

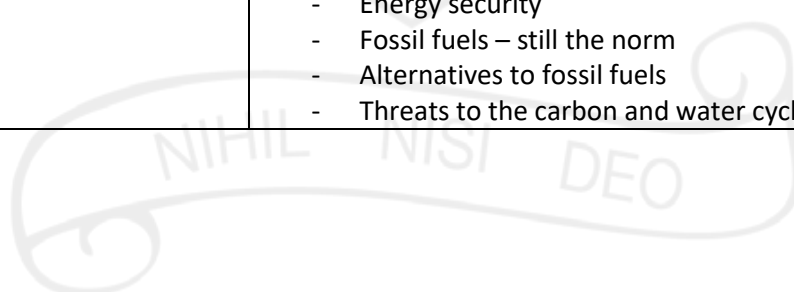
# Geography



## Curriculum Overview Key Stage 5

| KEY STAGE 5                                |                                |   |
|--|--------------------------------|---|
| Examination Specification: Edexcel A Level |                                |   |
|  | Topic                          | Key Themes  |
| YEAR 12                                    | Tectonic processes and hazards | <ul style="list-style-type: none"> <li>- Natural hazards and disasters</li> <li>- Plate tectonics</li> <li>- Understanding earthquakes</li> <li>- Understanding volcanic eruptions</li> <li>- Understanding tsunami</li> <li>- Why do some natural hazards become disasters?</li> <li>- Governance and natural disasters</li> <li>- Geophysical disaster trends and hazard profiles</li> <li>- Multiple-hazard-zones</li> <li>- Hazard management theoretical models</li> <li>- Managing the impacts of tectonic hazards</li> </ul> |
|  | Globalisation                  | <ul style="list-style-type: none"> <li>- Understanding globalisation</li> <li>- Defining globalisation</li> <li>- The key players in globalisation</li> <li>- TNCs and globalisation</li> <li>- 'Switched on' and 'Switched off' worlds</li> <li>- The global shift: winners and losers</li> <li>- Global interconnectedness</li> <li>- Toward a global culture?</li> <li>- Closing the development gap</li> <li>- Rising tensions</li> <li>- Consequences, ethics and sustainability</li> </ul>                                    |
|  | Coastal landscapes and change  | <ul style="list-style-type: none"> <li>- Coastal landscapes and systems</li> <li>- Geology and the coast</li> <li>- Waves and Beaches</li> </ul>  |

|                |  |   |
|----------------|--|---|
|                |  | <ul style="list-style-type: none"> <li>- Coastal erosion – processes and landforms</li> <li>- Coastal transport and deposition</li> <li>- Weathering and mass movement at the coast</li> <li>- Sea level change</li> <li>- Holderness and coastal erosion</li> <li>- Coastal flooding</li> <li>- Managing coastal erosion and flooding</li> <li>- Managing coasts in a holistic way</li> </ul>  |
|                | Regenerating places                    | <ul style="list-style-type: none"> <li>- Thinking about places</li> <li>- Understanding your place</li> <li>- Changing places – London’s East End</li> <li>- Investigating places</li> <li>- Successful places</li> <li>- Engaging with places</li> <li>- Investigating the need for regeneration</li> <li>- Regenerating rural places</li> <li>- Regenerating urban places</li> <li>- Regeneration – how successful?</li> <li>- Urban regeneration – the players</li> <li>- Rural regeneration – the players</li> </ul>  |
|                | Non-examined assessment                | <p style="text-align: center;"><b>Independent investigation</b></p> <p>The purpose of this non-examination assessment is to test students’ skills in independent investigation. Students are required to undertake an independent investigation that involves fieldwork. The student’s investigation will incorporate fieldwork data and own research and/or secondary data. The student’s report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.</p> <p style="text-align: center;"><b>Students will undertake 4 days fieldwork</b></p> |
|                | <b>Topic</b>                           | <b>Key Themes</b>   |
| <b>YEAR 13</b> | The water cycle and water insecurity   | <ul style="list-style-type: none"> <li>- A world of extremes</li> <li>- The global hydrological cycle</li> <li>- Local hydrological cycles – drainage basins</li> <li>- The water balance and river regimes</li> <li>- Deficits with the hydrological system</li> <li>- Surpluses within the hydrological system</li> <li>- Climate change</li> <li>- Water insecurity – the consequences</li> <li>- Water insecurity – managing supplies</li> </ul>  |
|                | The carbon cycle and energy insecurity | <ul style="list-style-type: none"> <li>- 2015- the year it changed</li> <li>- The carbon cycle</li> <li>- Carbon sequestration</li> <li>- A balanced carbon cycles</li> <li>- Energy security</li> <li>- Fossil fuels – still the norm</li> <li>- Alternatives to fossil fuels</li> <li>- Threats to the carbon and water cycles</li> </ul>   |



|  |                                     |  |
|--|-------------------------------------|--|
|  |                                     | <ul style="list-style-type: none"> <li>- Degrading the water and carbon cycles</li> <li>- Responding to climate change</li> </ul>  |
|  | Superpowers                         | <ul style="list-style-type: none"> <li>- Making an impact</li> <li>- What is a superpower</li> <li>- Changing patterns of power</li> <li>- Emerging superpowers</li> <li>- Global networking</li> <li>- Players in the international decision- making</li> <li>- Superpowers and the environment</li> <li>- Contested places</li> <li>- Contrasting global influence</li> <li>- Challenges for the future</li> </ul>   |
|  | Migration, identity and sovereignty | <ul style="list-style-type: none"> <li>- A national game?</li> <li>- Globalisation and Migration</li> <li>- The causes of migration</li> <li>- The consequences of international migration</li> <li>- Nation states and borders</li> <li>- Nationalism in the modern world</li> <li>- Globalisation and the growth of the new types of states</li> <li>- The role and importance of the United Nations</li> <li>- The role of IGOs in trade and finance</li> <li>- The role of IGOs in managing global environmental problems</li> <li>- The concept of national identity</li> <li>- Challenges to national identity</li> <li>- Disunity within nations</li> </ul> |
|  | Paper 3<br>Synoptic evaluation      | This consists of an unseen Resource Booklet which assesses your ability to interpret and make sense of resources focused around five compulsory topics in the specification  |

