

KS5 Curriculum Overview

Geography

Exam Board & Syllabus: AQA A-Level Geography

Curriculum Intent

At the end of Year 13, students will:

- Identify and explain synoptic links across topics.
- Have developed independent investigative and analytical skills.
- Be able to engage critically with real world issue and places.
- Be able to apply their geographical knowledge and skills to the world around them.
- Be able to use skills of observation, measurement, geospatial mapping, data manipulation and statistics.
- Undertake four days of fieldwork to collect data for their own Geographical investigation.

What do students *do* with this knowledge or these skills?

Students use their independent skills to research, plan and conduct their own geographical investigation. Students gain an awareness of contemporary global issues, the complex interrelationships which exist between the physical and human, and their place in it. Students use knowledge of synoptic links between all aspects of Geography to interpret key challenges facing the human and physical world. At A-Level, students use their knowledge to plan and undertake their own Geographical inquiry, to study their own area of interest within the discipline.

How does the KS5 curriculum build on that from KS4?

The curriculum builds on key concepts and ideas introduced at KS4 by developing students' ability to identify and explain the synoptic links between all aspects of human and physical Geography. The curriculum uses knowledge of key concepts and introduces these to the systems model that is used across the study of Geography to fully understand the connections between the human and physical.

What new knowledge or skills are students taught?

Term	Year 12	Year 13
Autumn	<ul style="list-style-type: none"> • Changing Places • Water and Carbon 	<ul style="list-style-type: none"> • NEA data collection and writing • Population and Environment
Spring	<ul style="list-style-type: none"> • Coasts 	<ul style="list-style-type: none"> • Global Systems and Governance
Summer	<ul style="list-style-type: none"> • Ecosystems • NEA (Non-Examined Assessment) prep 	<ul style="list-style-type: none"> • Consolidation
Rationale for this sequencing	<p>Changing Places is concerned with the ways in which people engage with places, how they experience them and the qualities they ascribe to them. Students are able to gain an understanding of the way in which their own lives and those of others are affected by continuity and change. This is a fresh look at what Geography means to students.</p> <p>Water and Carbon Cycles highlights the interconnected nature of both Physical and Human Geography through exploring the cyclical relationships associated with water and carbon. Students contemplate the magnitude and complexity of the two cycles and their importance to human populations. Additionally, this introduces students to the systems approach to Geography. This equips them with the tools necessary to understand geographical theory throughout the course.</p> <p>We have chosen Coasts because coastal systems are relevant to the area, enabling students to draw on their own experience to extend and secure their geographical understanding. Students are able to use this knowledge and understanding to conduct their own fieldwork.</p>	<p>The NEA is written in the first term of Y13 so that students can draw on the knowledge and understanding gained throughout Y12.</p> <p>Population and Environment is extremely topical and relevant to our students, exploring issues such as population trends, global diseases and major climatic changes. The topic introduces contemporary issues such as Antarctica as a global common, which links to themes studied in Ecosystems and Coasts.</p> <p>Global Systems and Governance allows students to explore their place in the world, through contemplation of complex global affairs such as increased interdependence. The topic gives students a fresh perspective on Geography and allows them to draw broad, synoptic links between other topics in the course.</p>

	<p>Ecosystems under stress is a highly relevant unit which explores the development and delicate nature of global and local ecosystems. With strong links to coasts and water and carbon, this unit helps to prepare students for their NEA data collection by teaching concepts which can be studied in the local area.</p> <p>The NEA is introduced at the end of Year 12 because this gives students time over the summer to consider their area of study in preparation for data collection in September.</p>	
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Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • Why Geography Matters – Harm De Blij • Atlas of Improbable Places – Travis Elborough • How to Read Water – Tristan Gooley • Prisoners of Geography – Tim Marshall • The Earth: A Very Short Introduction – Martin Redfern • The Culture Map – Erin Meyer
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • Internet Geography • CoolGeography
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • OUP Revision Guide – Human • OUP Revision Guide – Physical • OUP Exam Practice Book • Hodder NEA Workbook