



## Year 12 Geography Curriculum Overview

Geography in year 12 is studied over the course of five lessons across the fortnight, with two different topics being covered across these five lessons. The topics are a combination of human and physical topics including Coastal landscapes, Changing Spaces; Making Places, Global Migration and also Human Rights. This means there are familiar topics from GCSE including Coastal landscapes as well as new and very topical topics such as migration. Each topic has an enquiry question which is broken down into key ideas and content. The content is studied at a variety of scales from local to global. Students will develop their knowledge of locations, places, processes and environments, recognise and be able to analyse the complexity of people-environment interactions, and appreciate how these underpin understanding of some of the key issues facing the world today. Students will develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, all of which was studied at GCSE Geography however at A Level students will develop a more nuanced understanding of these concepts. In all topics students will develop an in-depth understanding the processes in physical and human geography at a range of temporal and spatial scales. They will improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people place and the environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising. There are skills specific to each topic for example mathematical calculations, statistical analysis, observation skills, mapping and the use of qualitative and quantitative information.

Throughout the year various fieldwork opportunities will be available to students linking to the Changing Spaces Making Places topic, including a field trip to Sheffield as well as Grantchester and Cambridge. These fieldwork opportunities will not only allow for students to see and experience the places being studied in lessons but also help them prepare for their NEA (None examined assessment). The NEA is worth 20% of the overall A Level grade and will consist of a written report, of approximately 3000-4000 words which will assess the process of enquiry and investigation. It will provide students with the opportunity to develop a wide range of skills and abilities which are applicable not only to study in Higher Education but also within the world of work and life, which, amongst others, include: the structure and enquiry process, extended writing, innovation in investigating and presenting data, self-directed study and research techniques. A residential fieldtrip in the summer term, currently this is in the coastal town of Southwold in Suffolk, will provide students with a final opportunity to prepare for their NEA, students will be expected to complete several sections of their NEA before returning in year 13.

<b>Outline</b>		<b>Assessment/Teacher Feedback Opportunities</b>	<b>Homework and Literacy resources</b>
<p><b>Autumn and spring 1</b></p> <p><b>Coastal landscapes</b></p> <p>The coastal landscapes topic introduces students to the integration of processes, landforms and resultant landscapes. Four key questions will be investigated including:-</p> <ul style="list-style-type: none"> <li>➤ How can coastal landscapes be viewed as systems?</li> </ul>	<p><b>Autumn and spring 1 and 2</b></p> <p><b>Changing Spaces; Making Places</b></p> <p>Through the Changing Spaces; Making Places topic students look through a local lens to understand global issues. Starting from the local place in which students live (Leamington Spa) and moving outwards to the regional, national and global scale in order to understand the interconnections and dynamics of place. Five key questions will be investigated including:-</p>	<p><b>Assessment</b></p> <p>For each key idea within the two topics there will be an assessment. Initially the questions are shorter tariff questions, e.g. 4 and 6 mark questions and as the year progresses students resilience will be developed and they will complete higher tariff questions, frequently in the same assessment, e.g. an 8 and</p>	<p><b>Homework</b></p> <p>Students will complete a wide range of homework tasks, which will include:-</p> <ul style="list-style-type: none"> <li>Researching into topical issues in the news.</li> <li>Pre-reading of resources provided by teacher in preparation for subsequent lessons.</li> <li>Completion of exam style questions.</li> <li>Completion of notes in preparation for subsequent lesson.</li> <li>Completion of revision questions in preparation for an assessment/mock exam.</li> <li>Revision for tests and mock examinations.</li> </ul>

