



THE ARNEWOOD SCHOOL

KEY STAGE 5

GEOGRAPHY



Implementation:

Students will have briefly touched upon KS5 topics and skills, during their KS4 time. This provides students with a sense of familiarity when they are then exposed to the KS5 topics. Students are also given plenty of opportunities to experience the A Level assessment types throughout lessons. They are given walk through plans and also have access to past students' responses in exams to see what is required for a good answer. Students will also be encouraged to watch the news and read up on current affairs, as this will provide students with additional knowledge and examples that can be used in KS5 Geography.

Year 12:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Tectonic Processes and Hazards:</u></p> <p>Students investigate the global distribution and causes of tectonic hazards and how the Earth "works" with tectonic plates and mantle plumes. Students will also delve deep into the Earth to discover its structure and characteristics and how that results in the tectonic hazards experienced today. They focus on three particular tectonic hazards in detail; volcanic eruptions, tsunamis and earthquakes.</p> <p><u>Globalisation:</u></p> <p>Students discover why the world is shrinking and investigate the various factors contributing towards that. They examine the role of Governments in either encouraging globalisation or trying to ward off globalisation and why some countries are geographical "switched on" and others "switched off". Students will also assess the impacts of globalisation on various countries.</p>	<p>Various 12 mark and 20 mark questions – "evaluate" and "assess".</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p>
Autumn 2	<p><u>Tectonic Processes and Hazards:</u></p> <p>Students continue with the topic of tectonic hazards. Students now build on their knowledge</p>	<p>Various 12 mark and 20 mark questions – "evaluate" and "assess".</p>





	<p>of tectonic hazards to assess how they are being governed. Through the teaching of tectonic hazard case study examples, students will be able to evaluate the effectiveness of the preparation and response of the affected Governments.</p> <p><u>Globalisation:</u></p> <p>Students continue with the topic of globalisation. They will be able to explain the impact of Disneyfication on the world and how other TNC's have influenced global cultures. Students will also examine the consequences of globalisation on the environment, economy and people and evaluate the methods being used to manage the spread of globalisation in certain locations.</p>	<p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p> <p>End of unit tests in the style of A Level examinations.</p>
Spring 1	<p><u>Coastal Landscapes and Change:</u></p> <p>Students learn about the characteristics of different coastlines and how they can be classified. They also examine the role of geology, erosional processes and sub-aerial processes in the formation of different landforms found along concordant and discordant coastlines.</p> <p><u>Diverse Places:</u></p> <p>Students in this topic will explain how population structures vary in local and contrasting places and how those differences are driven by local, national and global processes. Students will then assess the differing views of diverse living spaces and the reasons behind those views.</p>	<p>Various 12 mark and 20 mark questions – “evaluate” and “assess”.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p> <p>End of unit tests in the style of A Level examinations.</p>
Spring 2	<p><u>Coastal Landscapes and Change:</u></p> <p>Students continue with the topic of coastal landscapes and build on their coastal knowledge to investigate how coastal erosion can impact on people and on the environment. They will also evaluate the different ways in which Governments can protect the coastline. Towards the end of the topic, students start their fieldwork preparation. They will be visiting local coastlines to carry out various fieldwork methods and statistical tests and then analyse their fieldwork</p>	<p>Various 12 mark and 20 mark questions – “evaluate” and “assess”.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p>





	<p>findings back in the classroom and develop substantiated conclusions based on their findings.</p> <p><u>Diverse Places:</u></p> <p>Students continue the topic of diverse places. They will examine the reasons for demographical and cultural tensions in different areas. Students will then investigate the different methods for managing those tensions and evaluate how successful those issues are managed. They will consider how lived experiences and perceptions can result in varying viewpoints.</p>	<p>End of unit tests in the style of A Level examinations.</p> <p>Statistical tests.</p>
Summer 1	<p><u>Revision:</u></p> <p>Students are given time to revise all topics studied in the A Level Specification to date. They are given a range of revision activities to complete and get to experience exam style questions and mock exam papers. Students will also be able to analyse past students answers and justify why the answers were given the marks they were, using mark schemes. Students have the opportunity to assess their knowledge and improve on any areas identified.</p>	<p>Various 12 mark and 20 mark questions – “evaluate” and “assess”.</p> <p>Mock exam papers.</p> <p>Interim knowledge tests.</p>
Summer 2	<p><u>Non-Examined Assessment Preparation:</u></p> <p>Students are given time to start preparing for their coursework, which is worth 20% of their final grade. Guidance is provided where allowed and students will be able to see exemplar coursework pieces provided by the exam board. Students are given time to research their coursework topics and potential fieldwork methods. They are given two days to collect their primary data to then bring back to the classroom to aid with their coursework write up.</p>	<p>Various 12 mark and 20 mark questions – “evaluate” and “assess”.</p> <p>Statistical tests.</p>

Co-Curricular: Students at A Level are given to opportunity to participate in any extra-curricular activities at school. They can help with the Gardening Club. Within the topics of the course, students experience cross-curricular themes with Mathematics, Science, RS, History and English.

