The Adeyfield Academy

Geography Curriculum Overview: Year 12

Overview	In Year 12, students begin the content for their A level examinations and NEA. They continue developing their understanding of the broad curriculum as well as their analytical, written and oracy skills. The curriculum is carefully sequenced to build confidence across all Edexcel Assessment Objectives, with a balance between human and physical geography.

Term	Focus	Assessment
Autumn 1 and 2 **Tectonics**	• The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes. • There are theoretical frameworks that attempt to explain plate movements. • Physical processes explain the causes of tectonic hazards. • Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster. • Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience. • Development and governance are important in understanding disaster impact and vulnerability and resilience. • Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts. • Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. • Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.	Exam practice in lessons and for home learning Research tasks and presentations (oracy) **Mid and end of unit assessments.**

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Autumn 1 and 2 **Globalisation**	• Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses. • Political and economic decision making are important factors in the acceleration of globalisation. • Globalisation has affected some places and organisations more than others. • The global shift has created winners and losers for people and the physical environment. • The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. • The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation. • Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality. • Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. • Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.	Exam practice in lessons and for home learning Research tasks and presentations (oracy) **Mid and end of unit assessments.**
Spring 1 and 2 **Coasts**	• The coast, and wider littoral zone, has distinctive features and landscapes. • Geological structure influences the development of coastal landscapes at a variety of scales. • Rates of coastal recession and stability depend on lithology and other factors. • Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes. • Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes. • Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes. • Sea level change influences coasts on different timescales. • Rapid coastal retreat causes threats to people at the coast.	Exam practice in lessons and for home learning Research tasks and presentations (oracy) **Mid and end of**

	• Coastal flooding is a significant and increasing risk for some coastlines. • Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities. • There are different approaches to managing the risks associated with coastal recession and flooding. • Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).	**unit assessments.**
Spring 1 and 2 **Regeneration**	• Economies can be classified in different ways and vary from place to place. • Places have changed their function and characteristics over time. • Past and present connections have shaped the economic and social characteristics of your chosen places. • Economic and social inequalities change people's perceptions of an area. • There are significant variations in the lived experience of place and engagement with them. • There are a range of ways to evaluate the need for regeneration. • UK government policy decisions play a key role in regeneration. • Local government policies aim to represent areas as being attractive for inward investment. • Rebranding attempts to represent areas as being more attractive by changing public perception of them. • Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental. • Different urban stakeholders have different criteria for judging the success of urban regeneration. • Different rural stakeholders have different criteria for judging the success of rural regeneration.	Exam practice in lessons and for home learning Research tasks and presentations (oracy) **Mid and end of unit assessments.**

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Summer 1 and 2	• Revision: • Reflect on mock performance to target specific areas for improvement. • Build confidence, resilience and exam readiness. • Practise exam questions across all papers with increasing independence. • NEA: • Begin planning of NEA • Risk Assessments • Literature review • Methodology • Data Collection • Data Presentation • Analysis • Conclusion • Evaluation	**End of year examinations**

Home Learning

A level -focused tasks, including:

- Retrieval and revision of key knowledge (content, key terms)

- Practice exam questions
- Revision skills
- Case studies

Useful Resources

BBC Bitesize
School platforms (e.g. Google Classroom)
Knowledge Organisers and checklists
BBC News
PMT notes
Tutor 2U notes