

# YEAR 12 | A LEVEL GEOGRAPHY

## 'Becoming a Geographer'

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Geography and develop students into Geographers:**

Building on the geography curriculum in KS4, in year 12 students will be taught about coastal landscapes as well as tectonic hazards as well as introducing new concepts such as human rights. Our approach to the topics will be challenging and ambitious: exploring how human actions can have lasting impacts on both the environment and people locally, nationally and internationally and how the interconnectedness of the world, particularly through migration and human rights, brings challenges and opportunities. Students will know how to apply a range of specialist terminology to their explanations and analyses of concepts. Students will learn how to evaluate the severity and scale of impacts of human actions as well as the importance of sustainability and skills of inference, assessment and suggestion will be developed. By the end of the year, all students will be able to describe, explain and analyse concepts such as processes at both tectonic boundaries and coastal environments, the control and governance of migration and human rights and mitigation of natural hazards, utilising and applying the knowledge and skills acquired throughout the year. Students will be exposed to a wide range of resources in school to develop interpretation. Students will also be required to undertake an independent investigation and will spend time in the summer term developing suitable hypotheses and carrying out primary data collection. This is to embed prior learning and also to develop critical evaluation of data collected as well as sampling and collection methods. The year 12 course will prepare students for further education and beyond whereby they will be broadening their understanding of global systems and human intervention. The full course can prepare students for further study of geography at university and builds strong foundations for a career in geography, geosciences, travel and tourism or planning and development.

## HALF TERM 1 COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

### All students will know:

#### Coastal landscapes

- » A conceptual overview of coastal landscapes being viewed as systems.
- » Physical factors which influence coastal landscape systems.
- » Sources of coastal sediment.

#### Hazardous Earth

- » Various evidence for the theories of continental drift and plate tectonics.
- » Distinctive features and processes at the following plate boundaries:
  - convergent.
  - divergent.
  - conservative.

#### Global Connections

- » Contemporary patterns of migration.
- » Inter- and Intra-Regional Migration.
- » Key migration routes.
- » Remittances; the relationship between remittances and HDI.
- » How migration promotes stability and development.
- » How migration causes inequalities, conflict and injustices.

### All students will be assessed:

- » Short / medium length examination questions.
- » End of key question recall tests.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Equilibrium, Fetch, Lithology, Nearshore, Regolith, Sediment budget, Strata, Lithosphere, Asthenosphere, Convection current, Sea-floor spreading, Paleomagnetism, Glaciation, Migration, Inter-regional migration, Intra-regional migration, International migration, Human Development Index, Migration Corridors.

## ENRICHMENT OPPORTUNITIES

Optional visits to A Level lectures held by the Geographical Association.

### HALF TERM 2

#### COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

##### All students will know:

##### Coastal Landscapes

- » Geomorphic processes influencing the development of coastal landforms.
- » Formation of distinctive coastal landforms influenced by erosion and deposition.

##### Hazardous Earth

- » Distinctive features and processes at the following plate boundaries:
  - convergent
  - divergent
  - conservative
- » Causes and features of explosive, effusive and hot spot volcanoes.
- » Size and shape of different volcanoes, including super-volcanoes.
- » A range of different hazards generated by volcanic eruptions.

##### Global connections

- » South-South migration corridors.
- » National immigration and emigration policies.
- » Case Study: Challenges and opportunities of international migration in Brazil.
- » Issues associated with unequal flows on migration (case studies: Laos and USA).

##### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Formal mock examination (global migration).

##### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

##### Key vocabulary:

Aeolian, Flocculation, Sub-aerial processes, Salt crystallisation, Geos, Blow holes, Shore platforms, Berm, Concordant, Discordant, Turbid, Longshore drift, Tombolos, Convergent, Divergent, Transform, Mid-ocean ridge, Rift valley, Island arc, Andesitic, Rhyolitic, Viscosity, Pyroclastic flows, Tephra, Lahars, Immigration, Emigration, Policies, Refugees, Asylum seekers.

### HALF TERM 3

#### COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

##### All students will know:

##### Coastal Landscapes

- » Formation of distinctive coastal landforms influenced by erosion and deposition.
- » Case study of a high energy coastline (Isle of Purbeck).

