



St George's School
Geography
KS5 Curriculum

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| <p>PREREQUISITE KNOWLEDGE & SKILLS <i>The foundations needed to thrive in this subject.</i></p> | <p>Who should study this subject? Anyone with a keen interest in the world around them. Geography is a dynamic subject with the scope to inspire and empower students. It is fundamental in helping students understand the interactions between people, places and environments and how they can be managed sustainably. Students should enjoy the diversity and variety of our Geography curriculum, the insights it provides and the global relevance to the issues it tackles.</p> <p>Key Skills developed during KS4: Literacy is key. A background in essay writing is a benefit but not a prerequisite. We also deal with complex graphical, cartographic and statistical skills</p> <p>St George's course entry requirements: In addition to the St George's Sixth Form Entry Requirements a grade 6 in Geography or if students have not studied Geography GCSE, English (Language or Literature) grade 6, Mathematics grade 6 and Science grade 6</p> |
| <p>QUALIFICATION <i>Exam Board, aims and objectives.</i></p> | <p>A Level Geography, AQA The course aims to produce students who are passionate about sustainability and global issues and understand their role as a global citizen in an increasingly interconnected world. The Geography curriculum at St George's School deals with contemporary issues pertaining to physical and human environments and provides students with a breadth of knowledge underpinned by critical thinking and a range of practical and theoretical skills.</p> |
| <p>ASSESSMENT <i>Internal monitoring and final assessment.</i></p> | <p>Internal Assessment: Year 12 Exam in the summer term Mock exam in the spring term of Year 13 End of topic tests will also be completed throughout the two years</p> <p>Final assessment: Physical Geography Exam for 2 hours and 30 minutes constituting 40% of the A Level Human Geography Exam for 2 hours and 30 minutes constituting 40% of the A Level Non Examined Assessment on a topic of student's choice started in summer term of year 12 and submitted in October of Year 13. This makes up 20% of A Level.</p> |
| <p>ENRICHMENT <i>Trips & Visits, wider reading, etc.</i></p> | <p>Visits and Events: Residential field trip to Swanage for four days Day trip to Brick Lane in London Data collection for NEA</p> <p>Wider reading: A huge range of wider reading is available throughout the course. Students are encouraged to read broadly throughout the course. Many texts are available in the school library along with copies of Geography Review magazine which students can also subscribe to). Students are also directed to relevant films, documentaries and podcasts for both units.</p> |
| <p>NEXT STEPS <i>Where this subject can take you.</i></p> | <p>Related University Courses: Geography, Environmental Science, International Relations, Geopolitics, Earth Sciences</p> <p>Career Paths: Cartographer, Climate Change Analyst, Climatologist, Emergency Management Specialist, Geomorphologist, Geospatial analyst, GIS specialist, Hydrologist, NGO worker</p> |

Year 12

Autumn Term

Topics:

Human Geography: Changing Places

This Topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

Physical Geography: Coasts

This topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats.

Skills: These topics offer the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Assessment: End of topic test for both physical and human geography topics

Spring Term

Topics:

Human Geography: Population and the Environment

This topic has been designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment. Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities.

Physical Geography: Water and Carbon Cycles

This topic focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.

Skills: These topics offer the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.

Assessment: Formative assessment of 4, 6, 9 and 20 mark questions

Summer Term

Topics:

Human Geography: Population and the Environment See above

Physical Geography: Water and Carbon Cycles See above

Non Examined Assessment

Students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.

Skills: Defining and developing a question or issue to address aims, questions and/or hypotheses relating to any aspect of the specification, drawing on research, including field data and if relevant, secondary data which must be sourced by the student, contextualising, analysing and summarising findings and data and presenting data and drawing conclusions.

Assessment: End of Year 12 exam on all topics

Year 13

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| Autumn Term | <p>Topics: Non Examined Assessment See above Human Geography: Global Systems and Global Governance This topic focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.</p> <p>Physical Geography: Hazards This topic focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.</p> <p>Skills: Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.</p> <p>Assessment: NEA to be submitted</p> |
| Spring Term | <p>Topics: Human Geography: Global Systems and Global Governance See above Physical Geography: Hazards See above</p> <p>Assessment: Mock Exam</p> |
| Summer Term | <p>Topics: Revision</p> <p>Assessment: Final A Level exams</p> |