Year 12 Curriculum Intent – GEOGRAPHY – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	**Unit:** Tectonic Processes and Hazards	**Unit:** Globalisation	**Unit:** Glaciated Landscapes and Change	**Unit:** Regenerating places	**Unit:** Glaciated Landscapes and Change Fieldwork	**Unit:** Regenerating places fieldwork
Knowledge & Understanding	**Tectonic hazards and processes** • The global distribution of tectonic hazards can be explained by plate boundary and other tectonic Processes. • There are theoretical frameworks that attempt to explain plate movements. • Physical processes explain the causes of tectonic hazards. • Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster. • Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.		**Glaciated Landscapes and Change** • The causes of longer- and shorter climate change, which have led to ice house greenhouse changes. • Present and past Pleistocene distribution of ice cover. • Periglacial processes produce distinctive landscapes. • Mass balance is important in understanding glacial dynamics and the operation of glaciers as systems. • Different processes explain glacial movement and variations in rates. • The glacier landform system. • Glacial erosion creates distinctive landforms and		**Fieldwork** Students complete a minimum of two days of fieldwork. • knowledge and understanding of investigating geographical questions and issues • interpretation, analysis and evaluation of information collected in a fieldwork context • ability to construct arguments and draw conclusions in relation to the student's own fieldwork experience.	

	• Development and governance are important in understanding disaster impact and vulnerability and resilience. • Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts. • Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. • Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. **Globalisation** • Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.	contributes to glaciated landscapes. • Glacial deposition creates distinctive landforms and contributes to glaciated landscapes. • Glacial meltwater plays a significant role in creating distinctive landforms and contributes to glaciated landscapes. • Glacial and periglacial landscapes have intrinsic cultural, economic and environmental value. • There are threats facing fragile active and relict glaciated upland landscapes. • Threats to glaciated landscapes can be managed using a spectrum of approaches. **Regenerating places** • Economies can be classified in different ways and vary from place to place.	**AS fieldwork skills requirements:** **Fieldwork skill number** / **Fieldwork skill description** (Students are required to:) 1 — identify appropriate field research questions, based on their knowledge and understanding of relevant aspects of physical and human geography 2 — undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data 3 — understand how to observe and record phenomena in the field and be able to devise and justify practical approaches taken in the field, (including frequency/timing of observation, sampling, and data collection approaches) 4 — demonstrate knowledge and understanding of how to select practical field methodologies (primary) appropriate to their investigation 5 — demonstrate knowledge and understanding of implementing chosen methodologies to collect data/information of good quality that is relevant to the topic of investigation 6 — demonstrate knowledge and understanding of the techniques appropriate for analysing field data and information and for representing results, including GIS, and show ability to select suitable quantitative or qualitative approaches and to apply them 7 — apply existing knowledge and concepts to identify, order and understand field observations 8 — show the ability to present and write a coherent analysis of fieldwork findings and results in order to justify conclusions as well as to interpret meaning from the investigation, including the significance of any measurement or other errors. **Glaciated Landscapes** • changing glacial and/or fluvio-glacial sediments • glacial and/or fluvio-glacial landform morphology and orientation • the impact of human activity on fragile glaciated landscapes. **Regenerating places** • evidence of regeneration strategies

	• Political and economic decision making are important factors in the acceleration of globalisation. • Globalisation has affected some places and organisations more than others. • The global shift has created winners and losers for people and the physical environment. • The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. • The emergence of a global culture, based on western ideas, consumption and attitudes towards the physical environment, is one outcome of globalisation. • Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities	• Places have changed their function and characteristics over time. • Past and present connections have shaped the economic and social characteristics of your chosen places. • Economic and social inequalities changes people's perceptions of an area. • There are significant variations in the lived experience of place and engagement with them. • There is a range of ways to evaluate the need for regeneration. • UK government policy decisions play a key role in regeneration. • Local government policies aim to represent areas as being attractive for inward investment. • Rebranding attempts to represent areas as being	• Public opinion on local regeneration strategies • historical change in the area.

