

# Roundwood Park School



## KS5 Geography (Edexcel)

The aims and objectives of A-level Geography are to enable students to:

- engage critically with **real world issues** and **places**, apply **their own geographical knowledge, understanding** and **skills** to make sense of the world around them, and to help prepare them to succeed in their chosen pathway.
- engage with **contemporary issues-based approach** to studying geography, enabling students to **explore** and **evaluate contemporary geographical questions** and issues such as the **consequences of globalisation, responses to hazards, water insecurity** and **climate change**.
- to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become **critical, reflective** and **independent learners**.
- develop their confidence in **geographical skills** and **fieldwork**. The content is framed by enquiry questions that encourage an **investigative** and **evaluative** approach to learning.
- have a **holistic understanding of geography** whereby students are encouraged to **make links** between different **geographical themes, ideas** and **concepts** through synoptic themes embedded in the compulsory content.

In A-Level geography, the order curriculum is taught in has been carefully considered to build on content and understanding developed at KS4, avoiding unnecessary repetition whilst also ensuring that students new to the subject are appropriately supported. The course consists of four equally-weighted content areas of study, offering both compulsory and optional content, assessed through three external assessments and one piece of coursework that is undertaken at the end of the summer term after students have studied regeneration and coasts. This gives the students background knowledge of the two areas of study and provides a theoretical understanding of their coursework.

### Assessment objectives:

**AO1:** Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (34 %).

**AO2:** Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (40 %).

**AO3:** Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions (26%).

Year / term	Unit of work: Teacher A	Unit of work: Teacher B	Assessment
Year 12 Autumn Term	<p><b>Area of study 1: Dynamic Landscapes</b></p> <p><b>Topic 1: Tectonic Processes and Hazards</b></p> <ul style="list-style-type: none"> <li>Enquiry question 1: Why are some locations more at risk from tectonic hazards?</li> <li>Enquiry question 2: Why do some tectonic hazards develop into disasters?</li> <li>Enquiry question 3: How successful is the management of tectonic hazards and disasters?</li> </ul> <p><b>Topic 2: Landscape Systems, Processes and Change</b></p> <p><b>Option 2B: Coastal Landscapes and Change</b></p> <ul style="list-style-type: none"> <li>Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?</li> <li>Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?</li> </ul>	<p><b>Area of study 2: Dynamic Places</b></p> <p><b>Topic 3: Globalisation</b></p> <ul style="list-style-type: none"> <li>Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?</li> <li>Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</li> <li>Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</li> </ul> <p><b>Topic 4: Shaping Places</b></p> <p><b>Option 4A: Regenerating Places</b></p> <ul style="list-style-type: none"> <li>Enquiry question 1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place</li> <li>Enquiry question 2: Why might regeneration be needed?</li> </ul>	<p>Weekly/fortnightly exam practice – 12 mark ‘Assess Questions’ A01 + A02</p> <p>End of unit Tectonic Processes and Hazards test End of unit Globalisation test</p>
Super Curricular	<p><b>Read:</b> ‘Richter 10’ by Arthur C. Clark and Mike McQuay (1996); ‘The day the island exploded’ by Alexandra Pratt (2009); ‘Volcano’ by James Hamilton.</p> <p><b>Watch:</b> <i>Pompeii</i> (2014); <i>San Andreas</i> (2015); <i>The Impossible</i> (2012)</p> <p><b>Research:</b> What makes some locations at greater risk from tectonics than others? Tsunamis: <a href="http://www.earthsci.org/education/teacher/basicgeol/tsumami/tsunami.html">http://www.earthsci.org/education/teacher/basicgeol/tsumami/tsunami.html</a> Natural hazards: <a href="https://www2.usgs.gov/natural_hazards/">https://www2.usgs.gov/natural_hazards/</a> Resilience and disasters: <a href="https://www.newsecuritybeat.org/2014/02/bouncing-forward-resilience-important-definition/">https://www.newsecuritybeat.org/2014/02/bouncing-forward-resilience-important-definition/</a></p>	<p><b>Read:</b> ‘No logo’ By Naomi Klein (1999); ‘Fugitive Denim’ By Rachel Louise Snyder (2008) ‘Globalisation and the environment: Capitalism, Ecology and Power’ By Peter Newell (2012)</p> <p><b>Watch:</b> <i>The way home</i> (2002); <i>Capitalism: A love story</i> (2009); <i>Bombay calling</i> (2006)</p> <p><b>Research:</b> What have been the main drivers and players leading to the expansion of the globalised world? The third revolution: <a href="https://www.economist.com/leaders/2012/04/21/the-third-industrial-revolution">https://www.economist.com/leaders/2012/04/21/the-third-industrial-revolution</a> Containers: <a href="https://www.economist.com/finance-and-economics/2013/05/18/the-humble-hero">https://www.economist.com/finance-and-economics/2013/05/18/the-humble-hero</a> Global cities: <a href="https://www.atkearney.com/global-cities/">https://www.atkearney.com/global-cities/</a></p>	

