

KS5 Geography Curriculum Map

Curriculum Aim Year 12	Curriculum Aim: <i>By the end of year 12 students will continue and further develop their understanding of, and ability to apply, the concepts of place, space, scale and environment that have underpinned their journey through KS3 and GCSE. They will develop an in-depth understanding of coasts, how they operate, the landforms they create and how humans interact with them. They will continue to investigate the impacts of climate change on the coast of the UK but also that of a contrasting area of the world. Students will investigate how places change over time, focusing on a local context and then contrasting it to another location around the world. They will develop and in-depth understanding of urban areas, how they grows and change over time, and the impacts this has on people and the environment. They will consider how several urban issues can be managed in a sustainable way. Students will become confident in selecting, using and evaluating a range of quantitative and qualitative skills and continue to develop their fieldwork techniques. They will begin to conduct their own investigation into an area of geography of their choosing.</i>				
Term	Autumn 1 - Spring 1		Spring 1-Summer 1		Summer 2
Assessment 1	Assessment 1 - Mock				
Assessment 2	Assessment 2 – End of Year 12 Exam				
Topic	Coastal systems and landscapes (Paper 1) (Teacher 1)	Changing Places (Paper 2) (Teacher 2)	Contemporary Urban Environments (Paper 2) (Teacher 1)	Contemporary Urban Environments (Paper 2) (Teacher 2)	Non-Examined Assessment (Coursework)
Powerful Knowledge/ skills	<ul style="list-style-type: none"> • Coasts as natural systems – sources of energy • Coastal processes – marine, mass movement and weathering. • Coastal landscapes in the UK and beyond • Coastal landforms including those associated with sea level change • Future climate change and potential impacts on the coast • Human intervention on the coastal landscape • Case study of a coastal environment at a local scale (Holderness Coast) 	<ul style="list-style-type: none"> • Nature and importance of places • Changing places – relationships • Changing places – connections • Changing places – meaning • Changing places - representation. • Place study of a local place • Place study of a contrasting place. • Quantitative and qualitative skills 	<ul style="list-style-type: none"> • Urban climate – temperature, precipitation, fog, thunder, and wind • Air quality and pollution reduction policies • Urban drainage • Urban waste and disposal • Other contemporary urban environmental issues • Sustainable urban development • Qualitative and quantitative skills 	<ul style="list-style-type: none"> • Urbanisation, suburbanisation, counter-urbanisation, and resurgence – causes and effects, rise of mega and world cities • Urban change – deindustrialisation, decentralisation, rise of the service economy • Urban policy and regeneration • Urban form • Social and economic issues associated with urbanisation • Case studies of two contrasting urban areas • Qualitative and quantitative skills 	<ul style="list-style-type: none"> • Introduction to elements of geographical fieldwork • Completion of fieldwork (4 days min) • Collection of independent data for NEA • Data analysis and presentation • Drawing conclusions and evaluating independent investigations.

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	<ul style="list-style-type: none"> Case study beyond the UK (Sundarbans, Bangladesh) Quantitative and qualitative skills 				
Useful online resources	AQA: https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037 Cool Geography: https://www.coolgeography.co.uk/ TED talks: https://www.ted.com/search?q=Geography Royal Geographical Society: https://www.rgs.org/ OS Mapzone: https://www.ordnancesurvey.co.uk/mapzone/				
Sequenced from	Year 10 Coasts Year 10 Climate change	Year 10 Urban issues Year 11 Economic World	Year 10 Climate change Year 10 Rivers Year 10 UK Weather Year 10 Urban Issues Year 11 Resource management Year 9 Sustainability Year 12 Changing places	Year 10 Urban issues Year 11 Economic world Year 12 Changing places	The NEA element of the course involves students completing an independent investigation – this can focus on any element of the A Level course and therefore links directly to which ever topic they select. Fieldwork skills developed across KS3 and 4.
Sequenced to	Year 13 Exams (P1) Year 13 Hazards Year 13 Water and carbon cycles NEA Future Geography study, including BSC Geography	Year 13 Exams (P2) Year 12 CUE Year 13 Hazards Year 13 Global governance Year 12 Coasts NEA Future Geography study, including BA Geography	Year 13 Water and carbon cycles Year 13 exams (P2) NEA Future Geography study, including BSC and BA Geography	Year 13 Global Governance Year 13 exams (P2) NEA Future Geography study, including BA Geography	Future study of any subject at degree level as this task is similar to a dissertation. Future careers.

