

## Year 12 GEOGRAPHY

### Overall Intent:

A Level Geography should give students the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, students can understand and interact with issues which affect people and places at a range of scales from local to global – and all that is in-between. It is our aim that our students appreciate the ever-evolving nature of Geography as an academic discipline. Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future. Students will learn about places and issues that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies. They will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. They will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. They will then utilise the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/area of study	LANDSCAPE SYSTEMS: COASTS  CHANGING SPACES: MAKING PLACES		GLOBAL SYSTEMS: GLOBAL MIGRATION  GEOGRAPHICAL DEBATES: DISEASE DILEMMAS		FIELDWORK/NEA PREP	
Key learning aims – knowledge and skills	Students will learn that coastal landscape systems are influenced by a range of physical factors, coastal sediment is supplied from a variety of sources, coastal landforms develop due to a variety of interconnected	Students will learn that places are multi-faceted, shaped by shifting flows and connections which change over time, places are multi-faceted, shaped by shifting flows and connections which change over time, places are represented through a variety of contrasting formal and informal	Students will learn that global migration involves dynamic flows of people between countries, regions and continents, current patterns of international migration are related to global patterns of socio-economic development, global migration patterns are influenced by a	Students will learn that diseases can be classified and their patterns mapped. The spread of diseases is complex and influenced by a number of factors, there is a relationship between physical factors and the prevalence of disease which can change over	Throughout the 2 years the students will complete a variety of fieldwork visits; in order to conduct pilot studies in preparation for their Independent Investigation (NEA). These visits are to develop data primary collection skills, enabling the student to plan, investigate, present, analyse and conclude their investigation.	

	<p>climatic and geomorphic processes, coastal landforms are inter-related and together make up characteristic landscapes. Case study: Nile Delta, Holderness coast, emergent coastal landscapes form as sea level falls, submergent coastal landscapes form as sea level rises, human activity intentionally causes change within coastal landscape systems. Case study: Poole Bay, Holderness Coast, economic development unintentionally causes change within coastal landscape systems. Case study: Pakiri, New Zealand.</p>	<p>agencies, the distribution of resources, wealth and opportunities are not evenly spread within and between places, processes of economic change can create opportunities for some while creating and exacerbating social inequality for others, social inequality impacts people and places in different ways, places are influenced by a range of players operating at different scales, place is produced in a variety of ways at different scales, the placemaking process of rebranding constructs a different place meaning through reimagining and regeneration, making a successful place requires planning and design.</p>	<p>multitude of interrelated factors, corridors of migrant flows create interdependence between countries. Case study: Africa – EU. / EU migration, global migration creates opportunities and challenges which reflect the unequal power relations between countries. Case study: Brazil/USA-Mexico/Laos.</p>	<p>time, natural hazards can influence the outbreak and spread of disease, as countries develop economically the frequency of communicable diseases decreases, while the prevalence of noncommunicable diseases rises, communicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success, noncommunicable diseases have causes and impacts with mitigation and response strategies which have varying levels of success, increasing global mobility impacts the diffusion of disease and the ability to respond to it, at a variety of scales, mitigation strategies to combat global pandemics and overcome physical</p>	
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				barriers, nature has provided medicines to treat disease for thousands of years. Top down and bottom up strategies that deal with disease risk and eradication.	
<b>Assessment</b>	Past Paper Questions End of unit Exams (AP1 and AP2)		Past Paper Questions End of unit Exams (AP3 and AP4)		Decision Making Exercise Fieldwork Y12 Exams (AP5)