



**Key Stage 5 Geography  
Curriculum Map**



<b>Year 12: Dynamic Places and Landscapes</b>					
<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<i>Teacher A – Paper 1</i>	<i>Teacher B – Paper 2</i>	<i>Teacher A – Paper 1</i>	<i>Teacher B – Paper 2</i>	<i>Teacher A and Teacher B - NEA</i>	
<p><b>1-</b> Tectonic Processes and hazards</p> <ul style="list-style-type: none"> <li>a study of the causes of tectonic hazards,</li> <li>the impact of tectonic activity on people,</li> <li>responses to tectonic hazards.</li> </ul>	<p><b>3-</b> Globalisation</p> <ul style="list-style-type: none"> <li>A study of globalisation, its causes and consequences for different people and places.</li> </ul>	<p><b>2-</b> Coastal Landscapes and change</p> <ul style="list-style-type: none"> <li>An integrated study of processes, landforms and landscapes.</li> <li>A study of one landscape system and the physical and human processes influencing change over time and space.</li> <li>Fieldwork study- Brighton</li> </ul>	<p><b>4-</b> Regenerating Places</p> <ul style="list-style-type: none"> <li>A study of how and why places are shaped and changed,</li> <li>The meanings and identities attached to different places and the consequences for different people.</li> <li>Fieldwork study – Brighton</li> </ul>	<ul style="list-style-type: none"> <li>Revision for Year 12 internal exam</li> <li>Begin research and planning for NEA</li> <li>Complete methodology for NEA</li> <li>Conduct first fieldwork day for NEA</li> <li>Review, evaluate and collate information from fieldwork day</li> <li>Revisit site for additional data collection</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>End of year 12 assessment based on all topics studied</li> </ul>
<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet-read it, watch it or research it. These are shared in lessons.</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet-read it, watch it or research it. These are shared in lessons.</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet-read it, watch it or research it. These are shared in lessons.</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet-read it, watch it or research it. These are shared in lessons.</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet-read it, watch it or research it. These are shared in lessons.</p>	<p><b>Further study:</b> Work on NEA.</p>

**Year 13: Human and Physical Systems, Sustainability and Geopolitics**

Term 1		Term 2		Term 3
<i>Teacher A – Paper 1</i>	<i>Teacher B – Paper 2</i>	<i>Teacher A – Paper 2</i>	<i>Teacher B – Paper 1</i>	<i>Teacher A and Teacher B- Paper 1, 2 and 3</i>
<p><b>5. The Water Cycle and Water Insecurity</b></p> <ul style="list-style-type: none"> <li>Water cycle, human and natural factors that impact on water cycling,</li> <li>consequences for water security and future water conflicts.</li> </ul>	<p><b>8. Development – Health, Human Rights and Intervention</b></p> <ul style="list-style-type: none"> <li>What is human development and why do levels vary from place to place?</li> <li>Why do human rights vary from place to place?</li> <li>How are human rights used as arguments for political and military intervention?</li> <li>What are the outcomes of geopolitical interventions in terms of human development and human rights?</li> </ul>	<p><b>7. Superpowers</b></p> <ul style="list-style-type: none"> <li>the reasons for shifting economic and political power,</li> <li>the impacts of superpowers,</li> <li>influence of superpowers in governing the global commons.</li> </ul>	<p><b>6. The Carbon Cycle and Energy Security</b></p> <ul style="list-style-type: none"> <li>Carbon cycle,</li> <li>human and natural factors impacting on carbon cycling,</li> <li>the consequences for ecosystems and management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Revision for paper 1 and 2</li> <li>Skills practices for paper 3</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> <li>Year 13 mock exam 1</li> </ul>	<p><b>Assessment:</b></p> <p>Students complete NEA for formal assessment and moderation</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment timeline shared with students- 1 formal human and 1 formal physical assessment per half term</li> <li>Year 13 mock exam 2</li> </ul>	<p><b>Assessment:</b></p> <p>Practice past exam papers ready for final exams</p>
<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons. Work on NEA.</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons. Work on NEA</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons. Complete NEA.</p>	<p><b>Further study:</b> Research, reading and exam questions set. Also expectation to complete Super-curriculum activities from booklet- read it, watch it or research it. These are shared in lessons.</p>	<p><b>Further study:</b> Revision of all notes, questions and reading.</p>