



Curriculum Plan: Geography

Year 12	Knowledge (Topics covered)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra- curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	Topic 1: Tectonic Processes and Hazards Enquiry question 1: Why are some locations more at risk from tectonic hazards? Enquiry question 2: Why do some tectonic hazards develop into disasters? Enquiry question 3: How successful is the management of tectonic hazards and disasters?	As well as the usual skills of literacy, numeracy, map, graphical, source analysis and presentation skills the following topic specific skills will also be developed... (1) Analysis of hazard distribution patterns on world and regional scale maps. (2) Use of block diagrams to identify key features of different plate boundary settings. (3) Analysis of tsunami time-travel maps to aid prediction. (4) Use of correlation techniques to analyse links between magnitude of events, deaths and damage. (5) Statistical analysis of contrasting events of similar magnitude to compare deaths and damage. (6) Interrogation of large data sets to assess data reliability and to identify and interpret	<i>Assess the reasons why, even within a country, some people are more vulnerable to hazards than others. (12)</i> <i>'Assess the significance of earthquake hazard profiles in relation to the effectiveness of management strategies' (12)</i> <i>'Assess the role of key players in disaster risk governance.' (12)</i> <i>Assess the vulnerability of one named country to natural hazards (12 marks)</i> <i>'Explain how effective different types of hazard modifying strategies are' (8)</i>	Describing Explanation Suggest Data interpretation Central tendencies – Mean, Mode & Median Co-ordinates Scale Graph interpretation	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make	Students have to take part in 4 days of fieldwork based around a residential to Mid Wales. There is also the opportunity to attend lectures are Plymouth University There is the opportunity to take part in an overseas	Throughout these topics' students explore many issues facing the World today. The teaching of these help students expand their understanding and to make sense of the issues. It gives them a sense of stewardship. These issues include human rights, the threats to democracy, equality, sustainability, conflict,



Curriculum Plan: Geography

	<p>complex trends.</p> <p>(7) Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.</p> <p>Diverse Places:</p> <p>Enquiry question 1: How do population structures vary? An in-depth study of the local place in which you live or study and one contrasting place</p> <p>Enquiry question 2: How do different people view diverse living spaces?</p> <p>Enquiry question 3: Why are there demographic and cultural tensions in diverse places?</p> <p>Enquiry question 4: How successfully</p>	<p>(1) Investigation of social media to understand how people relate to the places where they live.</p> <p>(2) Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities.</p> <p>(3) Interviews with local residents to interpret information representing cultural and demographic issues in a local place.</p> <p>(4) Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place.</p> <p>(5) Testing of the strength of relationships through the use of scattergraphs and Spearman's rank correlation.</p> <p>(6) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.</p>	<p>Statistical testing</p> <p><i>Assess to what extent cities can be seen as 'undesirable' (12)</i></p> <p><i>Assess to what extent the UK is becoming more diverse (12)</i></p> <p><i>Assess the what extent to which there is segregation in areas of the UK (12)</i></p> <p><i>Assess the ways in which levels of segregation reflect cultural, economic and social variation and change over time. (12)</i></p> <p><i>Assess the ways in which changes to diverse places can lead to tension and conflict. (12)</i></p> <p><i>Using examples, analyse the impact of national and local strategies for change on a rural area (8)</i></p>	<p>connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>	<p>residential, either to Iceland or Italy</p> <p>environmental damage including climate change.</p> <p>This course helps prepare students for life at university (whatever course they wish to pursue), the world of work and living in a democracy.</p> <p>The residential experience enables students to develop life skills such as group cooking and budget management</p>
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Curriculum Plan: Geography

