



## KS5 Curriculum: Geography

### Curriculum Vision

#### AQA GCE Geography

Enabling the global citizens of the future to critically consider their changing world through a geographical lens.

The aim of the CCHS Geography Department and the curriculum we deliver is to allow students to develop a well-rounded knowledge and understanding of the world in which they live and to understand how current actions and processes will have implications for our global future. In addition to this, the department aims to provide students with the opportunity to explore and discover different cultures and environments, which will serve to broaden their spiritual, moral, social and cultural understanding of the world in which they live.

Building on the knowledge and understanding developed at GCSE, our aim (by following the AQA A Level Geography specification) is to enable our students to explore key geographical issues and phenomena with greater depth, analysis and critical insight. We also aim for our students to develop confidence in their use and interpretation of more complex geographical media, including more sophisticated uses of ArcGIS. The continued use of AQA as our examining board enables our students to build on their understanding of the required examination techniques and command words, allowing them to focus their studies largely on the geography that lies at the heart of people, places and processes. Additionally, the NEA fieldwork component allows our students to take ownership in identifying the key issues and processes that can be investigated on a local scale. By engaging in the planning, implementation and analysis of fieldwork, our students will be better able to explore places through enquiry, developing the skills they will need to pursue their studies at undergraduate level.

### Curriculum Profile

#### Year 12

Autumn Term 1	Autumn Term 2
<p><b>Unit 1 Physical Geography Section B: Coastal Systems and Landscapes</b></p> <p><b>Unit 2 Human Geography Section C: Population and the Environment</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li><i>The coastal system: inputs, processes and outputs. This includes consideration of energy inputs, sediment cells and budgets, and geomorphological processes.</i></li> </ul>	<p><b>Unit 1 Physical Geography Section B: Coastal Systems and Landscapes</b></p> <p><b>Unit 2 Human Geography Section C: Population and the Environment</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li><i>Key features and characteristics of coastal systems and landscapes resulting from geomorphological change. This includes landforms of erosion and landforms of deposition.</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>Environment, Population and Health Relationships, including consideration of concepts such as ecological footprint and the Kuznet Curve.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Agricultural systems and food security. This includes consideration of the role of climate change in shaping global agricultural futures and the factors contributing to food (in)security.</i></li> <li>• <i>Global health variations, including a study of malaria (factors contributing to the prevalence of malaria; the impacts of malaria and the ways in which malaria can be managed).</i></li> </ul>
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<b>Spring Term 1</b>	<b>Spring Term 2</b>
<p><b>Unit 1 Physical Geography Section B: Coastal Systems and Landscapes</b></p> <p><b>Unit 2 Human Geography Section C: Population and the Environment</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• <i>Isostatic, eustatic and tectonic sea level change.</i></li> <li>• <i>Coastlines of emergence and submergence.</i></li> <li>• <i>Climate change and the coast.</i></li> <li>• <i>Global health variations, including a study of coronary heart disease (factors contributing to the prevalence of coronary heart disease; the impacts of the disease, and the ways in which it can be managed).</i></li> </ul>	<p><b>Unit 1 Physical Geography Section B: Coastal Systems and Landscapes</b></p> <p><b>Unit 2 Human Geography Section C: Population and the Environment</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• <i>Coastal change over time, including the role of coastal management strategies.</i></li> <li>• <i>Local case study: health variations in East London.</i></li> <li>• <i>Population change: natural and migration change at a global, regional and local scale. This includes critical analysis of the demographic transition model.</i></li> </ul>

<b>Summer Term 1</b>	<b>Summer Term 2</b>
<p><b>Unit 1 Physical Geography Section A: Water and Carbon Cycles</b></p> <p><b>Unit 2 Human Geography Section C: Population and the Environment</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• <i>The concept and components of the global water cycle.</i></li> <li>• <i>Population ecology: critically exploring Malthusian views and their applicability in the 21<sup>st</sup> century.</i></li> </ul> <p>Revision is then undertaken in preparation for the Year 12 internal examinations.</p>	<p><b>Unit 1 Physical Geography Section A: Water and Carbon Cycles</b></p> <p><b>Unit 2 Human Geography Section C: Population and the Environment</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• <i>Regional and local water cycles: the drainage basin and water balance.</i></li> <li>• <i>Understanding hydrographs.</i></li> <li>• <i>Exploring changes to the water cycle.</i></li> <li>• <i>Population futures: global environmental change and health implications.</i></li> <li>• <i>Population futures: projected population change globally, regionally, and nationally.</i></li> <li>• <i>Case study: population change in Uganda.</i></li> </ul> <p><b>Unit 3 Geographical Investigations</b></p> <p>Fieldwork is undertaken with teaching centred on planning, conducting and writing a Non-Examination Assessment coursework submission.</p>

## Year 13

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<p><b>Unit 1 Physical Geography Section A: Water and Carbon Cycles</b></p> <p><b>Unit 2 Human Geography Section A: Global Systems and Governance</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• The concept and components of the global carbon cycle.</li> <li>• Factors driving change in the stores of carbon over time and space.</li> <li>• Changes in the carbon cycle over time.</li> <li>• Dimensions and factors of Globalisation.</li> <li>• Global systems: economic, political, social and environmental interdependence. Issues associated with interdependence.</li> </ul>	<p><b>Unit 1 Physical Geography Section A: Water and Carbon Cycles</b></p> <p><b>Unit 2 Human Geography Section A: Global Systems and Governance</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.</li> <li>• The key role of the carbon and water stores and cycles in supporting life on Earth.</li> <li>• A case study of a tropical rainforest.</li> <li>• Global economic connections: Trading relationship and TNCs.</li> <li>• The concept of the 'global commons' including a study of Antarctica as a global common.</li> </ul>

<b>Spring Term 1</b>	<b>Spring Term 2</b>
<p><b>Unit 1 Physical Geography Section C: Hazards</b></p> <p><b>Unit 2 Human Geography Section B: Changing Places</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• The concept of a hazard: Forms, perceptions and responses, including the hazard management cycle.</li> <li>• Plate tectonic theory, processes and associated landforms. Volcanic and seismic hazards.</li> <li>• The nature and importance of Places: Place theory and factors contributing to the character of places.</li> <li>• Qualitative and quantitative representations of Place, including a case study of Scarborough.</li> </ul>	<p><b>Unit 1 Physical Geography Section C: Hazards</b></p> <p><b>Unit 2 Human Geography Section B: Changing Places</b></p> <p><i>Key themes explored include:</i></p> <ul style="list-style-type: none"> <li>• Storm hazards and wildfires, including a study of two recent tropical storms and a recent wildfire event.</li> <li>• A case study of the Philippines as a multi-hazardous environment.</li> <li>• Meaning and representations of place, including social and televisual media representations.</li> <li>• The influence of development, relationships and connections upon place identity. A case study of Detroit.</li> </ul>

<b>Summer Term 1</b>	<b>Summer Term 2</b>
Revision and Examination technique	Public Examinations

*Please note that this timeline may be subject to change.*

## Assessment and Feedback

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight). This may include end of topic tests at A-level.
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

## **Resources to support learning beyond the classroom**

[AQA | AS and A-level | Geography | Specification at a glance](#)

[A Level Geography](#)

[A Level of Geography | David Redfern | Substack](#)

[Talks on demand - RGS](#)

[Online Teaching Resources - Geographical Association \(geography.org.uk\)](#)

[Earthquake Insights | Judith Hubbard & Kyle Bradley | Substack](#)

[Sustainability by numbers | Hannah Ritchie | Substack](#)

[Demography Unplugged | Substack](#)