

# 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

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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