

## KS5 Curriculum Plan 20224-25

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| <b>Year 12 Human Geography Paper 2</b> | <b>TOPIC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Paper 2 Contemporary Urban Environments Urbanisation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                                                                                                                                                                                                                                                                                                                                                                      | <b>Paper 2 Changing Places</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. emergence of megacities and world cities. Economic, social, technological, political and demographic processes Urban change: deindustrialisation, decentralisation, rise of service economy. Urban policy and regeneration in Britain since 1979. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.</p> <p>New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution.</p> <p>Pollution reduction policies. Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs.</p>                                                                                                                       |     |                                                                                                                                                                                                                                                                                                                                                                      | <p>What is place?<br/>Sense of place<br/>Perception of place.<br/>Insiders and Outsiders<br/>Categories of place<br/>Shaping the character of places<br/>Endogenous factors<br/>Exogenous factors<br/>Place Identity<br/>Losing place identity and placelessness<br/>Representation of place<br/>Lived experience of place<br/>Forces of change: Relationships and Connections<br/>External forces of change<br/>Conflicts resulting from change<br/>Relationships and Connections: Place Making<br/>Aiming to change place meaning<br/>Rebranding<br/>Regeneration</p> |     |
|                                        | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>During their A-level course students should:</b><br/>understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'<br/>collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types<br/>undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data<br/>communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</p> <p>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30 – 40 %).<br/>AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30 – 40 %).<br/>AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:</p> <ul style="list-style-type: none"> <li>investigate geographical questions and issues</li> <li>interpret, analyse and evaluate data and evidence</li> <li>construct arguments and draw conclusions (20 – 30 %).</li> </ul> |     |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
| <b>Key Vocab</b>                       | <p>Urban morphology, BRIC Brownfield site Burgess model CBD Comparison Goods/Services: Convenience Goods/Services Cultural diversity Cycle of Deprivation Deindustrialisation Deprivation Economic migrant Edge cities Ethnic segregation Function Green belt High-order goods/services HIC Hoyt Model LIC Low-order Goods/Services MINT Multiplier effect NIC NIMBYism Population density Quality of Life Redevelopment Shanty Town Slum Social segregation Squatter settlements Sustainable cities. Under employment Urbanisation Urban sprawl Well being World city</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     | <p>Location, Locale , Place .Perception of place , Placemaking , Sense of place , Localism , Regionalism , Nationalism<br/>Clone Town , Homogenised , Glocalisation , Belonging<br/>Transition Town movement , NIMBY<br/>Insider , Positionality , Experienced places , Character , Agents of change<br/>Endogenous factors , Exogenous factors , Infrastructure</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |

