Key Stage 5: Geography – Curriculum Intent.

Our vision is for pupils to appreciate and marvel at the rich diversity that surrounds them. We encourage them to play an active part in the world they live in and we endeavour to foster curiosity in the ever-changing human and physical landscape. The wide ranging and ambitious curriculum develops an understanding of the processes that have shaped and continue to shape our contested planet. Geographers are taught to appreciate and empathise with the varied cultures that make up their local and global communities. Geography is more than just a study of space and place over time – it is about instilling a love of the world that we live in and seeing ourselves as stakeholders who will influence the future.

	Half term	Physical Geography	Human Geography
Year 12	1	Coastal systems and landscapes	Contemporary Urban Environments
	2	Coastal systems and landscapes	Contemporary Urban Environments
	3	Coastal Systems and landscapes including NEA practice fieldwork	Contemporary Urban Environments
	4	Water	Contemporary Urban Environments including NEA Practice fieldwork
	5	Water & exam preparation	Changing Places
	6	Carbon & NEA preparation	Changing Places & NEA preparation
Year 13	1	NEA & carbon	NEA & Changing Places
	2	Water, carbon and life on earth	Changing Places
	3	Hazards	Global Governance
	4	Hazards	Global Governance
	5	Hazards & exam preparation	Global governance & exam preparation
	6		

	Physical	Human
	Coastal systems and development	Changing Urban Environments
Core content	An overview of the concept and use of '**models**' and '**systems frameworks**' including the concept of dynamic equilibrium and feedback. **Coasts as natural systems and their characteristic landscapes -** Students will explore the relationship between process, time, landforms and landscapes in coastal settings. The concepts of landform and landscape. Identify, and analyse the characteristics of the sources of energy in a coastal system, and the sources of sediment. Identify the features of coastal sediment cells using a systems approach and also the concept of the coastal sediment budget. Geomorphological processes which affect the formation of landforms including marine processes and sub-aerial processes. Characteristics, factors and processes in the development of landforms and landscapes of coastal erosion and deposition. Characteristics, factors and processes in the development of estuarine mudflat/saltmarsh environments and associated landscapes. Causes and impacts of eustatic, isostatic and tectonic sea level change, especially major changes in sea level in the last 10,000 years. Characteristics, factors and processes in the development of landforms of coastlines of emergence and submergence. Nature and causes of recent and predicted climate change and the potential impact on coasts. Why people manage different coastlines in different ways. Identify and describe traditional approaches to coastal flood risk and coastal erosion.	Reintroduction of the terms urbanisation and urban growth, the changing global patterns of urbanisation since 1945 and the various processes associated with urbanisation and urban growth. The emergence of megacities and world cities, their characteristics and their role in global and regional economies. Causes and consequences of urban processes such as suburbanisation, counter-urbanisation and urban resurgence and the processes of deindustrialisation, decentralisation and rise of service economy. Urban policy and regeneration strategies in Britain since 1979 including the impact of wider social, economic and demographic processes. Contrasting characteristics of cities across the world and patterns of spatial land use in contrasting urban settings including recent changes in the urban landscapes and the concept of a post-modern western city. Economic inequality, social segregation and cultural diversity, factors that influence them and the strategies adopted to manage them. Microclimates in urban areas including the effect of urban surfaces on the water cycle and how hydrographs can be used to show this Sustainable urban drainage systems (SUDS). Urban waste and issues associated with waste disposal methods. Causes of air pollution, water pollution and dereliction and the associated outline strategies used to manage these problems. Ecological footprint, sustainability and liveability and the features of a sustainable city. including the opportunities and challenges for developing more sustainable cities

Place	Local coastal landscape of the Holderness coast to illustrate how the coastal landscape is distinctive and is the unique combination of the processes and environmental characteristics that created it at a local scale. An investigation of the Sundarbans region of Bangladesh to describe, analyse and evaluate a range of themes relating to how the human population of the Sundarbans interacts with their coastal landscape.	Evaluate a specific urban river restoration project in Cheonggyecheon, Seoul, outlining the reasons for its restoration and the attitudes and contributions of the stakeholders involved Two contrasting place studies (Mumbai and London) to illustrate and analyse the key themes.
	Water and carbon cycles	Changing Places
Core content	Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere, the characteristics of the stress and the nature of dynamic equilibrium between them. Latent heat and energy in the context of evaporation and condensation and how they relate to major atmospheric processes like cloud formation and precipitation. Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved. Drainage basins as open systems and the movements of water within the system and factors affecting the various flows. The concept of water balance including the river regime and soil moisture budget Characteristics of and human and physical factors affecting a storm and flood hydrograph. Changes in the water cycle over time to include natural variation (including storm events, seasonal changes) and human impact (including farming practices, land use change and water abstraction). Features, versatility and importance of carbon as an element and its relationship to climate.	The concept of place including the notions of locale and sense of place. The terms 'insider' and 'outsider' in relation to place and the different categories of place. The difference between sense of place and perception of place including a range of human and physical factors which contribute to the character of place. The terms endogenous and exogenous and the range of factors that influence perception of place and sense of place. Representation of place and using different resources which can be used to represent place and acknowledge that they may present contrasting images. Critically evaluate the usefulness of a range of quantitative and qualitative resources Appreciate that places are dynamic and they are always changing. Impacts of globalisation on place including how places are shaped by factors such as migration, employment opportunities and investment and the ways that different places have responded to these changes. Impacts of government policies and the decisions of multi-nationals and the impacts of international or global institutions on place. How have past and present development influenced social and economic characteristics of a place. What is place-marketing, rebranding and reimaging and where and why these strategies have been adopted.

