TRINITY SIXTH FORM ACADEMY *Developing Life Ready Learners*

Subject Area: Geography

Curriculum intent: Never has there been a more important time to teach Geography. It is essential in an age of climate change and geopolitical ferment that young people are equipped with the knowledge and skills required to understand the Earth as the home of humankind, and to value and our more-than-human dependencies and relationalities. Teaching Geography in the Anthropocene – the geological 'human epoch' in which human activity re-shapes physical systems on Earth – demands a rigorous approach to curriculum design and requires teachers to actively embrace their role as curriculum makers.

We take seriously Michael Young's assertion that "For children from disadvantaged homes, active participation in school may be the only opportunity that they have to acquire powerful knowledge and be able to move, intellectually at least, beyond their local and particular circumstances (Young, 2011: 152)." Consequently, we believe that it is the responsibility of all Geography teachers to regard themselves as curriculum-makers whose task it is to promote the active participation of all our students in a powerful geographical education that is engaging, rigorous, intellectually stimulating, and promotes critical thinking.

However, we also recognise that powerful knowledge is itself an insufficient framework for understanding the value of a geographical education. Powerful knowledge is defined by Young as knowledge drawn from specialised academic disciplines. We take seriously the critiques of this idea that have argued that academic knowledge is itself structured by hierarchies and inequalities, and that to put too much emphasis on academic disciplinary knowledge risks neglecting other forms of knowledge that are an essential element of a broad and diverse geographical education, including indigenous knowledges and students' own 'ethno-knowledges'. We recognise that as curriculum-makers we bring to this task our own privileges, and we are open to and mindful of potential criticisms that could be made of our curriculum. Our curriculum is 'made' in such a way as to always be mindful of these risks, and actively seeks to overcome the 'danger of a single story', including the single story of powerful knowledge

Mary Myatt has argued that when it comes to curriculum making, "coherence comes from paying attention to the big ideas which underpin each curriculum area" (Myatt, 2018: 11). The A Level Geography curriculum at TSFA thus engages students in a narrative with what we consider to be Geography's big ideas. Across our curriculum, students will encounter these big ideas and will explore their meaning in a diverse range of geographical contexts and at a range of spatial scales. We take an Earth systems perspective to the subject of Geography, and encourage students to interrogate the world through the conceptual lens provided by our subjects' big ideas, such as place, space, interdependence and power geometries. Through these concepts students will come to better understand questions of sustainability, of Earth's physical processes, of urbanisation, globalisation and cultural diversity.

Geographical knowledge consists of far more than the accumulation of mere facts. We aim for a truthful understanding of the facts set within a critical conceptual framework. In building our curriculum, we have therefore adopted the following six key principles, derived in part from Alaric Maude's (2015) research into powerful knowledge in Geography:

1. Our curriculum will provide students with new ways of thinking about the world, and will promote critical thought throughout.
2. Our curriculum will provide students with powerful ways of analysing, explaining and understanding different aspects of our world.
3. Our curriculum will provide students with power over their own geographical knowledge. Students will be equipped with an understanding of what makes geographical knowledge distinctive, will be able to appreciate different approaches to the study of geography, and will understand that they and the communities they are a part of are themselves engaged in struggles over geographical knowledge.
4. Our curriculum will enable young people to follow, and actively participate in, debates on significant local, national and global issues.
5. Our curriculum will develop students' knowledge of the world.
6. Our curriculum will enable students to appreciate the variety and diversity of geographical knowledges. Students will be equipped with an understanding of what makes geographical knowledge distinctive, and we will support students in critically evaluating geographical arguments.

We work with outside institutions and organisations, and we are a research active department seeking to contribute to an improved understanding of the curriculum-making process. We commit to regularly reviewing our curriculum to ensure that it meets the above principles so that our students develop the critical geographical understanding that will enable them to understand and engage with their world and develop what Derek Gregory has termed their "geographical imaginations".

