

KS5 Geography Curriculum Overview

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Curriculum Intent

Our geography curriculum is designed to develop curious, critical and informed students who can think geographically about the world. Students build secure knowledge of places, processes and key concepts such as sustainability, inequality and interdependence, while developing the ability to enquire, analyse, evaluate and communicate effectively. Through sequenced learning, fieldwork and enquiry, students' progress from acquiring knowledge to applying and evaluating it in real-world contexts.

Year 12	Core Knowledge	Procedural Knowledge
	Changing Places Making Spaces Paper 2	Analyse both qualitative and quantitative data (e.g. census data, GIS, lived experience, media and representations) to interpret how places are perceived, experienced and represented across different scales. Compare contrasting places using case studies, applying conceptual frameworks such as inequality, identity and representation, and evaluate stakeholder perspectives. Synthesise evidence to assess the impact of regeneration and place-making strategies, making reasoned, evidence-based judgements using accurate geographical terminology.
	Glaciated Landscapes Paper 1	Interpret maps, satellite imagery, cross-sections and geomorphological models to explain glacial processes and landform development over time. Analyse spatial patterns and process interactions, applying knowledge of erosion, transportation and deposition to unfamiliar contexts. Evaluate evidence for past and present landscape change, making links between climate, systems and landscape evolution, and construct evidence-based explanations using precise geographical terminology.
	Earth Life Support Systems Paper 1	Analyse the water and carbon cycles as interconnected global systems using models, datasets and feedback mechanisms. Interpret trends and anomalies across spatial and temporal scales, applying systems thinking to understand flows, stores and equilibrium. Evaluate the relative impact of natural and human factors on system stability, assess resilience and thresholds, and make synoptic links to sustainability and climate change. Construct sustained, evidence-based judgements about future management and global governance.
	Global Migration Paper 2	Interpret complex datasets, flow maps and models to analyse migration patterns and processes at global, national and local scales. Categorise and evaluate causes (economic, social, political and environmental), assess impacts for different stakeholders, and compare governance approaches. Apply concepts such as interdependence, inequality and globalisation, synthesising

		evidence from case studies to construct reasoned, evidence-based judgements about migration's causes, consequences and management.
	Non-Examined Assessment - Coursework	Apply the geographical enquiry process independently to investigate a defined question. Design appropriate methodologies, collect and present primary and secondary data using a range of techniques, and apply quantitative and qualitative analysis. Critically evaluate reliability, validity and uncertainty, synthesise findings, and construct a coherent, structured report. Justify decisions, reflect on limitations, and produce well-supported conclusions grounded in evidence.
Year 13	Core Knowledge	Procedural Knowledge
	Hazardous Earth Paper 3	Interpret hazard data, models and theoretical frameworks to explain the distribution, causes and impacts of tectonic and climatic hazards. Apply concepts such as risk, vulnerability, resilience and governance to compare case studies across different levels of development. Evaluate prediction, mitigation and management strategies, assess their effectiveness, and construct reasoned, evidence-based judgements about risk management and future hazard scenarios.
	Human Rights Paper 2	Analyse socio-economic, political and spatial datasets to assess variations in human rights across different contexts. Compare case studies and apply geographical concepts such as development, governance and inequality, evaluating the role of governments, NGOs and international organisations. Interpret multiple viewpoints, synthesise evidence, and construct sustained, evidence-based arguments about the protection, abuse and future of human rights at different scales.
	Disease Dilemmas Paper 3	Analyse spatial and temporal data to explain patterns in the distribution and spread of infectious and non-infectious diseases. Apply models and theories of disease transmission, evaluate the influence of factors such as development, globalisation and environment, and compare management strategies at different scales. Synthesise evidence to make informed, evidence-based judgements about prevention, control and the future challenges of global health management.

Homework

Homework is set regularly to consolidate and extend learning, build independence, and prepare students for A Level assessment. Tasks focus on retrieval practice, application of knowledge and exam-style questions, including extended writing and data-response tasks. Students are expected to engage with a range of activities such as revision, reading, case study research and preparation for lessons. Homework increasingly supports synoptic thinking and independent learning, particularly through preparation for the NEA.

Assessment

Assessment is both diagnostic and summative, designed to reflect OCR A Level assessment objectives and prepare students for external examinations. Students are regularly assessed using

exam-style questions, including data response, short answer and extended essays, with increasing emphasis on analysis, evaluation and judgement.

Assessments interleave content across topics and scales, supporting synoptic understanding and the ability to apply knowledge in unfamiliar contexts. The Non-Examined Assessment (NEA) forms a key component, assessing students' ability to independently design, conduct and evaluate a geographical investigation.

Feedback is timely and purposeful, enabling students to identify strengths, address misconceptions and improve their performance in future assessments.

Links to Personal Development

Geography at KS5 supports students' personal development by enabling them to engage critically with complex global issues such as climate change, migration, inequality and human rights. Students develop the ability to think independently, evaluate different perspectives and make informed decisions about real-world challenges.

Through enquiry, discussion and extended writing, students build confidence in communicating complex ideas and constructing reasoned arguments. Fieldwork and the NEA further develop resilience, independence and problem-solving skills, as students engage with the "messy reality" of the world beyond the classroom.

Overall, the curriculum develops informed, reflective and inquisitive individuals who are able to understand their place in the world and contribute thoughtfully to society.

How is my knowledge further developed through each key stage?

Key Stage 5 (Years 12-13)

Students become independent and critical geographers, engaging with complex concepts, systems and global debates. Knowledge is synthesised across topics and scales, with a strong emphasis on evaluation and judgement. Students undertake independent enquiry (NEA), critically engage with different perspectives, and construct well-supported arguments using evidence. By this stage, students can confidently apply their knowledge to real-world issues and think geographically at an advanced level.