

## KS5 Geography at St Joseph's College

Curriculum overview and intent: *The curriculum vision for geography at St Joseph's College is to spark a lifelong curiosity and fascination about our planet. It strives to offer ambitious breadth and depth of powerful knowledge, skills and critical thinking, providing students with the tools to understand and navigate a complex and rapidly changing world. Our curriculum is a discipline that makes a vital contribution in helping all young people learn about their world and complex interactions and interconnections between both human and physical processes and underpins a lifelong 'conversation' about Earth as the home of humankind and all species. We follow the AQA specification at A 'Level.*

Year 12	Physical Geography	Human Geography
	Water and Carbon	Contemporary Urban Environments
	<p><b>What is covered?</b>  <i>Both the water and carbon cycles as natural systems – the major inputs, outputs, stores and transfers. The factors affecting these systems and their dynamic equilibrium.  Water, carbon and climate on Earth – focussing on climate change, causes, impacts and management.</i></p>	<p><b>What is covered?</b>  <i>Ecosystems, biomes and their components. Tropical rainforests characteristics. Deforestation – impacts and sustainable management. Cold environment ecosystems and their characteristics. The opportunities and challenges of development and the risks created by economic development of these fragile environments.</i></p>
	<p><b>Why this and why now?</b>  <i>This topic has links to some core knowledge from student's GCSE study (GAC, systems in physical geography, water cycle and drainage basin hydrological cycle linked to flood hydrographs, Amazon case study and climate change), but it is in many ways a 'new' topic. This allows students to feel that they are taking on a new challenge at A 'Level and being progressive on their learning journey. The topic is also one that students can base the focus for their NEA on, so needs to be taught before the summer term of Y12.</i></p>	<p><b>Why this and why now?</b>  <i>This topic has links to some core knowledge from student's GCSE study (urban processes, economic development and issues linked to resources and sustainability). The topic is also one that students can base the focus for their NEA on, so needs to be taught before the summer term of Y12.</i></p>
	<p><b>Assessment</b>  <i>Regular retrieval practice.  Exam question application – in class and home learning.  Mid and end of topic assessment.  Mock exam assessment</i></p>	<p><b>Assessment</b>  <i>Regular retrieval practice.  Exam question application – in class and home learning.  Mid and end of topic assessment.  Mock exam assessment</i></p>
	<p><b>Skills</b>  <i>Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</i></p>	<p><b>Skills</b>  <i>Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</i></p>
	<p><b>Places</b>  <i>Eden Basin  Amazon Rainforest</i></p>	<p><b>Places</b>  <i>St Ives – Cambridgeshire  Trentham – Stoke-on-Trent  Manchester – Northern Quarter  Vienna  Las Vegas  Cheonggyecheon – Seoul – South Korea  London  Mumbai</i></p>

	<p><b>Glacial Systems and Landscapes</b></p> <p><b>What is covered?</b>  <i>Glaciers as natural systems. The nature and distribution of glacial landscapes and the systems and processes operating in glacial, periglacial and fluvioglacial landscapes. How these processes form distinctive landscapes. The human impact and management of these landscapes.</i></p> <p><b>Why this and why now?</b>  <i>Internal A 'Level students have covered part of this topic at a more basic level at GCSE – but most, if not all of our external students may have never studied these landscapes and processes before. Therefore, it is preferred to teach this topic earlier in the course to allow for retrieval and the building of new schema for students. There is also the potential for students to base their NEA investigation on this topic and it therefore needs to be started before the end of Y12.</i></p> <p><b>Assessment</b>  <i>Regular retrieval practice.  Exam question application – in class and home learning.  Mid and end of topic assessment.</i></p> <p><b>Skills</b>  <i>Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</i></p> <p><b>Places</b>  Lake District  Alaska  Antarctica</p>	<p><b>Changing Places</b></p> <p><b>What is covered?</b></p> <p><b>Why this and why now?</b>  The River investigation takes place in the summer term of Y10. This is an opportunity to interleave knowledge from the Rivers topic studied at the beginning of Y10.  The Human investigation takes place before Easter of Y11 when the teaching of topics is completed and the issue evaluation booklet is released by the exam board so there is more of a paper 3 focus.</p> <p><b>Assessment</b>  <i>Regular retrieval practice.  Exam question application – in class and home learning.  Mid and end of topic assessment.</i></p> <p><b>Skills</b>  <i>Cartographic – maps on different scales. OS maps. Maps with photographs. Graphical, numerical and statistical. A wide range of both quantitative and qualitative data.</i></p> <p><b>Places</b>  Stoke Town and Penkhull  Great Missenden</p>
NEA	<p>The NEA process begins the final term.  Students conduct 3 days of statutory fieldwork with the department and then begin a planning process for their own independent investigations.  Lesson time is dedicated to the teaching and students planning associated with the early stages of the enquiry process. Students has a set of medium-term deadlines to support with this. With lessons planned and delivered for each subsequent stage of the enquiry process.  The final deadline for submission is flexible due to assessment calendar changes – but is normally before the Christmas of Y13.</p>	
Year 13	<p><b>Hazards</b></p> <p><b>What is covered?</b>  <i>The concept of hazards and hazard risk. Theory of plate tectonics, volcanic and seismic hazards, impacts and responses. Storm hazards impacts and responses. The nature of wildfires, their causes, impacts and responses.</i></p> <p><b>Why this and why now?</b>  <i>The only topic that students cannot conduct their NEA investigations on the Physical side of the course. This topic carries the largest proportion of marks on the Paper 1 exam and therefore there are benefits to studying it last.</i></p>	<p><b>Global Systems and Governance</b></p> <p><b>What is covered?</b>  Dimensions and factors of globalisation. Global systems and issues associated with interdependence. International trade and access to markets. Global governance and the role of agencies like the UN. The concept of the global commons and a focus on Antarctica as a global common.</p> <p><b>Why this and why now?</b>  <i>The only topic that students cannot conduct their NEA investigations on the Human side of the course. This topic has the 'newest' knowledge (compared to GCSE) and is therefore challenging to many students, especially those that do not study business or economics at A 'level. It therefore is preferable to teach it closer to the exam so students have less chance of forgetting large amounts of the information covered.</i></p>

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<p><b>Places</b>  Eden Basin – Carlisle  Haiti  Iceland  Alberta, Canada</p>	<p><b>Places</b>  <i>St Vincent (Winward Islands) and trading relationship with the UK</i>  <i>Apple – spatial organisation (USA, Ireland and a focus on China)</i>  <i>Antactica</i></p>
<p><b>Assessment in Geography:</b></p> <p><i>Formative assessment will happen in most geography lessons. This will be to identify/activate prior learning. Teachers will use a range of knowledge retrieval strategies. Interleaving of knowledge checks will be effectively used in lessons to ensure composites are effectively built into components. Summative assessments will follow the school’s assessment point calendar. These assessments will assess both composite and components of our curriculum.</i></p>	<p><b>Feedback in Geography:</b></p> <p><i>Feedback will be focussed and regular following the school’s teaching for excellence framework. The feedback will happen prior to, during and after the completion of student work. All feedback will have the aim of changing the student, to allow them to improve their knowledge, skills and confidence, making them articulate and competent geographers.</i></p>