

Year 12 Geography

Although topics at GCSE are linked together, it is A Level when students need to be able to see the bigger picture and how geography is a complex web of processes at a range of scales from global to local and ultimately, personal. A range of typical physical and human topics are taught following the specifications detailed by EDEXCEL, but at a much greater depth allowing students to appreciate complexity. The topics normally follow a set formula of geographical theorem linked to real-life case study examples where students evaluate causes, impacts and responses.

Learned ideas utilise the EDEXCEL assessment objectives:

AO1 = key geographical idea

AO2 = development of the geographical idea (often linked to the command word of the question)

AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example

AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis.

Lessons are updated year-on-year to match updates and developments that occur in geographical understanding across the globe. Students build knowledge through a combination of teacher and student led learning, which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic and article analysis, presentational work and a wide variety of media (e.g. verbal presentations and group discussion). We continually build on knowledge and understanding from KS3 and KS4 not only through similar topics but using the concepts we have studied and applying them to new case studies and examples. We constantly link the lessons to past content through Brain in Gear activities as well as through enquiry and discussion.

Year 12 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	Globalisation - We study the many ways in which the world has become more connected over time and the organisations that have accelerated the connections. We assess the impact of globalisation on people, the environment and the economy and identify how the process can be made more sustainable. Much of what we study in this topic underpins many of the topics we study at A Level as we live in an increasingly interdependent world.		Coasts - We use much of the knowledge and understanding from KS3 and KS4 to investigate these constantly changing environments in greater detail. How have sea levels changed in the past and what will the impact be of current increases? How can we manage the coast from flooding and erosion to meet the needs of those people that live on the coast?		Non Examined Assessment - You can choose to study any part of the course you want to. We guide you through the process of setting a hypothesis and constructing a valid enquiry structure to follow.	Water and water security - The next wars won't be fought over oil, but water. There is enough water on planet earth for all of humanity but is not distributed evenly.

Hazards

In this topic we focus on tectonic hazards and we learn how earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development (LICs). Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. During this topic we will be looking at an in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Regeneration

In this topic we look at how local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).

Both of these topics are studied through the use of fieldwork which is a vital part of being a geographer. We visit Hull and the Holderness coastline to collect our data.

The vast majority of this is independent and done outside of lessons with tutorials run by your NEA Mentor.

This topic firstly looks at the processes at work in the hydrological cycle and then shifts to look at the experiences of different countries. Can we have a sustainable water future?

Carbon and energy security

In this topic we look at why a balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and changes to stores of carbon and carbon fluxes are a result of physical and human responses. Reliance on fossil fuels has changed carbon stores and contributed to climate change. Can we have a sustainable energy future?

Assessment	Through exam questions carried out in lesson and for independent work. Through class discussion and debate as well as group and individual presentations. This content is assessed formally in our end of topic mock exam before Christmas and again in the end of year 1 mock exams in the summer term	Through exam questions carried out in lesson and for independent work. Through class discussion and debate as well as group and individual presentations. This content is assessed formally in our end of year 1 mock exam in the summer term.	You write up your report and hand it in for marking and moderation in January/February of year 2.	Through exam questions carried out in lesson and for independent work. Through class discussion and debate as well as group and individual presentations. This content is assessed formally in our Year 2 February mock exams.
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Independent Work

Independent work is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types set in geography such as: - Reading a provided article for a case study (to be studied in the following lessons). - Revising for an upcoming assessment using specifically designed revision sheets.

Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know.

Independent work should not always be viewed as tasks set by the teacher, reading and researching around the topics will develop a wider understanding that will help you to answer questions with confidence and in detail in the exam.