

**YEAR 10/12 AS GEOGRAPHY MODULE 1: “The World at Risk + Going Global”**  
**SCHEME OF LEARNING (14/15 weeks @ 4 x 1 hour lessons a week)**  
**EXAM = JAN CYCLE**

Week	Spec	Learning Outcomes	Teaching & Learning Activities	ICT
<b>UNIT 1 (6GEO1): WORLD AT RISK</b>				
1	1.1	<b>GLOBAL HAZARDS</b> <ul style="list-style-type: none"> <li>• Define hazard/disaster</li> <li>• Briefly explain nature of hazard types</li> <li>• Explain threats to life and property</li> <li>• Make use of the disaster risk equation</li> <li>• Define chronic hazard</li> <li>• State impacts of GW – including the issue of injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of hazard events to work up definition.</li> <li>• Table of basic causes / impact for hazard types; drawing hazard profiles.</li> <li>• Comparison of 2 events (Bangladesh Cyclone v Katrina) to contrast impacts.</li> <li>• Exploring the disaster risk equation by contrasting several named hazards and writing the equation out A4 size, with notes.</li> <li>• Using worldmapper to explore the global nature of GW – pollution sources v vulnerable people.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.unisdr.org/eng/library/lib-terminology-eng%20home.htm">http://www.unisdr.org/eng/library/lib-terminology-eng%20home.htm</a> – Hazard key terms glossary.</li> <li>• <a href="http://www.worldmapper.com">www.worldmapper.com</a> – Disaster cartograms for distribution</li> <li>• <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> – To source examples of hazard events (news search)</li> </ul>
2	1.2	<b>GLOBAL HAZARD TRENDS</b> <ul style="list-style-type: none"> <li>• Define magnitude and frequency</li> <li>• Describe trends in hazards and impacts</li> <li>• Explain the nature of El Nino and its unpredictability</li> <li>• Explain the unpredictability of GW</li> <li>• Describe a range of possible GW scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Examining maps of earthquake distribution</li> <li>• Use of the EMDAT database to critically examine trends in reported hazards.</li> <li>• Geofactsheet ‘El Nino’ or Geography Review article. Brief analysis of link to GW. Use of HEWSWEB for El Nino forecasting.</li> <li>• Analysis of IPCC scenarios and assessment of the variables (population, emissions reduction, economic growth forecasts.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.scsn.org/commentary/?cat=2">http://www.scsn.org/commentary/?cat=2</a> – Database of ‘real time’ earthquakes in California</li> <li>• <a href="http://www.em-dat.net/">http://www.em-dat.net/</a> - The CRED database of natural hazard trends</li> <li>• <a href="http://www.ipcc.ch/index.html">http://www.ipcc.ch/index.html</a> - A source for the IPCC scenarios for future climate change</li> <li>• <a href="http://www.hewsweb.org/home_page/default.asp">http://www.hewsweb.org/home_page/default.asp</a> - For El Nino forecasts.</li> </ul>

3	1.3	<p><b>GLOBAL HAZARD PATTERNS</b></p> <p>Identify and explain local risks in relation to GW and other hazards (e.g. flooding)</p> <ul style="list-style-type: none"> <li>• Describe the distribution of natural hazards globally</li> <li>• Explain distribution in terms of physical processes</li> <li>• <i>Research 2 compulsory disaster hotspots and explain causes, impacts and interactions (California Coast and the Philippines)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Local fieldwork on risk; use of environment agency flood risk maps and global warming impacts from the Hadley Centre (drought, gales etc.)</li> <li>• Mapping activities to show the distribution of hydro-meteorological and geophysical hazards.</li> <li>• Brief exploration of processes involved in generating hazards</li> <li>• Student research to produce factsheet on Philippines and California hazard distributions, risk and interactions (e.g. earthquakes + landslides).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.ldeo.columbia.edu/chrr/research/hotspots/coredata.html">http://www.ldeo.columbia.edu/chrr/research/hotspots/coredata.html</a> - Columbia University website focused on hazard distribution and hotspots, plus vulnerability to climate change.</li> <li>• <a href="http://www.environment-agency.gov.uk/subjects/flood/">http://www.environment-agency.gov.uk/subjects/flood/</a> - Flood risk details from the UK Environment Agency.</li> </ul>
