

IDSALL SCHOOL



KS3 Geography Curriculum

Our vision for Geography

By offering a broad and rich curriculum, in line with the national curriculum, which promotes curiosity into and greater understanding of both the natural processes and human interactions which occur on our planet, we hope our students become aware of the risks and challenges both the planet and humans face in the 21st century.

Geography is a key tool for understanding the significance of the past, and how it has shaped the world today, whether that be through physical or human systems. Through studying the local area, the UK and wider contrasting places, students will foster a compassion and sense of responsibility as an informed global citizen, enabling them to reflect on their place and role in the future, as well as developing critical thinking and evaluative skills which they can take forward into future learning experiences.

The Big Picture

During Year 7, students gain core geographic knowledge and skills which serve them throughout the Key Stage, building the foundations for deepening understanding in the future. Students are introduced to the main geographical processes which underpin the physical world, and learn where and why there is inequality in wealth and development across the globe, exploring countries and continents which expand their understanding of the world from KS2. Students also begin to investigate the impact that people have on the planet’s environment, starting broad with a global impact, but bringing this into a local context so they are able to identify their role as a global citizen.

Intent

Year 7 contains a mix of physical, human and environmental geography with 6 main topical units (the 7th is an extension of the 6th unit). Each unit has been selected to provide core knowledge and skills which are developed upon through the remainder of KS3 and beyond, and is structured to learn and develop core knowledge and skills before exploring their application and use.

Geographical skills such as map reading, data/graphical interpretation and image analysis are developed from KS2 with the introduction of specific geographical terminology. The geographical description of place and understanding of how places contrast and why is introduced, along with how physical processes can be used to explain the sequential formation of landforms.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

Autumn Term topic units start with the core geographic skills of OS Map Reading and the human geography topic of Development to consolidate future interpretative skills for future physical topics as well as to provide an introduction to a wider view of the world beyond students KS2 knowledge. Spring Term topic units focus on physical processes and the UK landscapes to embed key processes and how they link together as well as enabling a more national locational knowledge to be developed. Summer Term topic units build on the Spring Term in a local context before exploring national issues and branching out into global environmental issues.

Throughout the topics, students will question “What, Where, When, Who, Why” to commence a geographical enquiry approach. This will culminate in the microclimate investigation.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding.

Assessments will test knowledge and understanding and use common command words to prompt the development of describe, suggest and explain responses.

Key Summative Assessments:

Alongside live marking throughout the year & low stakes retrieval quizzing for key knowledge/terms and vocabulary:

- Retrieval homework
- Seven opportunities for self/peer review & deep marking on redrafted work
- Five ‘end of unit’ knowledge tests
- An end of year exam in the summer term

Autumn Term

- 7-A OS Map Skills
- 7-B Global Development Patterns

Spring Term

- 7-C Weather in the UK
- 7-D River Processes & Landscapes in the UK

Summer Term

- 7-E Microclimates Investigation
- 7-F UK Energy Sources
- 7-G Campaigns

Impact

By the end of the year students will have greater understanding of space and place within the UK and their local context along with extending their locational knowledge more globally, being aware of spatial variations in development and quality of life. Students will understand key geographic processes associated with the hydrological cycle and how these create physical events and characteristics of the landscape, leading to an increase in student attainment, as evidenced in regular, formal and interleaved assessments. Students will also be developing an awareness of how physical & human processes interact and the challenges this can pose, with the need for sustainable solutions. These themes will be embedded and developed further throughout Year 8.

YEAR 7 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) These are the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (Yr7, Yr8 & Yr9)
7-A: OS Map Skills	Directions and route planning Scale / Grid references / height / features on Maps	How to read and identify features on a map How to use maps to interpret landscapes	Coordinates Basic OS Map Skills	OS map interpretation & physical landform features (7-D, 7-E, 8-D, 8-F) School site mapping (7-E)
7-B: Global Development Patterns & LIC study	Data interpretation Distribution variance on maps Identifying characteristics of places and comparing places	Countries are classed according to their level of development How we determine & measure the level of development A range of factors affect the level of development	KS2 similarities and differences between countries in Europe and North America	Impacts of events vary between HIC & LIC (7-D,8-B.9-B) Different processes occur in countries at differing levels of development (7-E, 7-G, 8-A,8-C, 8-E, 9-A, 9-B, 9-C)
7-C: Weather in the UK	Diagrammatical drawing Sequential writing	How the water cycle works What causes rain to occur The difference between high and low pressure and their associated weather systems	Simple hydrological cycle processes and climate zones	Hydrological cycle (7-D, 8-F, 9-B, 9-D) Atmospheric Processes (7-D, 7-E, 7-G, 9-A, 9-B, 9-D) Global climate & biome belts (9-D)
7-D: River Processes & Landscapes in the UK	Cross-sectional drawing Sequential writing on the formation of landforms	Water erodes and transports material Rivers form distinctive landforms Flooding can have a range of causes	KS2 basic river landforms & journey from source to mouth	UK landscapes and formation (8-D, 8-F) Key physical erosion & transportational processes (8-D, 8-F) Hazardous physical world (8-B, 8-D, 9-B)
7-E: Local Microclimate Investigation	Geographical data collection and methodology Geographical data analysis and interpretation	Microclimates vary in temperature depending on a range of factors The school site has a range of microclimates	7-C weather processes relating to temperature and local wind and moisture variation 7-A school site mapping	Variations within cities (8-A) and how buildings or vegetation (9-D) create their own climate variation
7-F: UK Energy Sources & Futures	Geographical data presentation and interpretation Cost / benefit analysis	The UK's energy mix is changing Renewable & non-renewable energy sources both have advantages & disadvantages Where can the UK source its energy from?	KS2 distribution of natural resources such as energy sources	Environmental campaigns (7-G) Changing cities (8-A) & sustainable cities (8-A), population & resources (8-C), causes of global warming (9-A)
7-G: Environmental Campaigns	Calculation and comparison of ecological and carbon footprints	The use of non-renewable energy sources is increasing CO ₂ & the greenhouse effect Plastic use and pollution is a significant environmental issue	Unit follows directly on from 7-F referring to the global population's intensive carbon use	Global warming (9-A) and climatic changes (8-D, 8-F, 9-A, 9-B, 9-D) Pollution and sustainable solutions ((8-A, 8-E, 9-C)

The Big Picture

During Year 8, students gain core geographic knowledge and skills building on Yr7 and preparing them to explore wider global issues in Yr9. The progression from broadening learning from a UK to global scale continues with key NC locations of the Middle East, China and India explored. Students continue to develop understanding of the main geographical processes and investigate how these processes can bring both challenges and opportunities, beginning the geographic process of evaluating the potential solutions, identifying how different groups may have different viewpoints, and considering their role as a global citizen.