Year 12 Physical Paper 1

|                  | LP1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | LP2 | LP3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LP4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LP5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>TOPIC</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Knowledge</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     | <p>Nature and form of different natural hazards.</p> <p>Classification of natural hazards.</p> <p>Factors affecting hazard perception.</p> <p>Impacts of hazards and human responses (Park Model, Hazard Management Cycle).</p> <p>Earth's structure and its internal energy source.</p> <p>Plate tectonic theory.</p> <p>Processes and landforms at different types of plate boundaries.</p> <p>Magma plumes.</p> <p>Distribution of volcanic activity.</p> <p>Magnitude, frequency regularity and predictability of volcanic activity.</p> <p>Impacts of volcanic activity (primary/secondary) (environmental, social, economic, political)</p> <p>Responses to volcanic activity (short term, long term)</p> <p>Managing the risk of volcanic activity.</p> <p>Recent example of volcanic activity (impacts/responses)</p> <p>Different forms of seismic hazards.</p> <p>Global distribution of seismic hazards.</p> <p>Magnitude, frequency, regularity and predictability of earthquakes</p> | <p>Two recent tropical storm events (HIC, LIC) – impacts and responses.</p> <p>Nature and characteristics of wildfires.</p> <p>Causes of wildfires (human and natural)</p> <p>Impacts of wildfires (primary, secondary) (environmental, social, economic, political)</p> <p>Responses to wildfires (short term, long term)</p> <p>Managing the risk of wildfires.</p> <p>Recent example of a wildfire event (impacts/responses)</p> <p>Case study of a multi-hazardous environment beyond the UK.</p> <p>Case study at a local scale of a specific place in a hazardous setting.</p> | <p>The coast as a physical system.</p> <p>Characteristics of coastal landscapes.</p> <p>Sources of energy at the coast.</p> <p>High and low energy coastlines.</p> <p>Sediment sources, cells and budgets.</p> <p>Geomorphological processes at the coastline.</p> <p>Marine processes. Landforms and landscapes of coastal erosion.</p> <p>Landforms and landscapes of coastal deposition.</p> <p>Landscape and development of estuarine mudflats and saltmarshes.</p> <p>Isostatic, eustatic and tectonic sea level change.</p> <p>Coastlines of emergence and submergence and their associated landforms.</p> <p>Impact of recent and predicted climate change on coasts.</p>                                                                                                                         |
| <b>Skills</b>    | <p><b>Students will be able to achieve the following assessment objectives:</b></p> <ul style="list-style-type: none"> <li>•AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).</li> <li>•AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).</li> <li>•AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"> <li>•investigate geographical questions and issues</li> <li>•interpret, analyse and evaluate data and evidence</li> <li>•construct arguments and draw conclusions (20–30%).</li> </ul> </li> </ul> |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Key Vocab</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Seismicity, tsunami, magnitude, frequency, focus, epicentre, mitigation, retrofitting, liquefaction, ground rupture, storm surge, preparedness, prevention, adaptation. Wildfire, El Nino, retardant, pyrophytic vegetation.</p>                                                                                                                                                                                                                                                                                                                                                  | <p>Dynamic equilibrium, inputs, outputs, flows/transfers, feedback, erosion, fetch, mass movement, weathering, backshore, foreshore, offshore, constructive waves, destructive waves, backwash, swash, wave refraction, longshore drift, tides, sediment budget, sediment cell, sub-aerial processes, hydraulic action, wave quarrying, attrition, solution, geology, concordant coastline, discordant coastline, freeze-thaw action, biological weathering, chemical weathering, mass movement, landslide, rockfall, mudflow. Headland, bay, wave-cut notch, wave-cut platform, geo, blow hole, ridges, runnels, berms, spits, tombolos, bars, barrier beaches, sand dunes, salt marshes, halophytes, eustatic change, fjord, isostatic change, raised beaches, ria, dalmatian coast, relict cliff.</p> |

|           | LP1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | LP2 | LP3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LP4 | LP5 |
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| TOPIC     | <i>Paper 2 Changing Places</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     | <i>Paper 2 Global Systems and Governance</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |     |
| Knowledge | <p style="text-align: center;">                     What is place?<br/>                     Sense of place<br/>                     Perception of place.<br/>                     Insiders and Outsiders<br/>                     Categories of place<br/>                     Shaping the character of places<br/>                     Endogenous factors<br/>                     Exogenous factors<br/>                     Place Identity<br/>                     Losing place identity and placelessness<br/>                     Representation of place<br/>                     Lived experience of place<br/>                     Forces of change: Relationships and Connections<br/>                     External forces of change<br/>                     Conflicts resulting from change<br/>                     Relationships and Connections: Place Making<br/>                     Aiming to change place meaning<br/>                     Rebranding<br/>                     Regeneration<br/>                     Corporate rebranding<br/>                     Community and local groups rebranding:<br/>                     Quantitative and Qualitative Sources Clone towns Shifting flows Relationships and connections Near place—Ellesmere Port Far place—Salford Quays Place meaning and representation Rebranding—Liverpool                 </p>                                                                                                                                                                                                                                                                                                      |     | <p style="text-align: center;">                     globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data including, those associated with and arising from fieldwork.                 </p> |     |     |
| Skills    | <p><b>During their A-level course students should:</b></p> <ul style="list-style-type: none"> <li>• understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'</li> <li>• collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types</li> <li>• undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data</li> <li>• communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</li> </ul> <p>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30 – 40 %).</p> <p>AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30 – 40 %).</p> <p>AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:</p> <ul style="list-style-type: none"> <li>• investigate geographical questions and issues</li> <li>• interpret, analyse and evaluate data and evidence</li> <li>• construct arguments and draw conclusions (20 – 30 %).</li> </ul> |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |     |
| Key Vocab | Location, Locale , Place .Perception of place , Placemaking , Sense of place , Localism , Regionalism , Nationalism<br>Clone Town , Homogenised , Glocalisation , Belonging<br>Transition Town movement , NIMBY<br>Insider , Positionality , Experienced places , Character , Agents of change<br>Endogenous factors , Exogenous factors , Infrastructure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     | GlobalisationInterdependenceTrade blocCommodityGlobal systemsTNCsHorizontal integrationDimensions of flowGlobal economyPatterns of distribution<br>Global governanceTradeGlobal CommonsVulnerabilityGlobal shiftVertical integrationGeopoliticalRemittancesPatterns of productionPatterns of consumption                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |     |