<ul style="list-style-type: none"> <li>➤ How are coastal landforms developed?</li> <li>➤ How do coastal landforms evolve over time as climate changes?</li> <li>➤ How does human activity cause change within coastal landscape systems</li> </ul> <p>Four case studies will be investigated both in the UK and at the global scale throughout this topic. These include an example of a high energy coastline (Yorkshire coastline), a low energy coastline (Farwell Spit in New Zealand), an example of a coastline that is being managed (Sand Banks in Dorset) as well as a coastline that is being used by people for economic development (Sand mining in New Zealand). Throughout these case studies analytical skills will be developed as well as communication skills such as debating allowing students to formulate opinions based on research carried out.</p>	<ul style="list-style-type: none"> <li>➤ What's in a place?</li> <li>➤ How do we understand place?</li> <li>➤ How does economic change influence patterns of social inequality in places?</li> <li>➤ Who are the players that influence economic change in places?</li> <li>➤ How are places created through place making processes?</li> </ul> <p>Four case studies will be investigated both in the UK and at the global scale. These include the village of Grantchester, Park Hill in Sheffield, Jakarta in Indonesia, Northwood, Irvine in California, and Birmingham in the UK. Throughout the topic students will develop interpretation skills of both quantitative and qualitative sources of information and be able to investigate places from different perspectives, e.g. age, gender, sexuality, religion and role. Enrichment opportunities will be provided through carrying out fieldwork in two locations, Grantchester and Sheffield, here students will develop fieldwork enquiry based skills. A guest speaker will also deliver a workshop on the theme of how local community groups can shape a place they live. A career as a landscape architect will be examined which links to concepts in the topic such as regeneration and rebranding of places.</p>	<p>16 mark question in the same assessment. An end of topic test will be completed for each topic.</p> <p>All assessments will be completed under formal supervision, and a grade as well as written feedback will be provided. Students will act upon this feedback to further improve their work.</p> <p>Through completing the above assessments students will demonstrate their knowledge and understanding and then apply this to interpret, analyse and evaluate geographical information and issues. Through doing so students will build on constructing arguments and drawing conclusions.</p>	<p>Liase with other students to prepare group presentations.</p> <p><b>Literacy resources and enrichment</b></p> <p>Join and support the school eco-club.  Reading of Geography review articles.  Reading of Geography factsheets.  Entre the Royal Geographical Society Young Geographer of the Year annual competition.  Enter the book review competition for Geographers at NLS.  Read National Geographic articles found at <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></p> <p>Watch the videos from Viking Geo, including the coasts playlist, the changing spaces playlist as well as migration and human rights. Found at:-  <a href="https://www.youtube.com/@VikingGeography/playlists">https://www.youtube.com/@VikingGeography/playlists</a></p> <p>Prisoners of Geography by T Marshall  Key thinkers on cities by R Koch  Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think by H Rosling</p>
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<p><b>Spring 2 and summer 1 and 2</b></p> <p><b>Global migration</b></p> <p>The Global migration topic will allow students to explore the processes and flows that occur at the global level, and the ways in which these influence people, places and institutions. Students will learn to appreciate that sometimes these migration flows can sometimes act to promote stability, growth and development, but they can also be the cause of inequalities, conflicts and injustice. Students will gain an understanding of the way in migration and governance of the process can influence their own and other people's lives across the globe. Three key questions will be investigated:-</p> <ul style="list-style-type: none"> <li>➤ What are the contemporary patterns of global migration?</li> <li>➤ Why has migration become increasingly complex?</li> <li>➤ What are the issues associated with unequal flows of global migration?</li> </ul> <p>The topic will end by examining three case studies, at a country level, of which each has a contrasting level of development. The USA will be studied in order to explore both the opportunities and challenges migration can bring, as well as Laos. Brazil will be studied as an</p>	<p><b>Summer 1 and 2</b></p> <p><b>Human Rights</b></p> <p>The Human Rights topic introduces students to the concept of global governance. Students will investigate how this impacts on human rights between citizens, states and organisations around the world. Students will gain an understanding of how human rights underlie their own and other people's lives across the globe. Four key questions will be investigated:-</p> <ul style="list-style-type: none"> <li>➤ What is meant by human rights?</li> <li>➤ What are the variations in women's rights?</li> <li>➤ What are the strategies for global governance of human rights?</li> <li>➤ To what extent has intervention in human rights contributed to development?</li> </ul> <p>The topic will include three case studies in order to illustrate different human rights issues, these include exploring gender inequality in India, the impact of conflict on people in Afghanistan and the impact of global governance of human rights in the LIDC of Honduras.</p> <p>Throughout the topic students will develop empathy towards others and assess the effectiveness of strategies to develop human rights across the world. They will use both quantitative and</p>	<p><b>Assessment</b></p> <p>For each key idea within the two topics there will be an assessment. These will be a combination of shorter tariff questions, e.g. 2, 4 and 5 mark questions as well as higher tariff questions worth 8 and 16 marks. An end of topic test will be completed for each topic. All assessments will be completed under formal supervision, and a grade as well as written feedback will be provided. Students will act upon this feedback to further improve their work.</p> <p>Through completing the above assessments students will demonstrate their knowledge and understanding and then apply this to interpret, analyse and evaluate geographical information and issues. Through doing so students will build on constructing arguments and drawing conclusions.</p>	<p><b>Homework</b></p> <p>Students will complete a wide range of homework tasks, which will include:-</p> <ul style="list-style-type: none"> <li>Researching into topical issues in the news.</li> <li>Pre-reading of resources provided by teacher in preparation for subsequent lessons.</li> <li>Completion of exam style questions.</li> <li>Completion of notes in preparation for subsequent lesson.</li> <li>Completion of revision questions in preparation for an assessment/mock exam.</li> <li>Revision for tests and mock examinations.</li> <li>Liase with other students to prepare group presentations.</li> <li>Begin researching into a topic for investigation for the None Examined Assessment.</li> </ul> <p><b>Literacy resources and enrichment</b></p> <ul style="list-style-type: none"> <li>Join and support the school eco-club</li> <li>Reading of Geography review articles</li> <li>Reading of Geography factsheets</li> <li>Entre the Royal Geographical Society Young Geographer of the Year annual competition</li> <li>Enter the book review competition for Geographers at NLS</li> <li>Read National Geographic articles found at <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>Beyond the Map by A Bonnett</li> <li>Divided: Why We're Living in an Age of Walls by T Marshall</li> <li>The New Silk Roads: The Present and Future of the World by P Frankokan</li> </ul>
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<p>example of interdependence between other countries. Throughout these case studies analytical skills will be developed as well as communication skills such as debating allowing students to formulate opinions based on research carried out. Through doing so students will develop their analytical skills as well as hypothesise on the reasons for patterns.</p>	<p>qualitative approaches to investigate the issue. A career linked to this topic will be explored – that of an environmental journalist.</p>		
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