

Year 12 Geography Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Topic 1: Tectonic Processes and Hazards	<p><b>1.1</b> The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.</p> <p><b>1.2</b> There are theoretical frameworks that attempt to explain plate movements.</p> <p><b>1.3</b> Physical processes explain the causes of tectonic hazards</p> <p><b>1.4</b> Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.</p> <p><b>1.5</b> Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.</p> <p><b>1.6</b> Development and governance are important in understanding disaster impact and vulnerability and resilience.</p> <p><b>1.7</b> Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</p> <p><b>1.8</b> Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.</p> <p><b>1.9</b> Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.</p>	<ul style="list-style-type: none"> <li>develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole</li> <li>develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts</li> <li>recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today</li> <li>develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts</li> <li>gain understanding of specialised concepts relevant to the core and non-core content.</li> </ul> <p>These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds</p>	<ul style="list-style-type: none"> <li>Policies and frameworks that are specific to countries</li> <li>Evidence against tectonic theory</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and analysis of data</li> <li>Connection that the processes in the UK are similar/varied in other countries (UK focus)</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3GH1a</li> <li>3GH2</li> <li>3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words</li> <li>Structure sheets and planning of 12 mark questions.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in relation to geology</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 12 mark questions.</li> </ul>
Topic 5: The Water Cycle and Water Insecurity	<p><b>5.1</b> The global hydrological cycle is of enormous importance to life on earth</p> <p><b>5.2</b> The drainage basin is an open system within the global hydrological cycle.</p> <p><b>5.3</b> The hydrological cycle influences water budgets and river systems at a local scale.</p> <p><b>5.4</b> Deficits within the hydrological cycle result from physical processes but can have significant impacts.</p> <p><b>5.5</b> Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people.</p> <p><b>5.6</b> Climate change may have significant impacts on the hydrological cycle globally and locally.</p> <p><b>5.7</b> There are physical causes and human causes of water insecurity.</p> <p><b>5.8</b> There are consequences and risks associated with water insecurity.</p> <p><b>5.9</b> There are different approaches to managing water supply, some more sustainable than others.</p>	<ul style="list-style-type: none"> <li>improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising ('circumstances' in this case refers to the context of people's lives, and the socio-economic and political milieu in which they find themselves)</li> <li>become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geolocated data) and applying them as an integral part of their studies</li> <li>understand the fundamental role of fieldwork as a tool to understand and generate new</li> </ul>	<ul style="list-style-type: none"> <li>Specific roles of stakeholders and the wider involvement</li> <li>The connection and value of river systems and the links to both glaciated landscapes and coasts</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and analysis of data</li> <li>Connection that the processes in the UK are similar/varied in other countries (UK focus)</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3GH1a</li> <li>3GH2</li> <li>3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers</li> <li>Skills based questions and practice developing cartographic and graphic knowledge</li> <li>Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words</li> <li>Structure sheets and planning of 12 mark questions.</li> <li>Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Links to Science in relation to water cycle</li> <li>Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>Links to English in structuring answers to 12 mark questions.</li> </ul>
Topic 3: Globalisation	<p><b>3.1</b> Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.</p>	<ul style="list-style-type: none"> <li>understand the fundamental role of fieldwork as a tool to understand and generate new</li> </ul>	<ul style="list-style-type: none"> <li>How globalisation varies even within countries at a specific development level</li> </ul>	<ul style="list-style-type: none"> <li>Connection of ideas to wider geography</li> <li>Economic understanding of countries governance</li> </ul>	<ul style="list-style-type: none"> <li>3GA1</li> <li>3GA2</li> <li>3GA3b</li> <li>3GH1a</li> <li>3GH2</li> </ul>	<ul style="list-style-type: none"> <li>Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers</li> </ul>	<ul style="list-style-type: none"> <li>Links to Business and Economics in understanding components and interactions of economies</li> </ul>