Intent

Year 8 contains a mix of physical and human geography with a focus on the impact of processes on people and lives. There are 6 main topical units, each unit being selected to provide core knowledge and skills which are developed on through the remainder of KS3 and beyond. Each topic unit is structured to learn and develop core knowledge and skills before exploring the impact of the processes, whether that be the creation of risk or challenges to overcome in the search for more sustainable lives.

Geographical skills continue to be developed using a range of source material and an emphasis on graphical interpretation and the communication of geographical information using a wider range of specific terminology. Students develop a deeper understanding of place and learn to look for both challenges and opportunities across a global range of locations. Further work on key geographic processes associated with erosion will enable students to build on work in Year 7, improving their ability to explain the sequential formation of a wider range of landforms from different contexts. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

Topic units focus on core understanding which is expanded on through the remainder of Year8. UK urbanisation explores settlement processes and how UK cities are adapting to more sustainable solutions, before the challenges of rapid population growth and rapidly expanding cities in Asia are considered. Likewise in physical geography, fundamental knowledge of the earths structure and formation of rock is developed through the impact of water and ice on the landscape.

Throughout the topics, students will question “What, Where, When, Who, Why” to continue a geographical enquiry approach and will begin to assess and evaluate solutions and opportunities.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology & vocabulary to extend understanding along with a selected range of texts to extend comprehension.

Assessments will test knowledge and understanding and use a range of command words to prompt the expansion of describe, explain and justify responses with an emphasis on developing detailed reasons and evidence.

Key Summative Assessments:

Alongside live marking throughout the year & low stakes retrieval quizzing for key knowledge/terms and vocabulary:

- Retrieval homework
- Seven opportunities for self/peer review & deep marking on redrafted work
- Five ‘end of unit’ knowledge tests
- An end of year exam in the summer term

Autumn Term

- 8-A UK Urbanisation & Settlement
- 8-B Tectonic Processes & Hazards

Spring Term

- 8-C Population Growth & Challenges
- 8-D Coastal Processes & Landscapes in the UK

Summer Term

- 8-E NEE Urbanisation
- 8-F Glaciers and their impact on the UK Landscape

Impact

By the end of the year students will have broadened their locational knowledge across the globe whilst retaining a focus on the UK and locally, within the urbanisation of Shifnal and the West Midlands. Students will have developed an understanding of how people live across the globe, being able to link the challenges posed by urban living to a rapidly growing local and global population. Further work on key geographic processes consolidates the understanding of how erosion impacts both landscapes and lives and will have introduced the idea of hazardous events. Students will, by the end of Year 8, have covered the core units of Geographic Study, understanding how physical and human geographical processes bring about spatial variation and change over time. leading to an increase in student attainment, as evidenced in regular, formal and interleaved assessments.

YEAR 8 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) These are the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Yr7)	Future learning (Yr8 & Y9)
8-A: UK Urbanisation & Settlement	Urban landscape source analysis (OS maps/photographs/plans) Application of models/theories to real life examples Assessment of significance of issues and importance of causes	Settlements develop over time UK urban areas have experienced significant changes over the last 50yrs UK urban areas are moving to be more sustainable Urban areas adapt to cope with extreme environments	KS2 types of settlement & land use	Urbanisation processes (8-E, 9-C) Urban sustainability & adaptations (8-E) Urban areas have higher population densities (8-B, 8-C, 9-B)
8-B: Tectonic Processes & Hazards	Evaluating hazard and risk Comparing the impacts of events between contrasting locations	Where volcanoes & earthquakes occur and why What the processes on plate boundaries are Why the impact of earthquakes varies between locations	KS2 volcano & earthquake studies Idea of hazardous events from weather / flooding Varying levels of dev't (7-B)	Hazard and Risk of natural events (8-D, 9-A, 9-B) Rock formation (8-D, 8-F)
8-C: Population Growth & Challenges	Graphical description and interpretation—line graph and choropleth mapping distribution Linking decisions to impacts	Global population is growing rapidly, the factors driving this and the challenges of a rapidly rising population China's population growth & distribution, plus China's response to population growth	Global variations between countries and demographic development indicators (7-B)	Managing fast growing populations (8-E) Contrasting population characteristics (9-C) Populations & resource management (9-A, 9-Bii, 9-C, 9-Dii)
8-D: Coastal Processes & Landscapes in the UK	Diagrammatical drawing Sequential writing on the formation of landforms Justification of choice writing	Coastal processes of erosion, transportation and deposition Coastal landforms in the UK, their characteristics and formation Coastal landscapes can be protected from erosion by hard & soft engineering, which both have advantages & disadvantages	Rock cycle Key erosional & transportational processes (7-D)	Key erosional & transportational processes (8-F) UK Landscapes & formation (8-F) Rock Cycle (8-F) Hazardous coastlines (9-A, 9-Bi)
8-E: NEE Urbanisation	Decision-making on solutions including numerical budgeting Linking causes to impacts	Why NEE countries have experienced rapid urbanisation Rapid urbanisation has led to the development of slums which present both opportunities and challenges	Characteristics of low levels of development (7-B) Urbanisation processes (8-A) Population change and impacts (8-C) Sustainable solutions (7-F, 8-A)	Emerging economies (9-C) Vulnerability of LIC & NEE populations (9-Bi, 9-C)
8-F: Glaciers & their impact on the UK Landscape	Cross-sectional drawing OS map features & landscapes interpretation Sequential writing on the formation of landforms	Glacial processes of erosion, transportation and deposition Glacial budgets and melting glaciers Relict Glacial Landscapes in the UK, their characteristics and formation UK glacial landscapes are fragile	Key erosional & transportational processes (7-D, 8-D) UK Landscapes (7-A, 7-D) Weather patterns (7-C)	Ice ages and impacts (9-A)

The Big Picture

Students bring together prior learning and understanding to tackle and reflect upon some of the main global issues challenging humans in the modern world. Whilst exploring these issues across a range of scales, focusing on “new” global locations such as low-lying coral atolls and emerging economies, students are encouraged to consider the causes of the challenges and to assess the potential solutions. Taking a global approach across three main themed topics, and contrasting the impacts across countries at differing levels of economic development, students can contrast the UK to other parts of the globe and consider their role and impact on the planet and how the planet and human systems can impact them.

