

Geography KS5 Curriculum

Humanities intent: In Humanities at RPA we aim to create inquisitive and engaged citizens of the world who have a detailed understanding of the world around them. They will explore the truths of the past, comprehend important contemporary issues and develop an appreciation of diverse faiths and cultures. Students who study Humanities will leave RPA able to apply their knowledge to real world situations, effectively and confidently articulate their viewpoints and debate their personal beliefs on the ethical issues they experience.

Curriculum Overview

Year 12	
<p>In year 12 and 13, students study physical and human Geography concurrently, splitting their time equally between the two disciplines.</p> <p><i>Physical Geography:</i> Students start exploring the Water and Carbon cycles, which introduce them to geographical systems. They will consider the magnitude and significance of the cycles at different scales and their importance to wider geography. They will consider how people interact with and impact on these systems, as well as ways in which these systems can be managed. Students will then go on to explore a variety of different natural hazards, focussing on volcanic, seismic, storm and fire events. For each hazard they will explore the characteristics of the event and their spatial variation, as well as different impacts and responses, before focussing on an example of this event.</p> <p><i>Human Geography:</i> Students start off exploring global systems and global governance, which underpin the other human units students will go on to study. They will look at the factors which have increased interdependence in global systems, and how these impact on different places socially, economically and environmentally. Students go on to explore how people engage with different places, their experience of them and their importance in their lives. Students will explore how their lives, and those of others, are influenced by the places which they interact with.</p>	
Physical geography (Paper 1)	Human Geography (Paper 2)
Autumn	
<p><i>Water and Carbon Cycles</i></p> <p>What are the systems in Geography? What is feedback?</p> <p>What are the major stores of water? What processes change the magnitude of these stores over time at different scales?</p> <p>How does water move through a drainage basin?</p> <p>What causes flooding and how are these shown on flood hydrographs?</p> <p>What are the natural and human changes to the water cycle?</p> <p>What are the major stores of carbon? What processes change the magnitude of these stores over time at different scales?</p> <p>What are the natural and human changes to the carbon cycle?</p> <p>What is the carbon budget and what are its impacts?</p> <p>What is the role of water and carbon for life on earth? How are these interrelated?</p>	<p><i>Global systems and governance</i></p> <p>What are the dimensions and factors in globalisation?</p> <p>What are the issues of interdependence?</p> <p>What are the global features of trade? What influences trading relationships and why do some countries trade more with some than others?</p> <p>How can trade influence economic and social well-being?</p> <p>What is the nature of TNCs, referring to a specific TNC, and what are their impacts on the countries in which they operate?</p> <p>What are the norms, laws and institutions which regulate and reproduce global systems? What issues does global governance create?</p>

Spring	
<p><i>Water and Carbon Cycles</i></p> <p>How can people mitigate the carbon cycle?</p> <p>What are the key themes of water and carbon within a tropical rainforest and how does human activity influence these?</p> <p>What are the impacts of precipitation on a local river catchment and how does this influence river flooding and water supply?</p> <p><i>Natural hazards</i></p> <p>What is a natural hazard? What influences how people perceive natural hazards?</p> <p>How can models be used to respond to natural hazard?</p> <p>How do plate tectonics cause natural hazards? What are the key landforms associated with plate margins?</p> <p>What are the volcanic hazards and what causes them? What are the impacts of volcanic hazards and how can we manage them? What are the impacts and responses of a recent volcanic event?</p>	<p><i>Global systems and governance</i></p> <p>What is a 'global common'? What are the rights of people to the 'global commons' and why is this important for sustainable development?</p> <p>Why is Antarctica considered a 'global common'? What are the threats to Antarctica? How can this be governed to protect Antarctica?</p> <p><i>Changing places</i></p> <p>What makes a place unique? How do different people view places? What contributes to the character of places?</p> <p>How do peoples relationship and connection with a place influence understanding of a place?</p> <p>How are places represented? How does this influence our perception of places?</p> <p>How are places represented in forms such as media?</p> <p>How do people form attachments to places?</p>
Summer	
<p><i>Natural hazards</i></p> <p>What are the seismic hazards and what causes them? What are the impacts of seismic hazards and how can we manage them? What are the impacts and responses of a recent seismic event?</p> <p>What are the storm hazards and what causes them? What are the impacts of storm hazards and how can we manage them? What are the impacts and responses of a recent storm event?</p> <p>What is the nature of wildfires and what conditions are needed to cause intense fires. What are the impacts of fires and how can we manage them? What are the impacts and responses of a recent fire event?</p> <p>What are the impacts of hazards in a multi-hazardous environment, what are their impacts on people and how can people respond to them?</p> <p>What are the impacts of hazards at a local scale, how do the community characteristics affect the impacts and their response to the risk?</p>	<p><i>Changing places</i></p> <p>How can past and present processes influence social and economic characteristic and influence present meaning?</p> <p>How can we change how places are represented and influence place specific meaning? Who are the stakeholders involved in influencing place specific meaning and representations?</p> <p>What are the characteristics of East Sheen? How have the social and economic characteristics developed over time? What is the lived experience of people here?</p> <p>How does Stratford (distant place) contrast with East Sheen? What are its characteristics? How have the social and economic characteristics developed over time? What is the lived experience of people here?</p>

