

## Geography Course Outline – Year 13

Homework and Study Session Tasks can be found on the KS5 Geography Page under the topic area

	Topic	Key Learning
<b>Autumn Term</b>	<p><b>A - Paper 1 Topic 5 The Water Cycle and Water Insecurity</b></p> <p><b>B - Paper 2 Topic 7 Superpowers</b></p>	<p>Recovery Unit – Students complete lessons to consolidate understanding from lessons March-June 2020. Some seminar lessons took place in June/ July to begin this process.</p> <p>TEACHER A Students will understand that water plays a key role in supporting life on earth. Students will investigate how the water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. They will examine how physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. They will look at how changes to the most important stores of water are a result of both physical and human processes. Students will consider how water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.</p> <p>TEACHER B Students will investigate what superpowers are and how have they changed over time? Students will then study, what are the impacts of superpowers on the global economy, political systems and the physical environment? Finally students will look at how spheres of influence are contested by superpowers and what are the implications of this, thinking about the future of?</p>
<b>Spring Term</b>	<p><b>A - Paper 2 Topic 8B Migration, Identity and Sovereignty</b></p> <p><b>B - Paper 1 Topic 6 Carbon Cycle and Energy Security</b></p> <p><b>Paper 3 (Synoptic Paper) preparation AND revision</b></p>	<p>TEACHER A Students will understand how tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states, and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. Nationalist movements have grown in some places, challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places, whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.</p> <p>TEACHER B Students will investigate how the carbon cycle operates to maintain planetary health. Students will assess the consequences for people and the environment of our increasing demand for energy. Students will look at how the carbon and water cycles are linked to the global climate system.</p> <p>Paper 3 requires students to apply their geographical knowledge to a place based issue; linked to the compulsory topics across the A Level Specification. Students will be taught how to think synoptically, linking their understanding from across the course to various topics. Students will investigate issues based geography, finding relevant and up to date studies to support their arguments. Students will practice completing paper 3, and will review exam answers to refine their technique.</p>

<b>Summer Term</b>	<b>A &amp; B – Revision</b>	<p>Students will complete a revision scheme of work whereby they will complete practice questions, review content and apply their knowledge in independent and group tasks, and in timed conditions.</p> <p>Lessons will focus on the content of landmarks to be undertaken to support in the CAG process.</p>
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