




Year 12 and 13 Geography Curriculum Rationale

OCR's A Level in Geography aims to encourage learners to develop a range of essential skills for Higher Education and the world of work through content which is relevant to any citizen of the planet in the 21st century. Through exciting topics learners will understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today. A level Geography will enable learners to develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole. They will build an in-depth understanding of the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. By the end of their A level students will have developed their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts.

Unit:	Core knowledge/skill development	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<p>Coasts (taught concurrently with Space/Place)</p> <p><i>Through the study of Physical systems (01) learners will develop an understanding and appreciation of Landscape Systems, contextualised</i></p>	<p><u>Coastal Landscapes</u></p> <ul style="list-style-type: none"> Why are landscapes like a system? What are the key components to a coast? How do you build a beach or shape a cliff? What geomorphic processes shape our world? Why do coastlines matter to humans? How have we unintentionally 	<p>There are no prior qualification requirements for this specification. Learners in England who are beginning an A level course are likely to have followed a Key Stage 4 programme of study. No prior knowledge of this subject is required. The specification builds on, but does not depend on the knowledge, understanding and</p>	<p>Mixture of short and longer answer questions that are sometimes resource based. The highest mark question will be an extended 16 mark essay question.</p> <p>Students will be assessed through homework exam questions but also each unit with an end of section exam completed under timed conditions.</p>	<p>Topic-specific skills:</p> <ul style="list-style-type: none"> observation skills measurement and geo-spatial mapping skills data manipulation and statistical skills applied to field measurements sediment budget calculations mass balance calculations 	<p>Discussion, videos, reading, independent presentations and decision making exercises mean there is involvement of all the HPL traits. But in particular:</p> <p> Linking between key concepts, skills and places will be a regular feature in Geography. Students should be able to apply skills and content covered in each of the units with others.</p>	<p>Homework is set after each lesson from BOTH the human and physical Geography teachers. This will include wider reading, research, exam questions and essays.</p> <p>Extra reading materials is available via Teams and will include book extracts, articles and news stories.</p>

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<p><i>through either coastal landscapes, dryland landscapes or glaciated landscapes, and Earth's Life Support Systems, which encompasses the water and carbon cycles vital to our planet.</i></p>	<p>altered our landscape?</p>	<p>skills specified for GCSE (9–1) Geography.</p> <p>The course is taught by TWO different teachers who take on two aspects of the course: Human topics and Physical topics. These are taught concurrently.</p> <p>OCR recommends Coasts and Space/Place as the starting point to A level as the easiest entry into Advanced studies. These topics are taught between September to January before then moving onto Disease and</p>		<ul style="list-style-type: none"> • climate graphs • unit conversions • analysis and presentation of field data • appreciate how qualitative approaches actively create particular place representation • analysing the impacts of different media on place meanings and perceptions • the use of geospatial data to present place characteristics • how quantitative data is used to 	<p>The A level exam specifically forces students to do this within Unit 3 with synoptic questions that combine at least two of the topics together for example “How do earth hazards shape place perception”</p>  <p>Meta Thinking – how and why the world works in the way it does. Students will often be presented with some big picture questions to get them to develop their own curiosity to know the answers.</p>  <p>Analysing – Students will need to analyse evidence from a wide range of sources in</p>	<p>Consolidation / Revision tasks set several times per unit.</p> <p>Additional tasks to really push your grades up to the highest levels would include:</p> <p>In the news:</p> <p>Encourage students to download the BBC news app and to regularly keep up to date with news about people, places and the environment.</p> <p>Watch:</p> <p>Watch BBC series such as Blue Planet, Frozen planet II or Volcano Live</p>

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		<p>Hazards which finish in October the following year. The final units taught from October to the Easter holiday is the ELSS and Global governance unit.</p>		<p>present place characteristics.</p> <p>Maths cross over – Geography will require students to be able to hone and practice selected quantitative skills. This includes:</p> <ul style="list-style-type: none"> Understanding the purposes and difference between the following and be able to use them in appropriate contexts: a) mean, median, mode, range, interquartile range and standard 	<p>Geography. These can include interrogating graphical, numerical, cartographic information as well as photos, cartoons, tables and text with information and data about the world around them. Students will need to think critically about the evidence they are given and work with precision in selecting the most useful information to address their chosen topic. The HPL skills of critical analysis and precision come up repeatedly in Geography</p>	<p>or ‘Race across the World’</p> <p>Watch films such as “Queen of Katwe”, “Encanto”, “Boy who harnessed the Wind” or “The impossible” and discuss the places presented. Each week the Geography Team highlight the programmes you can watch on the BBC, Channel 4 and ITV that connect with Geography – check out our ‘GoogleBox posters’</p> <p>Online:</p> <p>The blog ‘Geography Directions’ is a useful blog written by academics on contemporary topics</p>

