

“Rooted and grounded in Love”.

A Level Geography



Intent – ‘Rooted and grounded in Love’

Intent – Rooted

‘Geography explains the past, illuminates the present and prepares us for the future’ Michael Palin.

The teaching and learning of geography aims to develop knowledge, skills, concepts, values, and attitudes through an approach that sees Geography as an integral part of the whole school curriculum. The Geography Curriculum enables students to make links between other areas of the curriculum; numeracy through interpreting graphs, literacy by reading articles and discussion and science through investigating Earth’s planetary systems.

Geography offers a unique importance in equipping pupils with key attributes needed for Key Stage 4 and beyond. As a department, we are aware that the secondary level can be the final experience of school geography; therefore, we aim to ensure all students leave with the essential and necessary geographical skills needed for all further education and employment.

Our intention is to enable students to develop enquiring minds, students who want to investigate the environment that they live in and challenge the interactions between humans and the natural world. Students will develop a social, moral and cultural awareness as they progress through the curriculum, and we aim to promote a sense of stewardship in all our students.

Our curriculum is not just confined to students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline.



Geography

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Human Dignity

Topics such as Globalisation, and Diverse Places explore how people's lives are shaped by poverty, inequality, conflict and discrimination. Students consider the rights of individuals to live with dignity and examine how economic and political decisions affect different communities.

Option for the Poor and Vulnerable

Students study how the poorest populations are often the most vulnerable to natural hazards, climate change, food insecurity and uneven development. Topics including Tectonic Processes and Hazards, Health and Globalisation highlight the unequal impacts of disasters and development.

Dignity of Work and Workers

Through Globalisation students examine employment in transnational corporations, global supply chains, labour conditions and changing patterns of work. They consider ethical issues surrounding exploitation, fair wages and workers' rights.

Advent 1	Globalisation (teacher 1) Tectonic processes and hazards (teacher 2)	Advent 2	Globalisation (teacher 1) Tectonic processes and hazards (teacher 2)
Description	Tectonic Hazards - Enquiry question 1: Why are some locations more at risk from tectonic hazards? - Enquiry question 2: Why do some tectonic hazards develop into disasters? Globalisation - Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades? - Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?	Description	Tectonic Hazards - Enquiry question 2: Why do some tectonic hazards develop into disasters? - Enquiry question 3: How successful is the management of tectonic hazards and disasters? Globalisation - Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?

Lent 1	Diverse Places (teacher 1) Glaciated Landscapes (teacher 2)	Lent 2	Diverse Places (teacher 1) Glaciated Landscapes (teacher 2)
Description	Glaciated Landscapes - Enquiry question 1: How has climate change influenced the formation of glaciated landscapes over time? - Enquiry question 2: What processes operate within glacier systems? Diverse Places - Enquiry question 1: How do population structures vary? An in-depth study of the local place in which you live or study and one contrasting place	Description	Glaciated Landscapes - Enquiry question 3: How do glacial processes contribute to the formation of glacial landforms and landscapes? Diverse Places - Enquiry question 2: How do different people view diverse living spaces? - Enquiry question 3: Why are there demographic and cultural tensions in diverse places?
Pentecost 1	Diverse Places (teacher 1) Glaciated Landscapes (teacher 2)	Pentecost 2	NEA preparation and revision
Description	Glaciated Landscapes - Enquiry question 4: How are glaciated landscapes used and managed today? Diverse Places - Enquiry question 4: How successfully are cultural and demographic issues managed?	Description	During this term, students will start the NEA process. Lessons will be spent exploring the idea of geographical enquiry. Students will be given opportunities to research a geographical issue that they are interested in. Teachers model how to research effectively and reference their findings.

Geography

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

The Common Good

Throughout the course students investigate how governments, international organisations and communities make decisions that balance economic growth, environmental protection and social wellbeing. This is particularly evident in Water Security, Energy Security, Climate Change Futures and Global Governance.

Stewardship of Creation

Environmental sustainability is central to the specification. Students explore climate change, biodiversity loss, water management, carbon cycles, energy security and ecosystem conservation. They evaluate strategies to protect the Earth's resources for future generations.

Solidarity

Globalisation demonstrates how countries are increasingly interconnected through trade, migration, culture and technology. Students examine international cooperation through organisations such as the United Nations, climate agreements and humanitarian interventions, recognising our shared responsibility for global challenges.

Subsidiarity

Students compare how decisions are made at different scales, from local community flood management to national planning policies and international climate agreements. They evaluate whether local, national or global approaches are most effective in addressing geographical issues.

Advent 1	Migration, sovereignty and identity (teacher 1) Water cycle and water conflicts (teacher 2) NEA prep+ fieldtrip	Advent 2	Migration, sovereignty and identity (teacher 1) Water Cycle and Water Conflicts (teacher 2)
Description	Migration, Sovereignty and identity - Enquiry question 1: What are the impacts of globalisation on international migration? - Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?	Description	Migration, Sovereignty and identity - Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts? - Enquiry question 4: What are the threats to national sovereignty in a more globalised world?

	Water cycle and water conflicts - Enquiry question 1: What are the processes operating within the hydrological cycle from global to local scale? - Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales? Fieldtrip- NEA data collection in the Lake District for three days		Water cycle and water conflicts Enquiry question 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?
Lent 1	Superpowers (teacher 1) Carbon Cycle and Energy Security (teacher 2)	Lent 2	Superpowers (teacher 1) Carbon Cycle and Energy Security (teacher 2)
Description	Carbon cycle and energy security - Enquiry question 1: How does the carbon cycle operate to maintain planetary health? Superpowers - Enquiry question 1: What are superpowers and how have they changed over time? - Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment?	Description	Carbon cycle and energy security - Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy? - Enquiry question 3: How are the carbon and water cycles linked to the global climate system? Superpowers - Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?
Pentecost 1	Revision	Pentecost 2	Revision
Description	Paper 3 preparation Revision	Description	Revision