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Curriculum Aim Year 13	Curriculum Aim: <i>By the end of year 13 student will continue and further develop their understanding of, and ability to apply, the concepts of place, space, scale and environment that have underpinned their journey through KS3 and GCSE. They will use their newly developed skills from year 12 to help them further investigate the workings of the world. They will develop an in-depth understanding of natural hazards, including they theory of plate tectonics, volcanoes and earthquakes, storm hazards and wild fires. They will continue their study of our global world and understand the role globalisation and global governance plays in it. They will conclude their geographical study by understanding the nature of systems with in geography and the important roles water and carbon cycles play across many aspects of physical world. Students will continue to become confident in selecting, using and evaluating a range of quantitative and qualitative skills and continue to develop their fieldwork techniques. They will complete their own investigation into an area of geography of their choosing and write this up as a developed piece of writing.</i>				
Term	Autumn 1 – Autumn 2		Spring 1-Summer 1		Summer 2
Assessment 1	Assessment 1 – Autumn Mock				
Assessment 2	Assessment 2 – Spring Mock				
Assessment 3	Assessment 3 – Final exams				
Topic	Natural Hazards (Paper 1) (Teacher 1)	Global Systems and Global Governance (Paper 2) (Teacher 2)	Natural Hazards Water and carbon Cycles / Revision (Paper 1) (Teacher 1)	Water and Carbon Cycles (Paper 1) / Revision (Paper 2) (Teacher 2)	Final Exams
Powerful Knowledge/ skills	<ul style="list-style-type: none"> • Concept of hazards in a geographical context • Plate tectonics - earth structure and energy sources, theory of plate tectonics, plate boundaries and associated landforms, magma plumes. • Volcanic hazards • Seismic hazards • Storm hazards • Fires in nature • Case study of a multi-hazardous environment • Case study at a local scale in a hazardous setting • Quantitative and qualitative skills 	<ul style="list-style-type: none"> • Globalisation – dimensions of globalisation and factors in globalisation • Global systems – form and nature of interdependence in a modern world, issues associated with such interdependence. • International trade and access to markets • Global governance • The ‘global commons’ • Antarctica as a global common • Globalisation critique • Quantitative and qualitative skills 	<ul style="list-style-type: none"> • Systems in physical Geography The Water Cycle: <ul style="list-style-type: none"> • Global distribution and size of major stores of water • Process driving changes in these stores over time and space • Drainage basins as an open system • Runoff and flood hydrographs • Changes in the water cycle over time • Case study of a river catchment • Quantitative and qualitative skills • Revision for paper 1: physical geography 	<p>The carbon cycle:</p> <ul style="list-style-type: none"> • Global distribution and size of major stores of carbon • Factors driving changes in these stores over time and space • Changes in the carbon cycle over time • The carbon budget • The role of carbon and water stores and cycles • Human interventions in the carbon cycle • Quantitative and 	<ul style="list-style-type: none"> • Revision for final exams <p>Paper 1: Physical Geography Paper 2: Human Geography</p> <p>Unit 3: NEA already submitted</p>

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				qualitative skills <ul style="list-style-type: none"> Revision for paper 2: human geography 	
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Sequenced from	Year 9 Volcanoes Year 9 Earthquakes Year 9 Tropical storms Year 10 Ecosystems Year 10 Climate Change Year 12 Changing places	Year 10 Economic world Year 12 Changing places Year 13 Hazards	Year 10 Weather hazards Year 10 Rivers Year 12 CUE Year 12 Coasts Year 13 Hazards	Year 10 Climate change Year 10 Ecosystems Year 12 Coasts Year 12 CUE Year 13 Hazards	
Sequenced to	Year 13 Water and carbon cycles Year 13 Global Governance Year 13 Exam (P1) Future study	Year 13 exams (P2) Future study and careers	Year 13 Exams (P1) Future study and careers	Year 13 Exam (P1) Future study and careers	