

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 > - A2 Year 13
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 the NEA geographical enquiry and paper 3 on the geographical issue 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 13 cover the following: Topic 5: The Water Cycle and Water Insecurity Topic 6: The Carbon Cycle and Energy Security Topic 7: Superpowers Topic 8A: Health, Human Rights and Intervention 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 1-2	Half Term 3-4	Half Term 3-4	Half Term 5-6
The Water Cycle & Water Insecurity (Paper 1 A Level Geography) + Geographical Skills Students will learn key knowledge about: • The global water cycle and its main stores and flows. • How drainage basins work and the processes within them. • River regimes, water budgets, and storm hydrographs. • Causes and impacts of flooding and how it can be managed. • How human activities like deforestation and urbanisation affect the water cycle. • Causes and problems of water scarcity and water insecurity. • Conflicts over water use between people and countries.	Superpowers (Paper 2 A Level Geography) + Geographical Skills Students will learn key knowledge about: • What is a superpower? – Definitions of superpowers and emerging powers; understanding hard power and soft power, • Patterns of power: How global power has changed over time — from colonial empires to today’s uni-polar, bi-polar and multi-polar world order. • Key players: The role and influence of current global superpowers like the USA, EU, China, and BRICS nations. • Geopolitical theories: Mackinder’s Heartland Theory and how ideas about power and geography help explain global dominance.	NEA Write Up (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.	The Carbon Cycle & Energy Security (Paper 1 A Level Geography) + Geographical Skills Students will learn key knowledge about: • How carbon moves through stores and processes in the carbon cycle. • How human activities upset the carbon budget and cause climate change. • The link between carbon, ecosystems, and biodiversity. • Fossil fuels: where they are, how they’re used, and the risks involved. • What energy security means and how countries secure supply. • Trends in global energy demand and new energy sources. • The role of key players like governments, TNCs, and OPEC.	Health, Human Rights and Intervention (Paper 2 A Level Geography) + Geographical Skills Students will learn key knowledge about: • Differences in health and disease between rich and poor countries. • How poverty, education, and clean water affect health. • How different health care systems work and their challenges. • International human rights and organizations that protect health. • Ways health problems are tackled, like vaccinations and aid. • Political and ethical issues around health interventions. • Case studies of health crises and responses.	Revision and A Level Exams Students will consolidate their knowledge and understanding of all A Level topics and continue to develop their exam and geographical skills in preparation for their final exams. Key terminology will be checked across multiple units to prepare students for final exams. Challenge will continue to be implemented and any misconceptions still apparent will be addressed. Students will be encouraged to look at synoptic links between physical geography and huma geography topics.



Geography

Curriculum Overview

Key Stage – KS5 Year – 13



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.

