JOHN PORT SPENCER ACADEMY

Geography

Curriculum Overview

Key Stage – KS5 Year – 12

Joy | Progress | Success | Act with care, kindness, respect and integrity

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	**Geography Shared Point > Staff Resources > A Level > - AS Year 12**
Curriculum intent and rationale:	At John Port Spencer Academy, our Geography curriculum is carefully designed and sequenced to be ambitious, inclusive, and knowledge rich. We aim to develop confident, articulate, and culturally aware students of Geography who: • Explore and appreciate the physical and human processes that shape the Earth's landscapes, environments, and societies. • Develop a sense of place and scale, understanding local, national and global connections. • Foster curiosity and critical thinking about social, economic and environmental challenges facing the world today, such as climate change, urbanisation, and resource management. • Recognise the opportunities that the world offers alongside challenge, such as economic development, cultural exchange, and innovation. • Encourage students to become responsible global citizens who can make informed decisions about sustainable futures. • Build key geographical skills including map reading, data interpretation, enquiry, and fieldwork. • Promote independent learning and the ability to analyse complex information, communicate findings clearly, and evaluate evidence. **Curriculum Organisation:** Students are taught in mixed ability classes with targets A-E. Students have five lessons a week of Geography; two lessons with one teacher on physical geography topics, two lessons with another teacher on human geography topics and the final lesson is focused on case study knowledge and geographical enquiry based in a computer room. Students are taught multiple topics and aspects of the course at once.
National Curriculum Links:	**Students study the Edexcel Pearson Geography specification and in year 12 cover the following:** Topic 1: Tectonic Processes and Hazards Topic 2A: Glaciated Landscapes and Change Topic 3: Globalisation Topic 4A: Regenerating Places Non-examination assessment: Independent Investigation

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)
By the end of the year students will know:

Half Term 1-2	Half Term 1-2	Half Term 3-4	Half Term 3-5	Half Term 5-6
Tectonic Processes and Hazards **(Paper 1 A Level Geography)** **+ Geographical Skills** **Students will learn key knowledge about:** • Global distribution of tectonic hazards • Theoretical frameworks to explain plate movements and plate boundaries • Physical processes to explain causes of tectonic hazards • Vulnerability and resilience to natural disasters • Tectonic hazard profiles to understand contrasting hazard impacts, vulnerability and resilience • Development and governance in understanding disaster impact • Trends and patterns for tectonic disasters • Theoretical frameworks to understand prediction, impact and management of tectonic hazards.	**Globalisation** **(Paper 2 A Level Geography)** **+ Geographical Skills** **Students will learn key knowledge about:** • Causes and evidence of globalisation • Measuring globalisation • The role of TNCs • Why are regions detached from globalisation • Global shift • De-industrialisation • Economic migration • Causes and impacts of international migration • Emergence of global culture • Measuring development • Controlling globalisation • Sustainability and globalisation **Students will learn key skills including:**	**Glaciated Landscapes and Change** **(Paper 1 A Level Geography)** **+ Geographical Skills** **Students will learn key knowledge about:** • Causes of longer and shorter climate change from Pleistocene, Holocene and Anthropocene • Present and past Pleistocene distribution of ice cover • Periglacial processes and landforms in distinctive landscapes • Glacial mass balance, accumulation and ablation • Glacial movement and variations in rates • The glacier landform system • Erosional processes and landforms by glaciers • Glacial deposition and depositional landforms • Glacial meltwater creating fluvio-glacial landforms • Cultural, economic and environmental value of glacial and periglacial landscapes • Threats to active and glaciated upland landscapes	**Regenerating Places** **(Paper 2 A Level Geography)** **+ Geographical Skills** **Students will learn key knowledge about:** • Introduction to regeneration • UK inequality • Changing functions • Regional and national influences • Successful and unsuccessful places • Priorities for regeneration • Lived experienced • Infrastructure development • Housing, fracking and deregulation • Science and technology parks • Regeneration attractive for investment • Rebranding • Success of regeneration • Salford Quays • Giant Causeway	**NEA Preparation** **(NEA A Level Geography)** **+ Geographical Skills** **Students will learn key knowledge and skills about:** • Understanding the requirements and assessment criteria for the NEA (Non-Examination Assessment). • Skills in formulating clear, focused geographical questions or hypotheses. • Knowledge of appropriate primary and secondary data collection methods. • Ability to design effective fieldwork investigations and sampling techniques. • Competence in safely conducting fieldwork and gathering accurate data. • Skills in data presentation, including graphs, tables, and maps. • Ability to analyse and interpret data to draw valid conclusions.

