

**Year 12 – unit 1 – September to February**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Global Connections</p>	<p><b>Human Rights Knowledge</b></p> <ol style="list-style-type: none"> <li>1. What is meant by human rights? <ul style="list-style-type: none"> <li>• There is global variation in human rights norms.</li> <li>• Patterns of human rights violations are influenced by a range of factors.</li> </ul> </li> <li>2. What are the variation in women’s rights? <ul style="list-style-type: none"> <li>• The geography of gender inequality is complex and contested.</li> </ul> </li> <li>3. What are the strategies for global governance of human rights? <ul style="list-style-type: none"> <li>• Human rights violations can be a cause and consequence of conflict.</li> <li>• Global governance of human rights involves cooperation between organisations at scales from global to local, often in partnership.</li> </ul> </li> <li>4. To what extent has intervention in human rights contributed to development? <ul style="list-style-type: none"> <li>• Global governance of human rights has consequences for citizens and places</li> </ul> </li> </ol> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Explore the processes and flows in human rights and migration that occur at the global level, and the ways in which these influence people, places and institutions.</li> <li>• Investigate how global connections shape relationships between citizens, states and organisations around the world.</li> <li>• States and non-state organisations respond to flows and global systems,</li> </ul>	<p>Students will be able to explain human rights, how the norms differ around the world and the factors that influence these.</p> <p>They will be able to explain in detail how rights are being denied to women, the impacts it is having with specific examples.</p> <p>Analyse the role global governance has in protecting human rights in areas of conflict. They will look at government involvement, NGOs and the UN.</p> <p>Evaluate whether global governance has led to development with specific examples in an LIDC.</p> <p>They will have detailed place specific on areas with global governance and areas of women’s rights abuses. They will be able to use these to analyse the impacts of human rights violations and the roles of different organisations.</p>	<p>All GCSEs study development of countries and this uses that knowledge.</p>	<p><b>Text books</b> OCR A level geography Geography an integrated approach</p> <p><b>Human Rights Articles</b> In lesson -</p> <ul style="list-style-type: none"> <li>• Afghan Aid</li> <li>• History of the UN in Afghanistan</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>• Slavery in Pakistan</li> <li>• Forced Migrants in the UK</li> <li>• Why do Children Miss Out on School</li> </ul> <p><b>Other</b> Zig-zag exam Q’s GCSE Pods OCR A level geography work book</p> <p><b>Recommended revision guide:</b> <b>OCR A Level Geography Student Guide 2: Earth’s Life Support Systems; Global Connections</b> By Peter Stiff and David Barker</p>

which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice.

**Skills:**

- Data manipulation and presentation
- Evaluate effectiveness of data presentation
- Statistical analysis
- Evaluation

**Year 12 - Unit 2 – February to June**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Disease Dilemmas	<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. What are the global patterns of disease and can factors be identified that determine these? <ul style="list-style-type: none"> <li>• How diseases can be classified, their patterns mapped and how they spread</li> <li>• There is a relationship between physical factors and the prevalence of disease which can change over time</li> </ul> </li> <li>2. Is there a link between disease and levels of economic development? <ul style="list-style-type: none"> <li>• As countries develop economically the frequency of communicable diseases decreases, while the prevalence of noncommunicable diseases rises</li> </ul> </li> <li>3. How effectively are communicable and non-communicable diseases dealt with? <ul style="list-style-type: none"> <li>• Communicable and noncommunicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success.</li> </ul> </li> <li>4. How far can diseases be predicted and mitigated against? <ul style="list-style-type: none"> <li>• Increasing global mobility impacts the diffusion of disease</li> <li>• Mitigation strategies to combat global pandemics and overcome physical barrier</li> </ul> </li> <li>5. Can diseases ever be fully eradicated? <ul style="list-style-type: none"> <li>• Nature has provided medicines to treat disease for thousands of years</li> <li>• Top down and bottom up strategies that deal with disease risk and eradication.</li> </ul> </li> </ol>	<p>Understand classifications and patterns of disease. They will be able to explain disease diffusion and how diffusion can be influenced by a range of physical factors.</p> <p>They will be able to compare communicable and non-communicable diseases with detailed place specific examples of each and how they are being dealt with in ACs and LIDCs.</p> <p>Be able to explain the roles of governments and non-governmental organisations in predicting and mitigating against diseases.</p> <p>Explain in detail strategies to eradicate diseases on local, national and global scales.</p> <p>They will be able to synoptically link disease to the other compulsory taught elements of the course.</p> <p>They will have detailed examples of communicable and non-communicable diseases and diseases that have been caused by</p>	<p>All GCSEs study development of countries and this uses that knowledge.</p> <p>Links synoptically to human rights, migration, changing spaces making places and coastal landforms.</p>	<p><b>Text books</b> OCR A level geography Geography an integrated approach</p> <p><b>Articles</b> In lesson -</p> <ul style="list-style-type: none"> <li>• Sleeping sickness in Africa</li> <li>• PMI Ethiopia</li> <li>• Cholera outbreak in Haiti</li> <li>• Samoa and UC Berkley Agreement</li> <li>• GSK Investing in Africa</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>• Ebola</li> </ul> <p><b>Other</b> Zig-zag exam Q's GCSE Pods OCR A level geography work book</p> <p><b>Recommended revision guide:</b> <b>OCR A Level Geography Student Guide 3:</b> <b>Geographical Debates:</b> <b>Climate; Disease; Oceans; Food; Hazards</b></p>

	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk.</li> <li>• The causes of disease are often complex and the impacts even more so.</li> <li>• The global nature of some diseases has encouraged international efforts to combat them.</li> <li>• Continued research into diseases and developments in pharmaceuticals offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Data manipulation and presentation</li> <li>• Evaluate effectiveness of data presentation</li> <li>• Synoptic links</li> <li>• Statistical tests</li> </ul>	<p>natural hazards and air pollution. As well as detailed specific knowledge of the role of NGOs and pharmaceuticals in dealing with disease. They will have a detailed example a medicinal plant and its uses. They will be able to draw a range of conclusions from these examples of factors such as prevalence, impact and management of disease.</p>		<p>by Peter Stiff, David Barker, et al.</p>
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