BEECHEN CLIFF

A Level Geography

Curriculum Booklet

2026-2027

Head of Subject: Ms R Sampson

Subject Curriculum Intent:

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

- Barack Obama, 2012

The Geography curriculum at Beechen Cliff is designed to not only instil a curiosity in the world around our students but also equip them with the knowledge and skills they need to understand how and why the world is changing and respond more intelligently to the geographical issues they encounter. Our curriculum does this by linking together the physical and human world across space and time at a local, national and global level in a relevant and interesting manner. As a sixth form with high levels of above average prior attainment our curriculum is designed to be both engaging and challenging. As such it goes beyond the requirements of the Edexcel specification, broadening the range of knowledge and skills students develop and encouraging wider reading of contemporary authors such as Hans Rosling and Tim Marshall. At the same time our curriculum is designed to be inclusive for all by supporting learners to achieve their full potential regardless of background and starting point. Whether through essay writing or data analysis and manipulation workshops, our curriculum is planned to help students synthesise and then articulate their learning effectively to others.

Our curriculum is designed to ensure that students develop a knowledge of how Geography relates to social, moral, spiritual and cultural issues. It promotes equality and celebrates diversity, encouraging students to be inquisitive about other cultures, challenge misconceptions and build empathy for those in different situations to themselves and to become more active and compassionate citizens.

We want our students to recognise that Geographers are highly employable people due not only to the knowledge and skills they develop but also because of the synoptic understanding of the world they have. This is due to a series of key themes that are interwoven through our curriculum such as place, sustainability, interdependence, scale, mapping, attitudes, futures and uncertainties. By recognising how these themes run through our curriculum and by understanding that local issues are affected by global events, our students will be better prepared for the next phase of their education or world of work and be better equipped to be more active citizens. Fieldwork is an essential element of our Geography provision at Beechen Cliff. Not only does it bring the curriculum alive allowing pupils to test their learning in the field, but it also creates opportunities for pupils to develop geographical skills, explore their natural curiosity and encounter memorable experiences that may not otherwise be available to them. As such we have designed a curriculum with fieldwork at the centre, offering a three day residential visit to South Devon and a day trip to The Gower in Yr 12 as well as an optional residential trip to Iceland which runs every two years. At Beechen Cliff we want our students to recognise that in a globalised world, geography is a relevant, challenging and important subject to study.

Subject Curriculum Implementation:

The A level Geography Course is neatly divided into human and physical Geography and as such students have two teachers, each being a subject specialist on one side of the course. This subject specialist knowledge is drawn upon when it comes to the Non Examined Assessment (NEA or coursework worth 20% of the final grade) with each student being assigned a supervisor that is an expert in a students' chosen field.

We begin each lesson by reviewing previous learning and then unpacking the Edexcel specification to show students how their learning fits within the wider context of the unit being studied. This helps our students develop a broader, synoptic understanding of the curriculum they are studying. While we follow the specification and ensure pupils are prepared for the demands of examinations, our wider goal is to develop student's syntopic understanding of the subject and become outstanding Geographers. Our lessons are kept up to date to ensure they reflect the ever changing geopolitical landscape. We also encourage independence and set regular reading around the subject and optional homework tasks that draw links to Geography in the news. All lessons can be found on our departmental website allowing students to revisit learning or catch up on work missed through absence.

Students' learning is assessed through the regular setting of low tariff questions and longer essays as well as less frequent exam style formal assessments. Comprehensive verbal and written feedback is then provided to ensure students know how they can improve. In addition to this we use regular knowledge quizzes in class to remind students of the importance of key terminology. Pupils' geographical literacy is also developed by highlighting and modelling the use of keywords in lessons and wider reading is encouraged through reading lists and the use of excerpts from relevant contemporary texts in lessons.

The Yr 12 curriculum is sequenced in a logical manner with units that lend themselves to fieldwork studied first (regenerating places and coastal landscapes and change) to aid students with their NEA which is launched in February of Yr 12. Our students have complete freedom to base their coursework on anything within the A Level specification providing we feel it enables them to meet the requirements of the mark scheme. After a series of workshops unpacking the requirements of the NEA all students then participate in a three day residential field trip to South Devon. This is used to aid students in the completion of their formal NEA proposal form as well as gather primary data or practice data collection techniques and carry out pilot surveys for use elsewhere.

