KS5 Curriculum Overview: Geography year 13						
Term / Length of Unit	**Outline**	**Assessment**	**Home Learning**	**Communication skills**	**Numeracy**	**End Points**
Autumn 1 NEA Debates Food security and Climate Change	In Year 12 summer term 2, students complete a residential trip to Borth and Aberystwyth where they have collected all their data. They are reminded of the strict deadlines to follow to ensure their completed NEA (coursework) investigation is handed in on time. See Specification for independence and teacher guidance. Geographical debates takes some of the most dynamic issues the planet faces and encourages learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics, exploring the interactions between people and the environment. Each topic engages learners through an enquiry	**Mid and End of unit assessments, year 13 paper 1 and 2 full Mocks content examinations NEA dues in October half term of year 13 Debates full paper at Easter**	**Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class**	Wider Reading and Models • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis	• Quantitative and qualitative • Field work skills • Data manipulation • Data presentation • Rose diagrams • Cumulative mass balance graphs • Photograph interpretation • Identifying glacial features on OS maps • Writing in the style of a geographical investigation / report (preparation for FE) • A range of qualitative and quantitative data collection skills depending on own choices • Interpretation of a range of data • A range of data presentation methods depending on own choices	<u>Knowledge</u> • Dependent on topic chosen either coastal or changing spaces <u>Knowledge</u> • Climate change is considered by many to be the planet's greatest threat. We know several of the likely consequences of climate change, most of which we are beginning to experience now. • By the middle of the 21st century it is predicted that 200 million people may be permanently displaced due to rising sea levels, floods and drought. The climate change topic explores variations in the Earth's climate and how both human and natural factors have influenced this. • Learners are encouraged to explore why debates around this issue exist before considering its impact on people and the planet. The future is uncertain and mitigation and adaptation strategies to cope with climate change are evolving. Learners will consider a range of strategies before asking 'can an international response to climate change ever work?'

	approach which enables them to articulate opinions and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the Geographical debates component.					<u>Knowledge</u> • Food is both a celebrated and contested issue. It is predicted that 805 million people go to bed hungry each night, while others consume and waste far more than their fair share. Across the planet food security varies both within and between countries at all levels of the development spectrum. • This topic explores the spatial patterns and complex causes of food security, from the physical influences on food systems and how humans create and exacerbate food security issues. Learners will investigate the impacts of food systems on people and the environment before considering management strategies at a range of scales, including an in-depth case study of one country's efforts to improve food security.

Autumn 2	Geographical debates takes some of the most dynamic issues the planet faces and encourages learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics, exploring the interactions between people and the environment. Each topic engages learners through an enquiry approach which enables them to articulate opinions and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the Geographical debates component.	**Mid and End of unit assessments, year 13 paper 1 and 2 full Mocks content examinations Debates full paper at Easter**	**Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class**	Wider Reading and Models • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis	Data from graphs, maps, statistical government data and tables to support the content from examination	<u>Knowledge</u> • Climate change is considered by many to be the planet's greatest threat. We know several of the likely consequences of climate change, most of which we are beginning to experience now. • By the middle of the 21st century it is predicted that 200 million people may be permanently displaced due to rising sea levels, floods and drought. The climate change topic explores variations in the Earth's climate and how both human and natural factors have influenced this. • Learners are encouraged to explore why debates around this issue exist before considering its impact on people and the planet. The future is uncertain and mitigation and adaptation strategies to cope with climate change are evolving. Learners will consider a range of strategies before asking 'can an international response to climate change ever work?' <u>Knowledge</u> • Food is both a celebrated and contested issue. It is predicted that 805 million people go to bed hungry each night, while others consume and waste far more than their fair share. Across the planet food security varies both within and between countries at

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Spring 1	Geographical debates takes some of the most dynamic issues the planet faces and encourages learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics, exploring the interactions between people and the environment. Each topic engages learners through an enquiry approach which enables them to articulate opinions and provide	**Mid and End of unit assessments, year 13 paper 1 and 2 full Mocks content examinations Debates full paper at Easter**	**Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class**	Wider Reading and Models • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis	Data from graphs, maps, statistical government data and tables to support the content from examination	<u>Knowledge</u> • Climate change is considered by many to be the planet's greatest threat. We know several of the likely consequences of climate change, most of which we are beginning to experience now. • By the middle of the 21st century it is predicted that 200 million people may be permanently displaced due to rising sea levels, floods and drought. The climate change topic explores variations in the Earth's climate and how both human and natural factors have influenced this. • Learners are encouraged to explore why debates around this issue exist before considering its

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Spring 2	Geographical debates takes some of the most dynamic issues the planet faces and encourages learners to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics, exploring the interactions between people and the environment. Each topic engages learners through an enquiry approach which enables them to articulate opinions and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the Geographical debates component.	**Mid and End of unit assessments, year 13 paper 1 and 2 full Mocks content examinations Debates full paper at Easter**	**Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class**	Wider Reading and Models • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis	Data from graphs, maps, statistical government data and tables to support the content from examination	<u>Knowledge</u> • Climate change is considered by many to be the planet's greatest threat. We know several of the likely consequences of climate change, most of which we are beginning to experience now. • By the middle of the 21st century it is predicted that 200 million people may be permanently displaced due to rising sea levels, floods and drought. The climate change topic explores variations in the Earth's climate and how both human and natural factors have influenced this. • Learners are encouraged to explore why debates around this issue exist before considering its impact on people and the planet. The future is uncertain and mitigation and adaptation strategies to cope with climate change are evolving. Learners will consider a range of strategies before asking 'can an international response to climate change ever work?' <u>Knowledge</u> • Food is both a celebrated and contested issue. It is predicted that 805 million people go to bed hungry each night, while others consume and waste far more than their fair share. Across the planet food security varies both within and between countries at

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Summer 1	Revision of papers 1-3	Practice papers and full WTM with students Times assessments Synoptic links	**Each student is provided with a booklet of pass paper exam questions to be completed weekly** **Addition reading up and addition notes and research on each topic covered in class** Work through the booklet from year 12 and 13 and complete any left over exam questions	Wider Reading and Models • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis	Data from graphs, maps, statistical government data and tables to support the content from examination	Knowledge and Skills • Revise and The Whole A level for OCR • Regardless of the topic, all students will develop interpretation skills and synoptically link their learning in Geography.
