


<b>Year 12: Human Geography</b>	<b>Curriculum Intent:</b> Students will develop a firm understanding of human processes in Year 1 and will build on the knowledge and understanding gained at GCSE. Many of these topics will re-appear and be built upon in year 13. Students will develop their understanding through many relevant and contemporary examples to allow them to develop both broad range and depth of geographical concepts. There will be a progression in skills as the content allows and interleaving embedded throughout.				
<b>Unit title:</b> A Level Human Geography Year 1	<b>Term 1</b> <i>Globalisation &amp; Regenerating Places</i>	<b>Term 2</b> <i>Regenerating Places</i>	<b>Term 3</b> <i>PPEs &amp; NEA</i>		
<b>Topic Titles (in order of delivery)</b>	<ol style="list-style-type: none"> <li>1. Why has globalisation accelerated?</li> <li>2. Who are the key players in globalisation?</li> <li>3. Where has been impacted by globalisation?</li> <li>4. What are the impacts of the global shift?</li> <li>5. How has globalisation impacted migration?</li> <li>6. How is globalisation impacting culture?</li> </ol>	<ol style="list-style-type: none"> <li>7. Has globalisation led to inequality?</li> <li>8. How has globalisation led to tensions?</li> <li>9. How can globalisation be sustained?</li> </ol> <p style="text-align: center;"><b>Start regenerating places</b></p> <ol style="list-style-type: none"> <li>10. How can we classify places?</li> <li>11. How has the function of our <b>local</b> place changed?</li> <li>12. ?</li> </ol>	<ol style="list-style-type: none"> <li>1. Bletchley field work preparation</li> <li>2. How has the function of our <b>contrasting place</b> changed?</li> <li>3. How have connections shaped our chosen places</li> <li>4. What makes an area successful?</li> <li>5. What makes an area unsuccessful?</li> <li>6. What impacts engagement and attachment to a place?</li> <li>7. How can we evaluate the need for regeneration?</li> <li>8. How do we assess the success of regeneration?</li> <li>9. How can we use rebranding to improve areas?</li> <li>10. Birmingham Field Work</li> <li>11. What role does the National government play in regeneration?</li> <li>12. What role does the local government play in regeneration?</li> <li>13. What actors are involved in urban regeneration?</li> <li>14. What actors are involved in rural regeneration?</li> </ol>	<ol style="list-style-type: none"> <li>1. PPE Paper 1, 2, 3</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent Investigation-Purpose, question/aim/hypothesis, and focus</li> <li>2. Designing the fieldwork methodologies, research and selection of appropriate equipment</li> <li>3. Information collation and data representation and analysis</li> <li>4. Conclusions and critical reflection on methods and results</li> <li>5. Recognising wider geographical context           <ol style="list-style-type: none"> <li>1. 3. Revision-globalisation (+ Superpower and MIS content)</li> </ol> </li> </ol>
<b>Key knowledge / Retrieval topics</b>	World Trade Organisation	The UK post 1980 North-South Divide	Local Place (Bletchley) Case Study Perceptions of identity	Retrieval:	Skills focused but focuses on:

