

Key Stage 5 Subject Timeline Year 12 and 13

Subject: Geography

KS5 Geography - Year 12						
	Autumn	Autumn	Spring	Spring	Summer	Summer
Topics	Tectonic Processes and Hazards	Globalisation	Coasts	Regeneration	Health and Human Rights	NEA introduction
Key skills and Concepts	Key Concept – Why are some locations more at risk than others? How can risk be managed and mitigated?	Key Concept – What are the causes of globalisation and why has it accelerated in recent decades? What are the impacts of a globalised world?	Key Concept – How and why do coastal landscapes vary? How can coastal landscapes be managed?	Key Concept – How and why do places vary? What is regeneration and how can it be used?	Key Concept – What is human development and why do levels vary from place to place? What are human rights and why do levels vary from place to place?	Key concept – To complete an independent investigation into a geographic issue of the student's choice
Endpoints	-to have an understanding of earth process and tectonic events -to know the impacts of a range of tectonic hazards - to be able to explain how vulnerability can be modified to reduce risk from hazards	- to understand the concept and causes of globalisation -to understand how globalisation is measured - to understand the positive and negative impacts of globalisation	-to understand how coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks. - to understand a range of coastal management strategies and how these can be used to manage the coastline in equilibrium	- to understand how and why places vary - to understand the need for regeneration and how this assessed - to understand strategies used to regenerate places and how the success of this can be managed	- to understand a range of geopolitical interventions and how these are used manage human rights - to be able to evaluate the successes of global human rights strategies	Complete NEA
Assessment	End of unit quiz and series of 4-12 mark essays throughout	End of unit quiz and series of 4-12 mark essays throughout	End of unit quiz and series of 4-20 mark essays throughout	End of unit quiz and series of 4-20 mark essays throughout	End of unit quiz and series of 4-20 mark essays throughout	NA

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	Autumn	Autumn	Spring	Spring	Summer	Summer
Topics	NEA	Carbon	Water	Superpowers	Synoptic Links/Paper 3	Revision
Key skills and Concepts	Key concept – To complete an independent investigation into a geographic issue of the student’s choice	Key Concept – How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy?	Key Concept – What is the hydrological systems and what factors influence the hydrological system over short- and long-term timescales?	Key Concept – Who are the global superpowers? What are the impacts of superpowers on the global economy, political systems, and the physical environment?	Key Concept – The specification contains three synoptic themes within the compulsory content areas: Players, Attitudes and actions and Futures and uncertainties. Paper 3 focuses on the links between these areas of content.	Key Concept – To revise
Endpoints	Complete NEA	-to understand the carbon cycle, how it is stored and how it is released -to know the human and physical factors that influence the carbon cycle - to understand how the carbon cycle links to energy security and the options available to achieve this	-to understand the water cycle, how it is stored -to know the human and physical factors that influence the water cycle - to understand how the water cycle links to water security and the options available to achieve this	-to understand who the global superpowers are and how have they changed over time To understand who the emerging powers and their strengths and weaknesses to understand the threats to superpowers and issues surrounding superpower status	The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas. Students will practice using past content to refine these skills	To complete practice papers and revise content. The content of this will be determined by the class.
Assessment	NA	End of unit quiz and series of 4-20 mark essays throughout	End of unit quiz and series of 4-20 mark essays throughout	End of unit quiz and series of 4-12mark essays throughout	End of unit quiz and series of 4-20 mark essays throughout	NA

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<u>Diversity:</u>	<u>Careers Information:</u>	<u>Cultural Capital:</u>
<ul style="list-style-type: none"> - Investigating into countries with different social, economic backgrounds - Evaluating the range of causes, impacts and management of natural hazards in areas of contrasting wealth. - Human rights laws around the world 	<ul style="list-style-type: none"> - Sustainability - Town planning - Risk assessment and management - Civil engineering - Flood management - Crime profiling - Radar mapping - Climate change management 	<ul style="list-style-type: none"> - Fieldwork opportunities around school, local area, London and the coast - The geography specification creates well rounded, global learners who are critical thinkers. We establish deep learning between a varieties of countries examples. Investigating such topics as human rights, development and anthropogenic climate change.

Aims

- To develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole
- To develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts
- Recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today
- Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts
- Gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds
- Improve understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising ('circumstances' in this case refers to the context of people's lives, and the socio-economic and political milieu in which they find themselves)

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- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies
- Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations
- Build on knowledge of contexts, locations, places and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included
- Develop a deep understanding of both physical and human processes, applying this understanding to interrogate people–environment interactions and people–place connections at all scales from local to global
- Build on and reinforce conceptual understanding underpinning GCSE, experiencing an extended demand that includes a wider range of more complex and specialised concepts that relate to the core and non-core content
- Engage with models, theories and generalisations, and develop a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes
- Develop understanding of the rationale for, and applications of, skills and approaches used, showing a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods
- Undertake fieldwork that encourages them to apply and evaluate theory in the real world, and that A Level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills, and identifying appropriate ways of analysing and communicating findings.