

Year 12 A Level Geography Curriculum Overview

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Data analysis skills including graph, image, GIS and map analysis from both primary and secondary sources Maths skills (including central tendency, range, percentage, percentage change, interquartile range) Statistical analysis skills including T-Test, Chi squared, Gini Coefficient and Spearman's rank IT skills – Use of ArcGIS, excel and Microsoft forms to supplement use of word and PowerPoint					Fieldwork skills – planning, capturing, analysing and evaluating data
Knowledge	Topic 1: Tectonic Processes and Hazards Topic 2 : Globalisation		Topic 3: Coastal landscapes Topic 4: Regenerating places			Developing a route to enquiry for coursework investigation
British values	Justice and respect – Respect for the environment, the rights of workers and for sustainable, ethical work practices. Consideration of broad demographic groups that help shape and enrich culture of urban spaces Individual liberty – Focus on freedoms at the local level and importance of participatory planning Democracy – the value of choice in societal freedoms					Respect for the local communities and / or environments being sampled for fieldwork
Alive Values	We can review – in retrieval activities and revision lessons as well as assessment feedback lessons We are Interdependent - Decision making tasks in groups. Group work – linked to collaborative data collection on fieldwork location. Group work in inter school competitions. Mentoring of main school students. Appreciation of the interdependence of countries, organisations and individuals at all scales in their studies We can review – in retrieval activities and revision lessons as well as assessment feedback lessons We are questioning – Encouraging students to question the ethics, morals and environmental consequences of some of our decisions and to questions the credibility of sources We can communicate – presenting opinions in class debates and discussion. Communicating findings from coursework investigations. GA competitions We value diversity and choice – considering content on contrasting governance at various scales. Celebrating urban multiculturalism We can research – case studies and broader issues researched using secondary sources					We are interdependent – collaborative data collection We are resilient – independent investigation work We are creative – researching and presenting information We are organised – managing independent work We can research – using primary and secondary data collection We can question – credibility of sources
Assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment Mock 1	Ongoing formative and summative assessment	Ongoing formative and summative assessment Mock 2	Ongoing formative assessment of early stages of coursework (NEA – Non-Examined Assessment)

<p>Careers</p>	<p>Globalisation: International relations (diplomacy), translator, civil servant, intelligence analyst Tectonics: Aid worker (and other various roles in disaster management), Architect, natural hazards research engineer, Environmental Emergency Planner ·Environmental Data Analyst, hydrogeologists, geoscientist Careers are also discussed at GA events at Bristol University such as lecture and competition programme. Careers display also available in A Level classroom</p>	<p>Regeneration: Urban planner, community engagement officer, Sustainability consultant, Environmental consultant, regeneration officer, Place marketing specialist. Coasts: Ecologist, Coastal management roles Environment agency roles, resource planner, flood risk analyst, environmental consultant, coastal risk management consultant, coastal engineer Careers are also discussed at GA events at Bristol University such as lecture and competition programme. Careers display also available in A Level classroom</p>	<p>Transferable skills – linked to enquiry planning, data collection, analysis, review and evaluation</p>
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How will studying this subject in Key Stage Five build on learning from Key Stages Three and Four?:

The procedural and substantive knowledge acquired through the key stage 3 and 4 courses act as foundations for examining unfamiliar material and skills at key stage 5 whilst allowing a deeper exploration of more complex material linked to topics already encountered. Students now have the confidence to research, present data, to analyse complex sources (using higher order statistical analysis) to extrapolate trends and look for corroboration. Students also have the confidence to evaluate sources as well as actions, opinions and ideas of others.

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
Skills	Data analysis skills including graph, image, GIS and map analysis from both primary and secondary sources Maths skills (including central tendency, range, percentage, percentage change, interquartile range) Statistical analysis skills including T-Test, Chi squared, Gini Coefficient and Spearman's rank IT skills – Use of ArcGIS, excel and Microsoft forms to supplement use of word and PowerPoint				
Knowledge	Topic 5 - Superpowers Topic 6 – The Carbon Cycle		Topic 7 - Water Topic 8 – Health, Human Rights and		
British values	<p>Justice and respect – Respect for the environment, the rights of workers and for sustainable, ethical work practices. Consideration of broad demographic groups that help shape and enrich culture of urban spaces</p> <p>Individual liberty – Focus on freedoms at the local level and importance of participatory planning</p> <p>Democracy – the value of choice in societal freedoms</p>				
Alive Values	<p>We can review – in retrieval activities and revision lessons as well as assessment feedback lessons</p> <p>We are Interdependent - Decision making tasks in groups. Group work – linked to collaborative data collection on fieldwork location. Group work in inter school competitions. Mentoring of main schools students. Appreciation of the interdependence of countries, organisations and individuals at all scales in their studies</p> <p>We can review – in retrieval activities and revision lessons as well as assessment feedback lessons</p> <p>We are questioning – Encouraging students to question the ethics, morals and environmental consequences of some of our decisions and to questions the credibility of sources</p> <p>We can communicate – presenting opinions in class debates and discussion. Communicating findings from coursework investigations. GA competitions</p> <p>We value diversity and choice – considering content on contrasting governance at various scales. Celebrating urban multiculturalism</p> <p>We can research – case studies and broader issues researched using secondary sources</p>				
Assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment	Ongoing formative and summative assessment Mock3		
Careers	Superpowers: Diplomat, civil servant, NGO work, pressure groups, international relations, Governance / politics, strategic analyst, economist, lawyer, journalist The carbon cycle: Climate modelling, Disaster management, climatologist, environmental lawyer, renewable energy technician, Geoscientist		Health: Diplomat, civil servant, NGO work, pressure groups, international relations, Governance / politics, lawyer, journalist, human rights activist Water: Hydrologist, river restoration officer, Environment agency roles, water resource planner, flood risk analyst, environmental consultant		

How will studying this subject in Key Stage Five help students to make their unique contribution to the world?:

Studying Geography at A-level means students are resilient, engaged, independent, interdependent and analytical learners that understand and question the world around them and that seek to take risks in their learning and to be reflective in order to strive for improvement. We hope that the curriculum will help foster students who are courageous advocates who develop a keen desire for environmental stewardship, democratic values, social justice, respect, tolerance and the celebration of diversity. Studying A-level geography will provide students with transferable workplace relevant skills, knowledge and understanding that will give them confidence in their capacity and allow them to grow and flourish in their future careers.