	Global stores of carbon and the movement of transfer between the carbon store at a range of scales (plant, sere and continental) including physical and human factors leading to change in the carbon cycle The nature of the impacts of carbon cycle, and possible future changes, for land, ocean, atmosphere and climate change. Positive feedback between CO_2 led warming leading to higher evaporation rates and a wetter atmosphere. The significance of water (water vapour and clouds) and carbon (CO_2) as greenhouse gases and the dominance of CO_2 in controlling the *scale* of the greenhouse effect. The concept of "mitigation" and human interventions to reduce or prevent emissions.	Awareness of crowd-sourcing and big data and the principles of research design and ways to collect data.
Place	Describe, explain and evaluate a number of themes relating to water and climate in the Amazon tropical rainforest, including: • how changes in the water and carbon cycles have changed the tropical rainforest environment • the relationships between hydrology, the carbon cycle and the environment • how human activity affects the tropical rainforest. Describe and evaluate a range of strategies employed in the Amazon tropical rainforest to reduce the effects of climate change. River Foss case study to illustrate how the hydrological system affects channel flow and analyse the relationships between inputs and outputs in a local river and understand implications for flooding on a local river.	Local place study – Guildhall Ward, York Distant place study – Brick Lane, London These case studies explore all of the taught themes
	Hazards	Global Governance
Core content	Identify examples of different types of natural hazards and understand that natural hazards have common characteristics. Understand the terms '**risk**' and '**vulnerability**' with reference to natural hazards and understand factors influencing the perception of natural hazards alongside the responses of fatalism, fear and adaptation. Primary and secondary (short term and long term) impacts of natural hazards.	Understanding of globalisation, its interconnected elements and scales of the global economy and how globalsation has accelerated within their own lifetime. The advantages and disadvantages of globalisation and a recognition that globalisation has led to divisions in patterns of production, distribution and consumption.

	Management of natural hazards; the Park Response Model and the Hazard Management Cycle. Introduce the terms 'distribution', 'frequency' and 'magnitude'. **<u>Plate tectonics</u>** The age, structure and internal energy of the earth and the early theories surrounding them. The distribution of the major tectonic plates and plate boundaries and the characteristics and origin of continental and oceanic crust including spatial distribution of plates and their relative movements. The theories to explain plate movement and the different associate plate margins. Characteristic processes associated with each type of plate margins and landforms that are associated with each type of plate boundary. Volcanic activity is including distribution of volcanic activity and associated landforms. The nature of volcanic events and volcanic features are the result of a combination of factors. Map work locating volcanic activity and the Volcanic Explosivity Index and active, dormant and extinct volcanoes. Impact of a range of primary and secondary volcanic hazards which can be categorised. Risk management to reduce the impacts of volcanic hazards. Students to understand that much seismic activity is associated with plate tectonic processes and occurs along plate boundaries. Distribution of seismic activity at different plate boundaries The nature of seismic events and resulting hazards Map work locating seismic activity and the scales used to measure the magnitude of seismic events.	Factors which have combined to increase the breadth and depth of links between nations and trading groups over the past 30 years including trading blocs and their advantages and disadvantages. The role of the World Bank, IMF and World Trade Organisation. The causes and consequences of inequality linked to globalisation and the advantages and disadvantages of globalisation. Trade, general patterns in world trade and the unequal nature of world trade and the dominance of a few countries including barriers to trade and the term 'protectionism'. Trading relationships and patterns and the conflicts which can result from these. World trade for a food commodity and/or manufactured product. The characteristics of a TNC (Apple) and discuss their costs and benefits and the changing nature of 21st century TNCs. The term 'global governance' and the key 'players' in decision making including the role of the United Nations, the need for global governance and the negative issues associated with global governance. The term 'global commons', the four global commons and the notion of 'The tragedy of the commons.' The importance of laws and treaties aimed at preserving the global commons. Students assess the geographical consequences of global governance.

