

# Geography Year 13 Curriculum Overview



## What is the Year 13 Geography curriculum aiming to achieve?

What do we want our Year 13 Geographers to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ol style="list-style-type: none"> <li>1. Be enquiring and ask questions about the world they live in.</li> <li>2. Become 21st Century Geographers.</li> <li>3. Understand how physical and human processes lead to change.</li> <li>4. Develop A-Level exam approach skills.</li> <li>5. Develop further Geographical &amp; I.T. Skills.</li> <li>6. Understand how concepts covered in GCSE specification will link to their lives.</li> </ol>	<p>Curriculum planning at KS3 and KS4 establishes and builds on the full range of threshold concepts that we have identified within Geography. Throughout their A-Level students will build on these ideas, and come across fewer brand new concepts, as they have been established earlier on. This progression of learning seeks to minimise misconceptions and aid progression.</p>	<p>Discuss lesson content at home and engage with issues/concepts that are being covered in school. Spend an hour at home recapping work and lesson themes for every hour covered in the classroom. Complete additional exam questions and optional lesson tasks whilst at home to boost understanding. Read around the topics.</p>

## How are we organising the Year 13 Geography curriculum?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b> Human Physical Skills	Global Systems & Governance Water & Carbon Cycles NEA Development	Global Systems & Governance Water & Carbon Cycles NEA Development	Global Systems & Governance Water & Carbon Cycles NEA Development	Revision, Exam Skills Revision, Exam Skills NEA Completion	Revision, Exam Skills Revision, Exam Skills	Exam Leave
Threshold Concepts	Due to the vast amount of curriculum content and 9 hours of contact time per fortnight, as well as Period 10 work and homework tasks, the full range of threshold concepts are covered to an extent across the year and within each individual topic.					
Skills	Throughout the year students will complete a range of skills. This will range from data collection and fieldwork skills, building towards their independent NEA investigation, to presentation and analysis skills needed in both their NEA and AO3 exam questions. Skills are embedded into lessons and built upon in fortnightly skills sessions. These skills are dictated by the AQA specification.					
Enrichment within the curriculum	At A-Level there is one fieldtrip, which is typically a 3-4 day visit to Dorset at the start of the first summer term. Here students practice a range of human and physical data collection techniques, which link closely to the theory they have studied within the classroom. Evenings on this visit are dedicated to developing plans for students' own NEA investigation, which makes up 20% of their overall A-Level grade. These are supported by the skills sessions at the end of Year 12 and throughout Year 13.					
Cross curricular links	<b>English</b> – A-Level writing approach and skills. Using PETAL to develop arguments. <b>Maths</b> – Regular use of graphs, statistics and analysis tools to interpret information. <b>Religious Studies/History</b> - Links to other cultures and their development. <b>Science</b> – A range of physical processes and their impact on our planet.					
Extra-curricular opportunities	We aim to encourage their love for the subject beyond the classroom and provide a range of optional tasks and avenues of exploration for students to develop their understandings. We aim to offer an international visit each year to locations where theory can be observed, such as Iceland. Revision and exam skills sessions are offered later in the year.					

## What are the intended outcomes of the Year 13 Geography curriculum?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	PETAL Exam Writing Skills, Skills Question Practice, Topic Assessment, Period 10 work.	PETAL Exam Writing Skills, Skills Question Practice, Topic Assessment, Period 10 work, PPE exam.	PETAL Exam Writing Skills, Skills Question Practice, Topic Assessment, Period 10 work.	PETAL Exam Writing Skills, Skills Question Practice, Topic Assessment, Period 10 work.	PETAL Exam Writing Skills, Skills Question Practice, Topic Assessment, Period 10 work.	A-Level Exams
Impact on personal development (SMSC)	The A-Level curriculum allows students to look deeper in to alternative ways of life around the world than before, and contrast this heavily with their own. One core example of this during Year 12 is the 'Global Systems and Governance' unit, contrasting in a greater depth the themes of globalisation and global powers that were established in KS3 and KS4 units, and building understandings of the impacts on themselves and other cultures around the world.					
Preparation for the next	Lesson content, planning and delivery seek to enable students to achieve well in their A-Level, through further development of skills such as analysis and essay writing, which are not only useful in Geography but also the Sciences, English, History and Psychology. Independent skills in out of classroom work and independent investigation development are both critical for those students looking to move on to higher education. Lesson					

stage of education	themes try to build in and discuss where Geography could take students in the future, and the types of jobs that they could work towards.
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