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				<p>deviation b) tests of association and significance tests, such as Chi-squared, Spearman’s rank, Mann-Whitney U test and T-test c) lines of best fit and correlation on graphical representations d) measurement, measurement errors, and sampling.</p> <p>Cross over with History, English and other essay based subjects – the ability to construct coherent,</p>		<p>that can help expand your Geographical knowledge.</p> <p>Listen:</p> <p>Listen to Podcasts such as “How to invent a country” to give some background to the culture, history and formation of countries. Other useful podcasts like “Mapping the Future”, “Will AI kill development” and “What planet are we on?” are all available on BBC Sounds. Other useful websites to get podcasts include the RGS ‘Ask a Geographer’</p> <p>Read:</p>

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				<p>evidenced and persuasive essays is a critical skill in Geography and matches with subjects like History, Philosophy, English etc.</p> <p>Cross over with the Sciences – Physical Geography touches upon a number of areas where you will notice cross curricular links with Biology, Chemistry and Physics. Including Wave formation and properties, Carbon and water cycles, the chemical properties of</p>		<p>Join a magazine subscription such as Geography Review.</p> <p>It is not essential, but would be useful for you to gain a wider appreciation of what the subject of Geography touches upon. Below is a list of some interesting books that it would be worth trying to buy second-hand and read over the summer. Just pick one to get you started.</p> <p>Author Title</p> <ul style="list-style-type: none"> • Marshall, Tim 'Prisoners of Geography' • Marshall, Tim 'Divided'

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				<p>magma, chemical weathering and erosional processes and the structure and evolution of ecosystems.</p> <p>Cross over with economics & business studies – this is most noticeable within some of the Human units especially the Global governance topic where students look at economies and patterns of trade.</p>		<ul style="list-style-type: none"> • <i>Rosling, Hans 'Factfulness: Why things are better than you think'</i> • <i>Dharshini, David 'The Almighty dollar'</i> • <i>Davis, Mike 'Planet of slums'</i> • <i>Bonnett, Alastair 'Off the map: Lost spaces, Invisible cities, forgotten islands, Feral places and what they tell us about the world'</i> • <i>Dorling, Danny 'Population 10 billion'</i> • <i>Collier, Paul 'The bottom billion'</i> • <i>Kristof, Nicholas & Wudunn, Sheryl 'Half the Sky: How to change the world'</i> • <i>Saunders, Doug 'Arrival city'</i>

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						<ul style="list-style-type: none"> <i>Nolen, Stephanie '28 stories of aids in Africa'</i>
<p>Changing spaces; making places (taught concurrently with Coasts)</p> <p><i>Learners will explore Human interactions (02) through the study of Global Connections, with a choice between focusing on the systems of trade or migration and the governance of human rights or sovereignty</i></p>	<p><u>Spaces and Place – Key questions:</u></p> <ul style="list-style-type: none"> • What is place? How is this different to a space? • What do the concepts of identity and representation mean? • How do places and spaces change over time? • How does migration, inequality, government, FDI or trade change what a place is like? • How can your gender, age, ethnicity or alter 		<p>Mixture of short and longer answer questions that are sometimes resource based. The highest mark question will be an extended 16 mark essay question.</p> <p>Students will be assessed through homework exam questions but also each unit with an end of section exam completed under timed conditions.</p>			

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<p><i>on a global scale, and Changing Spaces; Making Places, which gives learners an insight into the nature of places and the fluidity of their meanings and representations</i></p>	<p>your perception of a place?</p>					
<p>Disease Dilemmas (taught concurrently with Hazards)</p> <p><i>Geographical debates (03) allows teachers and learners to explore in depth two from a choice of five of</i></p>	<p><u>Disease Dilemmas:</u></p> <ul style="list-style-type: none"> • How can we categorise diseases? • What is the most dangerous disease? • What controls where you find diseases? Am I safe from Ebola? • How far is it possible to protect ourselves from disease? • Why does development alter 		<p>Students are assessed with some short answer questions, 12 mark synoptic questions and the majority of marks are awarded in 33 mark essays.</p> <p>These will be completed as homework assignments and at the end of units</p>			

