Geography Key Stage 5 Learning Journey

Year 13

Area of Study Four - Human Systems and Geopolitics
Topic 7: Superpowers

- EQ3: What spheres of influence are contested by superpowers and what are the implications of this?



Area of Study Four - Human Systems and Geopolitics
Topic 7: Superpowers

- EQ1: What are superpowers and how have they changed over time?
- EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment?



Area of Study Three - Physical Systems and Sustainability
Topic 6: The Carbon Cycle and Energy Security

- EQ3: How are the carbon and water cycles linked to the global climate system?

Area of Study Three - Physical Systems and Sustainability
Topic 5: The Water Cycle and Water Insecurity

- EQ1: What are the processes operating within the hydrological cycle from global to local scale?
- EQ2: What factors influence the hydrological system over short- and long-term timescales?

Area of Study Three - Physical Systems and Sustainability
Topic 5: The Water Cycle and Water Insecurity

- EQ3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?



Area of Study Three - Physical Systems and Sustainability
Topic 6: The Carbon Cycle and Energy Security

- EQ1: How does the carbon cycle operate to maintain planetary health?
- EQ2: What are the consequences for people and the environment of our increasing demand for energy?





Year 13



Area of Study Two- Dynamic Places
Topic 4B: Diverse Places

- EQ3: Why are there demographic and cultural tensions in diverse places?
- EQ4: How successfully are cultural and demographic issues managed?





Area of Study Two- Dynamic Places
Topic 3: Globalisation

- EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?



Area of Study Two- Dynamic Places
Topic 4B: Diverse Places

- EQ1: How do population structures vary? An in-depth study of the local place in which you live or study and one contrasting place
- EQ2: How do different people view diverse living spaces?

Area of Study Two - Dynamic Places
Topic 3: Globalisation

- EQ1: What are the causes of globalisation and why has it accelerated in recent decades?
- EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

Area of Study Two - Dynamic Landscapes
Topic 2B: Coastal Landscapes and Change

- EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?
- EQ4: How can coastlines be managed to meet the needs of all players?



Area of Study Two - Dynamic Landscapes
Topic 2B: Coastal Landscapes and Change

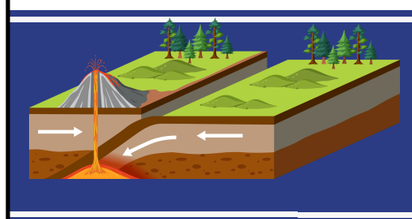
- EQ1: Why are coastal landscapes different and what processes cause these differences?
- EQ2: How do characteristic coastal landforms contribute to coastal landscapes?



Year 12

Area of Study One - Dynamic Landscapes
Topic 1: Tectonic Processes and Hazards

- EQ1: Why are some locations more at risk from tectonic hazards?
- EQ2: Why do some tectonic hazards develop into disasters?



Area of Study One - Dynamic Landscapes
Topic 1: Tectonic Processes and Hazards

- EQ3: How successful is the management of tectonic hazards and disasters?



"For future geopolitical stability and global prosperity, we need to build a culture of greater trust and understanding between China, America and the rest of the world."
Steven A. Schwarzman

Year 12 and 13 Overview

At KS5, students continue to increasingly develop their independence in preparation for further education and later life. There is an emphasis on students 'thinking like a geographer' as they mature in their geographical thinking and use of geographical skills that they have fostered since KS3. They continue to extend their geographical understanding of the key concepts (place, scale, space, interdependence, human and physical processes, and sustainability) underpinning geography, whilst growing in confidence making synoptic links between these. The Edexcel curriculum allows students to continue to investigate the human and physical processes shaping a variety of places on a variety of scales in greater depth. Students are required to complete a minimum of four days of fieldwork. This must relate to processes in both physical and human geography. It must also provide an introduction to the nature and process of a high-quality geographical enquiry.