



The curriculum for this stage of students' education has been designed to focus on developing an understanding of the factors important in the development, governance and perception of places around the world. Students will explore their own opinions about the way the world is governed and understand their role in global stewardship.

<p>HALF TERM 1: GLOBAL SYSTEMS AND GOVERNANCE</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Dimensions of globalisation. • Factors in globalisation. • Form and nature of interdependence in the world. • Issues associated with interdependence. • International trade and investment associated with globalisation. • Trading relationships and patterns and the differential access to markets. • The nature and role of transnational corporations. • World trade in at least one food commodity or one manufacturing product. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on short structured question and interpretation and analysis of data.</p>	<p>HALF TERM 2: GLOBAL SYSTEMS AND GOVERNANCE</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The concept of the 'global commons. • Antarctica as a global common. • Threats to Antarctica arising from climate change, fishing and whaling, the search for mineral resources and tourism and scientific research. • A critical appraisal of the developing governance of Antarctica. • The role of NGOs in monitoring threats. • How to analyse and assess the geographical consequences of global governance. • A critique of globalisation as a concept. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on extended writing to analyse the consequence of global governance.</p>	<p>HALF TERM 3: CHANGING PLACE</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The concept of place and the importance of place in human life and experience. • Insider and outsider perspectives on place. • Categories of place; near and far, experienced and media. • Factors contributing to the character of places. • Endogenous and Exogenous factors. • Local place study to show the relationship and connections between meaning and representation that affect continuity and change in the nature of places and our understanding of place. • The impact of relationships and connections on people and place. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on application of local knowledge to demonstrate a sense of place.</p>
<p>HALF TERM 4: CHANGING PLACE</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The importance of the meanings and representations attached to places by people. • A local place study exploring the developing character of a place. • A contrasting place study exploring the developing character of a distant place. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on extended written answers to demonstrate critical awareness of the character of places near and far.</p>	<p>HALF TERM 5: GEOGRAPHY FIELDWORK INVESTIGATION</p> <p>STUDENTS MUST KNOW: An independent investigation incorporating primary and secondary data collection to investigate research questions, that demonstrate the ability to analyse and evaluate data using knowledge, skills and understanding in order to draw substantiated conclusions.</p> <p>HOW THIS WILL BE ASSESSED: Students are expected to submit a written report which is 3,000–4,000 words in length which demonstrates an understanding of maps, and a range of investigative and problem solving skills.</p>	<p>HALF TERM 6: GEOGRAPHY FIELDWORK INVESTIGATION</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to formulate a research question. • How to research relevant literature sources. • How to Incorporate the observation and recording of field data. • How to interrogate and critically examine field data and contextualise, analyse and summarise findings. • How to present field results clearly, logically and coherently using a range of presentation methods. • How to evaluate and reflect on the investigation <p>HOW THIS WILL BE ASSESSED: A written report demonstrating presentation and analysis of fieldwork data.</p>

Embedding this knowledge can be supported at home by visiting and research local places to analyse how they have changed over time and engaging in wider reading to deepen knowledge of issues surrounding geopolitics by reading books such as Prisoners of Geography by Tim Marshall.



The curriculum for this stage of students' education has been designed to open the door to the dynamic world in which they live and prepare students for the role of global citizen. Students learn to appreciate how places and landscapes are formed and how people and environments interact. The curriculum builds on student's own experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives. It introduces them to distinctive investigative tools such as maps, fieldwork and the use of digital communication technologies. The curriculum opens students' eyes to the beauty and wonder around them and acts as a source of inspiration and creativity.

<p>HALF TERM 1: WATER AND CARBON CYCLES STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Systems concepts and their application to the water and carbon cycles. • Global distribution and size of major stores of water and processes driving change in the magnitude of these stores over time. • Drainage basins as open systems. • Flood hydrograph. • Changes in the water cycle over time. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on short structured data response questions.</p>	<p>HALF TERM 2: WATER AND CARBON CYCLES STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Global distribution, and size of major stores of carbon and the factors driving change in the magnitude of these stores over time. • Changes in the carbon cycle over time, including natural variation and human impact. • The carbon budget. • The key role of the carbon and water stores and cycles in supporting life on Earth. • Human interventions in the carbon cycle. • Case study of a tropical rainforest. • Case study of a river catchment at a local scale. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on extended responses applying case study knowledge.</p>	<p>HALF TERM 3: COASTAL SYSTEMS AND LANDSCAPES STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Systems concepts and their application to the coastal landscape. • Sources of energy in coastal environments. • Sediment sources, cells and budgets. • Geomorphological processes: weathering, mass movement, erosion, transportation and deposition. • Coastal processes. • Origin and development of landforms and landscapes of coastal erosion and deposition. • Estuarine environments and associated landscapes. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on photograph interpretation and application of geographical processes in short structured questions.</p>
<p>HALF TERM 4: COASTAL SYSTEMS AND LANDSCAPES STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Eustatic, isostatic and tectonic sea level change. • Recent and predicted climatic change and potential impact on emergent and submergent coasts. • The relationship between process, time, landforms and landscapes in coastal settings. • Human intervention in coastal landscapes. • Sustainable approaches to coastal flood risk and coastal erosion management. • Case study of coastal environment at a local scale. • Case study of a contrasting coastal landscape beyond the UK. <p>HOW THIS WILL BE ASSESSED: A formal assessment of Advanced level knowledge Paper 1 with a focus on extended written answers to demonstrate critical awareness of coastal management techniques.</p>	<p>HALF TERM 5: GEOGRAPHY FIELDWORK INVESTIGATION STUDENTS MUST KNOW: An independent investigation incorporating primary and secondary data collection to investigate research questions, that demonstrate the ability to analyse and evaluate data using knowledge, skills and understanding in order to draw substantiated conclusions.</p> <p>HOW THIS WILL BE ASSESSED: Students are expected to submit a written report which is 3,000–4,000 words in length which demonstrates an understanding of maps, and a range of investigative and problem-solving skills.</p>	<p>HALF TERM 6: GEOGRAPHY FIELDWORK INVESTIGATION STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to formulate a research question. • How to research relevant literature sources. • How to Incorporate the observation and recording of field data. • How to interrogate and critically examine field data and contextualise, analyse and summarise findings. • How to present field results clearly, logically and coherently using a range of presentation methods. • How to evaluate and reflect on the investigation. <p>HOW THIS WILL BE ASSESSED: A written report demonstrating presentation and analysis of fieldwork data.</p>

Embedding this knowledge can be supported at home by using online geography blogs such as timeforgeography.co.uk or reading about the latest geography research on www.rgs.org/geography/ and wider reading of books such as "The cure for catastrophe" by Robert Muir-Wood will deepen understanding of the issues surrounding managing natural hazards.