SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	**Geography**	**YEAR GROUP:**	**12**
COURSE:	A Level Geography	**EXAM BOARD:**	**Edexcel**
SUBJECT INTENT:	*Our Year 12 curriculum bridges the gap between GCSE and A Level by deepening students' evaluative and analytical skills. Students deepen their understanding of complex physical and human systems, critically evaluate geographical theories and evidence, and apply their knowledge to a wide range of contemporary issues. Through enquiry questions, fieldwork and increasingly independent study, students develop the skills required for success at A Level and beyond.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	Paper 1: Tectonic Processes and Hazard	Investigates the Earth's tectonic systems, the processes that create hazards and the varying impacts on people and place	Plate tectonics, hazards, vulnerability, resilience, mitigation, adaptation.	Introduces A Level physical systems thinking while developing analytical skills and evaluation beyond GCSE.	1.1-1.9
	Paper 2: Globalisation	Explores the causes, consequences and management of globalisation, examining how economic, political and cultural processes shape the modern world.	Globalisation, interdependence, TNCs, global shift, inequality, westernisation, localism, winners, losers	Builds directly on GCSE Development and KS3 Globalisation by introducing more complex geographical theories and debates.	3.1-3.9

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Spring	Paper 1: Glaciated Landscapes and Change	Explores glacial systems, landscape evolution and the interaction between physical processes and human activity.	Systems, mass balance, erosion, deposition, landscape change.	Extends systems thinking developed in Tectonics while strengthening process-based explanation and evaluation.	2A.1-2A.12
	Paper 2: Diverse Places	Investigates how places are shaped by demographic, economic and social processes and how they change over time.	Identity, inequality, regeneration, representation, lived experience.	Develops place-based enquiry and critical evaluation, building on Globalisation and preparing students for independent investigation.	4B.1--4B.12

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Summer	Paper 1: Water Cycle and Water Insecurity	Explores the global and local water cycle, water insecurity and sustainable management strategies.	Water cycle, stores, fluxes, water security, sustainability.	Develops systems thinking further while providing an important foundation for the Carbon Cycle in Year 13.	5.1-5.9
	Independent Investigation (NEA)	Students design and undertake an independent geographical investigation,	Enquiry, fieldwork, data analysis, evaluation, independence.	Applies knowledge and enquiry skills developed throughout Year 12, preparing students for synoptic thinking in Year 13.	NEA

SUBJECT:	**Geography**	**YEAR GROUP:**	**13**
COURSE:	A Level Geography	**EXAM BOARD:**	**Edexcel**
SUBJECT INTENT:	*Year 13 Geography challenges students to synthesise knowledge from across the course, evaluate complex geographical issues and construct well-supported arguments using a wide range of evidence. Students develop confidence in independent enquiry, critical thinking and synoptic analysis, preparing them for higher education and the study of geography beyond the classroom.*		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LI
Autumn	**Paper 1: Carbon Cycle and Energy Security**	Investigates the carbon cycle, energy security and the role of natural systems in regulating climate.	Carbon cycle, energy security, feedbacks, mitigation, adaptation.	Builds directly on the Water Cycle through interconnected Earth systems and increasing synoptic understanding.	6.1-6.9.
	Paper 2: Superpowers	Explores changing global power, geopolitical relationships and the influence of emerging and established superpowers.	Power, influence, geopolitics, governance, global shift.	Extends Globalisation by examining how political and economic power shapes the contemporary world.	7.1-7.9

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LI
Spring	**Paper 2: Health, Human Rights and Intervention**	Investigates global health inequalities, human rights and the role of intervention in addressing global challenges.	Human rights, intervention, inequality, sovereignty, governance, development	Draws together themes of development, globalisation and superpowers through contemporary global issues.	8A.1-8A.12

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	Paper 3: Synoptic Investigation	Applies knowledge from across the A Level course to unfamiliar geographical issues through the synoptic themes of Players, Attitudes and Futures.	Synoptic thinking, evaluation, interdependence.	Integrates learning from core physical and human geography topics in preparation for the final examinations.	1.1-1.9 3.1-3.9 5.1-5.9 6.1-6.9. 7.1-7.9

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LIN
Summer	**External Exams** **Paper 1: 2h 15m, 105 marks.** **Paper 2: 2h 15m, 105 marks.** **Paper 3: 2h 15m, 70 marks.** **NEA, submitted early in the academic year, 70 marks.**				