

Key Stage 5: Year 12

Overall Curriculum Goals					
<ul style="list-style-type: none"> To stimulate students' passion for geographical enquiry. To develop knowledge and understanding of core themes within physical and human geography that build on prior content but also expands in both breadth and depth. To introduce and consolidate a range of essential skills for further education, higher education, and the world of work, delivered through content that is relevant to any global citizen in the 21st century. To deepen student understanding of the fourteen key concepts identified within A level geography: systems, equilibrium, feedback, inequality, globalisation, interdependence, place, management, sustainability, risk, physical processes, human processes, mitigation and adaptation. To introduce students to the rigours of A level assessment and building their capacity to respond to a range of different assessment styles, including data response, explanations, and discursive essays. 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Teacher A: Coastal landscapes Teacher B: Space and Place ILC Focus: Numeracy skills	Teacher A: Coastal landscapes Teacher B: Space and Place ILC focus: Numeracy skills	Teacher A: Coastal landscapes Teacher B: Space and Place ILC focus: Revision skills and exam techniques	Teacher A: Coastal landscapes Teacher B: Space and Place ILC Focus: preparing for the NEA	Teacher A: Migration, Power and Borders Teacher B: Earth's Life Support Systems ILC Focus: NEA	Teacher A: Migration, Power and Borders Teacher B: Earth's Life Support Systems ILC Focus: NEA
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p><u>Coastal landscapes</u> Coastal landscapes can be viewed as a system with inputs, processes (flows) stores and outputs. Coastal systems are influenced by a range of physical factors including wind, geology, tides, and currents</p> <p><u>Space and Place</u> The characteristics that shape place profile and place identity. Two contrasting case studies at a local scale (Oldham and Lympstone), how and why people perceive places in different ways.</p> <p>How globalisation and time-space compression influence sense of place, formal and information representations with a case study of Oldham and Blackpool.</p>	<p><u>Coastal Landscapes</u> Coastal landforms develop due to a variety of interconnected climatic and geomorphic processes. Coastal landforms are related and together make up characteristic landscapes_</p> <p><u>Space and Place</u> Social inequality indicators, how and why spatial patterns of social inequalities vary with case studies comparing the UK and Jakarta. The influence of economic change on social inequality.</p>	<p><u>Coastal Landscapes</u> Human activity can intentionally cause change within coastal landscapes systems. Economic development can unintentionally cause change within the coastal landscape systems.</p> <p><u>Space and Place</u> The role of the government in reducing and reinforcing social inequality, the role of players in driving economic change with a case study on Salford Quays.</p>	<p><u>Coastal Landscapes</u> Coastal landscapes evolve over time as climate changes forming emergent landscapes when sea level falls and submergent coastal landscapes when sea level rises.</p> <p><u>Space and Place</u> Placemaking, why places rebrand, and the players involved. How some groups contest rebranding and a case study of how Salford Quays has undergone rebranding.</p>	<p><u>Global Migration</u> Differing types of migration, reasons why people migrate, prominent flows of migration, reasons why migration has become more complex in the 21st century, a case study of an EDC to show the impact of migration on its economic development.</p> <p><u>Earths life support systems</u> The importance of water and carbon to Earth and humans. The relative sizes and processes involved in both the water and carbon cycle.</p> <p>Application of the basic concepts to a case study of the tropical rainforest including how the carbon and water cycles are specific to the rainforest and how humans can affect these.</p>	<p><u>Global Migration</u> A case study of an AC to show how it influences and drives changes in the global migration system, contrasted with an LIDC case study to show its limited influence over the global migration system.</p> <p><u>Power and Borders</u> Definitions of state and sovereignty, the norms of the international rules system, challenges to state sovereignty including from TNCs, a case study of one country in which sovereignty has been challenged.</p> <p><u>Earths life support systems</u> Application of the basic concepts covered in term 1 to a case study of the Arctic Tundra including how the carbon and water cycles are specific to the Tundra and how humans can affect these. Throughout this, comparisons are made to the rainforest to show how different the cycles are</p> <p>NEA- Support</p>

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			Introduction to geographical further education through the UCAS conference.		

Key Stage 5: Year 13

Overall Curriculum Goals					
<ul style="list-style-type: none"> To further stimulate students' passion for geographical enquiry and to enthuse students towards geographical further education and careers. To draw together key physical and human themes to make synoptic links between topic areas, building capacity to view the discipline as a whole in preparation for higher education. To further embed a range of essential skills for further education, higher education, and the world of work, delivered through content that is relevant to any global citizen in the 21st century. To further embed understanding of the fourteen key concepts identified within A level geography: causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience, thresholds. To further embed the rigours of A level assessment and building their capacity to respond to a range of different assessment styles, including data response, explanations, and discursive essays. 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Teacher A: Powers and borders & Hazardous earth Teacher B: Earth life support systems & climate change ILC Focus : NEA	Teacher A: Hazardous earth Teacher B: Climate change ILC Focus: NEA	Teacher A: Hazardous earth Teacher B: Climate change ILC Focus: Revision and exam skills	Teacher A: Hazardous earth Teacher B: Climate change ILC Focus :Revision and exam skills	Teacher A: Hazardous earth Teacher B: Climate change Revision and consolidation	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<u>Power and Borders</u> How challenges to sovereignty can be a cause of conflict, the role of global governance, a case study of a conflict to show interventions at a range of scales and their consequences, a case study of an LIDC to show the impact of global governance on its sovereignty. <u>Hazardous Earth</u> There is a variety of evidence for the theories of continental drift and plate tectonics. <u>Earths life support systems</u> How the carbon and water cycles are interconnected and balanced by dynamic equilibrium to sustain life on Earth. How these cycles can change in both the short term (seasonal) and long term (millions of years). How humans are affecting these cycles at a global scale and finally how the water and carbon can be managed at the global scale to reduce the impacts of human activity. <u>Climate change</u> The Earth's climate is dynamic. Methods used to deconstruct past climate	<u>Climate change</u> Past climate to reveal periods of greenhouse and icehouse Earth. How natural forcing has driven climate change in the geological past Humans have influenced the climate system, leading to a new epoch, the Anthropocene. <u>Hazardous Earth</u> There are distinctive features and processes at plate boundaries. There is a variety of volcanic activity and resultant landforms and landscapes. Ongoing NEA support	<u>Climate change</u> Debates of climate change are shaped by a variety of agendas. An effective human response relies on knowing what the future will hold. The impacts of climate change are global and dynamic. <u>Hazardous Earth</u> Volcanic eruptions generate distinctive hazards. There are various strategies to manage hazards from volcanic activity. There is a variety of earthquake activity and resultant landforms and landscapes. Ongoing NEA support	<u>Climate change</u> The impacts of climate change are global and dynamic. Mitigation and adaptation are complementary strategies for reducing and managing the risks of climate change <u>Hazardous Earth</u> Earthquakes generate distinctive hazards. There are various strategies to manage hazards from earthquakes.	<u>Climate change</u> Effective implementation depends on policies and co-operation at all scales <u>Hazardous Earth</u> The exposure of people to risks and their ability to cope with tectonic hazards changes over time.	

Geography fieldwork days					
Ongoing NEA support					
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NEA support prepares students for academic writing in further education.					