Intent

Year 9 contains a mix of physical and human geography continuing to focus on the impact of processes on people and lives. There are 4 main topical units, further split into specific areas of focus. Exemplification and locational knowledge is extended globally, selecting contrasting and relevant case studies which enables students to understand and empathise. Core knowledge and skills from KS3 are developed upon with an increasing degree of complexity as students move from conceptual to reality. Each topic unit asks students to evaluate and consider roles, causes, impacts and solutions to enable them to become informed global citizens.

Geographical skills of analysis and evaluation are now developed to demonstrate more critical thinking and reasoning skills. Source material and globally contrasting examples build awareness and empathy, along with adding more advanced geographic terminology. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

Autumn Term focuses on how the world is becoming more hazardous to live in and the challenges of a changing physical environment through the study of climate change, changing sea levels and weather patterns, building on content covered in Year 7 and 8.

Spring Term switches to human geography and how industry and countries interact investigating the impacts on contrasting populations in the UK and abroad, preparing students for a changing economic world and the social and moral challenges facing people.

From March, strands of the many topic areas in KS3 are drawn together through studying the functioning and challenges facing the global environment with a focus on tropical rainforests and hot desert environments to explore the fragility of the planet.

Throughout the topics, students will question “What, Where, When, Who, Why” to continue a geographical enquiry approach and will analyse the reasons and causes behind global issues as well as assess and evaluate the solutions and opportunities which arise from these challenges.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding along with a selected range of texts to extend comprehension.

Assessments will test knowledge and understanding and use more challenging command words, such as analyse, assess, evaluate and to what extent, to prompt the development of an evaluative approach to writing as well as prepare students for a GCSE style of questioning.

Key Summative Assessments:

Alongside live marking throughout the year & low stakes retrieval quizzing for key knowledge/terms and vocabulary:

- Retrieval homework
- Six opportunities for self/peer review & deep marking on redrafted work
- Five ‘end of unit’ knowledge tests
- An end of year exam in the summer term

Autumn Term

9-A Hazardous World: Climate Change

9-B Hazardous World: Extreme Weather: Hurricanes & Drought

Spring Term

9-C: Globalisation

9-Di: The Living World: Global Biomes & Ecosystem Functioning

Summer Term

9-Dii: The Living World: Tropical Rainforests & the challenges / opportunities of living in extreme environments

Impact

By the end of the year students will have developed contextual knowledge of a wide range of globally significant places and be able to make links between places as well as contrast them, alongside a deep understanding of the interaction between physical and human processes and the impact people are having on the planet. The global issue themed approach will have inspired a curiosity and fascination for the world and how both the physical and human worlds function, which either encourages students to extend their Geographic studies at GCSE and beyond, or prompts students to actively consider the consequences of their actions and roles they can play in the solutions, as responsible, inquisitive and compassionate global citizens.

YEAR 9 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) These are the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Yr7 & Yr8)	Future learning (Y9 & GCSE)
9-A: Climate Change	Graphical description & interpretation Analysis of source reliability Assessment of severity of impact and effectiveness of solutions	Global climate has varied over geological time from ice ages to inter-glacial periods The natural causes and evidence for climate change Human causes and consequences of current global warming	Weather v climate (7-C) Impact of non-renewables (7-F, 7-G) Coastal landscapes (8-D) Varying levels of dev't (7-B)	Changes in environment creating increased risk (9-B, 9-Dii) Fragile environments (9-Dii) AQA GCSE P1 Topic 1
9-Bi: A Challenging Physical World: Extreme Weather	Diagrammatic drawing Comparing and analysing impacts	The global atmospheric circulation How we define extreme weather with hurricane distribution, formation processes and impacts as the example The impacts of hurricanes vary across the globe due to differences in vulnerability and the ability to manage the impacts	Weather processes (7-C) Concept of hazardous events (7-C, 7-D, 8-B) Varying levels of dev't (7-B)	Changing weather patterns due to climate change (9-Bii) AQA GCSE P1 Topic 1
9-Bii: A Challenging Physical World: Drought & water insecurity	Map interpretation Evaluation of solutions	What is drought and how it differs from a typically arid location LICs are more vulnerable to water insecurity than HICs Drought impacts vary globally Drought impacts can be managed by HICs more effectively than by LICs	Weather processes (7-C) Hydrological cycle & river / groundwater sources (7-D), glacial sources of water (8-F) Varying levels of dev't (7-B) Population & resources (8-C)	Impact of changes to the hydrological cycle on ecosystems and people (9-Di, 9-Dii) AQA GCSE P2 Topic 3
9-C: Globalisation & the global economy	Map interpretation Trend interpretation and analysis Empathetic writing on contrasting experiences Application of models/theories	What globalisation is and how it has increased in the 20th & 21st centuries What the advantages for TNCs locating in emerging economies are What the impacts of globalisation on people in the UK and in emerging economies are	Varying levels of dev't (7-B) Industrial location (8-A) Global demographic variation (8-C) Raising barriers to dev't (7-B)	Opportunities for economic activity in lower income countries (9-Di, 9-Dii) AQA GCSE P2 Topic 2
9-Di: The Living World: Global Biomes & Ecosystem functioning	Systematic flow diagrams Map distribution—linking processes to patterns	Global distribution of biomes Ecosystems function through food chain and nutrient cycles Humans impact ecosystem functioning	Weather processes (7-C) Global weather and atmospheric patterns (9-Bi)	Ecosystem distribution & functioning (9-Dii) AQA GCSE P1 Topic 2
9-Dii: The Living World: the challenges & opportunities of living in extreme environments	Interpretative map skills Linking processes to impacts Assessing the importance of a range of causes Writing extended evaluations on the extent of impacts or solutions	Tropical rainforests (TRF) are diverse but vulnerable ecosystems Deforestation of TRF has many causes Hot deserts are extreme environments Living in hot deserts present a range of challenges but also opportunities for residents	Weather processes (7-C) Changing hydro cycle (9-Bii) Ecosystem distribution & functioning (9-Di) Economic activity in LIC / NEE countries (9-C)	AQA GCSE P1 Topic 2

IDSALL SCHOOL



KS4 Geography Curriculum

Our vision for Geography

For GCSE we have selected the AQA 9-1 8035 Geography course for its accessibility, broad geographic content and complimentary style to our KS3 and KS5 curriculum.