##### Hazardous Earth

- » Earthquake characteristics to investigate their causes and features.
- » A range of different hazards generated by earthquakes including: ground shaking/ displacement, liquefaction, landslides and avalanches, tsunamis and flooding.

##### Global connections

- » What are human rights?
- » Human Rights Norms.
- » Intervention.
- » Spatial patterns of human rights.
- » Gender inequality (case study: India).

##### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

##### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

##### Key vocabulary:

Orthogonals, Tombolos, Geos, Blow holes, Shore platforms, Berm, Concordant, Discordant, Shallow/ deep focus, Mercalli Scale, Escarpment, Liquefaction, Tsunamis, Himalayan uplift, Human rights, UDHR, Intervention, Geopolitical, Humanitarian, Forced labour, Maternal Mortality Rates, Capital punishment, GGGI (Global gender gap index).

# CURRICULUM AND ASSESSMENT PLAN

## YEAR 12 | GEOGRAPHY

### HALF TERM 4

#### COASTAL LANDSCAPES / HAZARDOUS EARTH / GLOBAL CONNECTIONS

##### All students will know:

##### Coastal Landscapes

- » Case study of a low energy coastline (Nile delta).
- » Emergent coastal landscapes forming as sea level falls.

##### Hazardous Earth

- » Reasons why people choose to live in tectonically active zones.
- » Case Study of an AC and contrasting LIDC focussing on the social, economic, environmental and political impacts of volcanic eruptions.

##### Global Connections

- » Protection of human rights.
- » Case study: Afghanistan.
- » Human rights and development.
- » Case study: Honduras.

##### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Mock examination (global connections).

##### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

##### Key vocabulary:

Distributaries, Raised beaches, Eustatic, Isostatic, Geothermal power, Geysers, Mitigation, Land use zoning, Insurance, Treaties, Non-governmental organisations, Global governance, Sustainable development goals, Trade embargoes, Military action.

### HALF TERM 5

#### COASTAL LANDSCAPES / HAZARDOUS EARTH / INDEPENDENT INVESTIGATION

##### All students will know:

##### Coastal Landscapes

- » Submergent coastal landscapes forming as sea level rises.
- » Human activity intentionally causing change to coastal landscapes (Case study: coastal management at Barton-on-Sea).

##### Hazardous Earth

- » Case Study of an AC and contrasting LIDC to illustrate strategies used to cope with volcanic activity, including attempts to mitigate against the event, vulnerability and losses.

##### Independent Investigation

- » How to devise a research question, undertake an appropriate literature review and research into relevant models linked to a chosen geographical concept.
- » Suitable data collection methods and sampling frameworks for their chosen investigation.

##### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

##### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

##### Key vocabulary:

Fjords, Rias, Hard engineering, Soft engineering, Managed retreat, Gabions, Groynes, Geothermal power, Geysers, Mitigation, Land use zoning, Insurance, Hypothesis, Geo-spatial techniques, Sampling strategy, Quantitative, Qualitative, Geo-located data, Ethical dimensions.

# YEAR 12 | A LEVEL GEOGRAPHY

## HALF TERM 6 COASTAL LANDSCAPES / HAZARDOUS EARTH / FUTURE OF FOOD

### All students will know:

#### Coastal Landscapes

- » Human activity unintentionally causing change to coastal landscapes (Case study: Economic development in Dubai).

#### Hazardous Earth

- » Case Study of an AC and contrasting LIDC focussing on the social, economic, environmental and political impacts of earthquake activity.

#### Future of Food

- » Defining what it means to be food secure.
- » Current trends in global food security.
- » How the pattern of food security is dynamic and varies both between and within countries.
- » The physical conditions required for growing food.

### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Mock examination.

### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

### Key vocabulary:

Palm Jameirah, Land reclamation, Seismometer, Satellite surveys, Food security, Food utilisation, Chronic food security, Transitory food security, Organic matter.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Reading/watching/listening to global news.
- » Satchel One.