4	1.4	<p><b>CLIMATE CHANGE AND ITS CAUSES</b></p> <ul style="list-style-type: none"> <li>• Describe trends in global climate, both long and short term.</li> <li>• State the evidence used to reconstruct past climate.</li> <li>• Explain natural causes of climate change.</li> <li>• Explain likely human causes of climate change.</li> <li>• Assess recent climate change in relation to past change.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotating graphs of geological, historical and recent climate change to compare and contrast.</li> <li>• Reviewing the range of data available – assessing its usefulness and reliability in table format</li> <li>• Considering orbital (Milankovitch Cycles), solar (sun spots) and volcanic / cosmic causes; do they fit the data?</li> <li>• Examining rising concentrations of GHG, their sources and the process of enhanced GHE; graphs to assess degree of unprecedented warming.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://vathena.arc.nasa.gov/curric/land/global/climchng.html">http://vathena.arc.nasa.gov/curric/land/global/climchng.html</a> - An overview of long term climate change and the evidence for it.</li> <li>• <a href="http://www.ipcc.ch/index.html">http://www.ipcc.ch/index.html</a> - A source for the IPCC scenarios for future climate change.</li> </ul>
5	1.5	<p><b>THE IMPACTS OF GLOBAL</b></p>	<ul style="list-style-type: none"> <li>• Examining map of changing sea ice cover in</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.acia.uaf.edu/pages/sc">http://www.acia.uaf.edu/pages/sc</a></li> </ul>

		<p><b>WARMING</b></p> <ul style="list-style-type: none"> <li>• <i>Describe and explain the direct impacts of GW on the Arctic (environmental and ecological)</i></li> <li>• <i>Describe and explain the direct impacts on Africa (economic and social impacts)</i></li> <li>• Explore the range of sea level projections</li> <li>• Assess the range of IPCC scenarios</li> <li>• Identify and assess evidence of an irreversible ‘tipping point’.</li> </ul>	<p>the Arctic, and projections of changing permafrost and vegetation zones using the Arctic Climate Impact Assessment</p> <ul style="list-style-type: none"> <li>• Researching projected climate change in Africa, and impacts of health, water supply and food production.</li> <li>• Analysis of graphs of sea level projections; mapping UK areas at risk.</li> <li>• Annotations of IPCC ‘scenario’ graphs and consideration of each one’s likelihood and impact.</li> <li>• Student research on the tipping point concept using online newspaper articles via Google (search: ‘global warming tipping point’).</li> </ul>	<p><a href="#">ientific.html</a> - The Arctic Circle Impact Assessment</p> <ul style="list-style-type: none"> <li>• <a href="http://www.oxfam.org.uk/">http://www.oxfam.org.uk/</a> - To access the ‘Africa – up in smoke?’ reports on climate impacts</li> <li>• <a href="http://www.cru.uea.ac.uk/cru/info/slr">http://www.cru.uea.ac.uk/cru/info/slr</a> - Discussion of sea level projections</li> <li>• <a href="http://www.grida.no/climate/ipcc/emission/091.htm#4.2.1">http://www.grida.no/climate/ipcc/emission/091.htm#4.2.1</a> – IPCC scenario explanations.</li> </ul>
6	1.6	<p><b>COPING WITH CLIMATE CHANGE</b></p> <ul style="list-style-type: none"> <li>• Define and illustrate mitigation and adaptation</li> <li>• Explore the views of contrasting key players</li> <li>• Describe the Kyoto agreement, and assess its implications and limitations</li> <li>• Outline for a national strategy for change</li> </ul>	<ul style="list-style-type: none"> <li>• Factfile production on a range of approaches such as alternative energy, home efficiency, geoengineering.</li> <li>• Use of websites for NGOs, businesses (oil companies) and IGOs (UN) to assess the range of views.</li> <li>• Case study of Kyoto</li> <li>• Exploring the UK Government’s policies and actions, including the question of nuclear power and alternative energy targets</li> <li>• Use of an ecological footprint calculator</li> <li>• Use of ‘carbon wedges’ concept to assess the</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.newscientist.com">www.newscientist.com</a> – many articles on mitigation and adaptation alternatives</li> <li>• <a href="http://www.climatechallenge.gov.uk/">http://www.climatechallenge.gov.uk/</a> - The UK policy and strategies</li> <li>• <a href="http://www.earthday.net/footprint/index.asp">http://www.earthday.net/footprint/index.asp</a> - Ecological footprints</li> <li>• <a href="http://www.princeton.edu/~cmi/resources/stabwedge.htm">http://www.princeton.edu/~cmi/resources/stabwedge.htm</a> - Stabilisation wedges site.</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore, then assess, their own contributions and actions</li> <li>• Evaluate the statement ‘think global, act local’.</li> </ul>	range of actions needed.	
