Geography A Level Curriculum

Year 12

Topic	Water and Carbon Cycles	Coastal Systems and Landscapes	Changing Places	Contemporary Urban Environments
Content: what will students know?	This topic focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This topic specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.	This topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified. Engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats.	This topic focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives. Study of the content must be embedded in two contrasting places, one to be local (Hitchin) and one distant (Waikiki, Hawaii).	This topic focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The topic examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability.
Skills: What will students be able to do?	Students must engage with a range of quantitative and relevant qualitative skills, within the theme water and carbon cycles. Students must specifically understand simple mass balance, unit conversions and the analysis and presentation of field data.	Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.	Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.	Study of this topic offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.
Other: Literacy, numeracy, ethos etc.	Literacy Numeracy	Literacy Numeracy	Literacy Numeracy Understanding of local area	Literacy Numeracy
Assessment	Written assessments	Written assessments	Written assessments	Written assessments

Year 13

Topic	NEA	Hazards	Global Systems and Global Governance
Content: what will students know?	All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Students are required to undertake an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding. The independent investigation must: ● be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content ● involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis ● incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation ● involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches ● draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes ● demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them ● demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding ● require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field	This topic focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.	This topic focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own place in and perspective on them.

	observations and identify their relation to the wider context ● involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing ● demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case ● require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.		
Skills: What will students be able to do?	Follow the geographical route to enquiry from question setting to evaluation.	Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills.	Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information and data.
Other: Literacy, numeracy, ethos etc.	Literacy Numeracy Independence Enquiry	Literacy Numeracy	Literacy Numeracy
Assessment	Non-Examined Assessment (4,000 word fieldwork investigation)	Written assessments	Written assessments