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• Mitigation and adaptation strategies to tectonic hazard impacts. **Students will learn key skills including:** • Understanding global patterns of tectonic hazards • Applying plate tectonic theory to explain movements and boundaries • Explaining physical processes that cause earthquakes, volcanoes, and tsunamis • Evaluating vulnerability, resilience, and hazard profiles across different regions • Interpreting patterns, trends, and impacts of tectonic disasters • Assessing governance, development, and strategies for prediction, mitigation, and adaptation • Calculating statistical tests such as mean, mode, range, median and spearman's rank correlation co-efficient. **Key terminology:** Adaptation, disaster, earthquake, governance, hazard, mitigation, plate boundaries, plate tectonics, prediction, resilience, risk, subduction, tsunami, tectonic hazard, and vulnerability. **Challenge:** All students are challenged in lessons in this topic by the need to understand the complex global distribution of tectonic hazards and the reasons why they occur where they do. They must grasp detailed theoretical frameworks that explain plate movements, boundaries, and the physical processes that cause earthquakes, volcanoes, and tsunamis. Students also analyse how levels of vulnerability and resilience vary between places and populations, using hazard profiles to compare impacts. Understanding how development and governance influence disaster impacts and recovery adds another layer of complexity. Finally, students must evaluate trends and patterns in tectonic hazards and assess the effectiveness of prediction, management, mitigation, and adaptation strategies. **Misconceptions:** • All tectonic hazards are equally dangerous everywhere. • Plate boundaries are fixed and simple. • Earthquakes, volcanoes and tsunamis always occur together. • Prediction means precise forecasting. • Mitigation stops hazards from happening.	• Analysing and interpreting data to measure globalisation and development. • Evaluating the roles and strategies of TNCs and governments in driving globalisation. • Assessing causes and impacts of international migration and the global shift. • Comparing contrasting regions and explaining why some are more connected or detached from globalisation. • Critically examining sustainability and methods of managing or controlling globalisation. **Key terminology:** Capitalism, cultural diffusion, de-industrialisation, deterritorialisation, development, economic migration, global culture, global shift, globalisation, governance, interdependence, outsourcing, sustainability, transnational corporation (TNC), and trade liberalisation. **Challenge:** All students are challenged in lessons by understanding complex, interlinked processes like the causes and evidence of globalisation and how to measure it effectively. They must analyse the powerful influence of TNCs and explain why some regions remain detached from global flows of trade and investment. They explore challenging concepts like the global shift, de-industrialisation, and how economic and international migration reshape places and societies. They are asked to critically evaluate how a global culture emerges and how development can be measured and compared across countries. Finally, they must assess difficult debates about how globalisation can be controlled and made sustainable for the future. **Misconceptions:** • Globalisation always benefits everyone equally. • TNCs only bring positive impacts. • Economic migration only happens from poorer to richer countries. • De-industrialisation means an area has no industry left. • Sustainability and controlling globalisation are simple to achieve.	• Different stakeholders in managing challenges posed by glaciated landscapes • Climate change makes successful management of glaciated landscapes challenging **Students will learn key skills including:** • Analysing and interpreting past and present climate data to understand glacial change over time. • Mapping and describing the distribution of ice cover and related landforms. • Explaining glacial and periglacial processes and how they create distinctive landforms. • Evaluating the impacts and value of glaciated landscapes for people, economies, and environments. • Assessing different management strategies and stakeholder perspectives in the context of climate change. **Key terminology:** Accumulation, ablation, albedo, cirque, depositional landforms, erosion, erratics, fluvio-glacial, glacial mass balance, moraine, periglacial, plucking, snout, terminal