7	1.7	<p><b>THE CHALLENGE OF GLOBAL HAZARDS FOR THE FUTURE</b></p> <ul style="list-style-type: none"> <li>• Examine the link between global hazards and other global problems</li> <li>• Identify a range of strategies to deal with global warming</li> <li>• Assess the costs and benefits of these strategies</li> <li>• Revisit the concept of risk, and identify ways to reduce vulnerability.</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping climate change projections plus other problems (drought, famine, conflict, poverty) in e.g. Africa to gain an overview of the scale of the challenge and threat.</li> <li>• Using a large A3 table to evaluate a range of strategies e.g. biofuels, home energy efficiency, reforestation, nuclear power.</li> <li>• Use of the hazard risk equation for contrasting locations; consideration of how to reduce risk and vulnerability.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.unisdr.org/">http://www.unisdr.org/</a> - Use of the International Strategy for Disaster Reduction and the Hyogo Framework</li> <li>• <a href="http://news.bbc.co.uk/1/hi/sci/tech/6294133.stm">http://news.bbc.co.uk/1/hi/sci/tech/6294133.stm</a> - Debate over the role of biofuels.</li> </ul>
<b>UNIT 1 (6GEO1): GOING GLOBAL</b>				
8	2.1	<p><b>GLOBALISATION</b></p> <ul style="list-style-type: none"> <li>• Define globalisation</li> <li>• Explain the process of globalisation</li> <li>• Outline the factors which have accelerated globalisation</li> <li>• Examine global patterns and trends in migration</li> <li>• Assess the link between globalisation and population movements.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘<i>How globalised am I</i>’ – using students clothes, trainers, mobile phones etc. to identify product sources/TNCs.</li> <li>• Brainstorming technology, business, trade and culture roles in the process</li> <li>• Exploring global patterns of migration using Worldmapper site (‘movement’ theme); major sources and hosts; regional patterns and explanations.</li> <li>• Consideration of push and pull factors on a global scale.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.globalization101.org/">http://www.globalization101.org/</a> - For discussion and definition</li> <li>• <a href="http://www.worldmapper.org/text/index/text_index.html">http://www.worldmapper.org/text/index/text_index.html</a> - For maps of global migration patterns</li> <li>• <a href="http://www.oecd.org/">http://www.oecd.org/</a> and <a href="http://www.iom.int/">http://www.iom.int/</a> - Both the OECD and International Organisation for Migration have databases on migration trends.</li> </ul>

9	2.2	<p><b>GLOBAL GROUPINGS</b></p> <ul style="list-style-type: none"> <li>• Describe the global pattern of wealth and poverty</li> <li>• Explain, and illustrate, global economic classification</li> <li>• Describe the economic and political role of the OECD and a named trade bloc</li> <li>• Define TNC</li> <li>• Explain the role and significance of a named TNC.</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping patterns of GNI and HDI to identify areas of wealth and poverty; comparison with patterns in 1980 to identify change.</li> <li>• Defining economic classifications (LDC, LEDC etc.) by researching country profiles; arranging countries into a development ladder</li> <li>• Use of the OECD website to identify top global economies; mapping against membership of G8, trade blocs, IMF board</li> <li>• Explore the global network of a named TNC e.g. Toyota, WalMart, Nike, to identify characteristics and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.wri.org">www.wri.org</a> – The World Resources Institutes Earthtrends database can be used to get up-to-date development data</li> <li>• <a href="http://www.toyota.com">www.toyota.com</a>,</li> <li>• <a href="http://www.walmart.com">www.walmart.com</a></li> <li>• <a href="http://www.unctad.org/Template/Template.asp?intltemID=2443&amp;lang=1">http://www.unctad.org/Template/Template.asp?intltemID=2443&amp;lang=1</a> – Has TNC profiles.</li> </ul>
