Croxley Danes School : Key Stage 5 Curriculum Map

Subject: Geography **Exam Board: Edexcel**

Key Concepts

Place / Space Knowledge	Human Geography	Physical Geography	Geographical Skills	Fieldwork
Apply detailed understanding of the idea of scale, local, regional, national, global influence in relation to key ideas A wide range of case studies are utilised to make comparisons between continents, regions and countries across both Physical and human processes. The significance of place and place perception is examined in its own right.	***Topic 3: Globalisation*** examines trade, IGOs migration, economic change, global Inequality, cultural exchange and global resistance and global sustainability. ***Topic 4B: Diverse places*** looks at post war population change and how perceptions of place vary between rural and urban locations. ***Topic 7: Superpowers*** reviews geo-political developments and compares historic and emerging trends in country status. ***Topic 8A: Health, Human rights and intervention*** studies how Geo-political developments and exchanges are continually shaping the world. Reasons and justifications for intervention are examined across a wide range of military and development aid case studies.	***Topic 1: Tectonic Processes & Hazards*** Explores the causes of tectonic hazards, their impacts and spatial variation. Examines the role of governance, development and other factors in shaping vulnerability and responses. ***Topic 2: Coastal Landscape Processes*** Examines the interaction of physical and human processes in shaping coastal landscapes. Explores how climate change and management strategies influence coastal landscapes. ***Topic 5:*****Water Cycle/Water Insecurity** Studies the global water cycle as a system influenced by physical and human factors. Explores issues of water insecurity, geopolitical tensions and the challenges of sustainable water management. ***Topic 6:*** **Carbon Cycle/Energy Security** Investigates the carbon cycle and its role in regulating the climate. Considers the links between carbon, energy and climate change and explores the concept of energy security.	Interpret a wide range of Geographical maps, graphs, photographs and data including GIS. Calculate numerical data: Statistical correlations, differences and validity using table of significance Percentages, Ratios, Mean, Median, Modal. Identify patterns, similarities /differences and trends in evidence. Evaluate or Assess to form judgements on the significance of factors across a wide range of temporal and spatial patterns.	Use the enquiry process to independently develop and ask questions, predict hypotheses , collect and present data, analyse and draw conclusions and evaluate the methods used. In the Summer term of year 12, Students complete a 5 day residential where they are taught independent fieldwork skills and then produce a 4000-5000 word independent investigation which contributes 20% of their final A level assessment.

What is the Croxley vision for this subject at Key Stage 5 ?

The Edexcel specification continues from GCSE where the foundation conceptual knowledge and skills have been established. The course is an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. Students gain understanding of specialised concepts such as causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds. Students will improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment. Students will continue to develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations. Our students will become competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying it to unfamiliar examples. Finally, the specification contains three synoptic themes.(players, actions and futures) which are designed to help students make links between different geographical themes, ideas and concepts, using this model. In examination three, students are exposed to an unfamiliar regional example to apply these themes to to test synopticity skills.

Key Stage 5 / Year Group: 12 Autumn Term

	Physical Geography	**Human Geography**
Content: (Know what…)	**Topic 1: Tectonic Processes and Hazards / Enquiry Questions** 1: Why are some locations more at risk from tectonic hazards? 2: Why do some tectonic hazards develop into disasters? 3: How successful is the management of tectonic hazards and disasters?	**Topic 3: Globalisation / Enquiry Questions** 1: What are the causes of globalisation and why has it accelerated in recent years? 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? 3: What are the consequences of globalisation for global development and the physical environment?
Skills: (know how…)	Analysis of hazard distribution patterns on world and regional scale maps. Use diagrams to identify key features of different plate boundary settings. Analysis of tsunami time-travel maps to aid prediction. Use of correlation techniques to analyse links between magnitude of events, deaths and damage. Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.	Use of proportional flow lines showing networks of flows. Analysis of human/ physical features on maps to understand lack of connectedness. Use of proportional flow arrows to show global movement migrants Analysis of global TNC brand value data to quantify the influence of western brands. Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts, Plotting Lorenz curves and calculating the Gini Coefficient values for countries