Through studying GCSE Geography students develop an understanding of physical processes and the need for management strategies to promote sustainability in the environment, as well as developing an understanding of the factors which produce a diverse variety of human environments. The balanced framework of physical and human themes allow students to investigate the links between them, and they are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Overall, GCSE Geography continues to stimulate students and promote curiosity into the modern world, and generates awareness and a sense of responsibility towards the issues facing people in the 21st century, informing decisions later in life and further educational studies.

The Big Picture

Commencing the GCSE Geography course, students build key skills which serve them throughout the Key Stage, building on the foundations from KS3 and covering more than half the taught content for the final examination. Students develop their understanding of the main geographical processes which underpin the physical world, and investigate the challenges facing human populations in expanding urban areas and in securing reliable resource supplies.

Intent

Over five lessons a fortnight, students cover a mix of content from all three papers (5 of 7 units), enabling a composite full paper to be sat by the end of the year. Geographical skills such as map reading, data/graphical interpretation and image analysis are embedded into the taught content to develop confidence on the skills sections of the examinations. All students will be able to access the main content of all lessons, with a focus on the specific geographical terminology and concepts/processes. Scaffolding, adaptive teaching and stretch and challenge will be provided to enable all students to achieve their potential. Fieldwork enquiries will be undertaken to stimulate, and prompt deeper understanding and develop core geographic skills around sampling, methodology, data presentation and interpretation as well as comparative analysis and critical evaluation.

Implementation

The sequence of learning mixes physical and human geography to maintain interest and structure the course with the more complex topic units in the second half of the GCSE, once core geographic principles have been established. Taught content on Urban Challenges and Rivers will also incorporate fieldwork opportunities to embed comprehension and engage students in the geographic content.

Students will be expected to apply knowledge and understanding to interpret, analyse and evaluate issues throughout the topics. There will be opportunities to discuss and use a variety of skills and techniques to investigate questions and issues in depth to consolidate understanding.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology and vocabulary to extend understanding.

Retrieval work is embedded throughout the course and into every lesson, with content being interleaved to ensure it is revisited frequently through starter activities and homework.

Assessments test knowledge and understanding, using a wide range of GCSE examination command words, from describe and explain through to analyse, assess, evaluate and to what extent, preparing students for GCSE styles of questioning. The self-reflection of responses using mark schemes will be supported and the redrafting of key examination question practice will seek to improve responses and embed good practice.

Key Summative Assessments:

Each topic unit has an 'end of unit' assessment based on an examination section as well as a knowledge test per sub-section

Practice examination style questions over 6 & 9 marks

Live marking in class

Retrieval homework with low stakes retrieval quizzing for key knowledge / terms & vocabulary

Mock Examination covering a composite full examination paper

Autumn Term

P2: Section A: Urban Issues & Challenges

Fieldwork

Spring Term

P1: Section C: Physical Landscapes of the UK : Coasts & Rivers

Fieldwork

Summer Term

P1: Section B: The Living World

P2: Section C: Challenges of Resource Management

Impact

By the end of the year students will have a wide range of geographical place contexts, and have developed an understanding of geographic processes, concepts and issues covering all three examination papers (physical and human geography plus geographical skills). Students will be prepared for the fieldwork questions and be experienced in collecting primary data, evaluating the methods they have used, and be able to use that data to propose answers to geographical enquiry questions. Overall, students will be showing an increase in attainment, evidenced in regular, formal and interleaved assessments.

YEAR 10 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning	Future learning
Paper 2: Section A: Urban Issues and Challenges	OS Map interpretation Graphical interpretation Writing to assess and evaluate	A growing percentage of the world's population lives in urban areas Urban growth creates opportunities and challenges for cities in LICs and NEEs Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges and requires sustainable management	Urbanisation at differing levels of development from Year 8	Sustainability and sustainable energy sources in 2C Urban growth, investment and change in the UK in 2B Issues evaluation Urban Fieldwork
Paper 1: Section C: Physical Landscapes in the UK: Coastal Landscapes	OS Map interpretation Photo Analysis Cross-section interpretation Sequential explanation	The coast is shaped by a number of physical processes Distinctive coastal landforms are the result of rock type, structure and physical processes Different management strategies are used to protect coastlines from the effects of physical processes	Erosion and transportation processes from KS3 Coastal landforms and processes from Year 8	Erosion processes and sequential formation of landforms in 1C Rivers
Paper 1: Section C: Physical Landscapes in the UK: River Landscapes	OS Map interpretation Photo Analysis Cross-section interpretation Sequential explanation	The characteristics of rivers and river valleys change as rivers flow downstream Distinctive fluvial landforms result from different physical processes Different management strategies are used to protect river landscapes from the effects of flooding	Erosion and transportation processes from KS3 River landforms and processes from Year 7	River Fieldwork
Paper 1: Section B: The Living World	Linking characteristics to abiotic factors of ecosystems Graphical interpretation Writing to assess and evaluate	Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components Tropical rainforest have a range of distinctive characteristics and need to be managed sustainably Deforestation has economic & environmental impacts Hot desert ecosystems have a range of distinctive characteristics with the development of deserts creating opportunities & challenges Areas on the fringe of hot deserts are at risk of desertification	Weather and climate systems from KS3 Ecosystems and Rainforests from Year 9	Global climate zones in 1A Impact of climate change 1A Water resource supply 2C Issue Evaluation
Paper 2: Section C: The challenge of resource management: Energy	Graphical interpretation Analysing patterns and trends from a range of source material Cost-benefit analysis of sources of energy	The changing demand and provision of food, water & energy resources in the UK creates opportunities and challenges Global demand for energy resources is rising but supply can be insecure, leading to conflict and the need for different strategies to increase energy supply	Energy sources from Year 7 Hydrological Cycle from KS3 Population and resources from Year 8 Sustainability in 2A	UK energy futures in 2B Issue Evaluation
Paper 3: Fieldwork Skills and Methodology	Sampling methodology Quantitative and qualitative data collection techniques Data Presentation techniques including graphical representation Data interpretation and analysis to answer a geographical enquiry	There are strengths and weaknesses to different sampling methodology and varying types of data Data collection techniques can be improved for reliability and accuracy	Data collection methodology, data presentation techniques and data interpretation within KS3 fieldwork	

