Key Stage 5 Geography Curriculum 2024-2025

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|  | Year 12 | Year 13 |
|  | Knowledge and skills | Enrichment | Knowledge and skills | Enrichment |
| Cycle 1 | **Mr: Coastal Systems and Landscapes*** Coasts as natural systems
* Systems and processes
* Sediment cells
* Coastal erosion
* Transportation
* Erosional landforms
* Depositional Landforms
* Sand Dunes and Salt Marshes
* Sea Level Change
* Emergent and Submergent Landforms
* Coastal landscape development
* Coastal management
* ICZM
* **Case Studies:**
* Holderness
* Sundarbans
* Pevensey Bay

**Mrs Sallis:****Hazards*** -The concept of a hazard in a geographical context
* -Plate tectonics
* Hazard management
* Adaptation and mitigation
* -Volcanic hazards
* -Seismic hazards
* -Storm hazards
* -Fires in nature
* Case studies:
* Mt Mayon Philippines (2018)
* Lombok Indonesia Seismic Event (2018)
* Typhoon Haiyan (2013)
* Hurricane Michael (2018)
* Australian Bushfires (2019-20)
* Multi-hazardous event the Philippines

**Mr Bell:****Key skills and Exam Technique** |  | **Mr Bell: Global Systems and Global Governance*** Globalisation
* The flows
* Global Systems
* International Trade
* Trade Blocs
* The coffee trade
* TNCS
* Global supply chains
* Walmart/ASDA
* Impact of TNCs- Nike
* Global Governance
* The UN
* Global Commons
* Antarctica
* The Future of Geography
* The impacts of Globalisation

**Mrs Sallis: Non-Examined Assessment (Coursework)****Continue writing up coursework – at least 1 lesson a fortnight****Year 13s to have one 20 marker a week****Revision sessions and exam skills** |  |
| Assessment: End of cycle test | Assessment: End of cycle test |
| Cycle 2 | **Mr Bell: Changing Places**-The nature and importance of places- Relationships, connections, meaning and representation**Mr Bell: Changing Places**- Relationships, connections, meaning and representation – continued**Case Studies:*** Cheltenham
* Dubai

**Mrs Sallis:****Population and the Environment**-Environmental context for human population characteristics and change-Environment and population-Environment, health and well-being-Soil-Zonal Soils and Podsols-Agricultural Systems-How climate change affects population-Demographic Transition Model-Population Pyramids-Epidemiological transition-Population Futures-Malthus and Boserup-Population ecology**Mr Bell:****Key skills and Exam Technique** |  | **Mr Bell: Water and Carbon Cycles*** Systems
* The Water Cycle inputs and outputs
* Stores
* Changes
* Global Scale
* Changes over time
* Storm Hydrographs
* Carbon Cycle Inputs and outputs
* Carbon Stores
* Carbon Changes
* Carbon on a global scale
* Carbon Changes over time
* Climate change in detail x2
* Impact of climate change on regional climates
* Feedback loops
* Mitigating CC
* Amazon rainforest case study x2

**Mrs Sallis: Non-Examined Assessment (Coursework)****Continue writing up coursework – at least 1 lesson a fortnight****Global Systems and Global Governance** |  |
| Assessment: End of cycle test | Assessment: End of cycle test |
| Cycle 3 | **Mr Bell: Water and Carbon Cycles*** Systems
* The Water Cycle inputs and outputs
* Stores
* Changes
* Global Scale
* Changes over time
* Storm Hydrographs
* Carbon Cycle Inputs and outputs
* Carbon Stores
* Carbon Changes
* Carbon on a global scale
* Carbon Changes over time
* Climate change in detail x2
* Impact of climate change on regional climates
* Feedback loops
* Mitigating CC
* Amazon rainforest case study x2

**Mrs Sallis:****Population and the Environment**-Principles of population ecology and their application to human populations-Global population futures-Case studies:* Health and wellbeing in Cheltenham (local)
* Health and wellbeing in Japan (far)
* Malaria
* Coronary Heart Disease

**NEA****Mr Bell:****Key skills and Exam Technique****Once finished topics: Year 12 Consolidation and Coursework** |  | **A Level consolidation**-Revision of all topics-Regular exam skills workshops-Regular Q&A sessions |  |
|  | Assessment: End of cycle test | A Level exams |