p> <p>Saffron Walden Case Study</p> <p>Detroit Case Study</p>	<p>Physical Geography Investigative Skills</p> <p>NEA Fieldwork investigation</p> <p>Fieldwork: Epping Forest</p> <p>Knowledge of fieldwork skills and techniques applicable to physical geography investigations.</p> <p>Students will be able to apply their knowledge from water and carbon cycles to a fieldwork scenario.</p> <p>Human Geography Investigative Skills</p> <p>Fieldwork: Cambridge</p> <p>Knowledge and understanding of Saffron Walden for Changing Places case study.</p>

	<p>Population ecology – impacts of under and over population. Balance of population on resources and the implications of this.</p> <p>Contrasting population theorists.</p>	<p>Climate and soils and the relationship with human activity.</p> <p>Podsols and latosols</p> <p>Soil problems</p> <p>Food security</p>	<p>Relationship between environmental variables and health/disease.</p> <p>Malaria/Obesity/CHD</p> <p>Global population futures</p> <p>Uganda Case Study</p>	<p>(endogenous and exogenous factors)</p> <p>The impact of connections of place with a focus on demographic and cultural change</p> <p>The importance of the representation of place and the implication of attachment to place</p>	<p>Revision of previous units for Years 12 mock exams.</p> <p>Investigative Skills</p> <p>Knowledge of fieldwork skills and techniques applicable to human geography investigations</p>	<p>Knowledge of fieldwork skills and techniques applicable to human geography investigations</p>
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Physical Geography Coastal Landscapes</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.</p> <p>Human Geography Population and the Environment</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme of population.</p> <p>They should be able to use qualitative and quantitative data to inform their studies.</p>	<p>Physical Geography Coastal Landscapes</p> <p>Students will engage with investigative skills whilst studying coastal landscapes.</p> <p>They will bring all their knowledge from the course to manifest a comparative case study on Holderness and Odisha.</p> <p>Human Geography Population and the Environment</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme of population and the environment.</p> <p>Students will engage with investigative skills whilst studying food security and engage with evaluating key sources of information and geographical concepts.</p>	<p>Physical Geography Water & Carbon Cycles</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme water and carbon cycles.</p> <p>Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.</p> <p>Human Geography Population and the Environment</p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme of population and the environment.</p> <p>Students will engage with comparative and summary skills, bringing all their knowledge from the course to manifest a case study on Uganda.</p>	<p>Physical Geography Water & Carbon Cycles</p> <p>Students will engage with investigative skills whilst studying coastal landscapes, including an infiltration study and fieldwork at Epping Forest.</p> <p>They will bring all their knowledge from the course to manifest a case study on the tropical rainforest and the river Exe.</p> <p>Human Geography Changing Places</p> <p>Students will be challenged with their own and others concepts of place and the importance of this within their life.</p> <p>They will develop an understanding and appreciation of change over time through using a range of quantitative and qualitative data.</p>	<p>Physical Geography Investigative Skills</p> <p>Students will develop independent investigation skills such as developing a research question, devising a methodology and collecting primary and secondary data.</p> <p>Students will also develop research skills and be able to formulate an evaluation and conclusion.</p> <p>Human Geography Changing Places and Investigative Skills</p> <p>Embed learning through two contrasting place studies of Saffron Walden and Detroit.</p>	<p>Physical Geography Investigative Skills</p> <p>Students will develop skills in both human and physical geography data collection.</p> <p>Human Geography Investigative Skills</p> <p>Students will develop skills in both human and physical geography data collection.</p>