QPHS Year 13 Geography – Human Curriculum Map

Half term	Title	Unit summary	Assessment
1-2-3	**PHYSICAL – 3.2.4. Population and Environment**	• The environmental context for human population characteristics and change. Key elements in the physical environment: climate, soils, resource distributions including water supply. Key population parameters: distribution, density, numbers, change. Key role of development processes. Global patterns of population numbers, densities and change rates. • Global and regional patterns of food production and consumption. Agricultural systems and agricultural productivity. Relationship with key physical environmental variables – climate and soils. • Characteristics and distribution of two key zonal soils to exemplify relationship between soils and human activities especially agriculture. Soil problems and their management as they relate to agriculture: soil erosion, waterlogging, salinisation, structural deterioration . • The global prevalence, distribution, seasonal incidence of one specified biologically transmitted disease, eg malaria; its links to physical and socio-economic environments including impacts of environmental variables on transmission vectors. Impact on health and well-being. Management and mitigation strategies. • Factors in natural population change: the demographic transition model, key vital rates, age–sex composition; cultural controls. Models of natural population change, and their application in contrasting physical and human settings. Concept of the Demographic Dividend. • Health impacts of global environmental change: ozone depletion – skin cancer, cataracts; climate change – thermal stress, emergent and changing distribution of vector borne diseases, agricultural productivity and nutritional standards.	Exam question practice will be in every lesson of this module involving summative assessments including 4, 6, 9 and 20 markers.
3-4	**NEA**	• The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. • They may incorporate field data and/or evidence from field investigations collected individually or in groups. • Contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding. • Students are expected to submit a written report which is 3,000–4,000 words in length	The NEA will be marked by staff and the sent to an examiner – this is worth 20% of the students overall A-Level