The Big Picture

Students bring together prior learning and understanding from Yr10 and add the remaining topic units to assess the direct and indirect effects of changing levels of global development and the growing human interactions with the Earth and the atmosphere. Students explore links between content and concepts to tackle and reflect upon some of the main global issues challenging humans in the modern world in the Issue Evaluation segment. Coming full circle from studying UK urban changes in Autumn Term Yr10, Yr11 finishes investigating the changes apparent in the UK's economy and considers the place of the UK moving forward. This enables students to place the UK in the wider global context and 'think like a geographer', understanding that interactions between people and environments leads to change in places and processes over space and time, and that this can be different at different scales and in different contexts.

Intent

Over five lessons a fortnight, students cover the remaining taught content and develop a synoptic approach to their application of geography through the Issues Evaluation examination. This requires a balanced and substantiated approach to issues analysis and effective use of source material. Clear reasoning skills and more advanced geographic terminology require development. Geographical skills such as map reading, data/graphical interpretation and image analysis continue to be embedded into the taught content to develop confidence on the skills sections of the examinations. All students will be able to access the main content of all lessons, with a focus on the specific geographical terminology and concepts/processes. Scaffolding, adaptive teaching and stretch and challenge will be provided to enable all students to achieve their potential.

Implementation

The sequence of learning continues to mix physical and human geography to maintain interest, with the more complex topic units being covered in Yr11. Paper 1 is completed first to enable full examination papers to be attempted in the Autumn Mock Examinations. Having covered The Living World and Challenge of Resource Management in Yr10 enables past paper practice on Issues Evaluation to commence in the Autumn Term.

Students will be expected to apply knowledge and understanding to interpret, analyse and evaluate issues throughout the topics. There will be opportunities to discuss and use a variety of skills and techniques to investigate questions and issues in depth to consolidate understanding.

Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology & vocabulary to extend understanding.

Retrieval work is embedded throughout the course and into every lesson, with content being interleaved to ensure it is revisited frequently through starter activities and homework. Session 6 and targeted intervention is advertised in advance and planned based on identified weaknesses alongside question-level analysis of exams.

Assessments test knowledge and understanding, using a wide range of GCSE examination command words, from describe and explain through to analyse, assess, evaluate and to what extent, preparing students for GCSE styles of questioning. The self-reflection of responses using mark schemes will be supported and the redrafting of key examination question practice will seek to improve responses and embed good practice.

Key Summative Assessments:

- Each topic unit has an 'end of unit' assessment based on an examination section as well as a knowledge test per sub-section
- Practice examination style questions over 6 & 9 marks
- Live marking in class
- Retrieval homework with low stakes retrieval quizzing for key knowledge / terms & vocabulary
- 2x formal Mock Examination sessions covering full examination papers
- Specific past paper practice using pre-release booklets on Issue Evaluation

Autumn Term

- P1: Section A: Challenge of Natural Hazards
- Issue Evaluation

Spring Term

- P2: Section B: Changing Economic World
- Issue Evaluation

Summer Term

- Revision for final examination

Impact

By the end of the year, students will have expanded and consolidated their geographical place contexts, and understanding of geographic processes, concepts and issues. They will be able to draw together knowledge, understanding and skills from the full course of study demonstrating a breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study. This will culminate in being fully prepared for all three examination papers (physical and human geography plus geographical skills) enabling students to perform to their potential in the final GCSE examination.

YEAR 11 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning	Future learning
Paper 1: Section A: The challenge of Natural Hazards: Tectonic Hazards	Map and graph interpretation Schematic diagram drawing Comparative analysis of impacts Writing to assess and evaluate	Earthquakes and volcanic eruptions are the result of physical processes The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth Management can reduce the effects of a tectonic hazard	Earthquakes & Volcanoes from Year 8 Management of hazardous events from Year 9 and 1C	Management of hazardous events in latter sections of 1A Issues Evaluation
Paper 1: Section A: The challenge of Natural Hazards: Weather Hazards	Map and graph interpretations Writing to assess and evaluate	Global atmospheric circulation helps to determine patterns of weather and climate Tropical storms develop as a result of particular physical conditions and have significant effects on people and the environment The UK is affected by a number of weather hazards Extreme weather events in the UK have impacts on human activity	Weather and climate topic from Year 7 Extreme Weather in Year 9	Changing climate and impact on hazardous weather in latter sections of 1A Issues Evaluation
Paper 1: Section A: The challenge of Natural Hazards: Climate Change	Writing to assess and evaluate	Climate change is the result of natural and human factors, and has a range of effects Managing climate change involves both mitigation and adaptation	Climate change topic - Year 9 Sustainability & global futures themes in GCSE units 1B, 1C, 2B, 2C	Impact of climate change on the UK in 2B Issues Evaluation
Paper 2: Section B: Changing Economic World: The development gap	Use of numerical data to inform patterns and relationships Map and graph interpretation	There are global variations in economic development and quality of life Various strategies exist for reducing the global development gap	Development & globalisation topics in KS3 Population topic in Year 8	Latter sections of 2B Issues Evaluation
Paper 2: Section B: Changing Economic World: Changing economies of the UK and Nigeria	Map and graph interpretation Writing to assess and evaluate Identifying and interpreting patterns, trends and change over space and time	Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth	Weather, climate and biomes from 1B Changing urban patterns and growth in 2A Development, population & globalisation topics from KS3	Issues Evaluation
Paper 3: Issue Evaluation	Applying knowledge and understanding in a place context Interpreting and analysing a range of geographical data sources Thinking synoptically Using secondary sources as evidence to make judgements and decisions	See content from other units	Decision-making activities within KS3 Evaluative writing in KS3 looking at advantages and disadvantages of choices or options	

KS3 & KS4 Learning Journey for Geography



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How do we measure development?

