

## Year 13 Geography

Although topics at GCSE are linked together, it is A Level when students need to be able to see the bigger picture and how geography is a complex web of processes at a range of scales from global to local and ultimately, personal. A range of typical physical and human topics are taught following the specifications detailed by EDEXCEL, but at a much greater depth allowing students to appreciate complexity. The topics normally follow a set formula of geographical theorem linked to real-life case study examples where students evaluate causes, impacts and responses.

Learned ideas utilise the EDEXCEL assessment objectives:

AO1 = key geographical idea

AO2 = development of the geographical idea (often linked to the command word of the question)

AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example

AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis.

Lessons are updated year-on-year to match updates and developments that occur in geographical understanding across the globe. Students build knowledge through a combination of teacher and student led learning, which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic and article analysis, presentational work and a wide variety of media (e.g. academic poster work, verbal presentations and group discussion). We continually build on knowledge and understanding from KS3 and KS4 not only through similar topics but using the concepts we have studied and applying them to new case studies and examples. We constantly link the lessons to past content through Brain in Gear activities as well as through enquiry and discussion.

Year 13 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p><b>Water and water security</b></p> <p>- The next wars won't be fought over oil, but water. There is enough water on planet earth for all of humanity but is not distributed evenly. This topic firstly looks at the processes at work in the hydrological cycle and then shifts to look at the experiences of different countries. Can we have a sustainable water future?</p>	<p><b>Migration , Identity and Sovereignty</b></p> <p>- How do countries form and come about and what is it to be a citizen of those countries? We study the development of countries over time and how history, government policy, society and migration help form their identity. We then consider how much sovereignty (power to make your own choices) countries have in an increasingly globalised world. There are strong links here to Globalisation from year 1.</p> <p><b>Superpowers</b></p> <p>In this topic area we look at how Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant</p>		<p><b>Preparation for the Unit 3 Synoptic Exam</b></p> <p>- The synoptic exam is similar to Unit 3 at GCSE. Your skills to analyse information and adapt what you have learnt in Geography so far in unfamiliar circumstances will be tested in this exam.</p> <p>We look at a past Unit 3 exam paper, dissecting and analysing the information it</p>	<p><b>REVISION/EXAMS</b></p> <p>We spend as much of this term as we can revisiting topic content through a range of resources, but focused around planning and answering exam questions to further develop our technique.</p>	<p><b>EXAMS</b></p>

	<p><b>Carbon and energy security</b></p> <p>In this topic we look at why a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and changes to stores of carbon and carbon fluxes are a result of physical and human responses. Reliance on fossil fuels has changed carbon stores and contributed to climate change. Can we have a sustainable energy future?</p>	<p>impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.</p>	<p>contains then planning and writing answers to exam questions.</p>		
<p><b>Assessment</b></p>	<p>Through exam questions carried out in lesson and for independent work. Through class discussion and debate as well as group and individual presentations. This content is assessed formally in our Year 2 February mock exams.</p>	<p>Through exam questions carried out in lesson and for independent work. Through class discussion and debate as well as group and individual presentations.</p>	<p>We carry out a mock exam in lessons and give feedback.</p>		

## Independent Work

Independent work is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types set in geography such as: - Reading a provided article for a case study (to be studied in the following lessons). - Revising for an upcoming assessment using specifically designed revision sheets.

Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know.

Independent work should not always be viewed as tasks set by the teacher, reading and researching around the topics will develop a wider understanding that will help you to answer questions with confidence and in detail in the exam