Year 13:

Half term	Curriculum focus	Landmark assessment
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<p>Autumn 1</p>	<p><u>The Water Cycle and Water Insecurity:</u></p> <p>Students discover how water plays a key role in supporting life on earth. They explore how the water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Students will be able to explain the physical processes controlling the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere.</p> <p><u>Superpowers:</u></p> <p>Students will understand what is meant by a superpower and how they exhibit a number of characteristics. They will look at examples of superpower countries and the relationships between them. Students will explain the factors influencing superpower countries and how historical events have helped to shape these superpower countries.</p>	<p>Various 12 mark, 18 mark, 20 mark and 24 mark questions – “evaluate” and “assess”.</p> <p>“Analyse” 8 mark questions.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p> <p>End of unit tests in the style of A Level examinations.</p>
<p>Autumn 2</p>	<p><u>The Water Cycle and Water Insecurity:</u></p> <p>Students will be able to investigate how changes to the most important stores of water are a result of both physical and human processes. They will be able to examine how water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. Students will learn a variety of different examples and will be able to evaluate the approaches to water management.</p> <p><u>Superpowers:</u></p> <p>Students examine how the pattern of dominance has changed over time and the impact this has had on the world as we know it. They will assess how superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. Students will be able to explain what is meant by the spheres of influence and how that can be frequently contested between these powers, resulting in geopolitical implications.</p>	<p>Various 12 mark, 18 mark, 20 mark and 24 mark questions – “evaluate” and “assess”.</p> <p>“Analyse” 8 mark questions.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p> <p>End of unit tests in the style of A Level examinations.</p>





<p>Spring 1</p>	<p><u>The Carbon Cycle and Energy Security:</u></p> <p>Students will understand how a balanced carbon cycle is important in maintaining planetary health. They will be able to explain that the carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Students will examine the physical processes that control the movement of carbon between stores on land, the oceans and the atmosphere.</p> <p><u>Health, Human Rights and Intervention:</u></p> <p>Students will be able to identify how traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. They will examine how some countries put economic development above social development and the consequences of this.</p>	<p>Various 12 mark, 18 mark, 20 mark and 24 mark questions – “evaluate” and “assess”.</p> <p>“Analyse” 8 mark questions.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p> <p>End of unit tests in the style of A Level examinations.</p>
<p>Spring 2</p>	<p><u>The Carbon Cycle and Energy Security:</u></p> <p>Students will be able to explain how fossil fuels has caused significant changes to carbon stores and contributed to climate change. They will investigate how anthropogenic climate change poses a serious threat to the health of the planet and evaluate the range of adaptation and mitigation strategies that could be used.</p> <p><u>Health, Human Rights and Intervention:</u></p> <p>Students will evaluate the variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. They will be able to investigate how these decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns. Students will be able to assess the impact of geopolitical interventions on both human health and wellbeing and human rights and explain how it is variable and</p>	<p>Various 12 mark, 18 mark, 20 mark and 24 mark questions – “evaluate” and “assess”.</p> <p>“Analyse” 8 mark questions.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p> <p>Interim knowledge tests.</p> <p>End of unit tests in the style of A Level examinations.</p>





	contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.	
Summer 1	<p>Paper 3 “Synoptic” and Revision:</p> <p>Students are given time to prepare for their synoptic paper. This specification contains three synoptic themes. These are over-arching themes designed to help students make links between different geographical themes, ideas and concepts. Students will be able to identify the players, attitudes and actions, and futures and uncertainties that run throughout the A Level course. They will be able to practise their responses to the synoptic themes and demonstrate interdependency and inter-relationships through a walk-through exam paper and mock exam papers.</p>	<p>Various 18 mark, 20 mark and 24 mark questions – “evaluate” and “assess”.</p> <p>“Analyse” 8 mark questions.</p> <p>Mock exam papers.</p> <p>Continuous assessment through AfL activities in lessons.</p>
Summer 2	<p>Revision:</p> <p>Students are given time to revise all topics studied in the A Level Specification. They are given a range of revision activities to complete and get to experience mock exam papers. Students will also be able to analyse past students answers and justify why the answers were given the marks they were, using mark schemes. Students have the opportunity to assess their knowledge and improve on any areas identified.</p>	<p>Mock exam papers.</p> <p>Interim knowledge tests.</p>

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