

Geography KS5 Curriculum Overview

Links to KS4		Students studying A level Geography will draw on the following links from their GCSE studies: - Embed terminology for example, HIC, LIC, Adaptation and Mitigation and SEE factors - Synoptic links – encourage cross unit study for example, impacts of climate change on urban areas / resources - Analytical skills – TEAM to analyse graphs and stimulus material (AO2) - Focus on understanding AOs – knowledge, explanation, evaluation - Evaluative 9 mark essays to apply case study knowledge in preparation for synoptic 20 mark essay at KS5 – “how far do you agree?” - Physical and human field work link to NEA independent investigation - Move from landforms in isolation to landscape and processes in entirety - Holistic approach to study – multi-hazardous environments - Focus on systems approach, study of water and carbon cycles and interactions - Factors and dimensions of globalisation and governance					
Intent	Statement of Intent	Students following the A level Geography course (AQA) will explore the world, its issues and their place in it. Students will focus on current issues of local, national and global importance in contexts specific to different parts of the world. Their focus of study will centre on geographical processes, systems, place, scale and space.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 6 Weeks	Term 4 - 6 Weeks	Term 5 - 6 Weeks	Term 6 - 7 Weeks
Implementation (Year 12)	Year 12 Overview	The Advanced Geographer – students will take their knowledge and skills and develop new, more advanced geographical-specific skills and knowledge. Students will also develop their independence as young adults preparing them for the next stage after A levels.					
	SOW	Changing Places & Water and Carbon			Population & the environment		
	Assessment Type & Unit Focus	RP1 - RP2/PPE1 - Changing Places - this section focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. - Nature and importance of places - Changing places – relationships, connections, meaning and representation Local place study exploring the developing character of a place local to the home or study centre. Contrasting place study exploring the developing character of a contrasting and distant place. Water and Carbon - this section focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. - Systems approach to studying water and carbon - Water cycle at different scales and changes over time as a result of human and physical processes - Carbon cycle and factors affecting change to carbon budget and implications on the global climate Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles. Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above.			RP3/PPE2 - Population & Environment -this optional section of our specification has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. - Environment and population - Environment, health and well-being - Issues of urban climate, drainage and waste disposal - Environmental issues and sustainable urban development Case studies of country/society experiencing specific patterns of overall population change / specified local area to illustrate and analyse the relationship between place and health Coasts - this section focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. - Coasts as natural systems - Systems and processes operating in coastal environments - Development of coastal landscapes - Human intervention in the coastal landscape and management issues Case study of coastal environment(s) at a local scale Case study of a contrasting coastal landscape beyond the UK to illustrate risks and opportunities for human occupation		
Implementation (Year 13)	Year 13 Overview	The Expert Geographer – students will have a full range of advanced geographical and life skills and be fully prepared for their A level exams and for the next stage of their journey gaining a range transferable skills relevant to the modern world.					
	SOW	Hazards	Non-Examined Assessment (NEA)	Global Governance	Exam Prep		
	Assessment Type & Unit Focus	RP1/PPE1 - This focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. - The concept of hazard in a geographical context - Plate tectonics - Volcanic, Seismic & Storm hazards - Fires in nature Case study of a multi-hazardous environment beyond the UK Case study at a local scale of a specified place in a hazardous setting	Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. students focus on the contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.	RP2 - This section focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. - Dimensions of globalisation - Global systems - International trade and access to markets - Global governance - Concept of Global Commons - Antarctica - Critique of globalisation	RP3/PPE2 - Summer Examinations - Paper 1, Paper 2 & Paper 3?	Targeted revision sessions, small group tutorials and pre- exam booster sessions.	
	Topic Texts	CORE TEXT - AQA Physical Geography / Human Geography - <i>OXFORD</i> CORE TEXT - A Level Geography - <i>HODDER</i> The Almighty Dollar - <i>Dharshini David</i> Prisoners of Geography - <i>Tim Marshall</i>					
Impact	Year 12 Tracking	RP1: T1, Wk3		RP2 (PPE1): T3, Wk2			RP3 (PPE2): T6, Wk4
	Year 13 Tracking		RP1 (PPE1): T2, Wk1		RP2: T4, Wk1	RP3 (PPE2): T5, Wk1	
	How It is Used / Skills Set Developed / Outcomes	14 key concepts interwoven into course of study: mitigation, adaptation, sustainability, risk, resilience, threshold, causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence Core skills developed throughout the course include: - Analytical – variety of stimulus - Application of knowledge and case studies - Enquiry approach / project management – collecting, organising representing, analysing and evaluation data - Thinking synoptically at variety of different scales – 20 mark evaluative essay					
	Links to Higher Education	A level Geography is recognised by all the universities and can be followed up either as a science or an arts subject and combines in many universities with other degrees. To bridge the gap to HE students are encouraged to undertake regular reading or academic journals, completing and updating a reading log. As part of the course the NEA is an independent piece of enquiry geography - pupils will devise a research question, collect data, present and analyse results and draw conclusions.					
	Careers in the Curriculum	Throughout the course, we regularly update pupils on different career options using the GA career profiles as well as sending articles of careers updates from academic journals.					