moraine, till, varves **Challenge:** All students are challenged in lessons by understanding complex climate changes across different geological periods like the Pleistocene, Holocene, and Anthropocene. They must analyse and interpret various types of data, including maps and glacial mass balance measurements, to explain past and present ice distributions. Understanding detailed glacial and periglacial processes requires them to link physical geography with landform development. They are also asked to evaluate the cultural, economic, and environmental significance of glaciated landscapes, which involves critical thinking about human-environment interactions. Finally, students must assess diverse management strategies and stakeholder perspectives, especially in the context of ongoing climate change, making the topic both scientifically and socially complex. **Misconceptions:** • Glaciers only exist in polar regions and not in mountainous areas. • De-glaciation means all ice in an area has completely disappeared. • Glacial movement is constant and occurs at the same rate everywhere. • Periglacial landscapes are covered by glaciers. • Climate change only causes ice to melt and does not affect glacial formation or advance.	**Students will learn key skills including:** • Analysing the causes and effects of regeneration in different places. • Evaluating inequalities and how they influence regional development. • Assessing the success and challenges of regeneration projects using case studies. • Investigating the role of infrastructure, housing, and technology in place regeneration. • Understanding stakeholder perspectives and the importance of rebranding and investment in regeneration. **Key terminology:** Deregulation, economic inequality, functions, infrastructure, investment, lived experience, national influences, priorities, rebranding, regeneration, regional influences, science parks, technology parks, urban decline, urban renewal **Challenge:** All students are challenged in lessons by understanding the complex causes and effects of regeneration across different places, requiring them to analyse social, economic, and environmental factors. They must critically evaluate inequalities within the UK and how these shape regional development and regeneration priorities. Interpreting real-world case studies like Salford Quays and the Giant's Causeway demands skills in applying theory to practice and assessing success or failure. Students also explore the roles of infrastructure, technology, and policy in driving regeneration, which involves linking multiple scales from local to national. Finally, they must consider diverse stakeholder perspectives and the challenges of rebranding places to attract investment, making the topic both analytical and evaluative. **Misconceptions:** • Regeneration always leads to positive outcomes for all local residents. • Economic investment alone guarantees successful regeneration. • Regeneration only focuses on physical infrastructure improvements. • Inequality is solely caused by lack of investment in certain regions. • Rebranding a place instantly changes its reputation and economic prospects.	• Understanding how to evaluate the reliability and limitations of data and methods. • Skills in writing structured, coherent reports that link findings to geographical theory. • Awareness of ethical considerations and health and safety during fieldwork. **Key terminology:** Analysis, conclusions, data collection, data presentation, design, evaluation, ethical considerations, fieldwork, graphing, hypothesis, investigation, methodology, planning, sampling, safety **Challenge:** All students are challenged in lessons by designing clear and focused geographical questions that can be investigated through fieldwork. They must choose and apply appropriate methods for collecting and presenting accurate data in real-world settings. Interpreting and analysing data requires critical thinking to draw meaningful conclusions linked to geographical theory. Students also need to evaluate the strengths and limitations of their methods, considering ethical and safety issues. Finally, they are expected to communicate their findings clearly and coherently in well-structured reports. **Misconceptions:** • Fieldwork is just about collecting data without planning or analysis. • Primary data is always more reliable than secondary data. • All data collected in the field is accurate and unbiased. • The report only needs to describe what was done, not analyse results. • Ethical and safety considerations are not important if the fieldwork is simple.