How do we read a OS Map?

Why are some countries less developed?

Global Development & LICs

OS Map Skills

Year 7



Skills and knowledge gained at KS2

Why does it rain?

Weather Processes

What are the processes in, and features of a river?

River Processes & Landforms

Microclimate Investigation

Why does the school site have different microclimates?

Why is the UK switching to renewable energy?

UK Energy Sources

How have our towns and cities developed over time?

Year 8

Physical Geography

Human Geography

Geographic Skills

Why are our towns and cities being regenerated?

UK Settlements

Why are earthquakes deadly?

Why do rivers flood?

Why are rising sea levels a threat?

How have glaciers shaped the UK?

How does the UK generate energy?

How are our coastal features formed?

Tectonic Processes

Why do the impacts of hurricanes vary between locations?

Climate Change

Year 9

Glaciation

NEE Urbanisation

Coastal Processes & Landforms

Population Growth

What is the impact of rapid population growth?

Challenging Physical World

How are some countries managing increasing drought conditions?

How have people, plants & animals adapted to hot deserts?

Why is our coastline eroding?

What are the challenges & opportunities in megacities?

Globalisation & Economy

Global Biomes

Challenges of extreme environments

Year 10

Urban Issues & Challenges

Why are industries relocating overseas?

Are workers being exploited in NEEs?

Why are rainforests being cut down?

How do ecosystems function?

How can coastal erosion be managed?

Coastal Processes & Landscapes

What are the issues in managing the UK's resources?

What should we do with all our waste?

What are the causes of desertification?

How can rainforests be managed sustainably?

River Processes & Landscapes

What are the impacts of extreme weather?

Year 11

Challenge of Resource Management

The Living World

Familiar Fieldwork Techniques

How can flood risk be reduced?

How can climate change be mitigated?

Challenge of Natural Hazards

Unfamiliar Fieldwork Techniques

Changing Economic World

Geographical Issues Evaluation

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Moving on using the geographic skills developed to A Levels or Apprenticeship

How do we respond to earthquakes?

Interpreting a range of resources

What are the opportunities arising from Nigeria's growth?

Evaluating an issue to make a decision

Geographical Enquiry

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KS5 Geography Curriculum

Our vision for Geography

We study the Edexcel A-Level Course for Geography. This specification has been selected on account of its current and future-orientated content which enables staff to reflect the dynamic and changing physical and human environments, along with its synergy with the GCSE course studied as well as future geographic studies beyond A-level.

Through the study of Geography at A-level, an inquisitive and empathetic approach allows the study of a range of pressures and issues facing the world today. The course draws student's attention to current affairs and prompts a balanced and evaluative review of reasons and impacts, encouraging the development of a responsible and informed attitude to global affairs. Additionally, valuable transferable skills are developed such as cognitive and interpersonal communication skills. The A-level Geography course develops students' critical thinking, analytical and problem-solving skills whilst the deeper study of a Non-examined Assessment encourages the development of adaptability and self-management in students whilst being encouraged to pursue a geographical enquiry approach to situations.

The Big Picture

Year 12 introduces students to more complex content and deeper understanding around topical geography with which they are already familiar. Content retains a focus on the UK and is more case study based when exemplification moves outside the UK. This approach encourages exploration of the processes and interactions between the physical and human geography as students gain in confidence and competence in their core geographic knowledge.

Intent

Half the taught content for examinations is covered in Year 12 along with the inception, design and implementation of the Non-examined Assessment of the course, the skills for which are incorporated into the schemes of work. The taught content comprises of:

- 2 topics in Paper 1: Dynamic Landscapes (Topic 1: Tectonic Processes & Hazards and Topic 2B: Coastal Landscapes & Change)
- 2 topics in Paper 2: Dynamic Places (Topic 3: Globalisation and Topic 4A: Regenerating Places)

The content with the four topical units builds on understanding developed at KS4, avoiding unnecessary repetition while also ensuring that students new to the subject are appropriately supported.

Implementation

Papers 1 + 2 are taught simultaneously to maintain variety interest. Topics 1 + 3 are taught in the Autumn Term as the content of hazard risk and the impacts of globalisation are required to be taught prior to Topics 2 + 4. Additionally, Topics 1 + 3 are assessed via 12 mark essays which enables assess & evaluative skills to be embedded prior to tackling the extended mark schemes of the 20 mark essays in Topics 2 + 4.

Content is delivered similarly across all modules and is clearly signposted to relevant specification areas, enabling students to focus content into revision areas for examination questions. Smart case studies are selected to facilitate multiple use and content is extended beyond the specification to challenge.

Geographical skills and analysis are incorporated into the schemes of work at appropriate times, such as statistical analysis and data representation techniques. This supports the independent investigation, the practical fieldwork skills for which are taught and explored over 4 days of field trips to Telford and West Wales.

Students work independently and in groups to analyse, interpret and present a wide range of sources and content. Wider reading (through the use of Geofiles, Geofactsheets and Geography Review) is encouraged and students are frequently directed to relevant current global events to bring the subject to life and make the course applicable to the modern world. Additionally, students are encouraged to actively and independently follow world affairs to bring the course up-to-date and consolidate wider understanding.

Key Summative Assessments:

- Folder checks
- Live marking of questions in class
- Practice 12/20 mark essays per specification area
- Short Exam Question 24 mark assessments per enquiry question
- End of Unit Assts
- Mock Exams in the Summer Term (2 half length papers reflecting the taught content for Paper 1 + 2)

Autumn Term

- P1: Topic 1: Tectonic Processes & Hazards
- P2: Topic 3: Globalisation

Spring Term

- P1: Topic 2B: Coastal Landscapes & Change
- P2: Topic 4A: Regenerating Places

Summer Term

- P1: Topic 2B: Coastal Landscapes & Change
- P2: Topic 4A: Regenerating Places
- NEA proposal, data collection and presentation via fieldwork

Impact

By the end of the year, students will be familiar with the style and content of Paper 1 and Paper 2, having tackled all assessment styles in these examinations. They will have consolidated core geographic process knowledge and have a range of potential exemplification which will be up-to-date and beyond the core specification place study. Their geographic enquiry will be underway with the geographical fieldwork skills and elements covered during fieldtrips. Whilst students may find the course challenging, we would hope they find the course enjoyable and be eagerly anticipating the broadened of the specification in Year 13 to cover the current global affairs.