Key vocabulary (5- 10 words)	Plate Tectonics, Subduction Zone, Hotspot Volcano, Benioff Zone, Magnitude, Resilience, Tectonic Hazard Profile, Disaster, Park's Model, Disaster Hotspot, Liquefaction, Tsunami, Governance, Slab Pull, Multiple-hazard zone *A more comprehensive list is in the student's Personal Learning Checklist.*	Global flows, Time space compression, Shrinking world, interdependence, containerisation,IGO, trade bloc, Free trade, Protectionism, Liberalisation, Tariffs, Quotas, subsidies, SEZs, economic centre of gravity, Global Shift, TNC Offshoring, outsourcing, Glocalisation, Homogenisation, indicator, indices, KOF and Aj Kearney indices, Remittances, elite and low wage migration, Cultural erosion, Diaspora, Enclaves, Gini coefficient, Lorenz Curve, Nationalism, ecological footprint, Censorship, firewall, Transition town, Localism, Ethical shopping. Kuznets Curve, Haven Hypotheses.
End of Half term assessment	***Assessment for every enquiry question.*** ***20-30 marks depending on topic requirements.***	***Assessment for every enquiry question.*** ***20-30 marks depending on topic requirements.***
Planned trips / Clubs / links	RGS Autumn Lectures on Geographical issues. (evening out)	
Key Stage 5 / **Year Group: 12** **Spring Term**		
	Physical Geography	**Human Geography**
Content: **(Know what…)**	**Topic 2: Coastal landscapes and processes / Enquiry Questions** 1: Why are coastal landscapes different & what processes cause differences? 2: How do characteristic coastal landforms contribute to coastal landscapes?	**Topic 4B: Diverse Places (Post war and modern demography of the UK)** **Enquiry Questions** 1: How do population structures vary? 2: How do different people view diverse living spaces?
Skills: **(Know how…)**	GIS mapping of the variety of coastal landscapes, Satellite interpretation of a variety of coastlines to classify them. Field sketches of contrasting coastal landscapes. Use of GIS, aerial photos and maps to calculate recession rates for a variety of temporal rates . Interrogation of GIS of management cells to ascertain land use values and develop cost/benefit analysis to inform the choice of coastal management strategy. Studland bay dune surveys to assess the impact of succession using an index of diversity,	**Local place (rickmansworth) Contrasting place (Stratford, Newham) study:** Investigate social media to understand how people relate to places where they live. Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities. Interviews / Google questionnaire with local residents to interpret information representing cultural and demographic issues in a local place. Testing of the strength of relationships through Spearman's rank correlation. Evaluation of different sources (photography, art, literature, events) to appreciate why they create different representations and images of a local place. Use of census 2021 data to measure ethnic and cultural diversity.

		Analysis of contrasting newspaper reports, including opinions about change.
Key vocabulary (5- 10 words)	Littoral Zone, Lithology, Concordant / Discordant (coastlines), Sediment Cell, Dynamic Equilibrium, Longshore Drift, Constructive Wave, Destructive Wave, Hydraulic Action (plus other erosion processes), Mass Movement, Isostatic / Eustatic Change, Submergent Coastline (e.g. Rias, Fjords), Emergent Coastline (e.g. Raised Beaches, Fossil Cliffs), Hard Engineering / Soft Engineering, Integrated Coastal Zone Management (ICZM), Shoreline Management Plan (SMP) *A more comprehensive list is in the student's Personal Learning Checklist.*	Population structure, Population density and distribution. Rural to Urban Continuum, Natural increase, Net Migration. Agglomeration, Green belt policy, Suburbanisation, counter urbanisation, Urban filtering, Demographic change and transition model, Social clustering, social exclusion, ethnic cliffs,Multi-cultural, diversity, replacement rate, dependency ratio, perception of place, Acculturation, Assimilation. Othering, The rural Idyll, Centripetal, Centrifugal forces, Post industrial society, Social progress index, Desirability, anti social behaviour, hate crime, Urban decay, rural decline, gentrification, Cultural integration, Voter turnout, Engagement, Pluralism, re-imaging.
assessment	**UCAS MOCK EXAM: Topic 1 and 2**	**UCAS MOCK EXAM: Topic 3 and 4B**
Planned trips / Clubs / links	Local area fieldwork comparison of South Oxhey and Rickmansworth high streets 5 day residential course in Swanage / South Downs to complete skills development for NEA investigation over the summer holidays.	

