Key Stage 5: Year 12

Overall Curriculum Goals

- 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: Space and Place Teacher B: Earth's Life Support Systems	Teacher A: Space and Place Teacher B: Earth's Life Support Systems	Teacher A: Space and Place Teacher B: Earth's Life Support Systems	Teacher A: Migration, Power and Borders Teacher B: Coasts	Teacher A: Migration, Power and Borders Teacher B: Coasts	Teacher A: Migration, Power and Borders Teacher B: Coasts
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>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. How globalisation and time-space compression influence sense of place, formal and information representations with a case study of Oldham and Blackpool. <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. 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.	<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. 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. <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.	<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. <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>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. <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	<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. <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. <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	<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>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. Human activity can intentionally cause change within coastal landscapes systems. Economic development can unintentionally cause change within the coastal landscape systems.
CIAG	**CIAG**	**CIAG**	**CIAG**	**CIAG**	**CIAG**
			Introduction to geographical further education through the UCAS conference.		

Key Stage 5: Year 13

Overall Curriculum Goals • 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: Disease Dilemmas Teacher B: Hazardous Earth	Teacher A: Disease Dilemmas Teacher B: Hazardous Earth	Teacher A: Disease Dilemmas Teacher B: Hazardous Earth	Teacher A: Disease Dilemmas Teacher B: Hazardous Earth	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>Disease Dilemmas</u> Communicable and noncommunicable diseases, how diseases spread (diffusion), physical factors that affect how disease spread, a case study of how a natural hazard led to a disease outbreak (Haiti 2010). <u>Hazardous Earth</u> There is a variety of evidence for the theories of continental drift and plate tectonics. There are distinctive features and processes at plate boundaries. Ongoing NEA support	<u>Disease Dilemmas</u> The link between levels of development and disease, a case study of a country experiencing air pollution and the impacts this has on rates of cancer. How effectively diseases are dealt with, a case study of a communicable disease within an LIDC/EDC contrasted with a case study of noncommunicable disease in an AC <u>Hazardous Earth</u> There is a variety of volcanic activity and resultant landforms and landscapes. Volcanic eruptions generate distinctive hazards. There are various strategies to manage hazards from volcanic activity. Ongoing NEA support	<u>Disease Dilemmas</u> The role of international organisations in combatting the spread of diseases, a case study of an NGO that has played a role in the outbreak of a disease, physical and human mitigation factors in reducing the impacts of a disease. <u>Hazardous Earth</u> There is a variety of earthquake activity and resultant landforms and landscapes. Earthquakes generate distinctive hazards. There are various strategies to manage hazards from earthquakes. Ongoing NEA support	<u>Disease Dilemmas</u> How diseases can be eradicated, the role of nature as provider of medicine, the role and impact of the global pharmaceutical industry. <u>Hazardous Earth</u> The exposure of people to risks and their ability to cope with tectonic hazards changes over time.		
CIAG	**CIAG**	**CIAG**	**CIAG**	**CIAG**	**CIAG**
NEA support prepares students for academic writing in further education.					