	<p>International Monetary Fund World Bank European Union ASEAN China's Open Door Policy 1978 KOF &amp; AT Kearney indices TNC: Amazon Sub-Saharan Africa or North Korea Environmental degradation China and India Detroit Case Study Russian oligarchs to London Indian/Nepalese to UAE/Qatar McDonalds Paralympic athletes Orang Asli/Semai of Malaysia GNI, HDI, air pollution indices Gini Coefficient and Lorenz Curve Right-wing extremists in Europe Trans-boundary water conflicts (The Nile) China's Firewall Japanese resistance to immigration First Nations of Canada French cultural laws</p>	<p>Classifications of economies London Docklands Case Study IMD and Spearman's Rank Local Place (Bletchley) Case Study Birmingham)</p>	<p>Berkshire Case Study Detroit Case Study Cornwall Case Study Northern Powerhouse/HS2/3 Contrasting Place Case Study (Birmingham) Salford case study</p>	<p><b>Globalisation</b> - IGOs (WTO, IMF, WB) - Trade blocs (ASEAN, EU) - Role of TNCs (vertical/horizontal integration, diversification, glocalisation) - Special economic zones, FDI and free trade (China Open Door 1978) - KOF and AT Kearney Indices - Switched off places (Zambia/Tanzania/North Korea) - Global shift (China/India/Detroit/Rust belt) - Economic migration (New Dehli, Russian Oligarchs to London; Indian/Nepalese to Qatar) - Ethical consumption and localism (Totnes Transition Town, Bristol Pound)</p>	<p>- Data collection (Primary, secondary, tertiary) - Sampling (random, stratified, systematic) - Data (qualitative, quantitative) - Ethical issues - Data representation (line graphs, pictograms, rose diagrams, bar charts/histograms, pyramid graphs, pie charts, mirror graphs, compound bar charts, long/cross profiles, cross-sections, isopleth maps, dot distribution maps, proportional symbol maps, choropleth maps, polar co-ordinates, kite diagram, scatter graph,) - Analysis (descriptive, inferential, qualitative (coding)) - Evaluation (reliability, accuracy, validity)</p>
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	Totnes Transition Town and Bristol Pound					
<b>Understanding / Sequence of delivery</b>	<ol style="list-style-type: none"> <li>1. Causes</li> <li>2. Key players</li> <li>3. Measuring globalisation</li> <li>4. Impacts of globalisation – global shift</li> <li>5. Impact of globalisation - migration</li> <li>6. Impact of globalisation - culture</li> <li>7. Consequences of globalisation – inequality</li> <li>8. Consequences of globalisation - Tensions</li> <li>9. Consequences of globalisation - localism</li> </ol>	<ol style="list-style-type: none"> <li>1. Varieties of places in UK and inequalities</li> <li>2. Changing function of places</li> <li>3. Changing connections of place</li> </ol>	<ol style="list-style-type: none"> <li>4. Successful places</li> <li>5. Unsuccessful places</li> <li>6. Variations of lived experience</li> <li>7. Evaluating regeneration</li> <li>8. Rebranding</li> <li>9. Policy decisions: national, regional and local</li> <li>10. Measuring success of regeneration Stakeholders judging success: urban vs rural</li> </ol>	<ol style="list-style-type: none"> <li>1. PPEs Independent Investigation</li> <li>2. Introduction and Purpose</li> <li>3. Hypothesis and focus</li> <li>4. Fieldwork methodologies → design</li> <li>5. Research and select appropriate equipment</li> <li>6. Information collation (trip)</li> <li>7. Data Representation and Analysis</li> <li>8. Analysis and explanation of information</li> </ol>	<ol style="list-style-type: none"> <li>1. Conclusions</li> <li>2. Critical reflections on results</li> <li>3. Recognising the wider context of the findings</li> </ol>	
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Flows of globalisation (4 marker) FMW</li> <li>2. Players in globalisation (12 marker) FMW</li> <li>3. Social and economic impacts of globalisation</li> </ol>	<ol style="list-style-type: none"> <li>1. End of unit POP test</li> <li>2. Comparing places FMW (8 marker)</li> <li>3. Weekly independent study exam question practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the need for regeneration (12 marker) FMW</li> <li>2. Weekly independent study exam question practice – self assess</li> <li>3. Key players in</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>	<b>PPEs</b> Full paper 2 (105 marks)	<b>Paper 2 exam questions</b> <ol style="list-style-type: none"> <li>1. Conclusion/evaluation questions</li> </ol>

	<p>(12 marker) FMW</p> <p>4. Tensions of globalisation (12 mark) FMW</p> <p>5. Weekly independent study exam question practice – self assessment</p>		<p>regeneration 12 marks – FMW</p> <p>4. Measuring success of regeneration – 12 - FMW</p> <p>5. End of unit POP test</p>			
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