# YEAR 13 | A LEVEL GEOGRAPHY

## 'Becoming a Geographer'

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Geography and develop students into Geographers:**

Continuing to build on the geography curriculum in KS4, in year 13 students will be taught about tectonic hazards and crises related to food production and supply as well as introducing new concepts such as the carbon cycle. Our approach to the topics will be challenging and ambitious: exploring how human actions can have lasting impacts on both the environment and people locally, nationally and internationally and how the interconnectedness of the world, particularly through food production and consumption, brings challenges and opportunities. Students will know how to apply a range of specialist terminology to their explanations and analyses of concepts. Students will learn how to evaluate the severity and scale of impacts of human actions as well as the importance of sustainability and skills of inference, assessment and suggestion will be developed. By the end of the year, all students will be able to describe, explain and analyse concepts such as the water and carbon cycles, food security and insecurity and the influences of globalisation on such topics, utilising and applying the knowledge and skills acquired throughout the year. Students will be exposed to a wide range of resources in school to develop interpretation. Students will also be required to undertake an independent investigation and will spend time in year 13 presenting, analysing an evaluating both primary and secondary data to reach a conclusion linked to their original hypothesis. This is to embed prior learning and also to develop critical evaluation of data collected as well as sampling and collection methods. The year 13 course will prepare students for further education and beyond whereby they will be broadening their understanding of global systems and human intervention. The full course can prepare students for further study of geography at university and builds strong foundations for a career in geography, geosciences, travel and tourism or planning and development.

## HALF TERM 1 HAZARDOUS EARTH / EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD / INDEPENDENT INVESTIGATION

**All students will know:**

### Hazardous Earth

- » Case Study of an AC and contrasting LIDC to illustrate strategies used to cope with hazards from earthquakes including attempts to mitigate against the event, vulnerability and losses.

### Earth's Life Support Systems

- » The importance of water and carbon in supporting life on earth.
- » Water and carbon cycling through open and closed systems.
- » Inputs, outputs and stores in the carbon and water systems.
- » Processes and pathways that operate in the water and carbon cycles.
- » Physical and human factors affecting the water and carbon cycles in a tropical rainforest. (Case study: Amazon).

### Future of Food

- » The complexities of growing, processing, transporting and disposing of consumer waste.
- » Different food production methods.
- » The influence of globalisation on the food industry.
- » Issues created by globalisation of the food industry.
- » Opportunities created by globalisation of the food industry.

### Independent Investigation

- » Suitable data collection methods and sampling frameworks for their chosen investigation.
- » Appropriate simple and more sophisticated data presentation techniques relevant to their chosen investigation.

**All students will be assessed:**

- » Short / medium and long response examination questions.
- » End of key question recall tests.

**Reading skills needed for this unit:**

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

**Key vocabulary:**

Subsistence farming, Tokyo Sky Tree, Evapotranspiration, Photosynthesis, Sublimation, Residence times, Phytoplankton, Sequestration, Water balance, Adiabatic expansion, Lapse rates, Anthropogenic, Relative humidity, Convictional rainfall, Biodiversity, Albedo, Net Primary Productivity (NPP), Globalisation, Arable, Pastoral, Shifting, Sedentary, Extensive, Intensive, Food miles, Sampling strategy, Quantitative, Qualitative, Geo-located data, Ethical dimensions.

## ENRICHMENT OPPORTUNITIES

Optional visits to A Level lectures held by the Geographical Association.

### HALF TERM 2 HAZARDOUS EARTH / EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD / INDEPENDENT INVESTIGATION

#### All students will know:

##### Hazardous Earth

- » How and why the risks from tectonic hazards have changed over time including:
  - change in frequency and impacts of tectonic hazards.
  - degree of risk posed by a hazard and disaster risk equation.
  - future strategies to cope with risks.
- » Relationship between disaster and response including the Park model.

##### Earth's Life Support Systems

- » Strategies to manage the tropical rainforest.
- » Physical and human factors affecting the water and carbon cycles in the Arctic tundra.
- » Management strategies to moderate the impacts of the oil and gas industry on the Arctic tundra.

