Cornwallis Academy
Ambitions for All

SMILE
SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 13 Geography

The Water Cycle and Water Insecurity (Physical Geography)

Learning Objectives

Explain global and drainage-basin hydrological systems, stores, flows, water budgets and river regimes. Analyse drought, flooding, ENSO and climate change effects on water availability. Investigate physical and human causes of water insecurity, impacts on development and conflict, and the effectiveness and sustainability of contrasting water management strategies.

What previous knowledge is required?

GCSE water cycle, rivers, climate, resource management and development; Year 12 systems thinking, hazard vulnerability and quantitative geographical skills.

How will this term's content help with future learning?

Develops Paper 1 analysis of physical systems and connects water insecurity to energy, global power, migration and Paper 3 resource conflicts.

Common Misconceptions

Water scarcity means there is no rainfall; flooding has only natural causes; groundwater is unlimited; a dam solves all water shortages; water insecurity affects only low-income countries.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 3, Topic 5: The Water Cycle and Water Insecurity; Paper 1 (9GE0/01).

Superpowers (Human Geography)

Learning Objectives

Explain the economic, military, political and cultural dimensions of geopolitical power and changing uni-, bi- and multipolar patterns. Assess established and emerging powers, including the USA, China and India. Analyse influence through trade, finance, international institutions, resource acquisition and hard and soft power. Evaluate tensions, environmental consequences and possible future global power balances.

What previous knowledge is required?

Year 12 globalisation, global flows, TNCs, development, trade and inequality; GCSE superpowers and contemporary international affairs.

How will this term's content help with future learning?

Builds synoptic understanding of players, power and resource security and supports Topic 8B debates about sovereignty, migration and international governance.

Common Misconceptions

Power is measured only by military strength; BRICS is a single unified country or political system; soft power is the same as sanctions; superpowers always control global outcomes; geopolitical power is permanent.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 4, Topic 7: Superpowers; Paper 2 (9GE0/02).

The Carbon Cycle and Energy Security (Physical Geography)

Learning Objectives

Explain global carbon stores and transfers, biological and geological processes, and links between carbon, climate and the water cycle. Analyse fossil-fuel dependence, energy demand, energy security and environmental consequences. Assess climate-change impacts and contrasting mitigation and adaptation responses, including carbon management, renewable energy and international cooperation.

What previous knowledge is required?

GCSE climate change, energy resources, ecosystems and carbon; Year 13 water-cycle systems and Year 12 globalisation and development.

How will this term's content help with future learning?

Strengthens integrated physical-human explanations for Paper 1 and Paper 3, including sustainability, governance, competing interests and future uncertainty.

Common Misconceptions

The carbon cycle is only about human emissions; renewable energy has no environmental costs; energy security is simply low prices; climate change affects all places equally; adaptation and mitigation mean the same thing.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 3, Topic 6: The Carbon Cycle and Energy Security; Paper 1 (9GE0/01).

Migration, Identity and Sovereignty (Human Geography)

Learning Objectives

Examine international migration flows, causes, impacts and management, including economic, forced and refugee movements. Investigate national identity, cultural diversity, borders, nationalism and sovereignty. Analyse the roles and effectiveness of states, IGOs and other players in managing migration and geopolitical challenges. Evaluate tensions between national decision-making, international cooperation and global interdependence using contrasting examples.

What previous knowledge is required?

Year 12 globalisation, migration, cultural change and inequalities; Year 13 superpowers, governance and geopolitical power; GCSE migration and population.

How will this term's content help with future learning?

Supports Paper 2 and Paper 3 synthesis of global flows, governance, place identity, contested borders, stakeholder priorities and uncertain futures.

Common Misconceptions

All migrants are refugees; migration is always permanent; sovereignty means a state has no international obligations; national identity is fixed; international organisations can always enforce their decisions.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 4, Topic 8B: Migration, Identity and Sovereignty; Paper 2 (9GE0/02).

Synoptic Investigation, NEA Completion and Examination Preparation

Learning Objectives

Connect knowledge across compulsory physical and human topics through the synoptic themes of players, attitudes and actions, and futures and uncertainties. Interpret unfamiliar resource booklets, evaluate evidence and construct sustained arguments. Complete and review the independent investigation within Pearson supervision rules.

Consolidate case studies, geographical skills and examination technique through targeted feedback and timed practice.
What previous knowledge is required?
All Year 12 and Year 13 topics, case studies, fieldwork methods, graphical and statistical skills and independent reading.
How will this term's content help with future learning?
Prepares for Paper 3 (9GE0/03) and the final assessments in Papers 1 and 2; reinforces independent critical thinking and progression to university-level enquiry.
Common Misconceptions
Paper 3 only tests one taught topic; synoptic means listing unrelated examples; resource evidence replaces geographical knowledge; a conclusion only repeats the introduction; NEA teachers can rewrite student analysis.
National Curriculum / Specification
Edexcel 9GE0 Paper 3: Synoptic Investigation (20%, 70 marks); NEA 9GE0/04 (20%, 70 marks); all relevant geographical and fieldwork skills.