**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** thatlinks 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** |