

KS5 Curriculum Plan 2025-26

		LP1	LP2	LP3	LP4	LP5
<b>Year 13 Physical Paper 1</b>	<b>TOPIC</b>					Public Examinations
	<b>Knowledge</b>	<p>Coastal Landscapes explores the interaction between coastal processes, landforms, and human activity within dynamic coastal systems. It examines key physical processes such as marine and sub-aerial erosion, transportation, and deposition, alongside the role of geology, waves, tides, and sediment supply in shaping distinctive coastal landscapes. Students study the concept of coastal sediment cells and the influence of mass movement and weathering. The specification also includes the impact of human intervention through coastal management strategies and the challenges of balancing economic, social, and environmental interests. Case studies at different scales illustrate coastal landscape development and management approaches. Additionally, the topic considers coastal system equilibrium, feedback mechanisms, and the implications of climate change, including sea-level rise and increased storm frequency.</p>	<p>Water and carbon cycles examines the major stores and flows within both global systems and their interconnections. It covers the processes driving the cycling of water and carbon — including precipitation, evaporation, photosynthesis, respiration, and combustion — and the role of these processes in regulating climate. Students study the physical factors influencing each cycle, such as geology, soil, vegetation, and human activity. The topic explores how human actions, including deforestation, urbanisation, and fossil fuel use, modify the natural balance of these systems. The specification also includes case studies of contrasting river catchments and carbon cycle systems to illustrate scale and context. Finally, it considers feedback mechanisms, system equilibrium, and the implications of climate change for both cycles and global sustainability.</p>	<p>Tectonic Hazards examines the causes, characteristics, and impacts of tectonic activity within the context of plate tectonic theory. It explores the processes driving plate movement, including mantle convection, subduction, and sea-floor spreading, and how these create different types of plate boundaries and associated landforms. Students study the nature and distribution of earthquakes and volcanic activity, alongside variations in magnitude, frequency, and predictability. The topic analyses the impacts of tectonic hazards on people and the environment, focusing on factors influencing vulnerability and resilience. It also covers hazard response and management strategies, including prediction, preparedness, mitigation, and recovery. Case studies are used to compare the effects and management of tectonic events in contrasting levels of development. Finally, the specification considers how human activity and global change may influence future tectonic hazard risk.</p>	<p>Weather Hazards and Climate Change explores the global circulation of the atmosphere and how it influences weather patterns and extreme events. It examines the formation, characteristics, and impacts of tropical storms and mid-latitude depressions, including spatial distribution, frequency, and intensity. Students analyse the physical and human factors affecting vulnerability, resilience, and response to weather hazards through case studies in contrasting regions. The specification also investigates the natural and anthropogenic causes of climate change over different timescales. It considers the evidence for recent climate change and the potential future impacts on global and regional systems. Finally, it evaluates mitigation and adaptation strategies, highlighting the role of governance, technology, and international cooperation in managing climate risk.</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>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>	<p>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</p>	<p>Natural hazard, subduction, Plate boundary, conservative, constructive, destructive, crust, lithosphere, asthenosphere, mantle, outer core, inner core, convection currents, slab pull, ridge push, earthquake, volcanic eruption, immediate response, long-term response, primary effect, secondary effect, tectonic plate, tropical storm, global atmospheric circulation, high pressure, low pressure, continental drift, magnitude, frequency, eye, eye wall, ascending, descending, evaporation, predictability, magnitude.</p>	<p>Seismicity, tsunami, magnitude, frequency, focus, epicentre, mitigation, retrofitting, liquefaction, ground rupture, storm surge, preparedness, prevention, adaptation. Wildfire, El Nino, retardant, pyrophytic vegetation.</p>		

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<b>TOPIC</b>	<i>Paper 2 Global Systems and Governance</i>					

Year 13 Paper 2	Knowledge	<p>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 %).          AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30 – 40 %).          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	<p>GlobalisationInterdependenceTrade blocCommodityGlobal systemsTNCsHorizontal integrationDimensions of flowGlobal economyPatterns of distribution          Global governanceTradeGlobal CommonsVulnerabilityGlobal shiftVertical integrationGeopoliticalRemittancesPatterns of productionPatterns of consumption</p>		

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Year 13 NEA	<p><b>TOPIC</b></p>				
Knowledge	<p>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.</p>				
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:</li> <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	<p>The subject specific key words will be unique to each</p>				