

KS5 Curriculum Overview: Geography year 12

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center">Autumn 1 ELSS and CSMP</p>	<p>Students understand how both the water and carbon cycles work as natural systems, their global distribution and magnitude and how this changes due to natural processes and human actions. They also examine the interaction between both cycles and the consequences for life on earth. LINKS: Climate change, fluvial landscapes, ecosystems</p>	<p align="center">Mid and End of unit assessments, year 12 paper 1 and 2 full content examinations</p>	<p align="center">Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic • Extended writing • Essay annotations (past student work) 	<p>Data from graphs, maps, statistical government data and tables to support the content from examination.</p> <ul style="list-style-type: none"> • Qualitative and quantitative • Mass balance • Laps rates • Unit conversions • Hydrographs • Analysis and presentation of field data • climate graphs • simple mass balance • rates of flow • unit conversions • analysis and presentation of field data. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Water and carbon as natural systems – including feedback loops • The water cycle – global distribution, processes driving change in magnitude, drainage basins, runoff, hydrographs, changes in the water cycle over time (natural and human variations) • The carbon cycle – global distribution, processes driving change in magnitude, changes over time (natural and human), carbon budget and impact on land, oceans and atmosphere • Water, carbon and life on earth – particularly climate and climate change • CASE STUDIES: Tropical Rainforest and Tundra (Amazon and Arctic) • management of water and carbon cycles <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • The nature and importance of places – concept of place, perspectives, categories, character • Relationships and connections – changing demographic and cultural characteristics, economic change and social inequalities • Meaning and representation – lived experience • CASE STUDIES: Range of examples throughout, detailed case studies for Sheffield and Coventry

<p>Autumn 2 ELSS and CSMP Sheffield and Peak district fieldwork</p>	<p>To understand people's engagement with places, their experience of them and the qualities they ascribe to them, the factors and processes which impact upon places and how they change and develop over time. Students gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places. Students apply their understanding to a range of case study examples, with Southam and Llandudno in detail. LINKS: Globalisation,</p>	<p>Mid and End of unit assessments, year 12 paper 1 and 2 full content examinations</p>	<p>Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic • Extended writing • Essay annotations (past student work) 	<ul style="list-style-type: none"> • appreciate how qualitative approaches actively create particular place representations • analysing the impacts of different media on place meanings and perceptions • the use of geospatial data to present place characteristics • how quantitative data is used to present place characteristics. • Quantitative data – eg. Geospatial data, census, IMD, statistical data and tests 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Water and carbon as natural systems – including feedback loops • The water cycle – global distribution, processes driving change in magnitude, drainage basins, runoff, hydrographs, changes in the water cycle over time (natural and human variations) • The carbon cycle – global distribution, processes driving change in magnitude, changes over time (natural and human), carbon budget and impact on land, oceans and atmosphere • Water, carbon and life on earth – particularly climate and climate change • CASE STUDIES: Tropical Rainforest and Tundra (Amazon and Arctic) • management of water and carbon cycles <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • The nature an importance of places – concept of place, perspectives, categories, character

	urban issues and challenges and migration. These topics will be built on and enhanced through critical thought.				<ul style="list-style-type: none"> • Qualitative – eg. interpretation of photographs, media representation • A large range of data needs to be used in this topic for students to interpret and evaluate in its usefulness in understanding character of place and the effect it has on place perception • Quantitative and qualitative • Field work skills • Data manipulation • Data presentation • Rose diagrams • Cumulative mass balance graphs • Photograph interpretation 	<ul style="list-style-type: none"> • Relationships and connections – changing demographic and cultural characteristics, economic change and social inequalities • Meaning and representation – lived experience • CASE STUDIES: Range of examples throughout, detailed case studies for Sheffield and Coventry
<p>Spring 1 Coastal Landscapes and Power and Borders</p>	Choosing Option A coastal landscapes, learners will explore how the landscape can be viewed as system, how landforms developed within their chosen landscape and the influences of both climate and human activity on this. For all	<p>Mid and End of unit assessments, year 12 paper 1 and 2 full content examinations</p>	<p>Each student is provided with a booklet of pass paper exam questions to be completed weekly</p> <p>Addition reading up and addition notes and research on each topic covered in class</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Academic texts from curriculum press and Google 	<p>Data from graphs, maps, statistical government data and tables to support the content from examination.</p> <ul style="list-style-type: none"> • observation skills • measurement and geo-spatial mapping skills 	<p><u>Knowledge</u></p> <p>The inter-relationships between the land, oceans and atmosphere help learners to understand the processes, characteristics and impacts on these landscapes and cycles, which shape them over time and create a number of issues when attempting to manage them. Learners will investigate examples and case studies at a range of scales to understand the dynamic nature of</p>