By the end of year 12, all students will have covered 50% of the course and have made a substantial start on the NEA. The Yr 13 curriculum has been designed to enable students to build upon some of the foundational knowledge acquired in Yr 12 and encounter more complex and topical units (superpowers and the carbon cycle and energy security for example). Essay writing skills are consolidated and as students grow in confidence we see increasing levels of flair as the course progresses. The NEA is handed in before Christmas of Yr 13.

Allocated Curriculum Time:

Fortnightly lesson allocation	Lower Sixth	Upper Sixth
	8	8

Course Information

Exam Board: Edexcel
Specification: Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0)

Lower Sixth

Term	Curriculum Foci Areas	Assessment
Term 1	**Name of units studied** • Coastal Landscapes and Change • Regenerating Places **Key Skills / Coursework / PSAs / Deadlines** • Evaluative skill development • Application of statistical tests • Interpretation and use of graphical and cartographic skills • Essay development	**End of Term 1 assessments.**
Term 2	**Name of units studied** • Coastal Landscapes and Change • Regenerating Places **Key Skills / Coursework / PSAs / Deadlines** • Evaluative skill development • Application of statistical tests • Interpretation and use of graphical and cartographic skills • Essay development	**End of Unit assessments in Term 2.**
Term 3	**Name of units studied** • Tectonic Processes and Hazards • Globalisation **Key Skills / Coursework / PSAs / Deadlines** • Proposal forms for Investigation completed and improved • Fieldwork and primary data collection • Researching secondary data and sources	**End of Term 3 assessments.**

Term 4	**Name of units studied** • Independent investigation launched with a 3 day residential trip. **Key Skills / Coursework / PSAs / Deadlines** • Proposal forms for Investigation completed and improved • Fieldwork and primary data collection • Researching secondary data and sources	**Proposal Forms for Coursework.**
Term 5	**Name of units studied** • Tectonic Processes and Hazards • Globalisation **Key Skills / Coursework / PSAs / Deadlines** • Trial exam revision and feedback • Developing Synopticity • Independent Investigation data collection completed.	**End of Year Assessments.**
Term 6	**Name of units studied** • Independent investigation.	

Upper Sixth

Term	Curriculum Foci Areas	Assessment
Term 1	**Name of units studied** • The Carbon Cycle and Energy Security • Superpowers **Key Skills / Coursework / PSAs / Deadlines** • Understanding key debates/arguments • Independent Investigation deadline • Applying studies to contemporary issues	**End of Term 1 assessment.**
Term 2	**Name of units studied** • The Carbon Cycle and Energy Security • Superpowers **Key Skills / Coursework / PSAs / Deadlines** • Understanding key debates/arguments • Independent Investigation deadline • Applying studies to contemporary issues	**Mock 1 in Term 2.** **(will focus on knowledge gained from Year 12 and Term 1)**

Term 3	**Name of units studied** ● The Water Cycle and water insecurity ● Identity and Sovereignty **Key Skills / Coursework / PSAs / Deadlines** ● Trial exams and feedback ● Global influences and futures ● Linking the units	**End of Unit assessments.**
Term 4	**Name of units studied** ● The Water Cycle and water insecurity ● Identity and Sovereignty **Key Skills / Coursework / PSAs / Deadlines** ● Trial exams and feedback ● Global influences and futures ● Linking the units	**Mock 1 in Term 4.** **(will focus on knowledge gained from Year 12 and Term 1)**
Term 5	**Name of unit studied** ● Revision ● Paper 3 preparation on Synoptic Themes - Players - Attitudes and actions - Futures and uncertainties	
Term 6	Exam Period	

Reading List

Detail any compulsory course reading and any other useful/interesting reading including online journals:

Wider reading

- Prisoners of Geography - Tim Marshall
- The Power of Geography - Tim Marshall
- Divided, Why we are living in an age of walls? - Tim Marshall
- Living Earth, Outline of the Geology of Iceland - Ari Trausti Gudmundsson
- Earth Story - Simon Lamb and David Sington
- Factfulness - Hans Rosling
- The Man Who Cycled The World - Mark Beaumont
- The Bottom Billion - Paul Collier
- When The Rivers Run Dry - Fred Pearce
- How Population Change Will Transform Our World? - Sarah Harper
- Coastal Systems, Simon K. Haslett
- Displaced, Malala Yousafzai
- The Uninhabitable Earth, David Wallace-Wells