	are cultural and demographic issues managed?	(7) Use of indexes to measure ethnic and cultural diversity. (8) Interpretation of photographic and map evidence showing 'before and after' cross-sections. (9) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. (10) Analysis of contrasting newspaper reports about a change, including opinions about that change.	<i>Evaluate the ways in which levels of segregation reflect cultural, economic and social variation and change over time (20)</i>				
Cycle 2	Glaciated Landscapes and Change Enquiry question 1: How has climate change influenced the formation of glaciated landscapes over time? Enquiry question 2: What processes operate within glacier systems? Enquiry question 3: How do glacial processes	1) Graphical analysis of reconstructed climate versus landform evidence for past glacial/interglacial periods. (2) Comparison of past and present distribution of glaciated landscapes using global and regional maps. (3) Use of numerical data to calculate simple mass balance and equilibrium line position; use of GIS to identify main features of glacier types and assess glacier health. (4) Use of measures of central tendency to compare rates of glacier movement. (5) Cirque orientation analysis using large-scale maps (OS maps); calculating Spearman's	<i>Examine the usefulness of evidence from relict glacial landscapes to the reconstruction of past ice extent and movement. (20)</i> <i>Evaluate the contribution of periglaciation processes to landscapes created at high latitudes (20)</i> <i>Assess the importance of the glacial system in understanding glacial health (12)</i> <i>Explain how glacial meltwater plays a significant role in contributing to glacial landscapes. (8)</i> <i>'Assess the significance of the contribution of glacial meltwater to the formation of glaciated landscapes' (12)</i>				



Curriculum Plan: Geography

contribute to the formation of glacial landforms and landscapes?	<p>rank correlations of height of basin, size of basin and orientation and commenting on the significance of the correlation.</p> <p>(6) Till fabric analysis using rose diagrams.</p> <p>(7) Use of British Geological Society (BGS) glacial drift maps, Ordnance Survey (OS) maps, GIS and fieldwork results to reconstruct past ice extent and ice flow direction.</p> <p>(8) Use of student t-test to analyse changes in sediment size and shape in outwash plains; central tendency analysis of both glacial and fluvioglacial deposits (comparison of size, shape and degree of sorting of clasts).</p> <p>(9) Numerical analysis of mean rates of glacial recession in different global regions.</p> <p>(10) Drumlin morphometry and orientation survey to measure correlation of height, length and elongation ratio. Statistical comparison of two data sets from contrasting locations.</p>	<p><i>Assess a range of different threats to one glaciated landscape (12)</i></p> <p><i>Evaluate the extent to which the actions of people are the main threat facing the survival of both active and relict glaciated and periglacial landscapes (20)</i></p>		
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Curriculum Plan: Geography

<p>Globalisation:</p> <p>Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?</p> <p>Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p> <p>Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p>	<p>1) Use of proportional flow lines showing networks of flows.</p> <p>(2) Ranking and scaling data to create indices.</p> <p>(3) Analysis of human and physical features on maps to understand lack of connectedness.</p> <p>(4) Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation.</p> <p>(5) Use of proportional flow arrows to show global movement migrants from source to host areas.</p> <p>(6) Analysis of global TNC and brand value datasets to quantify the influence of western brands.</p> <p>(7) Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines.</p>	<p><i>Using examples explain how trading blocs have influenced the growth of globalisation (8)</i></p> <p><i>Assess the extent to which the globalisation of trade can bring problems as well as benefits (12)</i></p> <p><i>Assess the importance of governments in facilitating globalisation' (12)</i></p> <p><i>Using examples, explain why some countries are more globalised than others (8)</i></p> <p><i>Assess the impacts of the global shift on one country' (12)</i></p> <p><i>Assess the role of international migration in the globalised economy (12)</i></p> <p><i>Assess the extent to which cultural diffusion caused by globalisation inevitably leads to social and political tension (12)</i></p> <p><i>Assess the statement: 'Globalisation produces as many losers as it does winners' (12)</i></p>		
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Curriculum Plan: Geography

		<p>(8) Plotting Lorenz curves and calculating the Gini Coefficient.</p>	<p><i>Assess the nature of social, political, and environmental tensions that have resulted from change caused by globalisation. (12)</i></p> <p><i>Assess the actions taken by NGOs and local government in promoting ethical and environmental concerns about unsustainability. (12)</i></p>			
Cycle 3	<p>Glaciated Landscapes and Change (Part)</p> <p>Enquiry question 4: How are glaciated landscapes used and managed today?</p> <p>Coursework preparation including fieldwork</p>					



Curriculum Plan: Geography

	<p>4. collect information, including frequency/timing of observation, sampling, and data collection approaches so that good quality data/information can be collected</p> <p>5. representing results, including GIS, and show ability to select suitable quantitative or qualitative approaches and to apply them</p> <p>6 demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative</p> <p>7. write up field results clearly and logically, using a range of presentation methods and apply existing knowledge, theory and concepts in order to understand field observations and make a well argued case</p> <p>8 evaluate and reflect on fieldwork investigations.</p>			
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