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Previous learning that is particularly relevant:

The unit links to **prior learning** in KS3 where students studied the restless earth topic where a basic understanding of the topic was studied. At KS4 students will have looked at the causes, effects and responses to specific earthquake. This directly links to this KS5 topics where students build on these ideas by exploring hazard perception, risk management strategies and the impact of development levels on vulnerability.	The unit links to **prior learning** in KS3 where students explore global connections through topics on trade economic development and global cities across multiple topics in KS3 such as industry and development in year 7 and Asia in year 9. This topic links to KS4 topics on changing economic world and urban issues where globalisation, TNCs and migration are studied at this level. At KS5 students will build on their knowledge of hazards and risk, understanding how global connections influence how countries prepare for and respond to natural disasters.	The unit links to **prior learning** in KS3 where students would have been introduced to weathering, erosion and the impact of climate on landforms in topics such as weather and climate (year 7), coasts (year 7), hydrology (year 8) and frozen world (year 9). At KS4 students study the physical landscapes unit where erosional and weathering processes are revisited as well as how glaciation has affected the location of physical landscapes across the UK. At KS5, glaciation and tectonics both involve understanding natural processes and their impacts on environments and societies.	The unit links to **prior learning** in KS3 by the year 7 topic on industry and development where students are introduced to the concepts of economic change and uneven development, helping students grasp the inequalities that regeneration aims to address. At KS4, regeneration is introduced in the urban issues and challenges topics where students learn how places can be improved or managed in a specific location. At KS5 the globalisation topic links as regeneration often depends on global investment, trade and cultural flows showing ow places connect within a global economy.	The unit links to **prior learning** in KS4 relating to a physical and human geography fieldwork investigation they completed in year 10. At KS3 students have completed geographical enquiries so should have an understanding of the stages of a geographical enquiry from previous topics.

Future Learning: How does content prepare students for future units, Key Stage 4, or Key Stage 5?

The unit links to **future learning** in KS5 where tectonic processes shape mountain ranges where glaciers form. Hazards can disrupt global supply chains and economies discussed in the globalisation topic. Volcanoes are discussed in the carbon cycle topic of year 13 on how they can affect climate. This topic will also support those students opting for geography at university level.	The unit links to **future learning** in KS5 in regenerating places where globalisation drive investment. This topic will raise challenges around resource use, environmental impacts, and controlling globalisation to promote sustainable development, which students will study in the year 13 topic on the carbon cycle and energy security. This topic will also support those students opting for geography at university level.	The unit links to **future learning** in KS5 in the regeneration topic on rural environments where glaciated areas often influence land use, tourism and rural economies. Glaciated landscapes are part of the water cycle, and melting glaciers affect water storage and flow. This topic will be used for physical geography enquiry as part of fieldwork, which some students may choose as a focus for their NEA. This topic will also support those students opting for geography at university level.	The unit links to **future learning** in KS5 in the health topic year 13 where regeneration links to economic development, inequality and changing functions of places. This topic will be used for human geography enquiry as part of fieldwork, which some students may choose as a focus for their NEA. This topic will also support those students opting for geography at university level.	The unit links to **future learning** in KS5 when students will continue to work on and complete their write up of their own independent NEA investigation. This enquiry topic will also support those students opting for geography at university level.

Outcomes:

By the end of the year pupils will be able to solve/create/produce/write:

Our curriculum in structured for students to learn more to remember more ensuring that the Edexcel Pearson A Level Geography assessment objectives are completed from the topics covered in this year:

AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales

AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues

AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions

Assessment Strategy - How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.

Formative:

Recall knowledge on key terminology
Questioning – methods of participation
Homework – knowledge, skills and application based
Knowledge organiser low stakes tests
Development tasks – whole class/individual
Low stakes assessment
Independent written work – self and peer assessment

Summative (& cumulative)

Summative assessments will be written assessments in exam conditions. Students will have time to respond to these in follow up development lessons after whole class or individual feedback from teachers.

There will be three main summative assessments in exam conditions in HT2, HT4 and HT6.

Half Term 1 – Exam questions practice on Tectonics and Globalisation topics
Half Term 2 – Written assessments on Tectonics and Globalisation topics
Half Term 3 – Exam question practice on Glaciation and Regeneration topics
Half Term 4 – Written assessments on Glaciation and Regeneration topics
Half Term 5 – Exam question practice on four topics studied this year
Half Term 6 – Mock exams (Two papers – covering all year 12 topics)

Opportunities to revisit past learning:

Retrieval tasks as part of our Do Now Activity.
Tasks will incorporate prior learning to study new learning in lessons.
Homework tasks are set which cover topics previously covered that year.
Assessments are cumulative, covering previous topics each year – this will continue into year 13 A Level Geography

Opportunities for homework (including apps):

Students will be set homework weekly on any of the following:

- Key terms revision from glossaries
- Microsoft Forms quizzes – multiple choice quizzes on critical knowledge and terms
- Seneca tasks – recalling and testing knowledge
- Create revision resources – e.g. flash cards, mind maps, etc.
- Practice exam questions on key question styles and following feedback
- Revision in preparation for written assessments, mocks and final examinations.
- Extended research on knowledge and case studies learnt
- Preparation for non-examination assessment and fieldwork tasks

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How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?

