KS5 Curriculum Overview

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.

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 are able to

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.

What new knowledge or skills are students taught?		
Term	**Year 12**	**Year 13**
Autumn	• Water and Carbon	• Hazards
Spring	• Coasts • Population and Environment	• Global Systems and Governance
Summer	• Changing Places • NEA prep	• Consolidation
Rationale for this sequencing	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. 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. 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 prepares students for themes covered in Year 13.	Hazards is an engaging topic which explores the interactions between natural hazards and people. Students gain an understanding of how hazards are likely to change with the ways in which countries are managed and the contemporary issue of global climate change. The topic draws on prior knowledge of systems theory in Geography to help embed understanding of natural processes and the hazards associated with them. 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.

	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. The NEA is introduced at the end of Year 12 because this gives students time over the summer to independently collect data. Throughout Year 12, the units give students the knowledge and understanding required to conduct the independent geographical investigation for their Non-Examined Assessment.	