

KS5 Geography Curriculum Overview

Rationale: For A Level Geography, we follow the AQA specification. Compulsory topics which cover synoptic themes that run through the course and Water and Carbon, Changing Places and Global Systems and Global Governance. We also teach Contemporary Urban Environments, Glacial Systems and Glacial Landscapes and Ecosystems Under Stress, allowing students to study a range of exciting themes and concepts from a range of places and environments. In Year 12, we carry out fieldwork together on a residential trip, which prepares students for conducting their own independent geographical investigation for the Non-Examined Assessment (coursework). Students are encouraged to read around each topic and ensure they keep themselves up to date with current geographical issues and apply them to their learning in class.

Term / Length of Unit	Outline	Assessment	Home Learning	Knowledge/Skills End Points	Literacy
<p>Year 12 Term 1 and 2:</p> <p>Glacial Systems and Landscapes</p>	<p><i>Understand glacial systems and the processes that take place within them, leading to glacial landforms and landscapes (ice glacial, periglacial, fluvioglacial). Explain human impacts on glacial environments and management of them, while considering environmental fragility of those areas.</i></p> <p><i>LINKS: Students have previously covered fluvial and coastal landscapes. Glacial landscapes are the last of the three major landscapes. Some of the processes are similar or familiar. This topic also links to the fieldwork that takes place in Y12 where we carry out field work in a relict glacial landscape</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock/PPEs</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Glaciers and natural systems • Nature and distribution of cold environments • Systems and processes (glacial budgets, ablation, accumulation, warm and cold based glaciers, geomorphological processes, fluvioglacial processes, periglacial processes) • Glaciated landscape development (glaciated, fluvioglacial, periglacial) • Human impacts on cold environments • CASE STUDIES and examples: Snowdonia (UK), Alps, Himalayas, Alaska, Svalbard, Norway, <p><u>Skills</u></p> <ul style="list-style-type: none"> • Quantitative and qualitative • Field work skills • Data manipulation • Data presentation • Rose diagrams • Cumulative mass balance graphs • Photograph interpretation • Identifying glacial features on OS maps 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic • Extended writing • Essay annotations (past student work)
<p>Year 12 Term 1, 2 and 3:</p> <p>Contemporary Urban Environments</p>	<p><i>Students examine the processes, challenges and issues associated with urban growth, particularly environmental sustainability and social cohesion. Students explore a range of urban settings to understand a range of urban themes, with particular focus on London and Bengaluru as the main case studies</i></p> <p><i>LINKS: Urban Issues, fieldwork, Changing Places, population</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock/PPEs</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Urbanisation – patterns, processes, urban change, urban policy • Urban forms • Social and economic issues associated with urbanisation in contrasting settings • Urban climate • Urban drainage • Urban waste and its disposal • Other contemporary urban environmental issues • Sustainable urban development • CASE STUDIES: Bengaluru, London, Los Angeles, Mumbai <p><u>Skills</u></p> <ul style="list-style-type: none"> • Qualitative and quantitative including geospatial data interpretation. 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts such as “Poverty Safari” and “The New Urban Crisis.” These will provide a more detailed look into the topic challenging student’s misconceptions. Student debates around these. Parts linked to gentrification (as well as the challenges of urbanisation) providing a mini case study • Key term list for topic