- Ways to manage and use water sustainably. Students will learn key skills including: - Interpreting and analysing hydrographs and river discharge data. - Using and applying water budget and balance calculations. - Evaluating the impacts of human activities on the water cycle. - Assessing flood risk and management strategies. - Linking case study evidence to theory and systems concepts. Key terminology: Abstraction, aquifer, condensation, deforestation, discharge, drought, evaporation, floodplain, groundwater, infiltration, interception, precipitation, runoff, transpiration, water insecurity Challenge: All students are challenged in lessons by understanding how complex systems like the water cycle work at global and local scales. They must interpret detailed hydrographs and data sets to explain river regimes and flooding. Analysing how human actions like deforestation and urbanisation change natural processes pushes them to think critically. They also have to evaluate real-world case studies and management strategies for water scarcity and flood risk. Communicating clear explanations and using accurate terminology tests their ability to link theory to real examples. Misconceptions: - The water cycle is a simple, closed loop without human influence. - All rainfall always becomes river runoff without losses or delays. - Flooding is only caused by heavy rainfall, not by human activities. - Groundwater stores are unlimited and can't be over-extracted. - Water scarcity only happens in dry climates and not in wetter regions.	- Global influence: How superpowers maintain global influence through trade, aid, military alliances, and TNCs. - Superpowers and resources: How superpowers control key resources like oil, gas and rare earth minerals and the tensions this creates. - Emerging powers: How rising powers like China and India are challenging existing superpowers - Global issues: How superpowers respond to global environmental concerns - Spheres of influence and conflict: Areas of tension where superpowers compete for influence (e.g. Arctic, South China Sea, Russia and Eastern Europe). - Futures: Possible scenarios for shifts in power — continued American dominance, a multi-polar world, or China becoming the dominant power. Students will learn key skills including: - Analysing geopolitical theories and applying them to real-world examples. - Interpreting and evaluating data on global power indicators (e.g. GDP, military spending). - Comparing and contrasting different countries' power strategies and influence. - Assessing future scenarios for shifts in global power balance. - Linking case studies and current events to theoretical ideas about superpower status. Key terminology: BRICs, colonialism, diplomacy, dominance, geopolitical, hard power, heartland theory, hegemony, imperialism, influence, multipolar, soft power, spheres of influence, superpower, TNC Challenge: All students are challenged in lessons by understanding complex geopolitical ideas and apply them to real-world events. They must analyse how power is maintained and shifted between nations over time. Comparing different superpowers and predicting future trends requires careful use of evidence and evaluation. Students also have to interpret a wide range of data, from economic indicators to military spending	- Ability to analyse and interpret data to draw valid conclusions. - 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.	- Unconventional fossil fuels like fracking and tar sands. - Pros and cons of renewable and alternative energy sources. - Ways to reduce carbon emissions and tackle climate change. Students will learn key skills including: - Interpreting and analysing carbon cycle diagrams and data. - Evaluating different energy sources and their sustainability. - Comparing energy security strategies between countries and regions. - Assessing the impacts of human activities on carbon flows and climate. - Linking case studies to global carbon management and policy debates. Key terminology: Afforestation, biofuels, carbon budget, carbon capture, combustion, decomposition, deforestation, energy mix, fossil fuels, fracking, greenhouse gases, photosynthesis, sequestration, sustainability, tar sands Challenge: All students are challenged in lessons by understanding how the carbon cycle connects natural systems and human activity. They need to analyse complex data about carbon flows and energy use at global and local scales. Evaluating the pros and cons of fossil fuels versus renewable energy tests their ability to weigh evidence and different viewpoints. They also have to assess real-world strategies for energy security and climate change mitigation. Making clear links between processes, case studies, and global policies pushes them to think critically and explain ideas clearly. Misconceptions: - The carbon cycle is a simple, balanced system unaffected by human activities. - Fossil fuels are unlimited and can sustain energy demand indefinitely. - Renewable energy sources can fully replace fossil fuels without any challenges. - Energy security means only having enough energy supply, ignoring affordability or sustainability.	- How health links to bigger goals like reducing poverty and improving education. Students will learn key skills including: - Analysing global health data and patterns. - Evaluating the impact of social and economic factors on health. - Assessing the effectiveness of health interventions and aid programs. - Understanding and debating ethical and political issues in global health. - Applying case study knowledge to explain real-world health challenges. Key terminology: Aid, asylum, catastrophe, cholera, development, epidemic, famine, health care, human rights, intervention, malaria, nutrition, poverty, sanitation, vaccination Challenge: All students are challenged in lessons by understand the complex links between health, human rights, and global inequalities. They must analyse data showing health differences across countries and the social factors behind them. Evaluating the success of various health interventions requires critical thinking about political and ethical issues. Students also have to apply case studies to real-world problems and debates. Explaining how health connects to broader development goals pushes them to think deeply about global challenges. Misconceptions: - Poor health is only caused by disease, not social or economic factors. - Health interventions always work quickly and successfully without challenges. - Human rights issues are separate from health problems and don't affect outcomes. - All countries have equal access to health care and resources. - International aid always benefits local communities without unintended consequences.
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	and cultural influence. Linking theories like the Heartland Theory to modern conflicts pushes them to think critically and explain multiple viewpoints clearly. Misconceptions: • All superpowers use only military force to maintain dominance. • Economic power alone automatically makes a country a superpower. • Soft power has little real impact compared to hard power. • Emerging powers will easily replace existing superpowers without conflict or resistance. • Superpower influence is always positive and welcomed by other countries.		• Climate change can be solved quickly by one single solution rather than multiple coordinated actions.		
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Previous learning that is particularly relevant:

