



# Year 12 Geography Curriculum Summary



**YEAR GROUP: Year 12**

**SUBJECT: Geography**

| <b>When?</b>                                     | <b>Understanding</b>   | <b>Knowledge</b>   | <b>Assessment</b>   |
|--|--|--|---|
| <p><b>Autumn Term 1</b><br/><b>6/7 weeks</b></p> | <p><u>Human Geography: (Globalisation)</u></p> <p>What are the causes of globalisation and why has it accelerated in recent decades?</p> <p>What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p> <p>What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges?</p> <p>Knowledge Recap tests are used within the unit to recap each enquiry question. This ensures pupils revisit the work which they have learnt with in the unit in order to prepare themselves for assessment</p> | <p>Re-cap of Globalisation and development at lower-school with emphasis focusing on urban environments and how places are changing due to globalisation. This is done through specific homework tasks.</p> <p>Methods of measuring globalisation and having a thought-process on why some areas are more globalised than others is key.</p> <p>Pupils to gain the knowledge of switched-on vs switched off countries and how they differ. Globalisation at local levels is also a key aspect.</p> | <ul style="list-style-type: none"> <li>• <b>October assessment</b> to assess suitability and introduction to Year 12).</li> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week (one from each teacher).</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using green pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> </ul> |



| When? | Understanding | Knowledge | Assessment   |
|-------|---------------|-----------|--|
|       |               |           | <ul style="list-style-type: none"><li>• They are required to complete a <b>formal assessment</b> at the end of the unit.</li></ul> |



| When?   | Understanding  | Knowledge   | Assessment  |
|---|--|---|---|
| <p><b>Autumn term</b></p> <p><b>6/7 weeks</b></p> | <p><u>Physical Geography: Tectonic processes and hazards</u></p> <p>Why are some locations more at risk from tectonic hazards?</p> <p>Why do some tectonic hazards develop into disasters?</p> <p>How successful is the management of tectonic hazards and disasters?</p> <p>Knowledge Recap tests are used within the unit to recap each enquiry question. This ensures pupils revisit the work which they have learnt with in the unit in order to prepare themselves for assessment</p> | <p>Knowledge from learning during the previous year is don with regards to the structure of the earth and plate boundaries</p> <p>Examples from developed and developing nations is key to allow the understanding of social, economic and environmental impacts.</p> <p>Hazard management involving mitigation and adaptation strategies are important to know, with regards to different hazard models. Cycles and planning are also integral to understanding how to manage a tectonic hazard.</p> | <ul style="list-style-type: none"> <li>• <b>October assessment</b> to assess suitability and introduction to Year 12).</li> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week (one from each teacher).</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using green pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit.</li> </ul> |



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|-------------------------------------|---|--|---|
| <p>Spring term</p> <p>5/6 weeks</p> | <p><u>Physical Geography Coastal landscapes</u></p> <p>Why are coastal landscapes different and what processes cause these differences?</p> <p>How do characteristic coastal landforms contribute to coastal landscapes?</p> <p>How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</p> <p>How can coastlines be managed to meet the needs of all players?</p> | <p>Content from previous learning based on the coastal environment, the types of erosion and management.</p> <p>Pupils are to acquire knowledge on the different types of coastlines and how they are dynamic due to weathering and erosion.</p> <p>Human activity is explored at the coast through means of an example – Holderness Coast.</p> <p>Pupils are to acquire how climate change will impact future coastal processes in a social, economic and environmental manner.</p> | <ul style="list-style-type: none"> <li>• <b>Easter assessment</b> to cover Year 12 content</li> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week (one from each teacher).</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using green pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit.</li> </ul> |



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|-------------------------------------|---|--|---|
| <p>Spring term</p> <p>5/6 weeks</p> | <p><u>Human Geography: Regenerating places</u></p> <p>How and why do places vary? An in-depth study of the local place in which you live or study and one</p> <p>Why might regeneration be needed?</p> <p>How is regeneration managed?</p> <p>How successful is regeneration?</p> | <p>Pupils will have knowledge of the idea behind regeneration, positives and negatives as well as examples relating to Stratford.</p> <p>Knowledge acquired will be linked to gentrification and how urban and rural areas have different regeneration schemes.</p> <p>The involvement of stakeholders and different players is key on a range of scales – local, national and global.</p> | <ul style="list-style-type: none"> <li>• <b>Easter assessment</b> to cover Year 12 content</li> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week (one from each teacher).</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using green pen).</li> <li>• Students are required to complete a <b>mid-topic assessment/recap assessment</b> to assess what they have learned so far.</li> <li>• They are required to complete a <b>formal assessment</b> at the end of the unit.</li> </ul> |



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|-------------------------------------|--|---|--|
| <p>Summer term</p> <p>5/6 weeks</p> | <p><u>NEA independent investigation (20%) coursework</u></p> <p><u>Pupils to research coursework title and plan investigation.</u></p> <p><u>Fieldtrip to Urban area (London) and residential to South Coast</u></p> | <p>Students will use knowledge from their previous fieldwork – hypotheses, aim, methodology, data collection, data presentation, conclusion and evaluation. This will help students structure and complete their NEA (coursework)</p> <p>Content From Year 12 schemes of work and lower/previous learning will ensure pupils are aware of a hypothesis.</p> <p>Fieldwork techniques such as questionnaires and methods of data presentation (bar graphs) will also be learnt.</p> | <ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week (one from each teacher).</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student’s classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using green pen).</li> <li>• <b>Coursework monitoring through regular checks</b></li> </ul> |



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|-------------------------------------|--|--|--|
| <p>Summer term</p> <p>5/6 weeks</p> | <p><u>Begin Year 13 Human Geography: Superpower</u></p> <p>What are superpowers and how have they changed over time?</p> <p><u>Begin Year 13 Physical Geography: (Water Cycle)</u></p> <p>What are the processes operating within the hydrological cycle from global to local scale?</p> | <p>Superpower status and definitions will be given to pupils with an understanding of the main features and characteristics associated with superpower growth.</p> <p>Pupils will have an understanding of the water cycle from previous learning and will learn key flows, processes and stores of water on a local and global scale.</p> | <ul style="list-style-type: none"> <li>• Students are assessed through homework tasks. Students are expected to complete <b>two homework tasks</b> per week (one from each teacher).</li> <li>• Every 3 weeks or 8 lessons <b>one piece of work is to be deep marked</b> by subject teacher. Key Feedback sticker to be completed.</li> <li>• Student's classwork must also be marked in alignment with the school and department policy.</li> <li>• Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using green pen).</li> </ul> <p><b>End of Year exam to cover content from the course before Year 13</b></p> |