

# KS5 Geography Curriculum

*Geography is the key to understanding our world.*



	Year 12			Year 13	
Physical	Coastal Systems and Landscapes	Water and Carbon Cycles		Hazards	
Human	Changing Places	Contemporary Urban Environments		Global Systems and Governance	
Fieldwork		Independent Investigation	Independent Investigation		

## How will you be assessed?

- **Knowledge and understanding** of locations, places, processes, and environments. (30 – 40%)
- **Application** of knowledge and understanding to interpret, analyse and evaluate geographical issues to make and justify decisions. (30 – 40%)
- **Geographical Skills**, including quantitative, qualitative, and fieldwork skills, to investigate geographical issues. (20 – 30%)



<b>Paper 1 (40%)</b> Physical geography	<b>Paper 2 (40%)</b> Human geography	<b>Paper 3 (20%)</b> Independent investigation
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# KS5 Geography Curriculum Intent

By the end of KS5, a Chesterton Geography student will...	AQA A-Level Geography	What new knowledge do students learn?			The Chesterton Geography curriculum goes beyond the specification by...
		Year 12	Year 13	Choices	
<p>Have a thorough locational knowledge of places and environments at a range of scales, and the complex, changing connections between them.</p> <p>Be able to reason with their new substantive knowledge, linked to their previous knowledge, to explain physical and human processes, interactions between them, and complex geographical concepts such as systems models.</p> <p>Be able to apply their knowledge and reasoning to critically evaluate geographical issues and their significance, including suggesting ideas in response to these issues.</p> <p>Be equipped with fieldwork skills and a framework to apply them to independently investigate the world around them, and an appreciation of the limitations of fieldwork to create new knowledge.</p>	<b>Autumn</b>	P1 Section B: Coastal Systems and Landscapes P2 Section B: Changing Places	P1 Section C: Hazards P2 Section C: Contemporary Urban Environments Independent Investigation	<p><b>Specification</b> AQA A-Level Geography was chosen because:</p> <p>(1) It offers critical approaches to geographical knowledge. For example, students are required to learn about models of post-modern Western cities, which prompts learning about current, contested theories such as southern urbanism. Opportunities for critical engagement with knowledge such as this were less present in other A-Level specifications.</p> <p>(2) It offers flexibility for guiding students' learning journey. Other specifications offer more structured ordering of topics and knowledge within topics, such as prescribed enquiry questions. Greater flexibility allows the learning journey to be better adapted to engage and support Chesterton students.</p> <p><b>Topics</b> Coastal Systems and Landscapes (1) has been chosen as Chesterton students live in the UK, an island state, the coast of which will be an environment of significant change as Earth continues to warm. This means that being able to thoroughly explain – beyond GCSE – coastal processes, including feedback loops, is a powerful application of knowledge which allows students to impactfully engage with discussions about future coastal change.</p> <p>Similarly, Urban Environments (2) has been chosen as it emphasises urban sustainability, including competing concepts of sustainable urban living. As most people on Earth now live in cities, being able to explain sustainability in an urban context, both theoretically and practically, is a powerful application of knowledge which allows students to impactfully engage with discussions about managing various current environmental issues.</p>	<p>Encouraging students to link the knowledge they learn in lessons to current events happening locally and far from Cambridge.</p> <p>Media such as news articles are shared with students via Teams, alongside lesson resources. Some of this media prompts students to apply their knowledge to new contexts, such as when reading news articles about recent natural disasters or local issues within Cambridge. Some of this media prompts students to apply their knowledge to make and justify decisions.</p> <p>Students engage with seminal or recent ideas from academic geographical research. For example, in Changing Places (1), students spend a lesson grappling with the ideas in <i>A Global Sense of Place</i>, a journal article by Massey (1991) that is significant in the academic development of the conception of place.</p>
	<b>Spring</b>	P1 Section A: Water and Carbon Cycles P2 Section C: Contemporary Urban Environments	P1 Section C: Hazards P2 Section A: Global Systems and Governance		
	<b>Summer</b>	P2 Section C: Contemporary Urban Environments Independent Investigation			
	<b>Overall Sequencing Rationale</b>	<p>This curriculum allows students to learn the required knowledge for AQA A-Level Geography by challenging them to extend their prior knowledge and encouraging them to enquire about unfamiliar, challenging geographical concepts and issues.</p> <p>Physical and human geography topics are sequenced so students' learning journey is based on zooming out from a local to global scale. This allows students to continuously recontextualise and link previous knowledge to new knowledge, so supports a holistic appreciation of geographical concepts and issues.</p> <p>For physical geography topics, students receive 300 minutes of teaching time per fortnight.</p> <p>For human geography topics, students receive 200 minutes of teaching time per fortnight.</p> <p>During Y12 Summer and Y13 Autumn, teaching time for physical geography topics is reallocated to support students' independent investigations.</p>			
<b>Specific Sequencing Rationale</b>	<p>Changing Places (1) is taught first as it exposes students to an unfamiliar, challenging concept, so is an engaging start to A-Level Geography. Students learning of later topics is also enhanced by a knowledge of the concept of place. For example, sense of place, insider and outsider perspectives of place, and representations of place are all relevant to concepts in Urban Environments (2) such as gentrification and cultural and heritage quarters within cities, as well as concepts in Global Systems and Governance (3) including unequal power relations between states. As the Changing Places topic requires exploration of small-scale places to apply theoretical concepts to a real-world context, it offers fieldwork opportunities, so widens the scope of independent investigation options later in Year 12.</p>	<p>Coastal Systems and Landscapes (1) is taught first as it exposes students to a new, challenging concepts in a familiar environment, so is an engaging start to A-Level Geography. It also offers fieldwork opportunities, so widens the scope of independent investigation options later in Year 12. Water and Carbon Cycles (2) is taught next to recontextualise students' knowledge of the systems concept to larger scales, as well as allow opportunities for students to directly link new and previous knowledge. For example, knowledge of climate change can be used to more thoroughly explain coastlines of emergence / submergence. The Water and Carbon Cycles (2) topic also remains tangible enough at a local scale to again allow for more independent investigation options at the end of Year 12.</p>			
<b>How does KS5 build on KS4?</b>	<p>KS5 extends students' knowledge – of places and environments at a range of scales, the complex, changing connections between them, processes and sustainable management – by including similar or related topics in greater depth. For example, students learn erosion, transportation and deposition processes in the contexts of coasts (Y8, Y10). Students recall and apply this knowledge in Year 12 by linking it to new knowledge about systems and feedback loops. This means that students are challenged by extending their prior knowledge and applying it to more complex contexts. Similarly, students recall and apply knowledge of urban processes learned in Year 11 to a more critical context –models of cities, including their strengths and weaknesses – in Year 12. This engages students with theoretical urbanism, enriching their conception of cities and encouraging reflection on it.</p>				