YEAR 12 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) These are the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic which is connected into a carefully selected sequence of learning	Prior Learning	Future Learning
Paper 1: Topic 1: Tectonic Processes & Hazards	Analysis of distribution patterns Quantitative analysis of data sets including statistical techniques & measures of correlations / dispersion Use of GIS mapping and cartographic interpretation skills	What are the theoretical frameworks and tectonic processes which govern the occurrence of earthquakes and volcanic eruptions? Why are some locations more at risk from tectonic hazards than others? Why do some tectonic hazards develop into disasters? How successful is the management of tectonic hazards and disasters?	Hazardous World— generalised tectonic processes and comparison of impacts at GCSE Concept of a hazard and extreme natural events from GCSE	Governance & population vulnerability concepts link to Topics 2, 7 & 8 Management theories and strategies link to Topic 2 Paper 3 Synoptic Issues
Paper 2: Topic 3: Globalisation	Demographic, economic, deprivation and inequality data set analysis and use of indices / GINI coefficient Proportional flow graphs	What are the causes of globalisation? Why has globalisation accelerated in recent decades? What are the impacts of globalisation for countries, groups of people and the physical environment? What are the consequences of globalisation for global development and the physical environment? How should different players respond to its challenges?	Global Development at GCSE Principals of economic classification and change from GCSE	Impact of globalisation on UK cities links to Topic 4 IGOs links to Topic 7 Work on migration and globalised economy links to Topic 8 Paper 3 Synoptic Issues
Paper 1: Topic 2B: Coastal Landscapes & Change	GIS & Satellite mapping Quantitative analysis, measures of central tendency & correlation / dispersion Map/aerial photograph interpretation Transects & Surveys on Fieldwork	Why are coastal landscapes different and what processes cause these differences? How do characteristic coastal landforms contribute to coastal landscapes? How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? How can coastlines be managed to meet the needs of all players?	Coastal processes and Landforms at GCSE Sea level change and impacts of climate change at GCSE Coastal management at GCSE	Environmental refugees and impact of climate change on sea levels— Topics 6, 7 & 8 Coastal processes & oceanic circulation—Topic 6
Paper 2: Topic 4A: Regenerating Places	Interpretation of data including IMD Evaluation of a range of source material on views/opinions on regeneration Transects & Surveys on Fieldwork	How and why do places vary and change? Why might regeneration be needed? (perceptions, lived experience and attachment to place) What is the role of government in managing regeneration and what strategies are employed? How can the success of regeneration be evaluated?	Urbanisation, migration and changes to HIC urban areas at GCSE Regeneration of UK urban cities at GCSE	
Unit 4: Non-examined Assessment: NEA proposal, data collection & presentation via fieldwork	Fieldwork sampling & methodology ⇒ Surveying and transects ⇒ Point sampling ⇒ Mapping skills ⇒ Qualitative data collection ⇒ Voice and opinion sampling Ethical consideration of data collection methodology	How to conduct a geographic enquiry How to construct a geographic enquiry What are the strengths and weaknesses of a range of data collection techniques?	Fieldwork and geographical skills from GCSE	Preparation for future geographical studies and dissertations EPQ Careers involving geographical mapping and data presentation.

The Big Picture

Year 13 aims to inspire students to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them, making links between different geographic themes, ideas and concepts through synoptic themes. Students will grow as independent thinkers and as informed and engaged citizens, understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

Intent

The remaining four taught content units are covered in Year 13, raising the complexity and depth required of students. An issues-based approach to studying geography, enables students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

- 2 topics in Paper 1: Physical Systems & Sustainability (Topic 5: Water Cycle & Water Insecurity and Topic 6: Carbon Cycle & Energy Security)
- 2 topics in Paper 2: Human Systems & Geopolitics (Topic 7: Superpowers and Topic 8B: Migration, Identity & Sovereignty)

A holistic approach to understanding geography is taken in preparation for Paper 3, which is introduced in Year 13. Key synoptic themes of players, attitudes & actions and futures & uncertainties are interweaved into the taught content. The Non-examined Assessment is completed through data analysis, interpretation and conclusion as well as critical evaluation and linked to the wider geographical context.

Implementation

Papers 1 + 2 are taught simultaneously to maintain variety interest. Topics 6 + 7 are taught in the Autumn Term to feed in content for synoptic issues and Paper 3. The last enquiry question on Topic 6 is taught after Topic 5 to draw together processes and concepts on overall environmental issues. Topic 7 feeds into Topic 8B on content enabling a deeper understanding of human systems.

Content is delivered similarly across all modules and is clearly signposted to relevant specification areas, enabling students to focus content into revision areas for examination questions. Smart case studies are selected to facilitate multiple use and content is extended beyond the specification to challenge.

Geographical skills & analysis are incorporated into schemes of work at appropriate times, such as statistical analysis and data representation techniques. The synoptic themes encourage deep learning and higher-order skills focusing on eight specialist geographic concepts, empowering the use of transferable skills.

Students work independently and in groups to analyse, interpret and evaluate a wide range of sources and content. Wider reading (through the use of Geofiles, Geofactsheets and Geography Review) is encouraged and students are frequently directed to relevant current global events to bring the subject to life and make the course applicable to the modern world. Additionally, students are encouraged to actively and independently follow world affairs to bring the course up-to-date and consolidate wider understanding.

Key Summative Assessments:

- Folder checks
- Live marking of questions in class
- Practice 12/20 mark essays per specification area
- Short Exam Question 24 mark assessments per enquiry question
- End of Unit Assts
- Mock Exams x2 in Autumn & Spring Terms (for P1/P2/P3)

Autumn Term

- P1: Topic 6: Carbon Cycle & Energy Security
- P2: Topic 7: Superpowers
- P3: Synoptic Issues
- NEA

Spring Term

- P1: Topic 5: Water Cycle & Water Insecurity
- P2: Topic 8B: Migration, Identity & Sovereignty
- P3: Synoptic Issues

Summer Term

- P1/P2: Revision
- P3 Synoptic Issues

Impact

By the end of the year, students will be energised about a range of global issues and aware of the causes and impacts of a range of global affairs. This will be reflected in their knowledge and understanding as well as their wider reading and awareness of current affairs. They will have developed an in-depth understanding of physical and human geography, and grasp the complexity of people and environmental interactions. Students will be fully prepared for the three examination papers in content and style and have become critical, reflective and independent learners, which will enable them to move forward in their future careers with confidence in their competencies.

