

Course Outline:

Year 12

Why this/why now? (Rationale for order of content)

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	Globalisation	EQ1: What are the causes of globalisation and why has it accelerated in recent decades? <ul style="list-style-type: none"> • What is globalisation & how has it accelerated • Different roles of PLAYERS in globalisation: Gov'ts, Organisations, TNCs. • How & why are countries switched on/off EQ2: What are the impacts of globalisation for countries, different groups of people and cultures? <ul style="list-style-type: none"> • The effects of the Global Shift Eastwards (Winners/Losers) • Impacts of migration & urbanisation • Emergence of Global Culture 	Globalisation end of EQ1 essay 12 marks
	Half-term		
			EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges? <ul style="list-style-type: none"> • How development is affected • Tensions caused by globalisation • Controlling globalisation • Ethical & Environmental concerns
Christmas Holiday			
Spring Term	Regeneration	EQ1: How and why do places vary? (an in-depth study of the local place in which you live/study and one contrasting place) <ul style="list-style-type: none"> • What is regeneration & rebranding • How do places vary? • How do places change? EQ2: Why might regeneration be needed? <ul style="list-style-type: none"> • How do we measure successful and unsuccessful places • What are the priorities for regeneration? • How do people engage with their place? 	Globalisation End of unit multiple choice and short answers questions 23 marks
	Half-term		
	Regeneration	EQ3: How is regeneration managed? <ul style="list-style-type: none"> • National Gov v Local Gov involvement • Strategies for Regeneration (e.g. Sports-led) • Role of Rebranding • Urban Regeneration • Rural Regeneration 	Regeneration end of EQ2 essay 20 marks
Easter Holiday			
Summer Term	Regeneration Introduction to NEA Independent Investigation	EQ4: How successful is regeneration? <ul style="list-style-type: none"> • Players? Stakeholders of regeneration Measuring Success of regeneration <ul style="list-style-type: none"> • questions and/or hypotheses relating to any of the core or non-core content. • incorporate field data, collected individually or in groups. 	

		<ul style="list-style-type: none"> student's own research, including their own field data and secondary data independently contextualise, analyse and summarise findings and data 	
Half-term			
NEA Independent Investigation		<ul style="list-style-type: none"> questions and/or hypotheses relating to any of the core or non-core content incorporate field data, collected individually or in groups student's own research, including their own field data and secondary data independently contextualise, analyse and summarise findings and data <p>involves the individual drawing of conclusions presentation of relevant data</p>	



Course Outline:

Year 13

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT	
Autumn Term	Superpowers	<p>EQ1: What are superpowers and how have they changed over time?</p> <ul style="list-style-type: none"> the characteristics of superpowers (e.g., military, and economic strength) The difference between hard and soft power The first superpowers and Cold War era Influence and impact of emerging powers Superpower theories <p>EQ2: The impacts of superpowers on the economy, politics and the environment?</p> <ul style="list-style-type: none"> IGOs, TNCs and culture Global environmental concerns Who are the world governors? 	<p>Superpowers End of EQ1 4 & 12 marks</p> <p>NEA write up and final submission 70 marks</p>	
	Half-term			
	Superpowers	<p>EQ3: Spheres of influence contested by superpowers and the implications of this?</p> <ul style="list-style-type: none"> The increasing tension and conflict (Russia and the Arctic, South China Sea, Middle East and decline of Empire e.g. British Empire and Brexit) Spheres of influence and global resources What does the future hold? 	<p>Mock exams Separate papers. Human 56 marks</p>	
Christmas Holiday				
Spring Term	<p>Health, Human Rights and Intervention</p>	<p>EQ1: What is human development and why do levels vary from place to place?</p> <ul style="list-style-type: none"> How does health and education levels vary globally How this impacts economic and social development The different ways we can measure developments globally Development strategies (Millennium development goals) <p>EQ2: Why do human rights vary from place to place?</p> <ul style="list-style-type: none"> Defining and protecting human rights Variations in human rights within and between countries 	<p>End of EQ 2 HHRI questions 12 marks</p>	

		<ul style="list-style-type: none"> Understand the Geneva Convention How IGOs contribute to human rights		
Half-term				
	Health, Human Rights and Intervention	EQ3: How human rights are used for political and military intervention? <ul style="list-style-type: none"> Different geo-political interventions The impact and consequences of development aid and military intervention Different types of aid EQ4: The outcomes of geopolitical interventions on human development / rights? <ul style="list-style-type: none"> Measure the success of geo-political interventions Development aid – military interventions	End EQ3 HHRI essay 20 marks	
Easter Holiday				
Summer Term	Paper 3	Paper 3 Preparation –Synoptic paper - focused on an issue which links to units in both the human and physical sides of the A-Level course. Studied at the end of the course, when students have the best knowledge, skills and application. Revision and Exam Preparation – As well as support and providing revision materials in lessons, teachers will run after school revision sessions for all units studied.	Paper 3 mock 70 marks	
	Half-term			
		External Exams		