

KS5 Long Term Plan

Subject: Geography

Exam Board: AQA



Curriculum Statement of Intent

For all students to acquire a sound knowledge base of physical and human geography. The curriculum is designed for students to appreciate the value of nature and places, raise cultural awareness, and recognise the fragile-interrelationship between humans and nature and thus the importance of sustainability. Fundamentally, we seek to enable students to develop intellectual curiosity and an evaluative understanding of the world via discussion of examples and topical issues. Students will become global citizens who are inquisitive, informed, and can make sense of a complex and ever-changing world.

Curriculum Statement of Implementation

Alike KS4, Geography has taken a logical sequenced structure to the KS5 specification. Previous learning is built upon in each topic. This decision was made to ensure students are fully prepared for their public exams through experience of full mock examinations and to give students choice and varied possible avenues of study for their NEA. In addition, students are explicitly taught about the assessment objectives and types of exam questions in order to create independence with regards to awareness of course structure, expectations and requirements. Furthermore, the KS5 specification requires local and contrasting case studies across the curriculum. These 'local' studies are aimed to be as relevant and accessible to students as possible.

In order for students to acquire this sound knowledge base and develop evaluation and discussion skills the geography department has implemented the following:

- A forward-thinking and updated curriculum with frequent class discussion of geography and political affairs in the news (carefully selected). Within this encouragement of students to think about their role and responsibility in society is embedded.
- Encouragement and prompting of students to apply current examples into their discussions and written responses.
- Exposed to academic literature and sources from early on in the course. Teacher's will often suggest wider reading and set directed study tasks accordingly (GeoFiles).
- Revisiting concepts (classwork and homework) and draw explicit links between topics. This is important for an A grade and students can be asked cross-curricular examination questions.
- Creating fieldwork opportunities in the regional area - human (Kingston & Tower Hamlets) and physical geography (Kingston & Ewell).

Term	Topics Covered	Skills/AOs/interleaved content	Assessment
Yr 12 Autumn 1 & 2	<p>Water & Carbon cycles</p> <p>3.1.1.1 Natural systems</p> <p>3.1.1.2 Water cycle</p> <p>3.1.1.3 Carbon cycle</p> <p>3.1.1.4 Water, carbon, climate and life on earth</p> <p>3.1.1.1 Quantitative and qualitative skills</p> <p>3.1.1.6 Case studies (River Itchen/Hogsmill and Amazon TRF)</p> <p>Hazards</p> <p>3.1.5.1. Hazard context</p> <p>3.1.5.2. Plate tectonics</p> <p>3.1.5.3 Volcanic hazards (Congo & Iceland).</p> <p>3.1.5.4 Seismic hazards (Nepal & New Zealand, Indian Ocean Tsunami).</p> <p>3.1.5.5 Storm hazards (Haiyan and Katrina).</p> <p>3.1.5.6 Fires in nature (choice – Victoria/Alberta).</p> <p>3.1.5.7 Case studies (Multi-hazardous = Philippines. Local scale = Kobe, Japan)</p>	<p>Why W&C?</p> <p>Focuses on the major stores of water and carbon at or near the Earth’s surface and the dynamic cyclical relationships associated with them. Consider the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.</p> <p>Why now? (W&C)</p> <p>Understanding is fundamental to many aspects of physical geography. Moreover the ‘systems approach can be applied to all human and physical topics. Opportunity for local fieldwork.</p> <p>Why Hazards?</p> <p>Explore the origin and nature of hazards and the various ways in which people respond to them. Engage with many dimensions of the relationships between people and the environments they occupy.</p> <p>Why now? (Hazards) Systems approach from W&C can be applied. Focuses on the lithosphere and the atmosphere (learning from W&C). Hazards is a familiar topic that accompanies a new topic (W&C).</p>	<p>Autumn1</p> <p>Baseline/transition assessment. W&C & Hazards.</p> <p>Autumn 2</p> <p>Hazards test (48 marks)</p>
Yr 12 Spring 1 & 2	<p>Changing places</p> <p>3.2.2.1 The nature and importance of places</p> <p>3.2.2.2.1 Relationships and connections</p> <p>3.2.2.2.2. Meaning and representation</p> <p>3.2.2.3 Quantitative and qualitative skills</p> <p>3.2.2.4 Place studies (Tower Hamlets, London & Dharavi, Mumbai, Detroit).</p> <p>Coastal systems and landscapes</p> <p>3.1.3.1 Coasts as natural systems</p> <p>3.1.3.2 Systems & processes</p> <p>3.1.3.3 Coastal landscape development</p>	<p>Why Changing places?</p> <p>Engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Gain understanding of the way in which their own lives and those of others are affected by continuity and change.</p> <p>Why now? (Changing places)</p> <p>Introduce human study to pupils. Opportunity for research, mapping skills, data manipulation. Provide students with another choice for their NEA. Gather data using a range of sources prior to the introduction of coursework.</p> <p>Why Coasts?</p> <p>Foster an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. Opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data</p>	<p>Assessment window.</p> <p>Spring 2 – coasts test /36 marks</p> <p>Spring 2 – changing places test /36 marks</p>