Key Stage 5 / Year Group: 12 Summer Term		
	Physical Geography	**Human Geography**
Content: **(Know what…)**	**Conclude coastal landscapes and processes.** **Enquiry Questions** 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? 4: How can coastlines be managed to meet the needs of all players? **Students focus on their NEA from the residential course in June.** - **Write up the purpose of Investigation** - **Methodology/ risk assessment and ethics** - **Collect data using GIS and Survey 123 software**	**Conclude Diverse Places.** **Enquiry Questions** 3: Why are there demographic and cultural tensions in diverse places? 4: How successfully are cultural and demographic issues managed? **Students focus on their NEA from the residential course in June.** - **Write up the purpose of Investigation** - **Methodology/ risk assessment and ethics** - **Collect data using GIS and Survey 123 software**

Skills: **(Know how…)**	**NEA Fieldwork skills development:** 1. Research relevant literature sources and write up the theoretical or comparative context for a research question 2. Define the research questions which underpin field investigations 3. Demonstrate practical knowledge and understanding of field methodologies appropriate to the investigation of core human and physical processes 4. Observe and record phenomena in the field and devise, implement and justify practical approaches taken in the field, including frequency/timing of observation, sampling, and data collection approaches so that good quality data/ information can be collected 5. Demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, including GIS, and show ability to select suitable quantitative or qualitative approaches 6. Demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding 7. Show the ability to write up field results clearly and logically, using a range of presentation methods and apply existing knowledge, theory and concepts in order to understand field observations and make a well argued case 8. Evaluate and reflect on fieldwork investigations, explain how the results relate to the wider context and show an understanding of the ethical dimensions of field research.	
Key vocabulary **(5- 10 words)**	**NEA Fieldwork:** Enquiry Process, Hypotheses, Sub question, Sampling Strategy, random, Opportunistic, Systematic, Stratified sampling. Quantitative / Qualitative data, Primary and Secondary data, Statistical validity, Correlation, Ethical Consideration, Place characteristics. Source material, Harvard referencing, Bibliography, Evaluation.	
End of term assessment	***Assessment for every enquiry question.*** ***20-30 marks depending on topic requirements.***	***Assessment for every enquiry question.*** ***20-30 marks depending on topic requirements.***

Key Stage 5 /	**Year Group: 13**	**Autumn Term**
	Physical Geography	**Human Geography**
Content: **(Know what…)**	**Topic 5: The Water Cycle and Water Insecurity** 1: What are the processes operating within the hydrological cycle from global to local scale? 2: What factors influence the hydrological system over short- and long-term timescales? 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?	**Option 8A: Health, Human Rights and Intervention** 1: What is human development and why do levels vary from place to place? 2: Why do human rights vary from place to place? 3: How are human rights used as arguments for political and military intervention? 4: What are the outcomes of geopolitical interventions in terms of human development and human rights?

