**KS5 Geography Curriculum Overview**

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Year** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| The teaching of **Year 12** content will be split between a **physical** and **human** geography teacher. Students will learn about **tectonic hazards** and **coastal landscapes and change** on the physical side, and **globalisation** and **regeneration** on the human side of the course. | **Area of study 1, Topic 1: Tectonic Processes and Hazards**  EQ1: Why are some locations more at risk from tectonic hazards?  EQ2: Why do some tectonic hazards develop into disasters?  EQ3: How successful is the management of tectonic hazards and disasters? | | **Area of study 1, Topic 1: Tectonic Processes and Hazards**  EQ1: Why are some locations more at risk from tectonic hazards?  EQ2: Why do some tectonic hazards develop into disasters?  EQ3: How successful is the management of tectonic hazards and disasters?  **Area of study 1, Topic 2, Option 2B Coastal Landscapes and Change**  EQ1: Why are coastal landscapes different and what processes cause these differences?  EQ2: How do characteristic coastal landforms contribute to coastal landscapes?  EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?  EQ4: How can coastlines be managed to meet the needs of all players? | | **Area of study 1, Topic 2, Option 2B Coastal Landscapes and Change**  EQ1: Why are coastal landscapes different and what processes cause these differences?  EQ2: How do characteristic coastal landforms contribute to coastal landscapes?  EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?  EQ4: How can coastlines be managed to meet the needs of all players? | |
| **Area of study 2, Topic 3: Globalisation**  EQ1: What are the causes of globalisation and why has it accelerated in recent decades?  EQ2: What are the impacts of globalisation for countries, different groups of people and cultures?  EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges? | | **Area of study 2, Topic 3: Globalisation**  EQ1: What are the causes of globalisation and why has it accelerated in recent decades?  EQ2: What are the impacts of globalisation for countries, different groups of people and cultures?  EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?  **Area of study 2, Topic 4, Option 4A: Regenerating Places or 4B: Diverse Places**  EQ1: How and why do places vary?  EQ2: Why might regeneration be needed?  EQ3: How is regeneration managed?  EQ4: How successful is regeneration? | | **Area of study 2, Topic 4, Option 4A: Regenerating Places or 4B: Diverse Places**  EQ1: How and why do places vary?  EQ2: Why might regeneration be needed?  EQ3: How is regeneration managed?  EQ4: How successful is regeneration? | |
| The teaching of **Year 13** content will again be split between a **physical** and **human** geography teacher. Students will learn about **the water** and **carbon cycles** on the physical side, and **superpowers** and **health & human rights** on the human side of the course. Students will also complete their **compulsory fieldwork and data collection** for their **NEA write up**, and also prepare for the **synoptic investigation** which will be based on a g**eographical issue** within a **place-based context** that  links to the **three synoptic themes** and is rooted in two or more of the compulsory content areas. | **Area of study 3, Topic 5: The Water Cycle and Water Insecurity**  EQ1: What are the processes operating within the hydrological cycle from global to local scale?  EQ2: What factors influence the hydrological system over short- and long-term timescales?  EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?  **Fieldtrip and NEA write up** | | **Area of study 3, Topic 6: The Carbon Cycle and Energy Security**  EQ1: How does the carbon cycle operate to maintain planetary health?  EQ2: What are the consequences for people and the environment of our increasing demand for energy?  EQ3: How are the carbon and water cycles linked to the global climate system?  **NEA write up** | | **Revision and focus on synopticity for Paper 3** | |
| **Area of study 4, Topic 7: Superpowers**  EQ1: What are superpowers and how have they changed over time?  EQ2: What are the impacts of superpowers on the global economy, political systems and the environment? | | **Area of study 4, Topic 7: Superpowers**  EQ1: What are superpowers and how have they changed over time?  EQ2: What are the impacts of superpowers on the global economy, political systems and the environment?  **Area of study 4, Topic 8, Option 8A: Health, Human Rights and Intervention**  EQ1: What is human development and why do levels vary from place to place?  EQ2: Why do human rights vary from place to place?  EQ3: How are human rights used as arguments for political and military intervention? | | **Revision and focus on synopticity for Paper 3** | |