Year 13	
<p>Students start year 13 looking at the NEA (independent investigation), where they investigate a title of their choice.</p> <p><i>Physical Geography:</i> The final physical unit explores processes along the coastline and how these influence the landforms along the coast, thinking specifically about how these processes shape the coastline over time. Students will explore which factors have more influence along the coastline, linking to specific landforms. Students will then explore traditional management strategies, before exploring how areas can employ more sustainable management strategies.</p> <p><i>Human Geography:</i> The final human unit explores how modern cities have developed over time, the challenges these changes pose for people and the environment and how they continue to develop in the future. They will explore how socially and environmentally diverse different cities are in contrasting places around the world and how they create changes to the environmental, including flooding, waste disposal and climate.</p>	
Physical geography (Paper 1)	Human Geography (Paper 2)
Autumn	
<p><i>NEA – independent investigation</i></p> <p>Students will gather fieldwork on an independent investigation of a title of their choice, linking to the content in the specification. The investigation will allow students to develop data collection techniques which help them answer their enquiry question, then presenting and analysing their data. Finally, students will evaluate their results, reflecting on the strengths and limitations within their investigation.</p>	<p><i>Contemporary urban environments</i></p> <p>How are urban patterns changing? What are the causes of these changes? How has urban policy in the UK influenced urban change?</p> <p>What are the characteristics of contemporary cities, including mega and world cities?</p> <p>What are the social and economic issues associated with urbanisation? What are the strategies to manage these issues?</p>
Spring	
<p><i>Coasts</i></p> <p>What is the coastal system? What are the inputs, outputs, stores? What is dynamic equilibrium on the coast? What are the characteristic coastal landscapes?</p> <p>What are the sources of energy on the coast? What are the coastal processes which shape the coast? What are the landforms and how are they formed?</p> <p>How does sea level change influence coastal landforms?</p> <p>How can human intervention manage coastal landscapes? How can this be more sustainable?</p> <p>What are the processes and landforms on a coastline at a local scale and what are the challenges of managing it sustainably?</p> <p>What are the risks and opportunities for people on a coastline beyond the UK and how can people along this coastline be resilient?</p>	<p><i>Contemporary urban environments</i></p> <p>How do urban forms impact on weather and climate, including heat, precipitation, thunderstorms, wind and fog? How does this influence air quality and how can this be reduced?</p> <p>How do urban areas influence the movement of water through cities? What issues do these create and how can these be managed sustainably?</p> <p>What are the environmental issues created by waste disposal in urban areas?</p> <p>How can urban areas be managed sustainably and increase liveability for all?</p> <p>Study of two contrasting urban areas to explore the patterns of economic and social well-being and the nature and impact of physical environmental conditions.</p>
<p><i>Literacy/Numeracy/Careers/SMSC</i></p> <p><i>Literacy</i> – Students will develop their literacy through examination questions, including 4-, 6-, 9- and 20-mark structures. Literacy focusses on outlining and explaining key concept and processes, as well as assessing the importance of different factors, using their opinions to support their viewpoints. The NEA will develop students literacy as they research and present their findings coherently.</p> <p><i>Numeracy</i> – students explore a range of qualitative and quantitative data, including statistics such as chi-squared and Spearman’s Rank. They will develop skills in analysing data, using data manipulation to analyse data further. Students are expected to use statistics and data presentation techniques in the NEA.</p> <p><i>Careers</i> – environment officer, sustainability consultant, town planner, flood risk manager, Geospatial analyst, transport planner, architect</p>	