Skills: **(know how…)**	Use of diagrams showing proportional flows within systems. Comparative analysis of river regime annual discharges. Analysis and construction of Water Budget graphs. Using comparative data, labelling of features of storm hydrographs. study the pattern and trends in floods and droughts worldwide. Interpretation of synoptic charts and weather patterns, Use of a global map to analyse world water stress and scarcity. Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. Identify seasonal variations in the regime of international rivers, such as the Nile and the Mekong and assess impact of dams.	Comparison of different measurements of development using ranked data. Use of scatter graphs to describe the relationship between health and life expectancy and other indicators of development. Use of proportional circles to show the relative size of government spending and the share of that spending devoted to welfare, health and education Evaluating source material, including newspaper articles and marketing material to determine the impact of development aid. Using Gini Coefficient and income or wealth proportion for deciles of the population to describe inequalities in and between nations. Critical analysis of source materials to identify the qualitative assessment of success for military interventions such as Iraq, Afghanistan and Libya.
Key vocabulary **(5- 10 words)**	Global Hydrological Cycle, Closed System, Global Water Budget, Residence Time, Orographic / Frontal / Convectional Precipitation, Infiltration, Throughflow, Groundwater Flow, Storm Hydrograph, River Regime, Drought (meteorological / hydrological), ENSO Cycle, Water Stress, Water Scarcity, Trans-boundary Water Source, Integrated Drainage Basin Management (IWRM). *A more comprehensive list is in the student's Personal Learning Checklist.*	Human Development, Humanism, Sharia Law, democratic, Autocratic, dictatorship, Human capital, Welfare state, GII, GNI, HPI, PPP, IMF, WTO, World bank, Structural Adjustment, MDGs, SDGs, UDHR, ECHR, Uk bill of rights, Liberty, Geneva Convention, Post colonial, Indigenous, International court of Justice, Extra-ordinary rendition, War Crime, Genocide, Tribunal, Corruption, National sovereignty, Intervention, Geo-poltical stability, trade embargo, Sanctions, indirect/Direct military aid, Development aid, Humanitarian aid, Bi-lateral and Multi-lateral aid, conditional aid.
End of term assessment	**MOCK EXAM: Topic 1,2 and 5. 2 hours and 15 minutes**	**Mock EXAM: Topic 3, 4B and 8A. 2 hours 15minutes**
Key Stage 5 / **Year Group: 13** **Spring Term**		
	Physical Geography	**Human Geography**
Content: **(Know what…)**	**Topic 6: The Carbon Cycle and Energy Security** **Enquiry Questions:** 1: How does the carbon cycle operate to maintain planetary health? 2: What are the consequences for people and the environment of our increasing demand for energy? 3: How are the carbon and water cycles linked to the global climate system?	**Topic 7: Super powers** **Enquiry Questions:** 1: What are superpowers and how have they changed over time? 2: What are the impacts of superpowers on the global economy, political systems and the physical environment? 3: What spheres of influence are contested by superpowers and what are the implications of this?

Skills: **(Know how…)**	Use of proportional flow diagrams showing carbon fluxes. Use of maps showing global temperature and precipitation distribution. Graphical analysis of the energy mix of different countries, including change over time. Analysis of maps showing global energy trade and flows. Comparisons of emissions from different energy sources. Using GIS to map land-use changes such as deforestation over time. Analysis of climate model maps to identify areas at most risk from water shortages,floods in the future. Plotting graphs of c02 levels, calculating means and rates of change.	Constructing power indexes using data sets, including ranking and scaling. Mapping past, present and future sphere of influence and alliances Using graphs of world trade growth using linear and logarithmic scales. Mapping emissions and resource consumption using proportional symbols. Plotting the changing location of the world's economic centre of gravity on world maps. Analysing future Gross Domestic Product (GDP) using data from different sources.
Key vocabulary (5- 10 words)	Carbon Sink, Sequestration, Biogeochemical Cycle, Fluxes, Fossil Fuel Combustion, Enhanced Greenhouse Effect, Energy Security, Energy Mix, Renewable Energy, Non-renewable Energy, Unconventional Fossil Fuels (e.g. Tar Sands, Shale Gas), Energy Pathways, Ocean Acidification, Feedback Mechanism / Tipping Point, Mitigation / Adaptation. *A more comprehensive list is in the student's Personal Learning Checklist.*	Hegemony, Uni, Bi, multipolar, Super power, regional power, emerging power, Hard power, soft power, Sharp power, Joseph Nye's Spectrum of power, economic power, Spheres of influence, Colonisation, Imperialism, Acculturation, Cold War, Reverse Colonialism, Geo-political stability, wallerstein's world systems theory, Franks dependency theory, Rostow's theory of Economic transition. Terms of trade, Austerity, recession, Kondratieff's waves, Mackinder's Heartland theory, World Island. TRIPs,patents, intellectual property, counter feit, IPCC, UN Security Council, Peace keeping force,
End of term assessment	***Assessment for every enquiry question.*** ***20-30 marks depending on topic requirements***	***Assessment for every enquiry question.*** ***20-30 marks depending on topic requirements***

Key Stage 5 / **Year Group: 13** **Summer Term**		
	Physical Geography	**Human Geography**
Content: **(Know what…)**	**Final revision and recap for each topic**	**final revision and recap for each topic.** **Paper 3 - Synoptic paper tuition and practice papers.** **Develop synoptic examples using framework of players, Actions & attitudes, Futures**

Skills: **(Know how…)**		Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area. Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.
Key vocabulary **(5- 10 words)**		
End of term assessment		**MOCk exam practice of Paper 3 - 2 hours and 15minutes**
Planned trips / Clubs / links		