

## Geography Course Outline – Year 12

Homework and Study Session Tasks can be found on the KS5 Geography Page under the topic area

	Topic	Key Learning
<b>Autumn Term</b>	<p><b>A - Paper 1 Topic 1 Tectonic Processes and Hazards</b></p> <p><b>B - Paper 2 Topic 3 Globalisation</b></p>	<p>TEACHER A</p> <p>Students will study tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis and explain how they represent a significant risk in some parts of the world.</p> <p>Students will understand that this is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Students will consider how resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters.</p> <p>Students will gain an in-depth understanding of how 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.</p> <p>TEACHER B</p> <p>Students will assess how globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people.</p> <p>Students will explain how inequalities are caused within and between countries as shifts in patterns of wealth occur.</p> <p>Students will evaluate the cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Students will recognise that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.</p>
<b>Spring Term</b>	<p><b>A - Paper 2 Topic 4A Regenerating Places</b></p> <p><b>B - Paper 1 Topic 2B Coastal Landscapes and Change</b></p>	<p>TEACHER A</p> <p>Students will explain how local places vary economically and socially with change driven by local, national and global processes. Students will know how these processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. Students will link this to how this creates and exacerbates considerable economic and social inequalities both between and within local areas.</p> <p>Students will assess how urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding). Students will study how regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places.</p> <p>Students will assess 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.</p> <p>Students will begin the topic 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 will then study one further contrasting place through which they will develop their wider knowledge and understanding about how places change and are shaped.</p> <p>TEACHER B</p>

		<p>Students will study how coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. Students will explain how these flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines.</p> <p>Students will assess how these landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Students will study examples of landscapes from inside and outside the UK.</p>
<b>Summer Term</b>	<p><b>A - Paper 1 Topic 5 The Water Cycle and Water Insecurity</b></p> <p><b>B - A Level Coursework Independent Investigation (Non examined assessment)</b></p>	<p>TEACHER A</p> <p>Students will understand that water plays a key role in supporting life on earth. Students will investigate how the water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. They will examine how physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. They will look at how changes to the most important stores of water are a result of both physical and human processes. Students will consider how water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.</p> <p>TEACHER B</p> <p>Following their fieldwork, students will conduct an independent investigation.</p> <p>For this the student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification.</p> <p>The Independent Investigation is a unique opportunity for the students to apply their geographical knowledge and understanding to the context of a real world location. They will develop their skills of data collection, analysis and evaluation</p> <ul style="list-style-type: none"> <li>• The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data</li> <li>• The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human</li> <li>• The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing. Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location.</li> </ul> <p>Homeworks and study sessions will involve students working to complete aspects of their NEA.</p> <p>There are strict guidelines for completing this coursework:</p> <p>Teachers must not</p> <ol style="list-style-type: none"> <li>1. Provide candidates with a choice of titles or tasks from which candidates choose</li> <li>2. Give specific guidance to individual candidates about how to improve work to meet the assessment criteria.</li> <li>3. Mark work provisionally and share that mark so that the candidate may then improve it</li> <li>4. Return work to the candidate after it has been submitted and marked</li> </ol> <p>Give guidance on how to make improvements to the draft in order to meet the assessment criteria so that candidates are no longer engaged in independent learning.</p>