



## Year 12 Geography PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><b><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></b></p> <ul style="list-style-type: none"> <li>• Students will learn about geographical processes and consider the ways in which humans interact with their environment. They will assess the impacts of humans on the environment</li> <li>• Students are given the opportunity to think independently, as well as work collaboratively with their peers.</li> <li>• Students are given opportunities to reflect on their learning, and practice memory retrieval.</li> <li>• Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others.</li> <li>• Students are encouraged to develop empathy and decision making during lesson activities. They are encouraged to consider the views of groups of people.</li> <li>• Regular use of independent, pair and group work</li> <li>• Encourage love of learning about the world</li> <li>• Students are introduced to and carry out tasks that journalists, environmentalists, politicians and leaders of countries would fulfil</li> <li>• Regular use of metacognitive approaches</li> </ul> <p><b><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></b></p> <ul style="list-style-type: none"> <li>• Clear learning objectives and lesson outcomes to our lessons</li> <li>• Students are aware of their target and aspirational grades and have a clear understanding of their strengths and areas of improvement</li> <li>• Clear outline of assessments that students are to complete</li> <li>• Regular use of peer/self-assessment to reflect understanding</li> <li>• Building pathway to University</li> <li>• Students review their progress regularly</li> <li>• Students are studying for Geography Edexcel; this year they will study 2 Topics for Paper and 2 topics for Paper 2.</li> </ul>		



**Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.**

- Students revisit content that they have been introduced to at KS3 and GCSE.
- Links between topics are demonstrated and assessed through synoptic questions.
- Students continue to develop geographical skills e.g. relevant numeracy skills / map skills / interpreting data etc.
- Students practice a skill before being assessed on them.
- Topics taught are interlinked and reflected on using a metacognitive approach.

**Has high ambition for all pupils**

- Regular use of wider reading
- Challenging assessment tasks are set
- Critical thinking skills are explored and developed
- High expectations are apparent to students throughout the year

Term	Coastal Landscapes and Change	Globalisation	NEA	No. of Lessons	Assessment
Autumn 1	<p>Coastal Landscapes and Change Content: EQ1+ EQ2 Students investigate why coasts are different. They also learn about the formation of coastal landforms and the processes involved in this.</p> <p>Skills: Explanation, Analysis, Classification, Interpretation of maps / data, Making links, Annotating diagrams / Sketches</p>	<p>Globalisation Content: EQ1+EQ2_Students investigate the causes of globalisation and the reasons for increasing globalisation. They also consider how different places are impacted by globalisation. The impact of the global shift on people and the environment.</p> <p>Skills: Explanation, Analysis, Classification, Interpretation of maps / photographs/ flow diagrams. Research skills, Making links, Considering the limitation of data.</p>	N/A	15-17 each topic	<p>Teachers to set H/W each lesson – flip learning research / consolidation / additional reading / short or long exam style question.</p> <p>At least one 12 mark question – Globalisation and Coasts.</p>
Autumn 2	<p>Coastal Landscapes and Change Content: Content: EQ3+EQ4 Students will explore the potential risks of coastal flooding and coastal erosion as well as investigating how coasts can be managed.</p>	<p>Globalisation Content: EQ3+EQ4 Students will learn about the impacts of globalisation on development and the development gap. Tensions caused by Globalisation will be explored and links to environmental unsustainability.</p>	N/A	15 -17 each topic	<p>Teachers to set H/W each lesson – flip learning research / consolidation / additional reading /</p>



	Skills: Analysis, Numeracy skills – mean, median, mode, frequency and interquartile range. Debating, Making geographical decisions, Cost Benefit Analysis, Evaluation, Exam technique	Skills: Numeracy skills – Lorenz curve / Gini index Explanation, Analysis, Convincing, Debating, Reaching a justified decision. Exam technique			short or long exam style question.  At least one 20 mark question – Coasts and 12 mark question Globalisation.
Term	<b>Tectonic Processes and Hazards</b>	<b>Diverse Places</b>	NEA	No. of Lessons	Assessment
Spring 1	Tectonic Processes and Hazards: Content EQ1 +EQ2 Students will learn why some locations are more at risk than others from tectonic activity. Students will consider what causes some tectonic hazards to develop into disasters.  Skills: Analysis, drawing block diagrams, Interpretation of data, Making links, Exam technique.	Diverse Places Content: EQ1+EQ2 Students will learn how population structure varies. An in-depth study of the local place in which students live or study and one contrasting place – focus on Southall. Tower Hamlets, Brixton, Cornwall and Dawlish. Students will also explore how different people view diverse living spaces e.g. rural versus urban areas. Brixton, Slough, Southall, Cornwall, Dawlish.  Skills: Explanation, Analysis, Classification, Interpretation of maps / data. Research skills, Making links. Interpreting newspaper articles. Exam technique.	N/A	15 each topic	Teachers to set H/W each lesson – flip learning research / consolidation / additional reading / short or long exam style question.  At least one 12 mark question – Diverse Places / Tectonics
Spring 2	<b>Tectonic Processes and Hazards Content: EQ3</b> Students will assess the management of tectonic hazards and disasters.  Skills: Analysis, Assessment, Numeracy skills – Spearman’s Rank. Interpreting hazard profiles, Debating, Making	<b>Diverse Places Content: EQ3+EQ4</b> Students to consider why there are demographic and cultural tensions in diverse places. Students to investigate the extent to which cultural and demographic issues are managed successfully – link to field visit.	N/A	15 each topic	Teachers to set H/W each lesson – flip learning research / consolidation / additional reading / short or long exam style question.



	geographical decisions. Evaluation, Exam technique, Making links.	Focus on the management of cultural and demographic issues can be measured using a range of techniques. Skills: Explanation, Analysis, Classification, Interpretation of maps / data. Research skills, Making links. Interpreting newspaper articles, Exam technique.			At least one 12 mark question – Tectonics and 20 mark question – Diverse Places.
Summer 1	<b>Content:</b> Revision and re- cap of topics in preparation for Year 12 exams.  Skills: Analysis, Assessment, Evaluation, Developing Exam technique, Making links.	Content: Complete teaching of Diverse Places and Tectonic Processes and Hazards.  Skills: Analysis, Assessment, Evaluation, Developing Exam technique, Making links.	N/A	15 each topic	Revision style activities / create flash cards / knowledge dumps / practice exam style questions.
Summer 2	<b>The Water Cycle and Water Insecurity</b> Content EQ1 Students will learn about the processes operating within the hydrological cycle (local to global scale)  Skills: Analysis, Assessment, Evaluation, Developing Exam technique, Making links.	Content: Possible field visit Write up of purpose and investigation. Begin data collection over the summer break.  Skills: Fieldwork skills, Risk assessment, Analysing data, Consideration of sampling.	Choosing your topic and title. One teacher to take the lead on NEA preparation.	15 each topic	Year 12 exams – to test content of Year 12. Feed forward activities after this has taken place.  Student to complete proposal form and to undertake research for NEA.