<p>Year 12 Term 2 and 3:</p> <p>Changing Places</p>	<p><i>To understand people's engagement with places, their experience of them and the qualities they ascribe to them, the factors and processes which impact upon places and how they change and develop over time. Students gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places.</i></p> <p><i>Students apply their understanding to a range of case study examples, with Southam and Scarborough in detail.</i></p> <p><i>LINKS: Globalisation, urban issues and challenges and migration. These topics will be built on and enhanced through critical thought.</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock/PPEs</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> The nature and importance of places – concept of place, perspectives, categories, character Relationships and connections – changing demographic and cultural characteristics, economic change and social inequalities Meaning and representation – lived experience <u>CASE STUDIES:</u> Range of examples throughout, detailed case studies for Scarborough and Southam <p><u>Skills</u></p> <ul style="list-style-type: none"> Quantitative data – eg. Geospatial data, census, IMD, statistical data and tests Qualitative – eg. interpretation of photographs, media representation A large range of data needs to be used in this topic for students to interpret and evaluate in its usefulness in understanding character of place and the effect it has on place perception 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Academic texts from curriculum press and Google Scholar used for analysis Key term list for topic Extended writing Essay annotations (past student work)
<p>Year 12 Term 3 and 4:</p> <p>Skills and Fieldwork</p>	<p><i>Carry out human and physical fieldwork on residential trip to Yorkshire</i></p> <p><i>Physical – Glaciation – Yorkshire</i></p> <p><i>Water and Carbon – Dalby Forest</i></p> <p><i>Human – Changing Places – Scarborough</i></p> <p><i>Skills unit covers field work skills and geographical skills covered in Paper 2 and needed for effective NEA preparation in Term 6.</i></p> <p><i>In addition skills are incorporated into all topics and as each topic is taught, opportunities for NEA titles are suggested at the time.</i></p>	<p>Practice exam questions</p> <p>Upon return from fieldwork, students write up both studies and are assessed on the fieldwork part of Paper 2 (practice)</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Recap of certain topics through skills application Recap and application of glaciation case study and content through fieldwork Recap and application of changing places case study through fieldwork <p><u>Skills</u></p> <ul style="list-style-type: none"> Range of skills – full list in specification. All of them are practiced in class or while on the field trip (eg. Chi-Squared applied to glacial deposit data) 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Academic texts from curriculum press and Google Scholar used for analysis Key term list for topic Extended writing Essay annotations (past student work)
<p>Year 12 Term 5:</p> <p>NEA planning and data collection</p>	<p><i>Following the Year 12 AS Exams, students plan their Individual Investigations for their NEA. This can be in an area of their choice from the complete specification (even if it is based on a topic that is not taught)</i></p> <p><i>Students plan their title, research questions and data collection methods. They will then hand in their proposal before the summer holiday and have it signed off by a member of staff.</i></p> <p><i>Students draw on their understanding of geographical investigation, enquiry and fieldwork from GCSE and their AS fieldtrip to help them understand the process, sampling methods and data collection methods.</i></p> <p><i>Once students have decided the area they are investigating, they must carry out research from a range of sources (including academic research). This will ensure they have the</i></p>	<p>AQA proposal form needs to be completed two weeks before the end of term to ensure time for feedback and amendments.</p>	<p>Research</p> <p>Pilot studies</p>	<p><u>Knowledge</u></p> <p>Students' individual knowledge and understanding of their own chosen topic will develop in depth.</p> <p><u>Skills</u></p> <p>Students' independent planning, fieldwork and data collection skills will be developed.</p>	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models Academic texts from curriculum press and Google Scholar used for analysis Key term list for topic