The unit links to prior learning in KS4 by directly linking to the resource management unit in year 11, where students learn about global water supply and demand. At KS3 the water cycle is studied in the year 8 hydrology topic as well as rivers and flooding. Links to climate change are made in the exploiting resources in year 8 as well.	The unit links to prior learning in KS3 when students in year 7 are first introduced to development and inequality, look at why some countries are richer or poorer than others. At KS4 the changing economic world topic in year 11 has ideas about how TNCs and NEEs/LICs influence global patterns of wealth. At KS5 superpowers can secure and control access to major water resources and investment in water infrastructure.	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.	The unit links to prior learning in KS3 where students link to climate change basis, through global warming carbon footprints and greenhouse gases. Energy supplies are discussed in the exploiting resources topic in year 8. At KS4 the living world topic in year 10 where students learn about carbon storage in tropical rainforests. At KS5 the carbon and water cycles are tightly linked, with climate change as well. Many superpowers control fossil fuel reserves, renewable energy development and climate agreements.	The unit links to prior learning in KS3 in the industry and development of year 7 where ideas are introduced on why some places have better healthcare and human rights than others. At KS4 the natural hazards topic covers how health impacts from disasters and influences of international aid. At KS5 the superpowers topics makes the link to how these countries influence global health and human rights. In the water cycle topic access to clean water is critical for health.	Students will recall and revisit knowledge and understanding of geographical topics and skills acquired ensuring they demonstrate in their exams they are good geographers.
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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 water and carbon cycles are closely connected including climate change. Superpowers influence global water resources through control of transboundary rivers. Water insecurity also directly impacts health through access to clean water and sanitation. This topic will also support those students opting for geography at university level.	The unit links to future learning in KS5 as superpowers control large reserves of fossil fuels and renewable energy sources. They also often lead international interventions during health crises, natural disasters or human rights violation. This topic will also support those students opting for geography at university level.	The unit links to future learning in beyond KS5 as the NEA will also support those students opting for geography at university level where they will complete a dissertation.	The unit links to future learning in KS5 as climate change and energy insecurity affect health and human rights, International interventions often focus on climate resilience, sustainability or disaster response. This topic will also support those students opting for geography at university level.	This links to future learning in KS5 where students will be assessed on this topic and all other topics in year 12 and 13 in their final exams. This topic will also support those students opting for geography at university level.	Students will continue to build on the knowledge learnt at KS5 into potential undergraduate courses to allow for further understanding and application of geographical issues and topics. Geographical topics can also link to other undergraduate courses, not just specifically geography.
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Outcomes:

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

Our curriculum is 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.



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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 HT5/6. Half Term 1 – Exam questions practice on Water Cycle and Superpowers topics Half Term 2 – Mock Exams (Two papers) Half Term 3 – Exam questions practice on Carbon Cycle and Health topics Half Term 4 – Mock Exams (Three papers) Half Term 5 – Exam questions practice on all topics Half Term 6 – Final A Level exams (Three papers)	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. • Paper 3 brings to life current geographical issues where students have to link topics together in physical and human geography.		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 13, 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	Cross-Curricular opportunities / Opportunities to develop ‘character’: Biology • Ecosystems and nutrient cycling (water and carbon cycles). • Photosynthesis, respiration, and the carbon cycle. • Disease transmission, nutrition, and health crises. Chemistry • Water pollution, chemical contamination, and water quality. • Combustion and carbon emissions in the carbon cycle. Physics • Hydrological processes, flows, and storage (water cycle). • Renewable energy technologies and energy transfer. Economics • Water pricing and the economic impacts of water scarcity. • Global trade, TNCs, and economic power (superpowers). • Energy markets, supply and demand (carbon and energy security). • Funding aid programs and links to development (health and intervention). Politics • International water conflicts and agreements. • Geopolitics, global governance, and superpower influence. • Climate change agreements and energy security policies. • Human rights protection, governance, and intervention ethics. History • Colonialism, imperialism, and the Cold War (superpowers). Sociology • Inequality and social factors influencing health and human rights. • Cultural influence and soft power (superpowers). Law • International law, treaties, and human rights frameworks.
Our curriculum supports the school value of:			
Joy	<i>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.</i>		
Progress	<i>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</i>		



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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.

- Refugee rights and asylum linked to intervention.

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:

Hydrologist, environmental consultant, climate change analyst, renewable energy specialist, sustainability officer, water resource manager, disaster risk manager, international aid worker, human rights officer, public health advisor, policy analyst, diplomat or foreign service officer, NGO project manager, geopolitical analyst, and environmental lawyer.

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, QA processes in school



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