

Year 12: Our curriculum intent is: To deliver teaching units that inspire curiosity, ensure clarity of understanding and celebrate diversity. Additionally, it develops students' understanding of physical and human geography from a local through to a global scale. They develop practical fieldwork skills as they explore and think critically about the interactions between people and the environment and the issues arising worldwide.

Term	Autumn Term 1 & 2 Spring Term 1 & 2	Autumn Term 1 & 2 Spring Term 1 & 2	Summer 1 & 2	Summer 1 & 2
Topic	Hazardous World – Physical Geography Changing Spaces, making Places - Human	Physical – Coasts Human Rights - Human	Human – Migration Physical – Hazardous world continued then Earth's life support systems – Water cycle	Independent Investigation
Subject Specific Skills	Hazards - Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations Places - Starting from the local place in which learners live and moving outwards to the regional, national and global scale in order to understand the interconnections and dynamics of place. Investigating how shifting flows of people, money and resources are shaping places, whilst economic changes are contributing to a landscape of haves and have nots. - appreciate how qualitative approaches actively create particular place representations, analysing the impacts of different media on place meanings and perceptions, the use of geospatial data to present place characteristics, how quantitative data is used to present place characteristics	Coasts - An understanding of Earth surface processes, together with their associated transfers of energy and movements of materials underpins the landscape systems topic. observation skills, measurement and geo-spatial mapping skills, data manipulation and statistical skills applied to field measurements, sediment budget calculations, mass balance calculations. Human Rights - Understanding of what is meant by human rights and understanding the terms of norms, intervention and geopolitics and how they are fundamental in appreciating that human rights are complex issues.	Migration - In this topic, students explore the dynamic, interconnected flows of people across the globe in the 21st century. students will analyse why people move—shifting from the traditional economic push-and-pull factors to more complex drivers like Globalisation, political conflict, and climate change. This topic contrasts the experiences of diverse migrant groups, including economic workers, refugees, and asylum seekers, while evaluating how this movement creates both opportunities and challenges in a range of countries. Students will assess how migration can stimulate economic development and stability through remittances, while also navigating the complexities of social inequalities, political friction, and border control. Earth's life support systems - The importance of water in supporting life on the planet, the uses of water for humans, flora and fauna. Learners will use a range of skills including climate graphs, simple mass balance, rates of flow, unit conversions and analysis and presentation of field data.	An independent investigation which provides learners with the opportunity to develop a wide range of skills and abilities which are applicable not only to study in Higher Education but also within the world of work and life, which, amongst others, include: the structure and enquiry process, extended writing, innovation in investigating and presenting data, self-directed study, research techniques • making synoptic links between the real world, geographical theory, the learners own research and the specification
Links	KS3. Dynamic landscapes, migration, globalisation KS4. Coasts and Ecosystems, Global connections	KS3. Superpowers, migration, globalisation KS4. Global connections	KS3. Migration, Superpowers, globalisation, water KS4. Global issues, Resource Management	Can be connected to anything previously learnt as learner's own choice.
Cross-curricular Skills	Critical Thinking, interpreting & understanding different views (Sociology/RS) Distinguishing between facts, opinions and value judgements (Sociology/Psychology/RS/English) Identifying and evaluating trends & patterns using evidence. Use of statistical data, manipulation of quantitative data (Maths/Sociology/Psychology/RS) Using evidence to support arguments and judgments (Sociology/Psychology/RS/English/Media) Developing communication skills through the analysis & evaluation of issues & events (Sociology/Psychology/RS/English/Media)			
Post 16 and beyond: Through the study of Geography, students have to handle a wealth of material, select only the relevant, analyse it critically and then communicate it coherently and with clarity. These are key skills for any type of degree level study. In particularly, Geography students enter careers in economics, business, education, politics and current affairs.				

Year 13: Our curriculum intent is: To deliver teaching units that inspire curiosity, ensure clarity of understanding and celebrate diversity. In applying their learning students will develop their communication skills and there will also be opportunities for students to widen their cultural capital through in class & extra-curricular enrichment			
Term	Autumn Term 1 & 2	Spring Term 1 & 2	Summer Term 1
Topic	Independent Investigation Exploring Oceans	Earth's Life Support Systems	Revision and Skills
Subject Specific Skills	Independent Investigation - An independent investigation which provides learners with the opportunity to develop a wide range of skills and abilities which are applicable not only to study in Higher Education but also within the world of work and life, which, amongst others, include: the structure and enquiry process, extended writing, innovation in investigating and presenting data, self-directed study, research techniques, making synoptic links between the real world, geographical theory, the learners own research and the specification Exploring Oceans - Explore the physical characteristics of relief, salinity, temperature and currents, which influence upon the life supported in oceans. Critically evaluate the impact and long-term consequence of using oceans valuable resources for a growing population. The governance of oceans is complex and sometimes contested making the management of these precious resource filled environments challenging. Evidence of climate change and the threat to oceans is becoming increasingly apparent and for those who live in island communities or low-lying coastlines, this requires an international effort to combat these threats. Further debated is the use of oceans as global gateways for trade and the movement of people; this can provide both opportunities and challenges at national and international scales.	Earth's Life Support Systems - explore how important water and carbon are to life on earth through their cycling, stores and processes. The influence of human activity is explored through the tropical rainforest and arctic tundra. Physical changes in these cycles occur over time at a range of scales as well as global management strategies to protect these cycles.	Revision & Skills – Students revise with a focus on the key skills for each exam paper. Paper 1 – Physical Systems – how landforms developed within coastal landscape and the influences of both climate and human activity on natural systems. Paper 2 – Human Interactions – explain the relationships and connections between people, the economy, and society and how these contribute to creating places. Examine the processes and flows that occur at a global level, and the ways in which these influence people, places and institutions. Paper 3 – Geographical Debates - gaining an understanding of the issues of Hazardous Earth and Oceans and reflecting critically on them.
Links	KS5 – Independent Investigation is based one choice of topic from those studied including: Earth's Life Support systems, Coastal Landscapes, Human Rights, Trade, Changing Spaces Making Places, Hazardous Earth or Oceans. KS4. UK Physical Landscapes – Coasts -Natural Hazards – Climate Change causes & Impacts	KS5 – Coastal Landscapes and Global Governance of Trade KS4 - UK Physical Landscapes – Rivers & water cycle systems Living World – Ecosystems & Biomes – Rainforests and Tundra	KS5 - Revision of Topics Studied: Earth's Life Support systems, Coastal Landscapes, Human Rights, Trade, Changing Spaces Making Places, Hazardous Earth or Oceans.
Cross-curricular Skills	Critical Thinking, interpreting & understanding different views (Sociology/RS) Distinguishing between facts, opinions and value judgements (Sociology/Psychology/RS/English) Identifying and evaluating trends & patterns using evidence (Maths/Sociology/Psychology/RS) Using evidence to support arguments and judgments (Sociology/Psychology/RS/English/Media) Developing communication skills through the analysis & evaluation of issues & events (Sociology/Psychology/RS/English/Media)		
Post 16 and beyond: Post 16 and beyond: Through the study of Geography, students have to handle a wealth of material, select only the relevant, analyse it critically and then communicate it coherently and with clarity. These are key skills for any type of degree level study. In particularly, Geography students enter careers in economics, business, education, politics and current affairs.			