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<p><i>the most challenging, dynamic and fascinating issues of the 21st century. With choices between such wide-ranging topic areas as climate change, disease, food security, oceans and tectonic hazards, there are debates to appeal to all with the implications on people and the environment being at the heart of this component.</i></p>	<p>the pattern of disease found internationally and nationally?</p> <ul style="list-style-type: none"> • How does inequality alter your quality of life? • Can diseases ever be eradicated? 		<p>under timed conditions.</p>			
<p>Hazardous Earth (taught</p>	<p><u>Hazards key questions:</u></p>		<p>Students are assessed with some</p>			

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<p>concurrently with Disease Dilemmas)</p> <p><i>Geographical debates (03) allows teachers and learners to explore in depth two from a choice of five of the most challenging, dynamic and fascinating issues of the 21st century. With choices between such wide-ranging topic areas as climate change, disease, food security, oceans and tectonic hazards, there</i></p>	<ul style="list-style-type: none"> • What are earth hazards? • What controls where earthquakes occur or volcanoes form? • What is the evidence for continental theory? • Why do some volcanoes explode and other ooze lava? What landscapes for volcanoes and earthquake produce? • Which country is best prepared to deal with tectonic hazards? • Can you predict a volcanic eruption or an earthquake? • How can we manage risk or reduce our 		<p>short answer questions, 12 mark synoptic questions and the majority of marks are awarded in 33 mark essays.</p> <p>These will be completed as homework assignments and at the end of units under timed conditions.</p>			

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<i>are debates to appeal to all with the implications on people and the environment being at the heart of this component</i>	vulnerability to earth hazards?					
<p>Earth Life Support Systems (also known as Carbon & Water this unit is taught concurrently with the Global Governance unit)</p> <p><i>Through the study of Physical systems (01)</i></p>	<p><u>Earth Life Support Systems</u></p> <ul style="list-style-type: none"> • Where does all our water come from? How did it get there? • Why is our planet so perfect for life? • How does carbon and water move from one place to another? • Why is the rainforest so full of life? 		<p>Mixture of short and longer answer questions that are sometimes resource based. The highest mark question will be an extended 16 mark essay question.</p> <p>Students will be assessed through homework exam questions but also each unit with an end of section exam</p>			

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<p><i>learners will develop an understanding and appreciation of Landscape Systems, contextualised through either coastal landscapes, dryland landscapes or glaciated landscapes, and Earth's Life Support Systems, which encompasses the water and carbon cycles vital to our planet.</i></p>	<ul style="list-style-type: none"> • Does it matter to us if Alaska starts to warm up? • How can we manage the human impacts of climate change 		<p>completed under timed conditions.</p>			

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<p>Global governance (Trade in the contemporary world & Power and Borders are the two sub-units. This topic is taught concurrently with Earth Life Support Systems)</p> <p><i>Learners will explore Human interactions (02) through the study of Global Connections, with a choice between focusing on the systems of trade or migration and the governance of human rights</i></p>	<p><u>Trade in the contemporary world:</u></p> <ul style="list-style-type: none"> • Who buys and sells the most stuff? How do our goods, money and resources move about the planet • Is trade fair? • Why does trade and globalisation lead to winners and who losers? • How are country's attempting to improve their economies? <p><u>Powers & Borders:</u></p> <ul style="list-style-type: none"> • Who decides our borders? • Who are the Superpowers of the world? 		<p>Mixture of short and longer answer questions that are sometimes resource based. The highest mark question will be an extended 16 mark essay question.</p> <p>Students will be assessed through homework exam questions but also each unit with an end of section exam completed under timed conditions.</p>			

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<i>or sovereignty on a global scale, and Changing Spaces; Making Places, which gives learners an insight into the nature of places and the fluidity of their meanings and representations</i>	<ul style="list-style-type: none"> • What is a stateless nation? • Where are our contested borders? • Why did Russia invade the Ukraine or China argue over the South China Sea. 					
<p>Unit 4: NEA</p> <p>Non examined assessment (coursework)</p>	<p><u>Key focus:</u></p> <p>Students pick their choice of topic that is related to the specification. They then must produce an investigation to examine one issue based on fieldwork and data they have collated.</p>	<p>The NEA component is worth 20% of the students A level.</p> <p>Students will have introductory lessons from May in Year 12 to allow them to select a topic and begin collecting</p>	<p>The NEA cannot be marked or feedback given on any aspect except the final submission which will be the end of February/ start of March of Year 13.</p>			

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		<p>data throughout the summer holidays.</p> <p>Further support lessons and skill lessons which will relate to aspects of the NEA will then be included from September to December of Year 13.</p> <p>These will vary between the terms dependent on student progress.</p>				