##### Future of Food

- » Range of physical factors that affect food security.
- » Social, economic and political factors affecting food security.
- » Theoretical positions on food security.
- » Case study of one place to illustrate how different factors have combined to cause issues with food security.

##### Independent Investigation

- » How to effectively analyse and interpret data collected as part of independent investigation.
- » When appropriate make use of relevant statistical analysis and significance testing.

#### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Formal mock examination - all topic areas.

#### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

#### Key vocabulary:

Disaster risk equation, Park model, Biosphere, Agroforestry, Permafrost, Active layer, Trans-Alaska Pipeline, Remote sensing, Malthusian theory, Boserupian theory, Growing season, Land grabbing, Agro chemicals, Significance testing.

### HALF TERM 3 EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD/ INDEPENDENT INVESTIGATION

#### All students will know:

##### Earth's Life Support Systems

- » How human factors can disturb and enhance the natural processes and stores in the water and carbon cycles.
- » Short and long term changes in the water and carbon cycles.
- » The importance of research and monitoring techniques to identify and record changes to global water and carbon cycles.
- » Ways in which the water and carbon cycles link and are interdependent.

##### Future of Food

- » Different regions, countries and people whose food security is most at risk.
- » Why issues related to storage and distribution create geographical pinch points.
- » Physical and human causes of desertification.
- » Case study of one dryland area including cause of food security risks and worsening factors.
- » Shocks that can impact on food security including: climate change, water scarcity and tectonic hazards.
- » Case study of one indigenous farming technique in an extreme environment.

##### Independent Investigation

- » How to make clear, accurate and thorough conclusions linked to overall aim and sub questions.
- » How to undertake a strong evaluation of an individual independent enquiry.

#### All students will be assessed:

- » Short / medium and long response examination questions.
- » Formal internal assessment of investigation.
- » End of key question recall tests.

#### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

#### Key vocabulary:

Feedback loops, Urbanisation, Aquifers, Artesian basins, Potentiometric surface, Abstraction, Carbon capture and storage (CCS), El-Nino, Pinch Points, Desertification, Indigenous, Terrain, Socio-political dimensions.

# CURRICULUM AND ASSESSMENT PLAN

## YEAR 13 | GEOGRAPHY

### HALF TERM 4 EARTH'S LIFE SUPPORT SYSTEMS / FUTURE OF FOOD

#### All students will know:

#### Earth's Life Support Systems

- » How human activities cause changes in the availability of water and carbon.
- » The impact of long-term climate change on the water and carbon cycles.
- » Global management strategies to protect the water and carbon cycles.

#### Future of Food

- » How attempts to increase food production and security can impact the physical environment.
- » Case study - Land degradation of the Steppe, China.
- » How food security issues impact people's health.
- » Case study - Implications of poor food security on the lives of people in Kenya and the USA.

#### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.
- » Formal mock examination - all topic areas.

#### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

#### Key vocabulary:

Wetland restoration, Overcultivation, Overgrazing, Cap and trade, Carbon offset, Carbon credits, Biodiversity, Salinisation, Land degradation, Agribusinesses, Micronutrient deficiency, obesity.

### HALF TERM 5 FUTURE OF FOOD / EXAM PREPARATION

#### All students will know:

#### Future of Food

- » Opportunities between countries to ensure food security.
- » The role and responsibilities of different stakeholders influencing the global food system.
- » Approaches to increase food security.
- » The effectiveness and sustainability of a range of techniques that exist to improve food security.
- » Case studies of two contrasting places focussing on strategies that have been used to ensure/improve food security.

#### All students will be assessed:

- » Short / medium and long response examination questions.
- » End of key question recall tests.

#### Reading skills needed for this unit:

- » Vocabulary.
- » Interpreting text.
- » Analysis.
- » Assessment.
- » Suggestion.

#### Key vocabulary:

World Trade Organisation, Transnational Corporations, Fair trade, Sustainability.

### HALF TERM 6 EXAM PREPARATION

#### All students will know:

#### Future of Food

- » Revision of all topics.

#### All students will be assessed:

- » Short / medium and long response examination questions.

### HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Reading/watching/listening to global news.
- » Satchel One.