Dates	Content	Assessment	Rationale
Year 12 Terms 1 and 2	Earth systems: an introduction Water cycle (with a Calder Valley drainage basin case study) Carbon cycle (with an Amazon rainforest case study) Living in the Anthropocene	In class assessment through weekly spaced rep quizzing and 2-weekly marking cycle. PC1 – Water cycle	It is essential that students begin A Level Geography by learning about systems thinking. This is both a novel approach to the subject from GCSE, and a framework for thinking about the world through Earth systems that runs throughout all topics on the A Level course. Having learned this conceptual vocabulary, students then apply it to a detailed study of the water and carbon cycles. This is an excellent first topic because these cycles are generally new to students in geography, but build on some aspects of prior knowledge from both Geography and other subjects, such as Science. CEIAG: Environment agency, flood management, local council, government/civil service, environmental monitoring groups, university research (climate science etc) **PS/CV's:** Compassion and service in the context of local flooding; justice in the distribution of resources to manage flooding. Wisdom and justice through consideration of national carbon budgets and their role in enhancing the greenhouse effect. Temperance through consideration of personal, national and global emissions of carbon and usage of water; respect for nature through environmental effects of human action.
Year 12 Terms 2 and 3	Hazard perceptions and approaches to hazard management Tectonic theory, and tectonic hazards: Case studies of Mount Merapi and Nepal earthquake Tropical storms: Case studies of Typhoon Haiyan and Hurricane Maria Wildfires: case study of the Fort McMurray wildfire Multi-hazardous environments: Case study of Haiti, with a local focus on Cite Soleil for local scale study as well	In class assessment through weekly spaced rep quizzing and 2-weekly marking cycle. PC2 – Carbon and Water cycles and Hazards	This topic follows on from what has come before through the shared approach to studying Earth systems. It develops student understanding of the concepts of mitigation and adaptation that have been begun towards the end of the previous topic, whilst further developing student understanding of the concept of the lithosphere. It also crucially develops student understanding of the idea of socially-produced vulnerability, another key conceptual theme that runs throughout the course. Students are encouraged to think with Doreen Massey's concept of power geometries, and with Rob Nixon's idea of 'slow violence', when evaluating the differentiated production of societal vulnerabilities. CEIAG: Hazard and risk management, GIS, university research (volcanology, seismology, meteorology) PS/CV's: PS/CV's: hazard and disaster; compassion in empathising with victims and different national contexts; wisdom in actions that can be taken to reduce the impacts.
Year 12 Terms 4 and 5	Introduction to contemporary urban environments Urban issues The urban environment Unlocking sustainable cities Case studies: London and Mumbai	In class assessment through weekly spaced rep quizzing and 2-weekly marking cycle. PC3 – Hazards and Urban	This is the first topic to come from Paper 2, Human Geography. It is an excellent introduction to the human side of the course due to the way that it builds on and significantly develops understanding from GCSE around the concept of urbanisation. Central to the teaching of this topic is what we call "the paradox of urbanisation" - that cities are places of great poverty and inequality, but also places of great wealth, abundance and human flourishing. Through an exploration of this paradox students are able to better understand key conceptual themes such as urban inequality and sustainability. Students also apply their understanding of power geometries and the differentiated production of societal vulnerability to urban contexts. CEIAG: Architect, urban planning, civil society groups campaigning for more liveable/ sustainable cities, PS/CV's: Justice through study of urban inequality; service through discussion of students as active agents in their own urban environments
Year 12 Term 6	Changing places: How do geographers theorise place? Local case study: Town ward, Halifax Contrasting case study: Notting Hill, London	In class assessment through weekly spaced rep quizzing and 2-weekly marking cycle. PC4 – Urban, hazards and Carbon and Water	What is a place? Students will have touched on this question in previous topics, but here they will end year 12 by devoting significant time to the study of this question. The guiding force for their work will be Doreen Massey, and her work on space, place and a 'global sense of place'. Conceptualising places as locations imbued with contested meanings and shaped by power geometries, students will track how particular places change over time, explore different definitions and meanings of place, and consider how geographers have studied place. They will also look at the role played by identity in shaping the meanings given to place, and consider how social, economic and environmental processes have shaped place meanings in different contexts. PS/CVs: Justice, compassion and service through study of local area

			This most theoretical and conceptual of paper 2 topics is ideally placed at the end of year 12, when students now have a sufficiently well-developed grasp of the discipline of geography to be able to encounter the work of thinkers such as Doreen Massey, Henri Lefebvre, Edward Said, and others. CEIAG: Urban planning, place branding
Year 13 Term 1 and 2	Coastal processes and landscapes Local case study: Holderness coast Contrasting case study: Sundarbans NEA data collection and coursework write up	In class assessment through weekly spaced rep quizzing and 2-weekly marking cycle. PC1 – Changing Places, and Urban PC2 – Carbon and water, coasts	The first 2 weeks of year 13 are spent on an introduction to coastal systems and coastal processes. This is essential at this point as an introduction for those who wish to do a coasts-themed coursework project. It also builds on the systems-language developed at the start of year 12, enabling students to re-ground themselves in the basic concepts of an Earth systems approach to Geography. Having studied the basic coastal processes, students then spend a week and a half planning their coursework project. This enables them to build on the knowledge already developed by carrying out a self-planned research project. During the planning stage students come up with a research question, develop ideas for methods to use, and consider sampling types and methods for research. They then spend some time making resources such as questionnaires or environmental quality surveys to collect data. Having done this they depart on a residential trip to collect data for their coursework project. Some students will opt to do comparative projects with their home area for the purpose of collecting additional data, and will carry out research in their own time. CEIAG: Coastal management, GIS, planning and land use management PS/CVs: Temperance through study of solutions to sea level rise; justice and compassion in Holderness and Sundarbans studies
Year 13 Terms 3 and 4	Global systems and global governance introduction TNC case study: Apple Food commodity case study: Cocoa, Ivory Coast and supply chain issues The UN and global governance Antarctica	In class assessment through weekly spaced rep quizzing and 2-weekly marking cycle. PC3 – Full papers	Global systems and global governance is the perfect topic with which to end the course on account of the opportunities provided within this topic for developing and assessing synoptic links from throughout the A Level. The first part of the topic, global systems, requires students to be able to identify, and assess the importance of, different dimensions of, and factors in, globalisation. In doing so students will develop an appreciation of what we call “the paradox of globalisation” - that unequal flows of people, capital, goods, ideas and technologies can both promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places. Students will also develop an appreciation of the extent to which this paradox drives, and is shaped by, power geometries and geopolitical relations. CEIAG: Nestle, Apple, supply chains/logistics, Fairtrade and other civil society / NGO groups campaigning on world trade, global governance groups (e.g. UN, EU) PS/CVs: Wisdom, justice and service through study of global economic processes, governance and student’s place in the world.