

OCR AS and A Level Guide to Course Planning

This guide outlines some aspects to consider when planning the OCR AS and A Level Geography courses.

Constructing your course

The OCR A Level Geography course has been designed so that learners can appreciate and understand a range of issues that affect people and places at a range of scales from local to global.

Some things to consider when constructing your course:

- **Fieldwork:** We recommend that fieldwork and skills are embedded in teaching and learning throughout the course. You could do this by linking into lessons as starters or plenaries, utilising the school site and local area, setting small home-learning tasks and completing virtual fieldwork. In particular you will need to consider where and when the two (for AS) and four (A Level) days of fieldwork will take place. This will vary from centre to centre, depending on a range of internal factors. The two/four days can take place in one block or separately but they must cover both human and physical geography processes.
- **Skills:** Like fieldwork, we suggest that these are embedded throughout the course. The full range of skills that students need to cover is listed in the specification on page 45. The specification also gives examples of 'topic-specific skills', these are listed as a guide at the end of each topic and are not an exhaustive list.
- **Key concepts:** The key concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation, adaptation, sustainability risk, resilience and thresholds run throughout the specification. You may want to highlight these to students and ensure that they have an understanding of the nature of these concepts.
- **Assessment objectives:** Make sure you think through the implications of the assessment structure for your planning and teaching. The assessment objectives are listed in full in the specification and you may also want to take note of the assessment objective weighting in each component.
- **Wider curriculum:** You will want to look at your whole curriculum from KS3 up to A Level to ensure that students are gaining a coherent, progressive and engaging geography education that prepares them for their future as life long learners.
- **Choosing the Geographical debates:** You will need to consider the strengths in your department, resources you have and student preference. Questions you might want to ask are which topics do you think will make an immediate connection with your students' own lives? Which are most likely to stimulate your students' interest? Which topics offer most potential for encouraging your students to think geographically?



AS and A Level Geography

How OCR Geography AS and A Level might work in practice:

There are a variety of ways in which this content could be planned out. Departments would need to consider where the fieldwork and Investigative Geography is best placed, the preferences of the department and internal exams and consolidation weeks. The Investigative Geography could be overseen by one teacher or by both.

Model A: Co-teaching the AS and A Level with two teachers.

Year 1 (year 12)	Teacher one	Teacher two
Autumn term 1	<i>Landscape Systems</i>	<i>Changing Spaces, Making places</i>
Autumn term 2	<i>Landscape Systems</i>	<i>Changing Spaces, Making Places</i>
Christmas		
Spring term 1	<i>Geographical Debates 1</i>	<i>Geographical Debates 1</i>
Spring term 2	FW and skills building	<i>Geographical Debates 1</i>
Easter		
Summer term 1	Revision AS students	<i>Geographical Debates 2</i>
Summer term 2	Exams AS students /Support and mentoring A2 students	<i>Geographical Debates 2</i>
Summer		

Year 2 (year 13)	Teacher one	Teacher two
Autumn term 1	<i>Investigative Geography</i>	<i>Geographical Debates 2</i>
Autumn term 2	<i>Investigative Geography</i>	<i>Investigative Geography</i>
Christmas		
Spring term 1	<i>Earths Life Support Systems</i>	<i>Global Connections</i>
Spring term 2	<i>Earths Life Support Systems</i>	<i>Global Connections</i>
Easter		
Summer term 1	Revision	Revision
Summer term 2	Exams	Exams
Summer		

*Please note there are a variety of approaches that could be taken when implementing the Investigative Geography unit. This will vary depending on teaching hours and the time students spend on it outside of lessons. As the Investigative Geography is an independent investigation there are no set numbers of hours to spend on this unit





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Model B: Teaching the A Level course with two teachers

Year 1 (year 12)	Teacher one	Teacher two
Autumn term 1	<i>Landscape Systems</i>	<i>Changing Spaces, Making Places</i>
Autumn term 2	<i>Landscape Systems</i>	<i>Changing Spaces, Making Places</i>
Christmas		
Spring term 1	<i>Earths Life Support Systems</i>	<i>Geographical Debates 1</i>
Spring term 2	<i>Earths Life Support Systems</i>	<i>Geographical Debates 1</i>
Easter		
Summer term 1	Revision and consolidation	<i>Geographical Debates 1</i>
Summer term 2	<i>Investigative Geography</i>	<i>Investigative Geography</i>
Summer		

Year 2 (year 13)	Teacher one	Teacher two
Autumn term 1	<i>Investigative Geography*</i> Consolidation of Physical Systems and Human Interactions components	<i>Investigative Geography*</i> Consolidation of Physical Systems and Human Interactions components
Autumn term 2	<i>Geographical Debates 2</i>	<i>Global Connections</i>
Christmas		
Spring term 1	<i>Geographical Debates 2</i>	<i>Global Connections</i>
Spring term 2	<i>Geographical Debates 2</i>	Revision
Easter		
Summer term 1	Revision	Revision
Summer term 2	Exams	Exams
Summer		

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Model C: Teaching the A Level with one teacher

Year 1 (year 12)	Teacher one
Autumn term 1	<i>Landscape Systems</i>
Autumn term 2	<i>Landscape Systems</i>
Christmas	
Spring term 1	<i>Geographical Debates 1</i>
Spring term 2	<i>Geographical Debates 1/FW skills</i>
Easter	
Summer term 1	<i>Geographical Debates 2</i>
Summer term 2	<i>Investigative Geography*</i>
Summer	

Year 2 (year 13)	Teacher one
Autumn term 1	<i>Investigative Geography*</i> <i>Geographical Debates 2</i>
Autumn term 2	
Christmas	
Spring term 1	<i>Earths Life Support Systems</i>
Spring term 2	<i>Global Connections</i>
Easter	
Summer term 1	Revision
Summer term 2	Exams
Summer	

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