



St Mary's CE High School Curriculum Map 2023-24

Year 12 Geography

Geography aims to grapple with and understand some of the big world issues, both human and physical

	Autumn Term		Spring/Summer Term		Throughout the course
	Area of study 1: Dynamic Landscapes Topic 1: Tectonic Processes and Hazards	Area of study 2: Dynamic Places Topic 3: Globalisation	Topic 2: Landscape Systems, Processes and Change Option 2B: Coastal Landscapes and Change	Area of Study: Dynamic Places Topic 4: Shaping Places Option 4A: Regenerating Places	Non-Examined Assessment (NEA) / Independent Investigation
CONTENT and KEY QUESTIONS	<p>Enquiry question 1: Why are some locations more at risk from tectonic hazards?</p> <p>Key idea:</p> <p>1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.</p> <p>1.2 There are theoretical frameworks that attempt to explain plate movements.</p> <p>1.3 Physical processes explain the causes of tectonic hazards.</p> <p>Enquiry question 2: Why do some tectonic hazards develop into disasters?</p> <p>1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.</p> <p>1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.</p> <p>1.6 Development and governance are important in</p>	<p>Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?</p> <p>Key idea:</p> <p>3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.</p> <p>3.2 Political and economic decision making are important factors in the acceleration of globalisation.</p> <p>3.3 Globalisation has affected some places and organisations more than others.</p> <p>Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</p>	<p>Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?</p> <p>Key idea:</p> <p>2B.1 The coast, and wider littoral zone, has distinctive features and landscapes.</p> <p>2B.2 Geological structure influences the development of coastal landscapes at a variety of scales</p> <p>2B.3 Rates of coastal recession and stability depend on lithology and other factors.</p> <p>Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes?</p> <p>2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes.</p> <p>2B.5 Sediment transport and deposition create distinctive</p>	<p>Enquiry question 1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place.</p> <p>4A.1 Economies can be classified in different ways and vary from place to place.</p> <p>4A.2 Places have changed their function and characteristics over time.</p> <p>4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places.</p> <p>Enquiry question 2: Why might regeneration be needed?</p> <p>4A.4 Economic and social inequalities changes people's perceptions of an area.</p> <p>4A.5 There are significant variations in the lived experience of place and engagement with them.</p>	<p>Students carry out 4 days of fieldwork through the course of the year where they will be guided through a variety of skills and techniques. They will use these skills to complete an Independent Investigation. The student defines a question or issue for investigation, relating to the course. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and their own research and/or secondary data. The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.</p>



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	<p>understanding disaster impact and vulnerability and resilience.</p> <p>Enquiry question 3: How successful is the management of tectonic hazards and disasters?</p> <p>1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</p> <p>1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.</p> <p>1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.</p>	<p>3.4 The global shift has created winners and losers for people and the physical environment.</p> <p>3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.</p> <p>3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.</p> <p>Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</p> <p>3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.</p>	<p>landforms and contribute to coastal landscapes.</p> <p>2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes.</p> <p>Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</p> <p>2B.7 Sea level change influences coasts on different timescales.</p> <p>2B.8 Rapid coastal retreat causes threats to people at the coast.</p> <p>2B.9 Coastal flooding is a significant and increasing risk for some coastlines.</p> <p>Enquiry question 4: How can coastlines be managed to meet the needs of all players?</p> <p>2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities.</p> <p>2B.11 There are different approaches to managing the risks associated with coastal recession and flooding.</p> <p>2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).</p>	<p>4A.6 There is a range of ways to evaluate the need for regeneration.</p> <p>Enquiry question 3: How is regeneration managed?</p> <p>4A.7 UK government policy decisions play a key role in regeneration.</p> <p>4A.8 Local government policies aim to represent areas as being attractive for inward investment.</p> <p>4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.</p> <p>Enquiry question 4: How successful is regeneration?</p> <p>4A.10 Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental.</p> <p>4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration</p> <p>4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.</p>	
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		<p>3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation.</p> <p>3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.</p>			
Skills	<p>Use of different types of geographical information including images, factual text, digital data and spatial data. Data collection methods, independent research and investigations, analysis of secondary data Geographical Information Systems (GIS) Statistical tests including Spearman's rank, Gini co-efficient and Lorenz curve Questioning of data sources and the ability to identify sources of error in data Communication and evaluation of findings, draw well-evidenced conclusions informed by wider theory and construct extended written argument about geographical matters</p>				
Assessment	<ul style="list-style-type: none"> End of unit assessment based on the content of the unit. Short answers and longer written answers (12 marks) 	<ul style="list-style-type: none"> End of unit assessment based on the content of the unit. Short answers and longer written answers (12 marks) 	<ul style="list-style-type: none"> End of unit assessment based on the content of the unit. Short answers and longer written answers (12 and 20 marks) 	<ul style="list-style-type: none"> End of unit assessment based on the content of the unit. Short answers and longer written answers (12 and marks) 	<ul style="list-style-type: none"> End of year assessment based on the whole year's content. Short answers and longer written answers.