



KS5 Geography

At The Palmer Catholic Academy, we believe learning powerful knowledge helps students achieve and creates a fairer society.

Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which supports students in engaging with the world and communicating with people regardless of background or social standing.

In our Geography curriculum we aim to encourage students to take an interest in the world around us. Topics aim to promote discussion about current (and future) events impacting on people in the UK and around the world. We want students to take an interest in how physical features have been created so that they engage with the world around us, and how these features will change in the future. We want students to show empathy towards those in different economic situations and understand the power that individuals have to change their own situations and that of others. We want students to develop a love of the world and want to travel and explore new places outside of their comfort zones. Essentially, we want students to become **global citizens** who care about the world around them and appreciate that they have the power to change it for the better.

	Autumn Term	Spring Term	Summer Term
Yr12	<p>Topic 1: Tectonic Processes and Hazards</p> <ul style="list-style-type: none"> • Enquiry question 1: Why are some locations more at risk from tectonic hazards? • Enquiry question 2; Why do some tectonic hazards develop into disasters? • Enquiry question 3; How successful is the management of tectonic hazards and disasters? <p>Module 2: Globalisation</p> <ul style="list-style-type: none"> • Enquiry question 1; What are the causes of globalisation and its accelerating pace? • Enquiry question 2; What are the impacts of globalisation for countries, people and cultures, and the physical environment? • Enquiry question 3; What are the consequences of globalisation for global development and the physical environment? 	<p>Module 3: Coastal landscapes and change</p> <ul style="list-style-type: none"> • Enquiry question 1; Why are coastal landscapes different, and what processes cause these differences? • Enquiry question 2; How do characteristic coastal landforms contribute to coastal landscapes? • Enquiry question 3; How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks? • Enquiry question 4; How can coastlines be managed to meet all the needs of all players? <p>Module 4: Regenerating places</p> <ul style="list-style-type: none"> • Enquiry question 1; How and why do places vary? • Enquiry question 2; Why might 	<p>NEA and exam skills.</p>



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		<p>regeneration be needed?</p> <ul style="list-style-type: none"> • Enquiry question 3; How is regeneration managed? • Enquiry question 4; How successful is regeneration? 	
	12 mark Assess questions, End of unit tests on Tectonic hazards and Globalisation	20 mark evaluate questions, End of unit tests on Regeneration and Coastal Landscapes.	NEA, Year 12 Mock exam paper based around the 4 Year 12 modules.
	Autumn Term	Spring Term	Summer Term
Implementation Year 13	<ul style="list-style-type: none"> • Module 1: Water cycle and insecurity • Enquiry question 1; What are the processes operating within the hydrological cycle from global to local scale? • Enquiry question 2; What factors influence the hydrological system over short and long-term timescales? • Enquiry question 3; How does water insecurity occur? <p>Module 2: The carbon cycle and security</p> <ul style="list-style-type: none"> • Enquiry question 1; How does the carbon cycle operate to maintain planetary health? • Enquiry question 2; What are the consequences for people and the environment of our increasing demand for energy? • Enquiry question 3; How are the carbon and water cycles linked to the global climate system? 	<p>Module 3: Superpowers.</p> <ul style="list-style-type: none"> • Enquiry question 1; What are superpowers and how have they changed over time? • Enquiry question 2; What are the impacts of superpowers on the global economy, political systems and the physical environment? • Enquiry question 3; What spheres of influence are contested by superpowers and what are the implications of this? <p>Module 4: Global development and connections: Health, human rights and intervention</p> <ul style="list-style-type: none"> • Enquiry question 1; What is human development and why do levels vary from place to place? • Enquiry question 2; Why do human rights vary from place to place? • Enquiry question 3; How are human rights 	<p>Exam revision</p> <p>Year 13 Study leave</p>



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		<p>used as arguments for political and military intervention?</p> <ul style="list-style-type: none">• Enquiry question 4; What are the outcomes of geopolitical interventions in terms of human development and human rights? <p>Paper 3 Synoptic skills</p>	
	<p>Mock exam November including Energy and water cycle questions. 12 mark assess questions and 20 mark evaluate questions, 3 mark resource questions</p>	<p>Mock exam March including Development and Superpowers questions 12 mark assess questions and 20 mark evaluate questions</p> <p>Past paper practice</p>	