Geography

Year 12

Curriculum Overview

THE HART SCHOOL
Creative Education Trust

Intent: By the end of year 12 students will continue and further develop their understanding of, and ability to apply, the concepts of place, space, scale and environment that have underpinned their journey through KS3 and GCSE. They will develop an in-depth understanding of coasts, how they operate, the landforms they create and how humans interact with them. They will continue to investigate the impacts of climate change on the coast of the UK but also that of a contrasting area of the world. Students will investigate how places change over time, focusing on a local context and then contrasting it to another location around the world. They will develop and in-depth understanding of urban areas, how they grow and change over time, and the impacts this has on people and the environment. They will consider how several urban issues can be managed in a sustainable way. Students will become confident in selecting, applying and evaluating a range of quantitative and qualitative skills and continue to develop their fieldwork techniques. They will begin to conduct their own investigation into an area of geography of their choosing.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	**HUMAN** Contemporary Urban Environments (Paper 2) **PHYSICAL** Coastal systems and landscapes (Paper 1)		**Human** Changing Places (Paper 2) **Physical** Hazards (Paper 1)	**Human** Changing Places (Paper 2) **Physical** Hazards (Paper 1)	**Human** Changing Places (Paper 2) **Physical** Hazards (Paper 1)	Non-Examined Assessment (Coursework) Fieldwork skills
Additional support links: Here are links to additional resources which will help your child	**HUMAN** Cities Link Human Geography Research Link Resource Management Link **PHYSICAL** Coasts Link Climate Change Link Plate Tectonic Link AQA: Link Cool Geography: Link TED talks: Link Royal Geographical Society: Link		**HUMAN** Link Link Link **PHYSICAL** Link Link Link AQA: Link Cool Geography: Link TED talks: Link Royal Geographical Society: Link	**HUMAN** Link Link Link **PHYSICAL** Link Link Link AQA: Link Cool Geography: Link TED talks: Link Royal Geographical Society: Link	**HUMAN** Link Link Link **PHYSICAL** Link Link Link AQA: Link Cool Geography: Link TED talks: Link Royal Geographical Society: Link	**HUMAN** Link Link Link **PHYSICAL** Link Link Link AQA: Link Cool Geography: Link TED talks: Link Royal Geographical Society: Link
Knowledge: Included here is the specific knowledge your child will learn in detail	**HUMAN: Contemporary Urban environments** Urban climate – temperature, precipitation, fog, thunder, and wind • Air quality and pollution reduction policies • Urban drainage • Urban waste and disposal • Other contemporary urban environmental issues • Sustainable urban development • Qualitative and quantitative skills		**HUMAN: Changing Places** Nature and importance of places • Changing places – relationships/ connections/ meaning/ representation • Place study of a local place	**HUMAN: Changing Places** Nature and importance of places • Changing places – relationships • Changing places – connections • Changing places – meaning • Changing places - representation. • Place study of a local place	**HUMAN: Changing Places** Nature and importance of places • Changing places – relationships • Changing places – connections • Changing places – meaning • Changing places - representation. • Place study of a local place	**Non- Examined Assessment** All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course. Fieldwork can be completed in a number of ways: locally or further afield, on full days or on part days.

Geography

Year 12

Curriculum Overview

	• Urbanisation, suburbanisation, counter-urbanisation, and resurgence – causes and effects, rise of mega and world cities • Urban change – deindustrialisation, decentralisation, rise of the service economy • Urban policy and regeneration • Urban form • Social and economic issues associated with urbanisation • Case studies of two contrasting urban areas • Qualitative and quantitative skills **PHYSICAL: Coasts** Coasts as natural systems – sources of energy • Coastal processes – marine, mass movement and weathering. • Coastal landscapes in the UK and beyond • Coastal landforms including those associated with sea level change • Future climate change and potential impacts on the coast • Human intervention on the coastal landscape • Case study of a coastal environment at a local scale (Holderness Coast) • Case study beyond the UK Odisha Coast, India • Named example of climate change and sea level impacts – Kiribati • Quantitative and qualitative skills	• Place study of a contrasting place. **HAZARDS - Paper 1** This optional section of our specification focuses on: the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. **Nature concept of hazards in a geographical context** Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard	• Place study of a contrasting place. **PHYSICAL: Volcanic hazards** The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent volcanic event. **PHYSCIAL: Seismic hazards** The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the	• Place study of a contrasting place. **PHYSICAL: Storm hazards** The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world. **PHYSCIAL: Fires in nature** Nature of wildfires. Conditions favouring intense wildfires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness,	Schools and colleges will be required to confirm that all A-level geography students have been given an opportunity to fulfil this requirement. The independent investigation must: be based on a research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification content involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis incorporate the observation and recording of field data and/or evidence from field investigations that is of good quality and relevant to the topic under investigation involve justification of the practical approaches adopted in the field including frequency/timing of observation, sampling and data collection approaches draw on the student's own research, including their own field data and/or secondary data, and their experience of field methodologies of the investigation of core human and physical processes demonstrate knowledge and understanding of the techniques appropriate for

Geography
Year 12
Curriculum Overview

		incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle. Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and sea-floor spreading. Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. Magma plumes and their relationship to plate movement.	hazard through preparedness, mitigation, prevention and adaptation. Impacts and human responses as evidenced by a recent seismic event.	mitigation, prevention and adaptation. Impact and human responses as evidenced by a recent wildfire event. **Case Studies** **Case study** of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation. **Case study** at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.	analysing field data and information and for representing results, and show ability to select suitable quantitative or qualitative approaches and to apply them demonstrate the ability to interrogate and critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding require the student to independently contextualise, analyse and summarise findings and data, and to draw conclusions, by applying existing knowledge, theory and concepts to order and understand field observations and identify their relation to the wider context involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing demonstrate the ability to answer a specific geographical question drawing effectively on evidence and theory to make a well-argued case require evaluation and reflection on the investigation including showing an understanding of the ethical dimensions of field research.

Geography

Year 12

Curriculum Overview

Skills: Included here is the specific skills your child will learn in detail			Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.	Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. Debate skills and evaluative skills are also demonstrated. Exam-style question skills up to 20 markers.	Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork. Debate skills and evaluative skills are also demonstrated. Exam-style question skills up to 20 markers.	Completion of fieldwork (4 days min) Collection of independent data (primary and secondary) for NEA Data analysis and presentation Drawing conclusions and evaluating independent investigations. Statistical analysis
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.