	and disparities in environmental quality. • Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. • Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.		more attractive by changing public perception of them. • Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental. • Different urban stakeholders have different criteria for judging the success of urban regeneration. • Different rural stakeholders have different criteria for judging the success of rural regeneration.			
Assessment	End of Unit Assessment	End of Unit Assessments & mock exams	End of Unit Assessment	End of Unit Assessment & mocks exams	End of Unit Assessment & Independent investigation	End of Unit Assessment & Independent investigation
Why this? Why now?	**<u>Tectonic hazards and processes</u>** Tectonic hazards – 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. Resilience in these places can be low, and the interaction of physical systems with vulnerable		**<u>Glaciated landscapes and change</u>** ·Ice sheets and glaciers operate within a landscape system as glacial processes of erosion, transport and deposition combine with meteorological and climatological processes and interact with geological and lithological processes to produce distinctive landscapes. The landscapes can be both present day and relict and can occur in both upland and lowland areas. These landscapes are being changed by both physical processes		**<u>Fieldwork</u>** Fieldwork must be carried out in relation to processes in physical and human geography. This is a Department for Education (DfE) requirement. Fieldwork allows the content and concepts to be contextualised and understood in a broader, deeper detail. It provides the starting point for the NEA, allowing students to develop their fieldwork investigation skills. The NEA is started at the end of the summer term. In year 12 this is also assessed in the AS examination.	

	populations can result in major disasters. 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. **Globalisation**· Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.	and human activities which pose unique threats due to the low level of resilience found in these areas. Study must include examples of landscapes from areas inside and outside the UK. **Regeneration** 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). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed. Students begin by studying the place in which they live or study in order to look at economic change and social	

		inequalities. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. They then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped.	
Skills & Characteristics	Use of proportional flow lines Analysing and drawing Lorenze Curves Using Gini Coefficient Extended writing Critical thinking Analysing data Cartographic skills Discussion Evaluation Teamwork	Graph skills Statistical analysis Extended writing Critical thinking Analysing data Cartographic skills Discussion Evaluation Teamwork	Use of GIS Research Analysing data Collecting primary data Evaluating data Teamwork Creativity
Aspirations & Careers	• Volcanologist • Earth scientist • Geologist • Meteorologist • Politician • Statistician • Town Planner • NGO Officer • Transport planner • Civil Service	• Glaciologist • Earth scientist • Geologist • Politician • Town Planner • NGO Officer • Transport planner • Civil Service	• Glaciologist • Earth scientist • Geologist • Meteorologist • Politician • Statistician • Town Planner • NGO Officer • Transport planner • Civil Service
End points	By the end of year 12 students should be able to demonstrate accurate knowledge and understanding of tectonic hazards, glaciated landscapes, globalisation and regeneration. They should be confident making synoptic links to find fully logical and relevant connections and relationships between topics. In field work students should be able to independently follow the route to enquiry and be fully engaged in the decision-making processes in relation to the fieldwork and research.		

Year 13 Curriculum Intent – GEOGRAPHY – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	**Unit:** The Water Cycle and Water Insecurity	**Unit:** SuperPowers	**Unit:** The Carbon Cycle and Energy Security	**Unit:** Migration, Identity and Sovereignty	Revision	Revision
Knowledge & Understanding	**The Water Cycle and Water Insecurity** • The global hydrological cycle is of enormous importance to life on earth • The drainage basin is an open system within the global hydrological cycle • The hydrological cycle influences water budgets and river systems at a local scale. • Deficits within the hydrological cycle result from physical processes but can have significant impacts. • Surpluses within the hydrological cycle can lead to flooding, with significant impacts for people • Climate change may have significant impacts on the hydrological cycle globally and locally • There are physical causes and human causes of water insecurity. • There are consequences and risks associated with water insecurity.		**The Carbon Cycle and Energy Security** • Most global carbon is locked in terrestrial stores as part of the long-term geological cycle. • Biological processes sequester carbon on land and in the oceans on shorter timescales • A balanced carbon cycle is important in sustaining other earth systems but is increasingly altered by human activities • Energy security is a key goal for countries, with most relying on fossil fuels. • Reliance on fossil fuels to drive economic development is still the global norm • There are alternatives to fossil fuels but each has costs and benefits. • Biological carbon cycles and the water cycle are threatened by human activity			

