



## Geography Key Stage 5 Curriculum

	Topic/Big Question	Focus
Year 12	<u>Teacher 1</u> Why are some locations more at risk from tectonic hazards than others?	Students investigate why tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world; this is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development.
	Why do some tectonic hazards develop into disasters?	Students investigate the factors which result in low levels of resilience in some locations around the world, and how this coupled with the interaction of physical systems and vulnerable populations can result in major disasters.
	How successful is the management of tectonic hazards and disasters?	An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.
	<u>Teacher 2</u> What are the causes of globalisation and why has it accelerated in recent years?	Students investigate the reasons why globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people.
	What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?	Building on their understanding of the reasons why the world has and is continuing to become increasingly globalised, students investigate the inequalities which are caused within and between countries as shifts in patterns of wealth occur to people, cultures and the physical environment.
	What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?	As a result of the increase of flows of ideas, people and goods take place, this results in cultural impacts on the identities of communities. By recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.
	<u>Teacher 1</u> How and why do places vary?	Students undertake an in-depth study of both a local place and one contrasting place in order to look at economic change and social inequalities; this local place is put into context in order to understand how regional, national, international and global influences have led to changes there. A contrasting place is then studied through which they develop their wider knowledge and understanding about how places change and are shaped.

Why might regeneration be needed?	Processes, including the movements of people, capital, information and resources, make some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas.
How is regeneration managed?	An investigation into how both urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).
How successful is regeneration?	Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and communities depends on the extent to which the lived experience, perceptions and attachments to places are changed.
<u>Teacher 2</u> Why are coastal landscapes different and what processes cause these differences?	Coastal landscapes develop due to the interaction of wind, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment.
How do characteristic coastal landforms contribute to coastal landscapes?	Students investigate how flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines.
How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?	An investigation of how the variety of coastal landscapes both within the UK and other locations are increasingly threatened from physical processes and human activities altering the physical characteristics of the coastline and increasing risks to people, property and the environment.
How can coastlines be managed to meet the needs of all players?	As a result of the increasing risks to coastal landscapes, students investigate the need for holistic and sustainable management of these areas in all of the world's coasts.

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Year 13	<u>Teacher 1 and Teacher 2</u> Fieldwork and Independent Investigation (NEA)	<u>Fieldwork</u> Students undertake 4 days fieldwork relating to both physical and human geography including an introduction to the nature and process of a high-quality geographical enquiry. The fieldwork will enable students to develop skills that they can use in their independent investigation. <u>NEA</u> The purpose of the NEA is to develop students' skills in independent investigation. Students will define a question or issue relating to the compulsory or optional content within the A Level specification. The investigation will incorporate fieldwork and own research and/or secondary data. The report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
	<u>Teacher 1</u> What are the impacts of globalisation on international migration?	Globalisation involves movements of capital, goods and people; students investigate how globalisation has led to an increase in migration both within countries and among them and recognise how the consequences of international migration are varied and disputed.
	How are nation states defined and how have they evolved in a globalising world?	Students investigate how tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity.
	What are the impacts of global organisations on managing global issues and conflicts?	Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. Students investigate how it has promoted growth and political stability for some people in some places whilst not benefiting others.
	What are the threats to national sovereignty in a more globalised world?	Students investigate how national identity is an elusive and contested concept, that there are challenges to national identity and the consequences of disunity within nations.
	<u>Teacher 2</u> What are superpowers and how have they changed over time?	Students investigate what a superpower is and how they can be defined using a number of human and physical characteristics. The pattern of dominance has changed over time and can be uni-, bi- or multi-polar.
	What are the impacts of superpowers on the global economy, political systems and the physical environment?	Students investigate how superpowers and emerging powers have a very significant impact on the global economy, global politics and the environment including how they play a key role in international decision-making concerning people and the physical environment.
	What spheres of influence are	The spheres of influence between superpowers and emerging powers are frequently contested in a number of different economic,

contested by superpowers and what are the implications of this?	environmental and political spheres, resulting in geopolitical implications such as the consequences of the changing relationships between developing nations, emerging powers and superpowers, and how existing superpowers face ongoing economic restructuring, which challenges their power.
Investigating synoptic links and geographical skills	Throughout the A Level curriculum, students investigate the synoptic themes of players, attitudes and actions and futures and uncertainties which thread through and tie together the core and optional content of the curriculum. Geographical skills are developed throughout the A Level curriculum so that students become competent in them.
<u>Teacher 1</u> What are the processes operating within the hydrological cycle from global to local scale?	Students investigate the key role that water plays in supporting life on earth; the drainage basin is an open system within the global hydrological cycle, and how the hydrological cycle influences water budgets and river systems at a local scale.
What factors influence the hydrological system over short- and long-term timescales?	Building on their knowledge of the hydrological cycle, students recognise that the water cycle operates at a variety of spatial scales and also at short- and long-term scales, from local to global. They investigate the physical processes which control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are as a result of both physical and human processes.
How does water insecurity occur and why is it becoming such a global issue for the 21 <sup>st</sup> century?	Students investigate why water insecurity is becoming a global issue with serious consequences and there are a range of different approaches to managing water supply.
<u>Teacher 2</u> How does the carbon cycle operate to maintain planetary health?	Students investigate why a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere.
What are the consequences for people and the environment of our increasing demand for energy?	Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to the carbon stores and contributed to climate change resulting from anthropogenic carbon emissions.
How are the carbon and water cycles linked to the global climate system?	The water and carbon cycles and the role of feedback in and between the two cycles, provide a context for developing and understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. Students investigate the range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.