Year / term	Unit of work: Teacher A	Unit of work: Teacher B
Year 12 Spring Term	<b>Topic 2: Landscape Systems, Processes and Change</b> <b>Option 2B: Coastal Landscapes and Change</b> <ul style="list-style-type: none"> <li>Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</li> <li>Enquiry question 2: How can coastlines be managed to meet the needs of all players?</li> <li>Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</li> <li>Enquiry question 4: How can coastlines be managed to meet the needs of all players?</li> </ul>	<b>Topic 4: Shaping Places</b> <b>Option 4A: Regenerating Places</b> <ul style="list-style-type: none"> <li>Enquiry question 3: How is regeneration managed?</li> <li>Enquiry question 4: How successful is regeneration?</li> </ul>
Super Curricular	<p><b>Read:</b> <i>'Coast: the journey continues'</i> By Christopher Somerville (2006); <i>'The Beach book: Science of the shore'</i> by Carl Hobbs (2012); <i>'Coastal flooding impacts and adaptation measures for Bangladesh'</i> By Saquib Ahmed Khan and Ali Hossain (2012)</p> <p><b>Watch:</b> <i>Global Flooding over the next 100 years</i> by National Geographic Flood (2007); <i>Extreme Engineering: Venice Flood Gates</i> (2004)</p> <p><b>Research:</b> How far does geology and lithology help to create unique coastal landscapes? The British Geographer:  <a href="http://thebritishgeographer.weebly.com/coastal-environments.html">http://thebritishgeographer.weebly.com/coastal-environments.html</a>  Yorkshire coast: <a href="http://www.rrojasdatabank.info/statewc08093.3.pdf">http://www.rrojasdatabank.info/statewc08093.3.pdf</a>  Shoreline management plans:  <a href="https://www.gov.uk/government/publications/shoreline-management-plans-smmps/shoreline-management-plans-smmps">https://www.gov.uk/government/publications/shoreline-management-plans-smmps/shoreline-management-plans-smmps</a></p>	<p><b>Read:</b> <i>'Remaking London: Decline and regeneration in urban culture'</i> By Ben Campkin (2013); <i>'London'</i> By Edward Rutherford (1997); <i>'City rebranding: Theory and Cases'</i> By Keith Dinnie (2010)</p> <p><b>Watch:</b> <i>The war to live in London: Regeneration Game (2015); My Brooklyn (2015)</i></p> <p><b>Research:</b> How far do the processes of regeneration need to be different in rural compared to urban areas? Rural depopulation:  <a href="https://www.fdic.gov/bank/analytical/quarterly/2014-vol8-2/article2.pdf">https://www.fdic.gov/bank/analytical/quarterly/2014-vol8-2/article2.pdf</a> Leisure led regeneration:  <a href="http://www.belfastcity.gov.uk/leisure/transformingleisure/olympiaregeneration.aspx">http://www.belfastcity.gov.uk/leisure/transformingleisure/olympiaregeneration.aspx</a>  Rural rebranding NI:  <a href="https://discovernorthernireland.com/things-to-do/attractions/game-of-thrones/game-of-thrones/">https://discovernorthernireland.com/things-to-do/attractions/game-of-thrones/game-of-thrones/</a></p>

Year / term	Unit of work: Teacher A	Unit of work: Teacher B
Year 12 Summer Term	<b>Coursework: Independent Investigation (NEA Fieldwork prep and trip)</b> <p>The purpose of this coursework is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.</p>	
Year 12 Summer Term	<b>Area of study 3: Physical Systems and Sustainability</b> <b>Topic 5: The Water Cycle and Water Insecurity</b> <ul style="list-style-type: none"> <li>Enquiry question 1: What are the processes operating within the hydrological cycle from global to local scale?</li> </ul>	<b>Area of study 4: Human Systems and Geopolitics</b> <b>Topic 7: Superpowers</b> <ul style="list-style-type: none"> <li>Enquiry question 1: What are superpowers and how have they changed over time?</li> </ul>

<b>Super Curricular</b>	<p><b>Read:</b> 'Flood' By Richard Doyle (2002), 'The Grapes of Wrath' By John Steinbeck; 'The water wars' By Cameron Stracher (2011)</p> <p><b>Watch:</b> Flood (2007), More than a river (2005), Blue Gold: World Water Wars (2008), Stacey Dooley Investigates Fashion's Dirty Secrets (2018)</p>	<p><b>Read:</b> 'Superpower: Three choices for America's role in the world' By Ian Bremmer (2015), 'China Inc.' By Ted C. Fisherman (2006), 'Tinker Tailor Soldier Spy' By John Le Carre, 'Prisoners of Geography' Tim Marshall</p> <p><b>Watch</b> The New Rulers of the World (2001), Superpower (2008), Deutschland 83 (2016)</p>

