

Geography KS5 Curriculum Map

A. Formal Curriculum Key Stage 5

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| Core Content & Skills | By the end of key stage FIVE we want all students of Geography to know and do the following things: 'Think like a Geographer'; consider and apply knowledge of key processes, change and characteristics of place; develop knowledge of sustainability, researching and wider reading independently; synoptic thinking; critical analysis of data; build in-depth knowledge of the interdependent nature of the physical and human world. Use GIS in data collection, presentation and analysis of data. Develop geographical skills (cartographic, graphical, numerical and statistical). | | | | | | |
| Prior Knowledge & Skills | In KS5, students of [subject] will build on the following prior learning: GCSE knowledge of how to assess and evaluate; links between the physical and human world; knowledge of how physical processes shape our world; knowledge of the human environment across various scales and how we shape it | | | | | | |
| Future knowledge | The Curriculum in KS5 [Subject] will prepare students for the following future learning: learn how to analyse data critically; how to think synoptically and critically and formulate balanced arguments; how to manage an independent research project – the collection of both primary and secondary data | | | | | | |
| Year 13 | Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | | Contemporary Urban Environments: The processes of urban change and how to sustainably manage the socio-economic and environmental issues that arise from these changes. | | | Revision Targeted revision depending on the needs of the class. A reminder of synopticity and the key themes that may be linked together in the exam. | Revision Targeted revision depending on the needs of the class. A reminder of synopticity and the key themes that may be linked together in the exam. | |
| | | Changing Places: develop investigation skills to understand the factors and processes which impact on both local (Louth) and distance places (Spitalfields). The impact of these changes on lives. | Global Systems and Global Governance: A focus on globalisation and the economic, social and political changes associated with technological and other driving forces. Trade and access to markets including a case study of NAFTA as a trade block and an example of trade in a global commodity (cars and bananas) TNC's and their advantages including a case study of Apple. Antarctica as a global common, issues and management of. | | | | |
| Key assessment points | | Changing places EOU exam. Ongoing exam style questions. Focus on 6 marks 'using the figure' questions for CP | Ongoing exam style questions. | | Mock exams and review of including target setting. | | |
| Year 12 | Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | | Hazards: The nature, form and potential of Natural Hazards, Human responses including the Park Model and the Hazard Management Cycle | Hazards: Plate tectonics and the impacts and management of associated hazards [Volcanic & Seismic] | Hazards: The nature, causes, impacts and management of Tropical Storms and Wildfires evidenced by tropical storms in two contrasting regions and one recent wildfire. | Hazards: Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the risks and management contribute to its continuing human occupation. | Water & carbon cycles as natural systems, the global size and distribution of water stores and the processes driving change in these cycles over time. | Water & Carbon - Processes and management within drainage basins as open systems; flooding and how it is managed. A case study of a river catchment at a local scale. |
| | Systems Intro: Systems concept and feedback within them. Coasts: Coasts as a system and the processes (marine, erosional, sub aerial, mass movement, aeolian) operating within them. The resulting erosional and depositional landscapes including those from Eustatic and isostatic change | Coasts: The management of coastal environments. Case study of the Holderness Coast as a local scale environment and a Case study of the Sundarbans as a contrasting coastal environment. | Water and carbon: Global distribution of the carbon cycle, factors driving change in the stored of carbon and the impact of the carbon cycle upon land, oceans and the atmosphere. Human interventions in the carbon cycle. | Water and Carbon The carbon budget & the impact of the carbon cycle on land oceans & Global climate. A case study of the Amazon to illustrate and analyse the key themes in the water and carbon cycle | Changing Places: The concept of place and the importance of place in human life and experience. The nature and importance of place and the relationships and connections that impact upon the character of place. The meaning and representation of place and attempts by external agencies, corporate bodies and local groups to shape this place meaning Introduction to the NEA: Creating a hypothesis, using GIS within independent investigations, literature review and planning primary data collection. | | |
| Key assessment points | Coasts mid unit and 20 markers. | Coasts end of unit | Ongoing exam style questions. | Water and Carbon end of unit | EOY 12 exam – Paper 1 full assessment Review of Yr 12 exam responses and target setting | | |
| | Skills baseline assessment. Ongoing exam style questions Essay – evaluating the effectiveness of the PM and the HMC in reducing the impact of Hazards. | November assessment window – Mid Unit test Hazards Mid Unit test Coasts | Ongoing exam style questions Essay – evaluative essay on the impacts & management of tropical storms | Ongoing exam style questions Hazards – End of unit test | 20 mark essay – changes to the water cycle and its impact on Atmospheric hazards, | Yr 12 Internal exams – Full Paper 1 examination [Physical] | |

B. Holistic development via Enrichment/Personal Development Curriculum/digital literacy

- Students are directed to wider reading and other academic materials such as Podcasts, TED talks, social Media platforms, GA A level specific website, Geog sub stacks
- Field Trip to Cranedale 3 days
- Data collection in Louth for Changing places/NEF study
- Career information
- Tutor2U update magazine for each student