	options within this topic, study must include at least two case studies from landscapes beyond the UK and at least one landscape from the UK			<p>Scholar used for analysis</p> <ul style="list-style-type: none"> • Key term list for topic • Extended writing • Essay annotations (past student work) 	<ul style="list-style-type: none"> • data manipulation and statistical skills applied to field measurements • sediment budget calculations • mass balance calculations. 	<p>landscapes and the water and carbon cycles.</p> <p>Quantitative and qualitative fieldwork opportunities present themselves within this component, within helping learners to generate new knowledge and understanding about the real world.</p> <p><u>Knowledge</u></p> <p>Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice. Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole</p>
<p>Spring 2 Coastal Landscapes and Power and Borders</p>	Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for	<p>Mid and End of unit assessments, year 12 paper 1 and 2 full content examinations</p>	<p>Each student is provided with a booklet of pass paper exam questions to be completed weekly</p> <p>Addition reading up and addition notes and research</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge 	<p>Data from graphs, maps, statistical government data and tables to support the content from examination.</p> <ul style="list-style-type: none"> • observation skills • measurement and 	<p><u>Knowledge</u></p> <p>The inter-relationships between the land, oceans and atmosphere help learners to understand the processes, characteristics and impacts on these landscapes and cycles, which shape them over time and create a number of issues when attempting to manage them.</p>

	<p>people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole. Study must enable learners to gain an understanding of the way in which global systems and global governance underlie their own and other people's lives across the globe. This understanding will vary depending on the situation and circumstance of the learner; fieldwork and research is encouraged where possible in support of this</p>		<p>on each topic covered in class</p>	<ul style="list-style-type: none"> • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic • Extended writing • Essay annotations (past student work) 	<p>geo-spatial mapping skills</p> <ul style="list-style-type: none"> • data manipulation and statistical skills applied to field measurements • sediment budget calculations • mass balance calculations. 	<p>Learners will investigate examples and case studies at a range of scales to understand the dynamic nature of landscapes and the water and carbon cycles. Quantitative and qualitative fieldwork opportunities present themselves within this component, within helping learners to generate new knowledge and understanding about the real world.</p> <p><u>Knowledge</u> Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice. Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole</p>
<p>Summer 1 Coastal Landscapes and Migration</p>	<p>Through case studies learners will build up a picture of how the world around them is shaped, the</p>	<p>Mid and End of unit assessments, year 12 paper 1 and 2 full content examinations</p>	<p>Each student is provided with a booklet of pass paper exam</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines 	<p>Data from graphs, maps, statistical government data and tables to support the</p>	<p><u>Knowledge</u> The inter-relationships between the land, oceans and atmosphere help learners to understand the processes, characteristics and impacts on these landscapes and</p>

	<p>complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole. Study must enable learners to gain an understanding of the way in which global systems and global governance underlie their own and other people's lives across the globe. This understanding will vary depending on the situation and circumstance of the learner; fieldwork and research is encouraged where possible in support of this</p>		<p>questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class</p>	<p>and books to support wider knowledge</p> <ul style="list-style-type: none"> • Academic texts from curriculum press and Google Scholar used for analysis • Key term list for topic • Extended writing • Essay annotations (past student work) 	<p>content from examination.</p> <p>observation skills • measurement and geo-spatial mapping skills</p> <ul style="list-style-type: none"> • data manipulation and statistical skills applied to field measurements • sediment budget calculations • mass balance calculations. 	<p>cycles, which shape them over time and create a number of issues when attempting to manage them. Learners will investigate examples and case studies at a range of scales to understand the dynamic nature of landscapes and the water and carbon cycles. Quantitative and qualitative fieldwork opportunities present themselves within this component, within helping learners to generate new knowledge and understanding about the real world.</p> <p><u>Knowledge</u> Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice. Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole</p>
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<p style="text-align: center;">Summer 2 Migration and NEA</p>	<p>In Year 12 summer term 2, students complete a residential trip to Borth and Aberystwyth where they have collected all their data. They are reminded of the strict deadlines to follow to ensure their completed NEA (coursework) investigation is handed in on time. See Specification for independence and teacher guidance.</p>	<p style="text-align: center;">Mid and End of unit assessments, year 12 paper 1 and 2 full content examinations NEA dues in October half term of year 13</p>	<p style="text-align: center;">Each student is provided with a booklet of pass paper exam questions to be completed weekly Addition reading up and addition notes and research on each topic covered in class</p>	<p>Wider Reading and Models</p> <ul style="list-style-type: none"> • Guided Reading using Geofiles, academic magazines and books to support wider knowledge as well as locating models • Academic texts from curriculum press and Google Scholar used for analysis 	<p>Data from graphs, maps, statistical government data and tables to support the content from examination.</p> <ul style="list-style-type: none"> • Quantitative and qualitative • Field work skills • Data manipulation • Data presentation • Rose diagrams • Cumulative mass balance graphs • Photograph interpretation • Identifying glacial features on OS maps • Writing in the style of a geographical investigation / report (preparation for FE) • A range of qualitative and quantitative data collection skills depending on own choices • Interpretation of a range of data • A range of data presentation 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Dependent on topic chosen either coastal or changing spaces <p><u>Knowledge</u></p> <p>Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice. Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole</p>
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