	<p>information needed for the theoretical context aspect of their introduction.</p> <p>During this time they also need to decide on appropriate locations/sites for their research to ensure a justified comparative context in their introduction.</p>				
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<p>Year 13 Term 1 and 2: NEA</p>	<p>In Year 13 Term 1, students return from the summer break having completed all their data collection. They are reminded of the strict deadlines to follow to ensure their completed NEA (coursework) investigation is handed in on time. See Specification for independence and teacher guidance.</p>	<p>NEA is worth 20% of students' final grade.</p>	<p>Students will use home learning and silent study time to independently work on their NEA</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Dependent on topic chosen <p><u>Skills</u></p> <ul style="list-style-type: none"> • Writing in the style of a geographical investigation / report (preparation for FE) • A range of qualitative and quantitative data collection skills depending on own choices • Interpretation of a range of data • A range of data presentation methods depending on own choices 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic
<p>Year 13 Term 1 and 2: Global Systems and Global Governance</p>	<p>Students will understand the concept of globalisation, how it has developed and the impact it has on various parts of the world and society in terms of growth and stability and also inequalities, conflicts and injustices. They will take an evaluative and balanced approach to understanding how global systems are managed through global governance, with a focus on the governance of Antarctica.</p> <p>LINKS: All issues have been broadly studied at KS3 and 4 and this compulsory unit allows students to explore the complexities of globalisation at an advanced level.</p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock/PPES</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Dimensions of and factors in globalisation and how it can be measured • Global systems and issues associated with interdependence • International trade and access to markets – trading relationships, impacts of impacts of differential access to markets, TNCs, coffee, palm oil, bananas • Global governance • Global commons • Globalisation critique • CASE STUDY: Antarctica as a global common <p><u>Skills</u></p> <ul style="list-style-type: none"> • Range of quantitative and qualitative skills • Mapping • Research • Analysis and interpretation 	<ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google Scholar used for analysis • Use of literature such as “Prisoners of Geography” and “Divided” to explore the relations between different places at local, national and global scale • Key term list for topic • Extended writing • Essay annotations (past student work)

<p>Year 13 Term 3 and 4:</p> <p>Water and Carbon</p>	<p><i>Students understand how both the water and carbon cycles work as natural systems, their global distribution and magnitude and how this changes due to natural processes and human actions. They also examine the interaction between both cycles and the consequences for life on earth.</i></p> <p><i>LINKS: Climate change, fluvial landscapes, ecosystems</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock/PPEs</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Water and carbon as natural systems – including feedback loops The water cycle – global distribution, processes driving change in magnitude, drainage basins, runoff, hydrographs, changes in the water cycle over time (natural and human variations) The carbon cycle – global distribution, processes driving change in magnitude, changes over time (natural and human), carbon budget and impact on land, oceans and atmosphere Water, carbon and life on earth – particularly climate and climate change CASE STUDIES: Tropical Rainforest (Amazon, Malaysia), River Catchment (River Exe) <p><u>Skills</u></p> <ul style="list-style-type: none"> Qualitative and quantitative Mass balance Unit conversions Hydrographs Analysis and presentation of field data 	<ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Academic texts from curriculum press and Google Scholar used for analysis Key term list for topic Extended writing Essay annotations (past student work)
<p>Year 13 Term 2, 3 and 4:</p> <p>Ecosystems Under Stress</p>	<p><i>Students study the biosphere and in particular the nature and functioning of ecosystems and their relationships to the nature and intensity of human activities. Study of the impact of population growth and economic development on ecosystems at various scales affords the opportunity for students to engage with fundamental contemporary people–environment issues including those relating to biodiversity and sustainability. Students explore the savannah, rainforests and UK ecosystems</i></p> <p><i>LINKS: Living World, fieldwork, Water and Carbon, climate change, sustainability</i></p>	<p>Practice exam questions throughout the course (Including 3, 6, 9 and 20 mark questions)</p> <p>End of topic mock</p>	<p>Set by class teacher for individual classes</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Sustainability and declining biodiversity Importance of ecosystems for human populations Processes within ecosystems and factors that influence their change Study of biomes Ecosystems in the British Isles over time Marine ecosystems and factors affecting their health and survival Local ecosystems and conservation strategies CASE STUDIES: Surtsey, Amazon Rainforest, Serengeti, North York Moors, Andros Reef (Bahamas), Ainsdale Sand Dunes, Norfolk Broads <p><u>Skills</u></p> <ul style="list-style-type: none"> Qualitative and quantitative including geospatial data interpretation. develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork 	<p><u>Wider Reading and Models</u></p> <ul style="list-style-type: none"> Guided Reading using Geofiles, academic magazines and books to support wider knowledge Books such as “Finding the Mother Tree” and “There is no Planet B” Key term list for topic