	<p><b>3.2</b> Political and economic decision making are important factors in the acceleration of globalisation.</p> <p><b>3.3</b> Globalisation has affected some places and organisations more than others.</p> <p><b>3.4</b> The global shift has created winners and losers for people and the physical environment.</p> <p><b>3.5</b> The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.</p> <p><b>3.6</b> The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.</p> <p><b>3.7</b> Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.</p> <p><b>3.8</b> Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.</p> <p><b>3.9</b> Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.</p>	<p>knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations</p> <ul style="list-style-type: none"> <li>● apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography</li> <li>● develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations</li> <li>● build on knowledge of contexts, locations, places and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included</li> <li>● develop a deep understanding of both physical and human processes, applying this understanding to interrogate people–environment interactions and people–place connections at all scales from local to global</li> </ul>	<ul style="list-style-type: none"> <li>● Removal of individual bias when looking at impacts of globalisation</li> </ul>		<ul style="list-style-type: none"> <li>● 3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>● Skills based questions and practice developing cartographic and graphic knowledge</li> <li>● Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words</li> <li>● Structure sheets and planning of 12 mark questions.</li> <li>● Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>● Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>● Links to English in structuring answers to 12 mark questions.</li> </ul>
<p>Topic 4: Regenerating Places</p>	<p><b>4A.1</b> Economies can be classified in different ways and vary from place to place.</p> <p><b>4A.2</b> Places have changed their function and characteristics over time.</p> <p><b>4A.3</b> Past and present connections have shaped the economic and social characteristics of your chosen places.</p> <p><b>4A.4</b> Economic and social inequalities changes people’s perceptions of an area.</p> <p><b>4A.5</b> There are significant variations in the lived experience of place and engagement with them.</p> <p><b>4A.6</b> There is a range of ways to evaluate the need for regeneration.</p> <p><b>4A.7</b> UK government policy decisions play a key role in regeneration.</p> <p><b>4A.8</b> Local government policies aim to represent areas as being attractive for inward investment.</p> <p><b>4A.9</b> Rebranding attempts to represent areas as being more attractive by changing public perception of them.</p> <p><b>4A.10</b> Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental.</p> <p><b>4A.11</b> Different urban stakeholders have different criteria for judging the success of urban regeneration.</p>	<p>connections at all scales from local to global</p> <ul style="list-style-type: none"> <li>● build on and reinforce conceptual understanding underpinning GCSE, experiencing an extended demand that includes a wider range of more complex and specialised concepts that relate to the core and non-core content</li> <li>● engage with models, theories and generalisations, and develop a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes</li> <li>● develop understanding of the rationale for, and applications of, skills and approaches used, showing a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods</li> <li>● undertake fieldwork that encourages them to apply and evaluate theory in the real world, and that A Level fieldwork in particular demands a high degree of responsibility from students for selecting research questions, applying relevant techniques and skills</li> </ul>	<ul style="list-style-type: none"> <li>● How the need for regeneration varies</li> <li>● Different stakeholders will have varying viewpoints on the need for and success of regeneration</li> <li>● Local area of study and development into A-Level context</li> </ul>	<ul style="list-style-type: none"> <li>● Applying knowledge to local are for EQ3</li> </ul>	<ul style="list-style-type: none"> <li>● 3GA1</li> <li>● 3GA2</li> <li>● 3GA3b</li> <li>● 3GH1a</li> <li>● 3GH2</li> <li>● 3GG1-3</li> </ul>	<ul style="list-style-type: none"> <li>● Formal end of unit/topic assessment created using EDEXCEL sample assessment material and/or past papers</li> <li>● Skills based questions and practice developing cartographic and graphic knowledge</li> <li>● Formative exam questions within lessons, for short mark questions and utilising EDEXCEL command words</li> <li>● Structure sheets and planning of 12 mark questions.</li> <li>● Peer, self and whole class marking / DIRT</li> </ul>	<ul style="list-style-type: none"> <li>● Links to Business and Economics in understanding components and interactions of economies</li> <li>● Links to Government and politics in the knowledge needed for understanding government position on regeneration</li> <li>● Links to Maths in utilising different graphical skills and interpretation of data.</li> <li>● Links to English in structuring answers to 12 mark questions.</li> </ul>

	<b>4A.12</b> Different rural stakeholders have different criteria for judging the success of rural regeneration.						
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