10	2.3	<p><b>GLOBAL NETWORKS</b></p> <ul style="list-style-type: none"> <li>• define the concept of a ‘shrinking world’</li> <li>• Use examples of global networks to illustrate those who are ‘switched on’ and ‘switched off’</li> <li>• Explore the geographical growth and use of the Internet</li> <li>• Use examples to illustrate the winners and losers in globalisation</li> <li>• Explain the differing fortunes of winners and losers.</li> </ul>	<ul style="list-style-type: none"> <li>• Plotting the ‘shrinkage’ caused by increasingly fast transport and communications (shipping, air travel, telephone, Internet)</li> <li>• Mapping those who are connected and not connected to the Internet; comparison by region / level of development. Discussion of the role of connectivity in development.</li> <li>• Research into poverty reduction in India, China and selected African Nations to draw out contrasting fortunes; examining the role of trade in economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.cybergeography.org/atlas/more_isp_maps.html">http://www.cybergeography.org/atlas/more_isp_maps.html</a> - Has maps of regional and global Internet networks.</li> <li>• <a href="http://www.internetworldstats.com/stats1.htm">http://www.internetworldstats.com/stats1.htm</a> - Has statistics for the world and regions.</li> <li>• <a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a> - The MDG chart the winners and losers in the battle to reduce poverty.</li> </ul>

11	2.4	<p><b>ROOTS</b></p> <ul style="list-style-type: none"> <li>• Compare family trees, histories and historical geographies.</li> <li>• Explain how developments in health and hygiene have affected population structure.</li> <li>• Explain how developments in work and education have affected population and migration.</li> <li>• Assess the impacts of the greying UK population.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of charts showing students family history (3 or 4 generations back ideally); analysis of changing family size, migration and locations.</li> <li>• Annotation of populations pyramid in 1850, 1900, 1950, 2000; factors causing changing structure.</li> <li>• Mapping changes in UK employment (deindustrialisation; tertiarisation) and linking to internal migration and immigration.</li> <li>• Cost/Benefit table of the impacts of an ageing UK.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.nationaltrustnames.org.uk/">http://www.nationaltrustnames.org.uk/</a> - Surname geography today versus the 19<sup>th</sup> Century.</li> <li>• <a href="http://www.statistics.gov.uk/populationestimates/svg_pyramid/default.htm">http://www.statistics.gov.uk/populationestimates/svg_pyramid/default.htm</a> - Dynamic population pyramid to 2081 showing ageing.</li> </ul>
12	2.5	<p><b>ON THE MOVE</b></p> <ul style="list-style-type: none"> <li>• Define key migration terms, and type of migrant.</li> <li>• Explore post war migration, to explain the current UK ethnic mix.</li> <li>• <i>Assess the impact (source and host) of post-accession labour flows from Eastern Europe.</i></li> <li>• <i>Assess the impacts (source and host) of retirement migration to the Med.</i></li> <li>• Examine the overall consequences (balance of</li> </ul>	<ul style="list-style-type: none"> <li>• Table to contrast motives of voluntary, forced, illegal, legal, economic, refugee and asylum migrant seekers.</li> <li>• Construction of a timeline for UK immigration since 1945; mapping key immigrant locations.</li> <li>• Student research on the two case studies; factfiles of patterns and numbers plus mini-case studies of impacts e.g. Scottish Highlands, Lincolnshire, Costa del Sol.</li> <li>• Evaluation tables for economic, social, environmental and political costs and benefits; including an assessment of policy. Is it balanced or not?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pstalker.com/migration/mg_types.htm">http://www.pstalker.com/migration/mg_types.htm</a> - For migrant definitions, major flows and examples.</li> <li>• <a href="http://www.iom.int/jahia/Jahia/Pid/241">http://www.iom.int/jahia/Jahia/Pid/241</a> - Global overview of migration and annual reports.</li> <li>• For the two case studies, searching the BBC website (<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>) produces many useful articles, facts and figures, and regional examples.</li> </ul>

		costs –v- benefits) of migration.		
