

			Curriculum Overview for: Geography		Key Stage 5 Academic Year Group: 12	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Regenerating Places Coastal Landscapes and Change</b>		<b>Globalisation The Water Cycle and Water Insecurity</b>		Non-examined assessment	
Content	<p><b>Regenerating Places</b> EQ1: How and why do places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration?</p> <p><b>Coastal Landscapes and Change</b> EQ1: Why are coastal landscapes different and what processes cause this? EQ2: How do characteristic coastal landforms contribute to coastal landscape? EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? EQ4: How can coastlines be managed to meet the needs of all players?</p>		<p><b>Globalisation</b> EQ1: What are the causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment. EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p> <p><b>Tectonic Processes and Hazards</b> EQ1: Why are some locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters EQ3: How successful is the management of tectonic hazards and disasters?</p>		Non-examined assessment is an individual project led by the student and supported with a residential field trip to Liverpool to explore a sand dune system at Formby beach and Urban regeneration at the Albert Docks and Liverpool ONE.	
Rationale/ Linking	Regeneration and coasts are key concepts of the GCSE course. Starting with these in the A-level course allows students to have the familiarity at the starting point of the new course. This allows students to focus on exam technique rather than brand new concepts. Regeneration and Coasts are key concepts that may be used in students NEA which comes at the end of their Year 12 studies.		<p>Globalisation is a topic which have had some foundations created in the GCSE. It is an engaging and discussion topic which allows for a range of research-based topic and exploration of wider reading. Allowing our sixth formers to create skills in discussion and research will make for the best candidates. By doing this earlier in the course, once they are settled, will aim to help them significantly later on in the course.</p> <p>Tectonic Hazards is a topic that always engages students of all key stages. Building on concepts first delivered in key stage 3, through GCSE and then further into the A-Level. This allows students to see the continuity of their learning, offers spiral learning and keeps students active and engaged in a familiar topic right at the end of their A-level course.</p>		Due to our residential trip being calendared for the middle of the summer term, it gives the perfect opportunity for the work to be planned and primary data collection to be completed before the end of the summer term. Students will also have time to start their data presentation and analysis.	
Assessment	All students will have at least one mid topic and one end of topic assessment per topic (2 running alongside of each other). All assessed pieces will follow the schools assessment policy and assessments will all be past paper questions which ensure there is practice at the full range of assessment objectives.				<b>Learning Resources</b>	
					<b>A- level textbooks</b> <b>Geo-factsheets</b> <b>Revision books</b> <b>Revision booklets</b>	

			Curriculum Overview for: Geography		Key Stage 5 Academic Year Group: 13	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>The Carbon Cycle and Energy Security Superpowers</b>		<b>Migration, Identity and Sovereignty Tectonic Processes and Hazards Paper 3 preparation</b>		<b>Revision and Exam Practice</b>	
Content	<p><b>The Carbon Cycle and Energy Security</b> EQ1: How does the carbon cycle operate to maintain planetary health? EQ2: What are the consequences for people and the environment of our increasing demand for energy? Carbon EQ3: How are the carbon and water cycles linked to the global climate system?</p> <p><b>Superpowers</b> EQ1: What are superpowers and how have they changed over time? EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment? EQ3: What spheres of influence are contested by superpowers and what are the implications of this?</p>		<p><b>Migration, Identity and Sovereignty</b> EQ1: what are the impacts of globalisation on international migration? EQ2: How are nation states defined and how have they evolved in a globalising world? EQ3: what are the impacts of global organisations on managing global issues and conflicts? EQ4: What are the threats to national sovereignty in a globalising world?</p> <p><b>Tectonic Processes and Hazards</b> EQ1: Why are some locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters EQ3: How successful is the management of tectonic hazards and disasters?</p>			
Rationale/ Linking	<p>The Carbon Cycle and Energy Security follows and is linked to The Water cycle and Water insecurity topic. By studying this at the beginning of Year 13, students are able to link their work to the Year 12 topics.</p> <p>Superpower lessons build on many aspects of globalisation, having this prior knowledge is essential to the topic and therefore promotes a large amount of spiral learning. The topic is very engaging and 'different' for students, which will kick off their human geography in Year 13 well.</p>		<p>Migration, Identity and Sovereignty is a new topic which has some prior learning with Globalisation and Superpowers. This is a topic which relies on all the skills of research, analysis and learning techniques that students have been learning throughout their A-Level course. As the majority of the topic is new it also keeps that engagement in the human course until the very end of the course.</p> <p>Tectonic Hazards is a topic that always engages students of all key stages. Building on concepts first delivered in key stage 3, through GCSE and then further into the A-Level. This allows students to see the continuity of their learning, offers spiral learning and keeps students active and engaged in a familiar topic right at the end of their A-level course.</p> <p>Paper 3 is the synoptic paper of the A-level course, which works off an informative booklet and forming synoptic links between different elements of the course. The elements of this course will be taught at this aspect of the course.</p>			
Assessment	All students will have at least one mid topic and one end of topic assessment per topic (2 running alongside of each other). All assessed pieces will follow the schools assessment policy and assessments will all be past paper questions which ensure there is practice at the full range of assessment objectives.			<b>Learning Resources</b>		<b>A- level textbooks Geo-factsheets Revision books Revision booklets</b>