

**BILTON SCHOOL CURRICULUM**

**GEOGRAPHY YR 12**

<p><b>INTENT</b></p> <ul style="list-style-type: none"> <li>To develop knowledge and understanding of <b>physical and human processes and people-environment interactions to consider key contemporary global geographical issues.</b></li> <li>To apply their geographical knowledge to real case studies</li> <li>To analyse the cause and consequences of these processes <i>[Edexcel examining board]</i></li> </ul>		<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>AO1 – demonstrate knowledge of locations, places, processes, environments and different scales.</li> <li>AO2 - Demonstrates geographical understanding of concepts and interrelationships between how they are used in relation to places, environments and processes.</li> <li>AO3 - Applies knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</li> <li>AO4 - Selects, adapts and uses a variety of skills and techniques to investigate questions and issues and communicate findings.</li> </ul>
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<b>IMPLEMENTATION</b>	<b>KS4 – YR12</b>							
		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>	
	Week 1	What is the evidence for tectonic theory? Physical processes explain the causes of tectonic hazards.	Hazard profiles / how is development important in understanding disaster impact and vulnerability?	Multiple hazard zones hazard models and frameworks used for hazard management	How do coastal landscapes vary? 2.b1 syllabus link Geological structure and influence on coastal landscapes 2b2	Transportation and deposition 2b5 a x 2	How are people at the coast under threat from coastal recession? Nile California fieldwork prep	
	Week 2	What is the evidence for tectonic theory? Physical processes explain the causes of tectonic hazards.	Hazard profiles / how is development important in understanding disaster impact and vulnerability?	Mitigation and adaption strategies Modifying for the event	Geological structure and influence on coastal landscapes 2b2 Purbeck coast concordant discordant 2b2a	Sub areal processes weathering 2b6a Sub areal processes mass movement processes 2b6b	Field trip 3 days Southwold AND FOLLOW UP	
	Week 3	What is the evidence for tectonic theory? Physical processes explain the causes of tectonic hazards.	R inequality and governance Haiti Christchurch Bmm NEPAL X2	a Mitigation and adaption strategies Modifying for the event	Geological structure coastal morphology 2b3b Vegetation succession sandy coast lines dunes 2b3 c	Sub aerial processes mass movement land forms x2	To What Extent do Rates of Coastal Recession Depend on Lithology and Geology? 2b8b c	
	Week 4	Physical processes explain the causes of tectonic hazards. Pt2 Why do some tectonic hazards develop into disasters? deggs	inequality and governance Haiti Christchurch Bamm NEPAL X2	Revision	Wave types and landforms 2b4 a Erosional processes 2b4b	Revision for mocks – coasts	Coastal flooding is significant and increasing risk for some coastlines.	
	Week 5	Physical processes explain the causes of tectonic hazards. Pt2 Why do some tectonic hazards develop into disasters? deggs	Trends in disasters over time. and management	feedback End of unit assessment  feedback End of unit assessment	Erosional landforms 2b4c Erosional landforms 2b4c	Revision mocks – Exam practice	Coastal flooding is significant and increasing risk for some coastlines x2 case studies Maldives Bangladesh India Netherlands UK 2B9 2B10	
	Week 6	Physical processes explain the causes of tectonic hazards. Pt2 Why do some tectonic hazards develop into disasters? Deggs Model	Trends in disasters over time. and management		Sediment cells 2b5 c Transportation and deposition 2b5 a	Sea level change isostatic Eustatic 2b7a /b How are different places under threat from sea level change? 2b 7 c	How can we manage the coast using hard and soft engineering? 2B11 HOLDERNESS sustainable coastal management 2b12	
	Week 7	hazards develop into disasters? PARS how do disasters come about interaction -hazards, vulnerability, and resilience?	Multiple hazard zones hazard models and frameworks used for hazard management			How are different places under threat from sea level change? P2 2b7c How are people at the coast under threat Norfolk threat from coastal recession?	Revision Assessment	
	Week 8	hazards develop into disasters? PARS how do disasters come about interaction -hazards, vulnerability, and resilience?						
	<b>Progress &amp; assessment</b>	Two FAR/assessment =  Assessment – Edexcel paper	Two FAR/assessment =  Mock– edexcel paper	Two FAR/assessment =  Assessment edexcel paper	Two FAR/assessment =  Assessment – edexcel paper	Two FAR/assessment =  Assessment – edexcel paper	Two FAR/assessment =  Assessment – edexcel paper	Two FAR/assessment =  Assessment – edexcel paper
	<b>Homework</b>	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.	Student will be set work by both teachers to consolidate and pre learn through wider reading using academic article such as geofiles. As well as the core textbook, online learning platforms such as Seneca learning will be used. it is the expectation that students should be producing revision material each week based upon their lesson content to prepare for the exam. Students will need to work on their NEA coursework during the 2year course.
	<b>Key Vocabulary/literacy opportunities</b>	Glossary provided	Glossary provided	Glossary provided	Glossary provided			
	<b>IMPACT</b>	Students will be able to measure progress using tracking sheets in exercise books/folders. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.						