	Impacts and responses of seismic hazards and their effects on people and the built environment. Risk management to reduce the impacts of seismic hazards event including the factors affecting this response **<u>Tropical storms</u>** The causes and distribution of tropical storms Map work locating storms and the use of the Saffir-Simpson Scale to measure the magnitude/intensity of tropical storms The factors affecting the nature of tropical storm hazards The usefulness of classification impacts. Categorising responses to storm Risk management to reduce the impacts of tropical storm hazards **<u>Wildfires</u>** The nature, causes and conditions of wildfires The distribution of wildfires and the specific nature of impacts of wildfires. Categorising of impacts and responses of wildfires Risk management is designed to reduce the impacts of wildfire hazards	
Place	The spatial and temporal setting of Eyjafjallajökull eruption in relation to plate boundaries and plate movement. Perception of the event, and the factors affecting those perceptions at a range of scales. The causes and impacts of the event and the associated responses. The spatial and temporal setting of the Haiti earthquake in relation to plate boundaries and plate movement. The perception of the event, and the factors affecting those at a range of scales. The causes, impacts and responses of the Case study of **TWO** recent tropical storms from **contrasting areas of the world** (Myanmar – Cyclone Nargis and Hurricane Katrina in the USA) to describe the spatial and temporal setting of the tropical storms and assess the perception of the tropical storm along with the factors affecting those perceptions at a range of . The causes of the tropical storms and their associated impacts. The spatial and temporal of the Alberta wildfire event to describe the setting of the wildfire, the perception of the wildfire, and the factors affecting those perceptions at a range of scales. The causes, impacts and responses of the wildfire including the factors affecting this response.	The human and physical geography of Antarctica and the different threats to Antarctica Students detail and critically appraise the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium. The different non-governmental organisations protecting the Antarctic.

NEA		
Core content	Students undertake a practice piece of fieldwork incorporate the observation and recording of field data and evidence from field investigations. This includes learning how to: • justify the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches • draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes • demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and learn how to select suitable quantitative or qualitative approaches • interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative	
Place	Holderness coast – Spurn and Withernsea	London – Brick Lane and Stratford Olympic Park

Homework policy

Homework tasks will be set on a weekly basis for each discipline. Students will spend 1 hour per lesson on homework tasks:

- Key geographical words and examination command words – definition, spelling and application
- Building on skills learnt in lesson e.g. practice map, graphical, resource interpretation and statistical skills
- Researching information that extends learning from lessons and to prepare for upcoming lessons e.g. researching and keeping up to date with current geographical news events. This could involve making Cornell notes in preparation for a lesson
- Applying classroom learning through a different format e.g. writing an evaluative statement from a range of different resources related to a geographical issue
- DIRT- correct mistakes and act on feedback
- Revision – e.g. completing topic summaries and case studies
- Exam style questions – e.g. practicing short and long answer exam technique
- Consolidation of fieldwork e.g. presentation, analysis and evaluation of data
- Using examiner reports and mark schemes to inform and improve examination answers

Feedback policy

Verbal:

This will be ongoing throughout lessons and immediate for individuals, pairs or groups according to the set tasks. Students will be expected to act positively on the feedback given and to improve or refine their work.

Written:

Student use folders at A Level for their lesson notes and exam materials. Folders are checked by staff at the end of every half term. Staff check that all notes are complete, accurate and are well organised.
Literacy, numeracy and presentation are checked in all aspects of written feedback.
Students will complete regular formative assessments which may be peer marked or self-assessed using mark schemes in lessons to provide information on their knowledge of content and indicate areas which they may need to focus on
Detailed written feedback is given on some pieces of homework and classwork initially to check effort levels and set the expectations. As the year goes on it is mostly exam question answers which are marked using mark schemes and considering AOs.
There are end of topic tests at A Level for both Units 1 (three topics) and 2 (three topics). Feedback lessons follow all of these, these lessons give students DIRT in order to improve and refine their exam answers. There is an end of Year 12 exam which will allow students to practice their examination technique and receive feedback. Similarly, the Year 13 mock exams will provide another opportunity for this.

Non-examined assessment:
Whilst students develop their enquiry they receive guidance on their titles within the parameters set out by the exam board.
Models of sections to be completed where work must be independent may be used to inform students of expectations as well as making clear reference to mark schemes as teacher feedback is **not allowed** on these pieces