

# Year 12 Curriculum Overview: **Geography**



## Coastal systems and landscapes

### Topics/ content outline:

**Coasts as natural systems**  
- stores, flows, inputs, outputs and dynamic equilibrium

**Systems and processes**  
- Coastal processes – sources of energy, erosion, transportation, and deposition

**Coastal landscape development**  
- Landforms of erosion  
- Landforms of deposition  
- Coastlines of emergence and submergence

**Coastal management**  
- Hard and soft engineering  
- Sustainable approaches

**Case studies**  
- Local scale – Holderness  
- Contrasting landscape to the UK - Sundarbans

**The Nature and Importance of Places**  
- Insider/Outsider Perspectives  
- Near/Far & Experienced/Media Places  
- Factors contributing to character of places (endogenous/exogenous)

**Relationships and connections**  
- Shifting flows  
- Demographic, socio-economic and cultural characteristics  
- External forces  
- Past and present connections

**Meaning and representations**  
- Place attachments – identities, perspectives and experiences  
- External agencies attempts to influence/create place meanings  
- Media representations  
- Past and present representations

**Place Studies (local and Distant)**

**Urbanisation**  
-Consequences of urbanisation and urban processes  
-Urban change and Urban policy

**Urban Forms**  
-World and Megacities and Post-modern - Western cities  
-Spatial patterns of land use and land use models

**Social and economic issues associated with urbanisation**  
-Cultural diversity & ethnic segregation  
-Economic inequality

**Urban Climate**  
-Urban microclimates and UHI  
-Urban wind and air quality

**Urban Drainage**  
-Drainage Systems and SUDS  
-Urban drainage management

**Urban waste and its disposal**  
- Waste

**Other contemporary Urban Environmental Issues**  
-other issues and dereliction

## Changing Places

### Powerful Knowledge (key concepts, skills)

**Systems concepts**  
Dynamic equilibrium  
High and low energy coastlines  
Waves  
Sediment cells and budgets  
Mass movement and weathering  
Erosional, transportation, deposition  
Landforms of erosion – wave cut platforms, caves, arches and stacks.  
Landforms of deposition – beaches spits, tombolos, offshore bars, barrier beaches, and sand dunes, mudflats/ saltmarshes  
Eustatic, isostatic and tectonic activity  
Coastal management - Hard and soft engineering

**Location, locale and sense of place**  
Insider and Outsider  
Near and far places  
Experienced and media places  
Endogenous and exogenous factors  
Place identity – localism, regionalism, nationalism  
Topography, land use, built environment and infrastructure  
Demographic, socio-economic characteristics  
Social inequalities  
Flows of people, resources, money, investment and ideas  
Globalisation, homogenisation, localisation and glocalisation  
Remittances and repatriation of profits  
Gentrification, rebranding, regeneration, re-imaging  
International and global institutions, corporate bodies and TNCs

Urbanisation, suburbanisation, counter – urbanisation and urban resurgence  
Megacity, world/global cities  
Deindustrialisation  
Decentralisation  
UDCs, Enterprise zones, city challenge, partnership schemes  
CBD, Inner city, suburbs and urban-rural fringe  
Town centre mixed developments, fortress developments, edge cities, cultural and heritage quarters  
Post-modern western cities  
Social segregation and economic inequality  
Poverty cycle  
Urban Heat Island  
Albedo effect  
Evapotranspiration  
The Canyon effect and Venturi effect/ wind turbulence  
Thunderstorms  
Particulate pollution  
Photochemical smog  
Hydrographs  
Catchment management  
SUDS  
Restoration and conservation  
Infiltration  
Unregulated waste, recycling, incineration, recovery, burial (landfill), submergence and trade  
Urban dereliction  
Ecological footprint  
Sustainability

## Contemporary Urban Environments

### What will you be assessed on?

Regular knowledge checks

Practice exam questions within lessons

Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

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### How can you help at home?

- Media**
- Follow any news stories about cities, especially Mumbai and London <https://www.theguardian.com/cities>,
  - Watch Kevin McCloud's 'Slumming It' <https://www.youtube.com/watch?v=vwDlkdSMto>
  - Watch 'Jay Blades, East End through time'
- Classwork**
- Keep folders and notes organised
  - Recap on classwork to consolidate key concepts and knowledge
  - Use course checklists to monitor your own progress
- Independent work**
- Challenge yourself to read around the subject, using the resources on Showbie
  - Read the RGS subject content overview <https://www.rgs.org/schools/teaching-resources/changing-place/-changing-places/>
  - Use the practice questions and mark schemes on Showbie
  - Use the intervention strategies available in the A-level revision on Showbie.
  - Explore the governments approach to coastal management <https://www.eastriding.gov.uk/council/plans-and-policies/other-plans-and-policies-information/sustainable-environment-policies-and-strategies/>
  - What is happening in the Sundarbans? <https://www.nationalgeographic.com/environment/article/partner-content-transforming-sundarbans?scrlbybrkr=6ce9f385>
- Visits**
- Local areas in Leeds/ Bradford or other towns and cities of relevance to see the urban landscape
  - Leeds Recycling and Energy Recovery Facility (RERF) - <https://www.leeds.veolia.co.uk/our-facility/leeds-recycling-energy-recovery-facility-rerf-works>
  - Coastal environments – Holderness to explore the use of coastal management.
  - Visit Hebden Bridge – To investigate how local and community groups have shaped place meaning.
- Discussions**
- Talk to relatives/ friends about how areas have changed in their lifetime.
  - How has coastal management changed since their childhood?
  - Have they noticed a difference in the climate and the impact this is having in coastal areas?