Teachers always teach to the top in every lesson ensuring all students, including SEND and disadvantaged can maintain high expectations. Repetition and retrieval practice reinforce key ideas. Students are supported through a variety of strategies including: key vocab lists, structure prompts/sentence starters, model answers and success criteria. Inclusive discussions and a calm, structured classroom environment further ensure that all students can participate and succeed. Teachers will use visual aids such as photographs and videos to support context of topics being taught. We know our students and use seating plans and pupil profiles to support the learning of all. Teachers also adapt lessons and assessments considering specific access arrangements. Teacher will know what strategies will work for specific students they teach.

Wider Curriculum and Enrichment – cultural capital and real world application

Enriching experiences:

- Documentaries shown in lessons and widely available on streaming platforms, e.g. BBC iPlayer and Netflix, to improve their understanding and cultural capital.
- Recommendations of geographical texts provided to students. Display also along department corridor displaying collection recommended.
- The non-examination assessment encourages students to investigate a geographical enquiry of their choices, promoting independent studies.
- Fieldwork trips on contrasting locations, physical and human geography, are included as part of the course to support their NEA and understanding of topics.

Our curriculum supports the school value of:

Joy	*Foster enthusiasm and engagement by cultivating a love of learning and curiosity of the world. Students learnt real-world examples that are relevant and inspiring to them. Students are encouraged to ask big questions about the world and given opportunities to explore answers creatively. Fieldwork brings geographical to life through experiences that spark wonder and joy in the natural and human environment.*
Progress	*We monitor and support progress through building knowledge and skills over time and recognising improvement. Students are shown the 'big picture' of their learning and how the topic fits into prior and future learning in geography. Students are provided with low stake quizzes to allow for retrieval practice to show their improvement in retention of knowledge towards their long-term memory.*
Success	*We celebrate success by achieving personal and academic goals, building confidence through understanding and application. Students are provided with examples of successful student work breaking down why it is good, using a success criterion to support. All achievements are celebrated from mastering a difficult concept to improved spelling of key words, success is measured on an individual basis as well as overall. Teachers give verbal praise, positive phone calls home, rewards points and department postcards.*

Literacy, Oracy and disciplinary language:

Embedding literacy, oracy, and disciplinary language is central to the teaching of AQA GCSE Geography, enabling students to both implicitly (through classroom activities) and explicitly (through assessments) demonstrate their ability to use geographical language accurately by reading, speaking and writing like a geographer.

In Year 12, students build a strong foundation in geographical literacy through:

- **Reading Geography**
  Students have opportunities to read information in geography from fact files, textbooks and articles in lessons. Teachers as experts will model reading of texts and may ask some students to read as well aloud. Teachers will check students understanding of key terminology (both tier 2 and 3) whilst reading, using visual aids to support their knowledge and understanding.
- **Geographical Writing**
  Through structured, modelled, and independent writing tasks students develop their ability to write in depth with case study detail where applicable and to make judgements on geographical topics and issues.
- **Scaffolded Writing and Extended Responses**
  Writing is supported with sentence starters, paragraph structures (e.g., PEEL/PEE), and model answers to help students build confidence and accuracy in geographical writing.
- **Vocabulary Development**
  Tier 2 academic vocabulary (e.g., "mitigate," "resilient," "sustainable") and Tier 3 disciplinary language (e.g., "palaeomagnetism," "entrainment," "containerisation") are explicitly taught, regularly revisited, and embedded in written and spoken work.
- **Oracy and Discussion**
  Regular class discussions, debates, and oral rehearsal of arguments help students develop their speaking and listening skills, deepening understanding and encouraging respectful dialogue on geographical issues.
- **Glossaries Use of Subject Terminology**
  Students are taught to use precise geographical terminology in both speech and writing, helping them to think and communicate like geographers. Students are provided with a glossary of key terms and definitions at the start of each topic in their books to use and refer to.