	<p>3.1.3.4 Coastal management</p> <p>3.1.3.5 Quantitative & qualitative skills. Mathematical & statistical skills</p> <p>Case studies (local = Holderness, contrasting = Sundarbans, Bangladesh).</p>	<p>manipulation and statistical skills.</p> <p>Why now? (Coasts)</p> <p>Again, builds on previous topics and systems approach. Completes the content on Paper 1 allowing for full mock examination. Timing sets up opportunity for fieldwork in Summer 1 and gives an alternative option for NEA study</p> <p>Again a familiar topic to compliment a new study in changing places.</p>	
<p>Yr 12 Summer 1</p> <p>Yr 12 Summer 2</p>	<p>CEV finish coasts 3.1.3.6 Case studies (Holderness & Sundarbans)</p> <p>OHO NEA Prep (section A)</p> <ul style="list-style-type: none"> - Case study organisers - Referencing and literature review. <p>CEV NEA PREP (Section B & C)</p> <ul style="list-style-type: none"> - CRF form and proposal. - Title, aims, link to specification. - Methodologies <p>Fieldwork trips.</p>	<p>Why?</p> <p>Student requirement to undertake independent investigation. Engage in geography fieldwork outside of the classroom.</p> <p>Why now?</p> <p>Climate is most suitable for data collection. Students can draw upon knowledge from previous human and physical topics or seek to investigate topics of further study in Year 13.</p>	<p>Paper 1 mock examination.</p>
<p>Yr 13 Autumn 1</p>	<p>NEA preparation and follow up. Fieldwork trips pending guidance.</p> <ul style="list-style-type: none"> - Section A - Section B 		
<p>Yr 13 Autumn 2</p>	<p>NEA write up</p> <ul style="list-style-type: none"> - Section C - Section D 	.	<p>Paper 1 mock examination.</p> <p>Changing places test 36 marks.</p>
<p>Yr 13 Spring 1 & 2</p>	<p>Global systems and global governance.</p> <p>3.2.1.1. Globalisation</p> <p>3.2.1.1. Global systems</p> <p>3.2.1.3 International trade and access to markets (TNCs Nike/Apple. Trade blocs NAFTA/EU).</p> <p>3.2.1.4 Global governance</p> <p>3.2.1.5 The 'global commons'</p> <p>3.2.1.5.1. Antarctica as a global common.</p> <p>3.2.1.6 Globalisation critique</p> <p>Contemporary urban environments</p> <p>3.2.3.1. Urbanisation</p> <p>3.2.3.2. Urban forms</p>	<p>Why Global systems and global governance?</p> <p>Compulsory module. Explore globalisation - the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.</p> <p>Why now? (GS & GG)</p> <p>Wider study of geography contrasts to local studies in Urban environments. Discussion of current events and global systems continues development of students into inquisitive & informed citizens.</p> <p>Why contemporary urban environments?</p> <p>Explore challenges and opportunities associated with the ubiquitous process of urban growth. Gain an appreciation for human diversity, equity and sustainability.</p> <p>Why now?</p> <p>Familiar study builds on knowledge from</p>	<p>Paper 1 & 2 mock examinations PPE.</p>

	<p>3.2.3.3. Social and economic issues associated with urbanisation</p> <p>3.2.3.4 Urban climate</p> <p>3.2.3.5 Urban drainage</p> <p>3.2.3.6 Urban waste and its disposal</p> <p>3.2.3.7 Other environmental issues</p> <p>3.2.3.8. Sustainable urban development</p> <p>3.2.3.9. Case studies (London local area and contrasting area is Mumbai.</p>	<p>GCSE and human NEAs. Module has sustainability link and reiterates to students their role and responsibility in the local and wider world. Links towards storm hazards taught in Year 12.</p>	
<p>Yr 13 Summer 1</p>	<p>REVISION</p> <ul style="list-style-type: none"> - Key content - Case studies - Exam wording - Application of questions. 	<p>Why now?</p> <ul style="list-style-type: none"> - Course has been taught & NEA sent to AQA. 	<p>A-Level exams.</p>