

Key Stage 5 Curriculum Overview 2025-26 Year 12

		Topic 1 - Changing Places	Topic 2 – Hazards	Topic 3 – Coastal Systems and Landscapes	Year 12 Mock	Topic 4 – Water and Carbon Cycles	NEA Prep
		AUTUMN 1 AUTUMN 2		SPRING 1 SPRING 2		SUMMER 1 SUMMER 2	
12	Unit description	<p>Changing Places 25 Lessons</p> <p>Students will focus 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. The distance place must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation. Focus will be on Kettering and Birmingham.</p>	<p>Hazards 35 lessons</p> <p>Students will focus 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. Hazards covered vary from tectonic to weather hazards and also wildfires.</p>	<p>Coastal Systems and Landscapes 24 lessons</p> <p>Students will focus 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 needed. Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats.</p>	<p>Year 12 mock</p> <p>A mock exam to consist of 3 topics covered from the specification.</p> <p>(TBC)</p>	<p>Water and Carbon Cycles 27 lessons</p> <p>Students will focus 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 section 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.</p>	<p>NEA prep + fieldwork</p> <p>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. They will be taken to Cumbria to complete this in July 2020. This will help build the necessary skills to successfully complete the NEA and also to give them ideas about what to focus their investigation to.</p>
	Assessment	<p>6 marker <i>Evaluate the usefulness of Figure 5a and Figure 5b in showing the nature and extent of either economic change or demographical and cultural change in this area.</i> AO1/AO2 OR AO3</p> <p>20 marker <i>Evaluate how far the lived experiences of different groups in a place you have studied has led to different place identities</i> AO1/AO2</p>	<p>9 marker <i>Using the photograph above and your own knowledge, assess the potential issues associated with managing an event such as this.</i> AO1/AO2</p> <p>20 marker <i>The impacts experienced in multi-hazardous environments make them uninhabitable. With reference to a multi-hazardous environment beyond the UK that you have studied, to what extent do you agree with this view?</i> AO1/AO2</p>	<p>6 marker <i>Using Figure 6, Figure 7 and your own knowledge account for the development of this area of the Dorset coastal landscape (6 marks)</i> AO1/AO2 OR AO3</p> <p>20 marker <i>“Flooding and erosion is set to increase to unprecedented levels along coastlines across the world. In response, mitigation and adaptation by coastal managers will ensure that people and places are not affected.”</i> <i>To what extent do you agree with this statement?</i> [20 marks]</p>	<p>FMW – levelled assessment.</p> <p>Paper is out of 120 and to be marked by staff who teach that group.</p> <p>Combined paper 1 and paper. AO1/AO2/AO3</p>	<p>6 marker <i>Using Figure 1 and Figure 2, analyse the nature of these global stores of fresh water. (Specimen 2 QP)</i> AO3</p> <p>20 marker <i>Assess the potential causes and impacts of changes to the water balance within a tropical rainforest that you have studied.</i> AO1/AO2.</p>	<p>No formally marked work here – check students NEA proposal forms before the summer to allow them time to embark on data collection.</p>

Assessment types

- AO1: Demonstrate knowledge of locations, places, processes, environments and different 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.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More? (Y12)

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

- Yr 12 fieldtrip to Castlehead, Lake District: This gives students the opportunity to explore a new landscape, work within teams to collect data and transfer theory learnt in the classroom to a real-life examples. They explore physical and human geography whilst creating open ended investigations to expand their curiosity in geographical phenomena. This is an opportunity to experience new landscapes and ask questions of the glaciated valleys and coastal landforms.
- This is supported by a trip to Naples whereby students explore the aftermath of Vesuvius and Pompeii, explore the island of Capri and the amazing geographical coastal features created by erosional and depositional processes. There is also the opportunity to highlight extraordinary events which has led to a sense of awe in terms of plate tectonics and geomorphology.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- Students explore sense of place through the changing place topic, exploring places at a variety of scales. They explore the endogenous and exogenous factors which create a sense of place and how people feel within a space depending on their previous experience, gender and ethnicity. They investigate emoji mapping and use their senses to record data about a location. This is a fantastic opportunity for self-reflection and empathy discussions.

Key Stage 5 Curriculum Overview 2025-26 Year 13

		Topic 1 – NEA write up	Topic 2 – Contemporary Urban Environments	Y13 MOCK	Topic 3 –Global systems and global governance
		AUTUMN 1 AUTUMN 2	AUTUMN 1 AUTUMN 2	SPRING 1 SPRING 2	
13	Unit description	<p>NEA write up 25 -30 lessons Students will be given time in lesson to complete the write up of their Non-Examined Assessment. Internally set deadlines will be given to help structure their time.</p>	<p>Contemporary Urban Environments 35 lessons Students will focus on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section 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.</p>	<p>Y13 MOCK EXAM A mock exam to consist of 3 topics covered from the specification. TBC</p>	<p>Global systems and global governance 17 lessons <i>Students will focus 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.</i></p>
	Assessment	<p>Internally marked and moderated work with samples to be sent off after submission of marks in May 2020. NEA is 20% of the A-Level and is marked out of 60. AO1/AO2/AO3</p>	<p>9 marker Examine the government’s role in improving conditions in Britain’s built-up areas since 1979. AO1/AO2</p> <p>20 marker How far do you agree that new urban landscapes such as fortress developments, heritage quarters and edge cities have intensified issues associated with economic inequality and social segregation? AO1/AO2</p>	<p>FMW – levelled assessment. Paper is out of 120 and to be marked by staff who teach that group. AO1/AO2/AO3</p>	<p>AO1/AO2.6 marker Using Figure 2 and your own knowledge, assess the extent to which this pattern is similar to the global trade in a food commodity or manufactured product you have studied. AO1/AO2 OR AO3 20 marker “The impact of changing carbon budgets and climate change is a much greater threat to Antarctica than the impact of tourism or fishing or whaling”. To what extent do you agree with this statement? AO1/AO2.</p>

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- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More? (Y13)

Promoting open-ended investigations rather than just seeking right answers.

- Students create and design an independent individual investigation to explore a facet of geography which they find fascinating. These hypotheses or open questions create discussions on the role of humans on the planet, the natural processes which attract human interaction due to danger or wonder.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

- Y13 Docklands & Brick Lane: students explore the diversity and cultural differences within the UK in terms of ethnicity and socio-economic factors. They explore the lived experience for the local and external population looking at sense of place. They are introduced to the dynamic nature of human migration, the role of gentrification and how international migration and displacement of refugees has created a diaspora of societies.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

- Students explore the mechanics of climate change and global governance – looking at geopolitics and the issues of globalisation, human trafficking and how world leaders utilise our planet. They look explicitly at the role of world leaders and trade blocks on numerous locations. They explore the role of TNC's in our industrial and newly emerging economies.