Cross-Curricular opportunities / Opportunities to develop 'character':

- **Economics:** Globalisation and regeneration both involve economic investment, development, and inequalities.
- **Environmental Science:** Tectonics and glaciation explore earth systems, natural hazards, and climate change impacts.
- **History:** Understanding past glaciations and tectonic events provides context for landscape evolution and human settlement.
- **Sociology:** Regeneration and globalisation examine social inequalities, migration, and cultural change.
- **Politics:** Management of tectonic hazards, controlling globalisation, and regeneration involve policy-making and governance.

Our curriculum supports personal development by:
Including topics such as independent learning, communication skills, ethical awareness, teamwork, risk awareness, environmental responsibility, global citizenship, social awareness, empathy and resilience.

Careers / Employability skills:
How does the curriculum link to the following employability skills:
Listening - following instructions during fieldwork and group discussions**.** interpreting information from teachers, peers, and data sources and understanding case studies and exam questions accurately
Speaking – presenting findings from enquiries and fieldwork confidently, explaining geographical processes and arguments clearly and participating in debates about environmental and social issues
Problem Solving - analysing causes and effects of geographical challenges (e.g., flooding, urban issues), assessing sustainable management strategies and evaluating multiple solutions and deciding the best course of action
Aiming High - challenging case studies and enquiry tasks, striving for high-quality work in lessons and exams and acting on feedback to improve further
Critical Thinking - evaluating data reliability and different viewpoints, comparing human and physical processes and their impacts and questioning assumptions and synthesising information
Staying Positive - resilience when tackling difficult concepts or data analysis, persistence through challenging fieldwork or exam preparation and maintaining motivation to improve and learn from mistakes
Leadership - leading group work during field enquiries or projects, organising roles and responsibilities in collaborative tasks and encouraging others and managing team dynamics effectively
Teamwork - collaborating in fieldwork and class investigations, sharing ideas, listening to others, and negotiating outcomes and supporting peers to achieve common goals
Creativity - designing innovative solutions to environmental or urban problems, using creative methods for presenting data and reports (e.g., maps, infographics) and thinking imaginatively about future sustainability and development scenarios

Employment Sectors discussed include:
Careers related to globalisation, tectonics, glaciation, and regeneration include urban planners who help design cities, environmental consultants who study how people affect nature, and

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Act with care, kindness, respect, and integrity	*We build meaningful connections with our students by fostering empathy and ethical understanding in both geographical content and classroom conduct. We integrate debate and reflection into topics such as climate change, global responsibility, resource exploitation, fair trade, urban inequality and housing access. We promote a respectful classroom culture, modelling and expecting active listening, encouragement and fair participation in individual, pair and group work. Geography as subject builds understanding of diverse cultures, environments and people, helping students to care about the world and each other.*

geologists who study the earth's movements and glaciers. Climate change analysts and disaster managers work to reduce risks from environmental problems, while economic development officers help improve local economies through regeneration. GIS specialists and cartographers use maps to study places, and sustainability consultants help make businesses more eco-friendly. Civil engineers build important structures, humanitarian workers support people after disasters, policy advisors create rules, tourism managers promote local areas, social researchers study communities, and natural resource managers take care of land and water.

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
Summer 2025 – ongoing into 2025-26 when units will be reviewed and improved prior to teaching	More opportunities for explanation and application tasks with assessment and evaluation – more exam technique and practice incorporated into lesson tasks. Lessons created in booklets, do now task added, more lined spaces in booklets to support more development of answers. Glossary and reference to specification on front of each booklet to support students literacy and understanding of what knowledge they need to know.	Reviewing examiners report, feedback from exam board (AQA), Trust subject conferences, analysis of mock exams, referring to Geographical Association updates, QLA from HOD and Trust.