	• Here are different approaches to managing water supply, some more sustainable than others. <u>Super Powers</u> • Geopolitical power stems from a range of human and physical characteristics of superpowers. • Patterns of power change over time and can be uni-, bi- or multi-polar. • Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time • Superpowers have a significant influence over the global economic system. • Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. • Global concerns about the physical environment are disproportionately influenced by superpower actions • Global influence is contested in a number of different economic, environmental and political spheres • Developing nations have changing relationships with superpowers with consequences for people and the physical environment.	• There are implications for human wellbeing from the degradation of the water and carbon cycles. • Further planetary warming risks large-scale release of stored carbon, requiring responses from different players at different scales **<u>Migration, Identity and Sovereignty</u>** • Globalisation has led to an increase in migration both within countries and among them • The causes of migration are varied, complex and subject to change • The consequences of international migration are varied and disputed. • Nation states are highly varied and have very different histories. • Nationalism has played a role in the development of the modern world. • Globalisation has led to the deregulation of capital markets and the emergence of new state forms • Global organisations are not new but have been important in the post-1945 world • IGOs established after the Second World War have controlled the rules of world trade and financial flows. • IGOs have been formed to manage the environmental problems facing the world, with varying success	

	• Existing superpowers face ongoing economic restructuring, which challenges their power.		• National identity is an elusive and contested concept. • There are challenges to national identity. • There are consequences of disunity within nations.			
Assessment	End of Unit Assessment	End of Unit Assessment & mock exams	End of Unit Assessment	End of Unit Assessment & mock exams	Summer series exams	Summer series exams
Why this? Why now?	**<u>The Water Cycle and Water Insecurity</u>** Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply. **<u>Super Powers</u>** Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence		**<u>The Carbon Cycle and Energy Security</u>** A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require		In the final two terms all teaching of new content has been completed. Students will use remaining time to revise all prior topics. Lessons will be spent reteaching and reassessing students on prior content from all papers. This will include weekly assessment of exam papers. Content that will be retaught which focuses on areas of identified weakness in assessments, areas students lack confidence and areas likely to emerge in this year's exam.	

	between these powers are frequently contested, resulting in geopolitical implications.	global agreements as well as national actions. **<u>Migration, Identity and Sovereignty</u>** Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes	

Skills & Characteristics	Graph skills Statistical analysis Extended writing Critical thinking Analysing data Cartographic skills Discussion Evaluation Teamwork GIS	Graph skills Statistical analysis Extended writing Critical thinking Analysing data Cartographic skills Discussion Evaluation Teamwork GIS		
Aspirations & Careers	• Glaciologist • Earth scientist • Environmental scientist • Geologist • Meteorologist • Politician • Statistician • Town Planner • NGO Officer • Transport planner • Civil Service	• Glaciologist • Earth scientist • Environmental scientist • Geologist • Meteorologist • Politician • Statistician • Town Planner • NGO Officer • Transport planner • Civil Service		
End points	By the end of year 13 students should be able to demonstrate accurate knowledge and understanding of tectonic hazards, glaciated landscapes, water & carbon cycles globalisation, regeneration, superpowers, migration identity and sovereignty. They should be confident making synoptic links to find fully logical and relevant connections and relationships between topics. In field work students should be able to independently follow the route to enquiry and be fully engaged in the decision-making processes in relation to the fieldwork and research.			