YEAR 13 CURRICULUM OVERVIEW - GEOGRAPHY

Content	Disciplinary Knowledge (Skills) These are the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future Learning
Paper 1: Topic 6: Carbon Cycle & Energy Security	Mapping and comparing distributions, proportional data and flow lines (including the use of GIS) Data analysis of changing energy mixes over time including the use of graphical techniques Interpretation of sources to identify patterns and impacts	How does the carbon cycle operate to maintain planetary health? What are the consequences for people and the environment of our increasing demand for energy? How are the carbon and water cycles linked to the global climate system?	For EQ1, nutrient cycling at GCSE and content from Science GCSE For EQ2, GCSE Energy Resource Management For EQ3, ocean change and issues from Topic 2B and, Topic 5 Water Cycle processes & impact of climate change	Role of TNCs & government in energy pathways & security links to Topic 8B Links to environmental impacts of countries in Topics 7 & 8 Paper 3 Synoptic Issues
Paper 2: Topic 7: Superpowers	Use of complex data sets to offer statistical comparisons, including the use of indexes & scaling Mapping patterns, changes over time & interpreting connections and interactions	What are superpowers and how have they changed over time? What are the impacts of superpowers on the global economy, political systems and the physical environment? What spheres of influence are contested by superpowers and what are the implications of this?	For EQ2, IGO & country interaction from Topic 3 Globalisation For EQ2, resource use and environmental impact - Topic 6	Links significantly to Topic 8B via IGOs, state governance, interactions and control of borders & territory Paper 3 Synoptic Issues
Paper 1: Topic 5: Water Cycle & Water Insecurity	Construction and analysis of moisture budgets Identification, interpretation and comparative analysis of patterns, trends and impacts from a range of graphical techniques such as river regimes, hydrographs, weather charts, databases and indexes, across a range of locations & scales	What are the processes operating within the water cycle from global to local scale? What are the processes operating within the water cycle from global to local scale? How does water insecurity occur and why is it becoming such a global issue for the 21st century?	Cross-border resource issues from Topic 3 & 7 GCSE Rivers, flooding and water cycle work, including atmospheric processes GCSE Resource Management	Topic 6 EQ3—wider environmental impacts of human activity on water & carbon cycles Paper 3 Synoptic Issues
Paper 2: Topic 8B: Migration, Identity & Sovereignty	Analysing migration flow lines & other methods of proportional representation Critical analysis & evaluation of source material Map analysis & interpretation Use of statistical analysis	What are the impacts of globalisation on international migration? How are nation states defined and how have they evolved in a globalising world? What are the impacts of global organisations on managing global issues and conflicts? What are the threats to national sovereignty in a more globalised world?	For EQ1, Topic 3 + GCSE development and population topics For EQ2/3 & 4—Topics 3 & 7, how states operate and interact / IGO operations and behaviour For EQ3—Topics 5, 6 & 7 on environmental impact of states	Topic 6 EQ3—the impact of human & state actions on the environment and environmental management
Paper 3: Synoptic Issues	Making links between concepts, ideas and topical areas Data analysis and interpretation using a wide range of sources Evaluating issues to form substantiated opinions & decisions	Who are the different players involved in geographical issues and decisions, and why do some players have greater influence than others? Why do attitudes to geographical issues vary so greatly and how does this influence actions? There are contrasting approaches when making decisions about geographical issues, the future outcomes of which are uncertain	Content drawn from compulsory A-level topics 1, 3, 5, 6, & 7 Synopticity, geographical concepts and place location taught within content of above topics GCSE Issues Evaluation skills paper	Used within Paper 3

KS5 Learning Journey for Geography



IDSALL SCHOOL

Skills & knowledge gained and consolidated at GCSE



Year 12

Topic 1: Tectonic Processes & Hazards

Why are some locations more at risk from tectonic hazards?

What are the processes related to tectonic hazards?

Can we successfully manage tectonic hazards?

Why do some tectonic hazards develop into disasters?

What are the impacts of globalisation?

What are the consequences of globalisation?

Why are coastal landscapes different & what processes cause these differences?

How do characteristic coastal landforms contribute to coastal landscapes?

How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks?

Topic 3: Globalisation

Topic 2B: Coastal Landscapes & Change

Topic 4A: Regenerating Places

What are the causes of globalisation?

Why has globalisation accelerated in recent decades?

How can we respond to the challenges of globalisation?

How can coastlines be managed to meet the needs of all players?

Geographical enquiry process: sampling, methodology, data interpretation & analysis, critical evaluation

Why might regeneration be needed?

How and why do places vary?

How is regeneration managed?

How successful is regeneration?

What are superpowers and how have they changed over time?

Topic 7: Superpowers

Year 13

Fieldwork in preparation for the NEA

What are the impacts of superpowers on the global economy, political systems and the global environment?

What are the mechanisms for maintaining power? What processes operate at different scales within the hydrological cycle?

What are the impacts of hydrological variations over short- and long-term timescales?

How does the carbon cycle operate to maintain planetary health?

How can energy security be best achieved; fossil fuels/alternative sources of energy or radical technologies?

How are biological carbon cycles and the water cycle threatened by human activity?

Topic 5: The Water Cycle & Water Insecurity

Topic 6: The Carbon Cycle & Energy Security

Paper 3: Synoptic Issues Analysis & Evaluation

What are the implications of the degradation of the water & carbon cycles?

Analysing & evaluating a familiar issue in an unfamiliar location

What are the implications of superpowers contesting spheres of influence?

How does water insecurity occur?

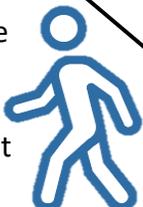
Why is water insecurity an increasing global issue?

What are the threats to national sovereignty in a more globalised world?

How do global organisations manage global issues & conflicts?

What are the impacts of globalisation on international migration?

Moving on using the geographic skills developed to a degree, employment or Apprenticeship



Topic 8B: Migration, Sovereignty & Identity

How have nation states evolved in a globalising world?

We study the 2016 Edexcel A-Level Specification