Year / term	Unit of work: Teacher A	Unit of work: Teacher B
<b>Year 13 Autumn Term</b>	<p align="center"><b>Coursework: Independent Investigation (NEA write-up)</b></p> <p>From September to October half term, you will have your lesson time to write-up your NEA</p>	
	<p><b>Area of study 3: Physical Systems and Sustainability</b>  <b>Topic 5: The Water Cycle and Water Insecurity</b></p> <ul style="list-style-type: none"> <li>Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?</li> <li>Enquiry question 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?</li> </ul>	<p><b>Area of study 4: Human Systems and Geopolitics</b>  <b>Topic 7: Superpowers</b></p> <ul style="list-style-type: none"> <li>Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?</li> <li>Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?</li> </ul>
<b>Super Curricular</b>	<p><b>Research:</b> Research how and why different people have different attitudes towards water supply. Drainage basin: <a href="http://www.physicalgeography.net/fundamentals/10aa.html">http://www.physicalgeography.net/fundamentals/10aa.html</a></p> <p>Soil erosion: <a href="https://www.worldwildlife.org/threats/soil-erosion-and-degradation#">https://www.worldwildlife.org/threats/soil-erosion-and-degradation#</a></p>	<p><b>Research:</b> What are the superpowers and how have they changed over time?</p> <p>Measures of power and development: <a href="http://news.bbc.co.uk/1/hi/country_profiles/default.stm">http://news.bbc.co.uk/1/hi/country_profiles/default.stm</a></p> <p>Economic centre of gravity: <a href="https://www.businessinsider.com/economic-center-of-gravity-map-2013-11?IR=T">https://www.businessinsider.com/economic-center-of-gravity-map-2013-11?IR=T</a></p>

Year / term	Unit of work: Teacher A	Unit of work: Teacher B
<b>Year 13 Spring Term</b>	<p><b>Area of study 3: Physical Systems and Sustainability</b>  <b>Topic 6: The Carbon Cycle and Energy Security</b></p> <ul style="list-style-type: none"> <li>Enquiry question 1: How does the carbon cycle operate to maintain planetary health?</li> <li>Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?</li> <li>Enquiry question 3: How are the carbon and water cycles linked to the global climate system?</li> </ul>	<p><b>Topic 8: Global Development and Connections</b>  <b>Option 8B: Migration, Identity and Sovereignty</b></p> <ul style="list-style-type: none"> <li>Enquiry question 1: What are the impacts of globalisation on international migration?</li> <li>Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?</li> <li>Enquiry question 3: What are the impacts of global organisations on managing global?</li> </ul>

<b>Super Curricular</b>	<p><b>Read:</b> <i>'The Quest: Energy, security and the remaking of the Modern World'</i> By Daniel Yergin (2011), <i>'Powerdown: Options and actions for a post carbon world'</i> By Richard Heinberg (2004), <i>'Energy security: Economics, politics, strategies and implications'</i> By Carlos Pascual and Jonathan Elkind (2009)</p> <p><b>Watch:</b> <i>Switch</i> (2012), <i>Syriana</i> (2005), <i>There will be blood</i> (2007), <i>Bitter Lake</i> (2015)</p> <p><b>Research:</b> How does the carbon cycle operate to maintain planetary health? Fossil fuel extraction: <a href="http://theconversation.com/leave-it-in-the-ground-how-fossil-fuel-extraction-affects-biodiversity-19484">http://theconversation.com/leave-it-in-the-ground-how-fossil-fuel-extraction-affects-biodiversity-19484</a> UK energy mix: <a href="https://www.theguardian.com/sustainable-business/uk-future-energy-mix">https://www.theguardian.com/sustainable-business/uk-future-energy-mix</a></p>	<p><b>Read:</b> <i>'Zebra Crossing'</i> By Meg Vandermerwe (2013) <i>'Sovereignty: An evolution of an idea'</i> By Robert Jackson (2007) <i>'The no-nonsense Guide to international migration'</i> By Peter Stalker (2008)</p> <p><b>Watch:</b> <i>Goal!</i> (2005), <i>Terraferma</i> (2011), <i>Winter on fire: Ukraine's fight for freedom</i> (2015)</p> <p><b>Research:</b> What are the impacts of globalisation on international migration?</p> <p><b>National identity:</b> TNC's and corrupt governments: <a href="https://www.theguardian.com/world/2009/jun/08/nigeria-usa">https://www.theguardian.com/world/2009/jun/08/nigeria-usa</a></p>
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