13	2.6	<p><b>WORLD CITIES</b></p> <ul style="list-style-type: none"> <li>• Define world city, million city and megacity.</li> <li>• Describe the causes (push and pull) of rural urban migration.</li> <li>• Describe and explain the global pattern of megacities, including regional variations in growth rates.</li> <li>• Research two contrasting megacities, and identify reasons for their differences.</li> <li>• Examine the consequences of rapid urban growth in the developing world.</li> <li>• Assess strategies for improving developing city sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Examining the population of London (by various definitions; is it a megacity or not? Concept of a world city versus a megacity.)</li> <li>• Mapping the changing location and size of megacities (1970, 1990, 2007); analysis of trends.</li> <li>• Contrasting growth rates in Asia versus Africa; photosets of contrasting cities to analyse conditions and level of development.</li> <li>• Factfiles produced on contrasting cities e.g. London versus Lagos versus Shanghai. Balance of push and pull forces in each case (using Lee’s model).</li> <li>• Video and Internet research on cities such as Curitiba, Cairo and Mumbai to assess management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.megacities.uni-koeln.de/documentation/">http://www.megacities.uni-koeln.de/documentation/</a> - Maps and statistics on the world’s largest cities.</li> <li>• <a href="http://esa.un.org/unup">http://esa.un.org/unup</a> - World Urbanisation Prospects 2005; data and trends.</li> <li>• <a href="http://www.unhabitat.org/categories.asp?catid=33">http://www.unhabitat.org/categories.asp?catid=33</a> – Use of the UN Habitat website for case study and sustainability research, as well as data on chosen city examples.</li> <li>• The BBC website is useful for images of cities e.g. Mumbai and its slums, including Dharavi.</li> </ul>
14	2.7	<p><b>GLOBAL CHALLENGES FOR THE FUTURE</b></p> <ul style="list-style-type: none"> <li>• Assess the positives and negatives of an increasingly globalised world.</li> </ul>	<ul style="list-style-type: none"> <li>• Class debate on pros and cons of globalisation; concepts such as ‘trickle down’ could be introduced and considered.</li> <li>• Research into issues such as worker exploitation, child labour and human</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.newint.org/">http://www.newint.org/</a> - New Internationalist (left-leaning journal) is especially useful for moral and ethical debates; all back issues are available online.</li> <li>• <a href="http://www.climatechoices.org.u">http://www.climatechoices.org.u</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Investigate the moral and social consequences of globalisation.</li> <li>• Evaluating strategies, from global to local, to reduce the environmental consequences of global consumption.</li> <li>• Examining the pros and cons of ethical consumerism, for people and the environment.</li> </ul>	<p>trafficking.</p> <ul style="list-style-type: none"> <li>• Consideration of the consumption –v- environment debate; costs of globalisation; production of a personal green action plan.</li> <li>• Investigating the savings to be made through local consumption (farmers markets etc.) and fair trade / organic foods. Are they practical? Can globalised consumption and ecology be reconciled?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.sierraclub.org/population/consumption/">k/pages/food3.htm</a> - Food miles and consumption choices.</li> <li>• <a href="http://www.sierraclub.org/population/consumption/">http://www.sierraclub.org/population/consumption/</a> - Useful website on consumption and footprints.</li> <li>• <a href="http://www.fairtrade.org.uk/">http://www.fairtrade.org.uk/</a></li> </ul>
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