|             |                                                       | LP1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | LP2 | LP3 | LP4 | LP5 |
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| Year 13 NEA | TOPIC                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |     |     |     |
|             | Knowledge                                             | Pupils will individually chose a research question, linked to any part of the specification they are interested in to conduct an independent investigation on. The pupils will collect qualitive and quantative data - primary and secondary, they will then write up their investigation under the headings of: introduction and background to location and study area, a literature review, methodology, present their data, analyse their data, reach a conclusion linking to their original question and then evaluation the methods and results they have found.                                                                                                                                                                                                                    |     |     |     |     |
|             | Skills                                                | <p><b>Students will be able to achieve the following assessment objectives:</b></p> <ul style="list-style-type: none"> <li>•AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).</li> <li>•AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).</li> <li>•AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:               <ul style="list-style-type: none"> <li>•investigate geographical questions and issues</li> <li>•interpret, analyse and evaluate data and evidence</li> <li>•construct arguments and draw conclusions (20–30%).</li> </ul> </li> </ul> |     |     |     |     |
| Key Vocab   | The subject specific key words will be unique to each |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |     |     |     |

|                          |           | LP1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LP2 | LP3 | LP4 | LP5 |
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| Year 13 Physical Paper 1 | TOPIC     | <b>Paper 1 Water and Carbon Cycle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |     |     |     |
|                          | Knowledge | <p>Systems concepts and their applications to the water and carbon cycles inputs-outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</p> <ul style="list-style-type: none"> <li>•Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.</li> <li>•Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved.</li> <li>•Drainage basins as open systems – inputs and outputs, to include precipitation, evapotranspiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. Concept of water balance.               <ul style="list-style-type: none"> <li>•Runoff variation and the flood hydrograph.</li> </ul> </li> <li>•Changes in the water cycle over time to include natural variation (including storm events, seasonal changes) and human impact (including farming practices, land use change and water abstraction).</li> <li>•Global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere.</li> <li>•Factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, burial, compaction, carbon sequestration in oceans and sediments, weathering.</li> <li>•Changes in the carbon cycle over time, to include natural variation (including wild fires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).               <ul style="list-style-type: none"> <li>•The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.</li> <li>•The key role of the carbon and water stores and cycles in supporting life on Earth and particular reference to climate. The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</li> </ul> </li> <li>•Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.               <ul style="list-style-type: none"> <li>•Case study of a tropical rainforest setting to illustrate and analyze key themes in water and carbon cycles and their relationship to environmental change and human activity.</li> </ul> </li> <li>•Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.</li> </ul> |     |     |     |     |
|                          | Skills    | <p><b>During their A-level course students should:</b></p> <ul style="list-style-type: none"> <li>• understand the nature and use of different types of geographical information, including qualitative and quantitative data, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data and other forms of data, including crowd-sourced and 'big data'</li> <li>• collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types</li> <li>• undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data</li> <li>• communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.</li> </ul> <p>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30 – 40 %).</p> <p>AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30 – 40 %).</p> <p>AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:</p> <ul style="list-style-type: none"> <li>•• investigate geographical questions and issues</li> <li>•• interpret, analyse and evaluate data and evidence</li> <li>•• construct arguments and draw conclusions (20 – 30 %).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |     |     |     |

**Key Vocab**

- Stores/components –
- Flows/connections –
- Elements –
- Attributes –
- Relationships –
- Boundaries –
- Inputs –
- Outputs –
- Flows –
- Isolated systems –
- Closed systems –
- Open systems –
- Dynamic equilibrium –
- Positive feedback –
- Negative feedback –
- Atmosphere –
- Lithosphere –
- Hydrosphere –
- Biosphere –
- Cascading system