# Year 13 Curriculum Overview: **Geography**



## Water and carbon Cycles

### Topics/ content outline:

- Water and carbon cycles as natural systems**
  - inputs, outputs, stores, flows and dynamic equilibrium
- The water cycle**
  - Size of stores
  - Processes driving change
  - Basin basins and processes
  - Flood hydrographs
- The carbon cycle**
  - Size of stores
  - Factors driving change
  - Changes over time
  - Carbon budget
- Water, carbon climate and life on earth**
  - Relationship between water and carbon cycles
  - Human intervention

### Powerful Knowledge (key concepts, skills)

- Global stores and distribution (water and carbon cycles) – lithosphere, hydrosphere, cryosphere and atmosphere.
- Factors driving change (water cycle) – evaporation, condensation, clouds, precipitation, cryospheric processes.
- Drainage basin – stores and flows.
- Flood hydrographs – seasonal variations
- Changes over time to the water cycle – farming, land use, water abstraction
- Factors driving change (carbon cycle) – photosynthesis, respiration, decomposition, combustion, carbon sequestration
- Changes over time to the carbon cycle – natural variation and human impact
- Carbon budget
- Feedback systems (water and carbon cycles)
- Mitigation of climate change

### What will you be assessed on?

- Regular knowledge checks
- Practice exam questions within lessons
- Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

### How can you help at home?

- Media**
  - Follow news stories regarding volcanic eruptions, seismic events, tropical storms and wildfires from around the world
  - Follow news stories about climate change
  - Follow news stories about Antarctica
  - Watch any documentaries about the relevant hazards/ climate change
  - Follow @GSgeog on twitter
  - Watch 'Before the Flood' documentary to give an insight into the impact that the use of fossil fuels is having on the planet and what future implications this might have.

## Hazards

- The concept of hazards**
  - Nature, forms and potential impacts, Hazard perception
  - Characteristic human responses and their relationship to hazard
  - The Park Model and Hazard Management Cycle
- Plate Tectonics**
  - Earth structure
  - Plate tectonic theory of crustal evolution
  - Plate margins, process and associated landforms including magma plumes
- Volcanic/ Seismic/ Storm hazards/ Fires in Nature**
  - Nature, Forms, Impacts, Responses
  - Impacts and human responses of a recent event
- Case Studies**
  - Multi-hazardous environment beyond the UK
  - Hazard on a local scale

- Hazard perception. Characteristic human responses and their relationship to hazard. The Park model. The Hazard Management Cycle.
- Earth structure. Plate tectonic theory, plate movement; destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity and associated landforms. Magma plumes. The nature of vulcanicity and seismicity and its relation to plate tectonics, forms of hazard.
- The nature of tropical storms and their underlying causes. Nature, conditions favouring and causes of wild fires
- For volcanic, seismic, storm hazards and fires in nature
  - Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.
  - Impacts and short and long-term responses
  - A recent example to illustrate impacts and responses
- Case Study: Multi-hazardous environment beyond the UK to illustrate and analyse nature, risks, responses
- Case Study: Local scale to illustrate nature and analyse how the character reflects presence of impacts and responses

### Regular knowledge checks

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- Classwork**
  - Keep folders and notes organised
  - Recap on classwork to consolidate key concepts and knowledge
  - Use course checklists to monitor your own progress

## Global Systems and Global Governance

- Globalisation**
  - Dimensions and factors of globalisation
- Global Systems**
  - Interdependence
  - Unequal flows of people, money, ideas and technology
  - Unequal power relations
- International trade and access to markets**
  - Volumes and patterns of trade
  - Trading relationships and trading blocs
  - Differential access to markets
- The nature and role of TNCs**
  - World Trade in a food commodity or manufactured product
- Global Governance**
  - Agencies (UN) in the post-1945 era
  - Interactions between the local, regional, national and international and global scales
- The 'global commons'**
  - Antarctica
- Globalisation Critique**

- Economies of scale**
- Interdependence**
- Global financial systems**
- Trade agreements and trading blocs**
- SDT agreements**
- Fair Trade**
- Containerisation**
- Supply chains**
- Specialisation**
- Outsourcing**
- NGOs**
- Remittance and repatriation of profits**
- Brain drain**
- Inequalities, Conflict and injustices**
- Power relations**
- Global institutions – IMF WTO World Bank**
- Growth and stability**
- Antarctic Treaty, IWC and UNEP**
- Imports and exports**
- FDI**
- protectionism**

### Regular knowledge checks

- Practice exam questions within lessons
- Termly assessments reviewing all 3 year 12 topics, there will be a range of A01, A02 and A03, including 6-, 9- and 20-mark questions.

- Discussions**
  - Past natural hazards or ones that happen whilst studying A-Level Geography
  - Have family/ relatives noticed a change in their lifetime regarding the use of fossil fuels and the impact that has had regarding foreign policy and change to more renewable energy sources.
  - Global trade