Course books

- ' Geography' books one and 2. Edexcel, **Hodder**
- 'Geography' books one and 2. Edexcel, **Pearson**
- 'Geography for Edexcel' books 1 and 2, **Oxford**

Journals/magazines

- Geographical Magazine
- National Geographic
- The Economist
- Geography Review, A'level Geography Magazine.

DVD's/Youtube

- Rise of the Continents, BBC
- Earth Power of the Planet, BBC
- How Earth made us, BBC
- Blue Planet, BBC
- An Inconvenient Truth, Al Gore

Studying/Revision Information

Ongoing Studying
Reading around the topic is a must at A'level. Fortunately there is a wealth of current affairs in the news which is indirectly or directly relevant to class studies. Stay informed. Watch the news or documentaries if you can see it is relevant to your course.
Our lessons are posted on our website for revision and catchup purposes.
It is clear in essay writing and discussion which pupils are going the extra mile and can communicate their understanding using contemporary events and issues.

Revision
How to prepare for assessments:
Your class notes will be titled each lesson with direct links to the specification. This means you can read and revise your notes knowing what it is you are trying to understand.
Emphasis is placed on your class notes to guide and support your revision.
We will direct you to revision sources in class but expect you to be proactive in wider reading and revision. Youtube is a double edged sword. It can be misleading and bias with some issues, a good geographer can spot this. Youtube is useful for non contentious processes such as tectonics or coastal erosion and short clips can be good for revision here.

Useful resources:
We sell revision guides for each of the A'level units. They have good knowledge checking questions and are clearly laid out.

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1 (Physical Geography)	30% 2hrs 15	• Tectonics • Coasts • Carbon and Energy Security • Water and Water insecurity	May/June of Upper Sixth
Paper 2 (Human Geography)	30% 2hrs 15	• Regenerating Places • Globalisation • Superpowers • Identity and Sovereignty	May/June of Upper Sixth
Paper 3 (Synoptic)	20% 2hrs 15	• Linking themes from across all units based on an issue. (not pre-released.	June of Upper Sixth
Independent Investigation	20%	• Investigation conducted by pupils during the year 12/13. Based on a geographical hypothesis or investigation question.	January of Upper Sixth

Please see Exam Board websites for up to date information: Edexcel A'level Geography

Careers education

Throughout Geography, in and out of the classroom, we are ensuring that every opportunity is taken to highlight the different careers that the subject filters into. Across all topics, pupils are building skills required to go further into any career pathway, including statistical skills, analyst and judgement building, critical thinking. Below are a number of examples where we explicitly pull this information to the forefront for pupils.

Year	Careers Education in Science
12	Specific examples include: ● During their coastal topic Yr.12 are put in the place of coastal managers and must plan the shoreline management plan for a case study coastline, throughout this topic time is given to look at precise roles in that link into the coastal sector. This is the same for Tectonics where Yr.12's look at roles such as drone operations in disaster management, satellite operator when forecasting eruptions. With this time, Yr.12 are provided with information on precise examples, wage ranges and links to real open job applications for these roles. ● Extra curricular opportunities: Yr.12 have a guest speaker form the Marine Conservation Society that talks about roles in the Marine sector and the non-governmental organisation roles for conservation
13	Specific examples include: ● During their Carbon cycle topic Yr.13 are shown a variety of roles from land management, conservation or public liaison in governmental roles. They are explicitly shown roles they would do during gap years or to build experience such as a sea surface data analyst on cruise ships. Akin to Yr.12 time is given over to discuss specific career roles, and are provided with information on precise examples, wage ranges and links to real open job applications for these roles.

Careers links

Include here links to relevant information about possible careers in this subject.

- The Royal Geographical Society has a variety of resources regarding careers in geography available here.
- The Geographical Association has a variety of resources regarding careers in geography available here.
- BBC Bitesize has a variety of resources regarding careers in Humanities available here.