



KS5 Curriculum Map – Geography

Topic	Knowledge	Skills	Assessment Opportunities
Population and the environment	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • The environment and its population, e.g. the study of soil/climate change/food insecurity • Environment, health and well-being • Population change • Principles of population ecology and their application to human populations • Global population futures • Case study of a country/society experiencing specific patterns of overall population change – increase or decline – to illustrate and analyse the character, scale, and patterns of change, relevant environmental and socio-economic factors and implications for the country/society. • Case study of a specified local area to illustrate and analyse the relationship between place and health related to its physical environment, socio-economic character and the experience and attitudes of its populations. 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Interpretation of data to investigate the global patterns of population since 1945. • Comparative evaluation of the causes/consequences of food insecurity • Interpretation epidemiological model • Compare issues/strategies associated with food and health inequality around the world • Interpreting migration around the world • Population theories, e.g. Malthus theory • Assessment of non-communicable and communicable diseases 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Key words • Seneca quizzes • Past paper questions on PEDAL analysis AO3 • AO1 and AO2 past paper questions (6 / 9-mark questions) • 20 mark evaluative questions • Summative end of unit assessment

<p>Coastal systems and landscapes</p>	<ul style="list-style-type: none"> • Coasts as natural systems • Systems and processes • Coastal landscape development • Coastal management • Geomorphological processes • Landforms of coastal erosion and deposition • Human impacts in coastal environments • Causes and impacts of climate change • Human habitats in coastal environments • Environmental management • Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management. • Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation. 	<ul style="list-style-type: none"> • Interpretation of data to understand previous trends • Map work to locate changing coastal environments. • Describing and explaining (with the help of diagrams) different coastal processes. • Identification, description and explanation of the formation of a range of coastal landforms • Analysis of photos and other data sources linked to the above landforms. • Analysis of the significance of a range of causes and impacts of climate change to sea level change and coastal areas. • Assessment of the extent to which humans are impacting coastal environments, and whether this can be managed/done sustainably. 	<ul style="list-style-type: none"> • Key words • Seneca quizzes • Past paper questions on PEDAL analysis AO3 • AO1 and AO2 past paper questions (6 / 9-mark questions) • 20 mark evaluative questions • Summative end of unit assessment
<p>Changing places</p>	<ul style="list-style-type: none"> • The nature and importance of places • Changing places – relationships, connections, meaning and representation • Local place study exploring the developing character of a place local to the home or study centre. • Contrasting place study exploring the developing character of a contrasting and distant place. 	<ul style="list-style-type: none"> • Interpret the concept of place and the importance of place in human life and experience. • Comparative evaluation of the factors contributing to the character of places. • Evaluation of the importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. • Assessment of the impact of relationships and connections on people and place. • Comparative place studies to explore the developing character of a local place and a contrasting and distant place. 	<ul style="list-style-type: none"> • Key words • Seneca quizzes • Past paper questions on PEDAL analysis AO3 • AO1 and AO2 past paper questions (6 / 9-mark questions) • 20 mark evaluative questions • Summative end of unit assessment

<p style="text-align: center;">Hazards</p>	<ul style="list-style-type: none"> • Hazards, risk and vulnerability • Hazard management • Earth structure and plate tectonic theory • Causes, impacts and management of volcanic eruptions including two contrasting case studies • Causes, impacts and management of seismic hazards, including tsunamis; tsunami and earthquake case studies • Causes, impacts and management of storm hazards including two contrasting case studies • Causes, impacts and management of wildfires, including a case study • Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. • Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk. 	<ul style="list-style-type: none"> • Evaluation the role of human and physical factors in causing and impacting the severity of hazards. • Categorise impacts of hazards as primary/secondary, and social/economic/environmental. • Analysis of statistics, maps and photographs. 	<ul style="list-style-type: none"> • Key words • Seneca quizzes • Past paper questions on PEDAL analysis AO3 • AO1 and AO2 past paper questions (6 / 9-mark questions) • 20 mark evaluative questions • Summative end of unit assessment
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<p>Global systems and global governance</p>	<ul style="list-style-type: none"> • Globalisation • Global systems • International trade and access to markets • Global governance • The 'global commons' • Globalisation critique 	<ul style="list-style-type: none"> • Interpret the concept of globalisation and the importance of in human life and experience. • Comparative evaluation of the factors and dimensions of globalisation. • Interpretation of the form and nature of economic, political, social and environmental interdependence in the contemporary world. • Interpretation of the global features and trends in the volume and pattern of international trade and investment associated with globalisation. • Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe. • Evaluation of the success/failures of attempts at global governance. • Critical appraisal of the developing governance of Antarctica. • Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe. 	<ul style="list-style-type: none"> • Key words • Seneca quizzes • Past paper questions on PEDAL analysis AO3 • AO1 and AO2 past paper questions (6 / 9-mark questions) • 20 mark evaluative questions • Summative end of unit assessment
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<p>Water and carbon cycles</p>	<ul style="list-style-type: none"> • Systems frameworks and their application • Global water cycle • Drainage basin systems • The carbon cycle, including causes and impacts of change • Water, carbon and life on Earth • Climate change • Tropical rainforest case study • UK river catchment case study 	<ul style="list-style-type: none"> • Critical understanding of the systems framework approach • Description of characteristics of the water cycle and explanation of different processes • Analysis of changes to water cycle stores • Calculation of the water budget and analysis of different river regimes • Creation and analysis of flood hydrographs • Understanding of carbon cycle stores and transfers • Analysis of human and physical causes of change in the carbon cycle • Consideration of feedback loops in relation to the carbon cycle • Analysis of IPCC findings and the key features of the Kyoto protocol • Assessment of the extent of impacts of human activity on the water and carbon cycle in the tropical rainforest • Analyse impacts of human and physical changes on a UK river catchment 	<ul style="list-style-type: none"> • Key words • Seneca quizzes • Past paper questions on PEDAL analysis AO3 • AO1 and AO2 past paper questions (6 / 9-mark questions) • 20 mark evaluative questions • Summative end of unit assessment
<p>NEA</p>	<ul style="list-style-type: none"> • An independent investigation incorporating a significant element of fieldwork based on either human or physical aspects of geography, or a combination of both. 	<ul style="list-style-type: none"> • Formulation of independent research question or issue based on relevant literature sources. • Devising and undertaking methods of observation and recording of field data. • Interpretation of recorded field data. • Comparative evaluation of the methodology, data analysis techniques and conclusions reached in relation to the independent research question. 	<ul style="list-style-type: none"> • NEA extended project