YEAR 12 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	HAZARD THEORY & VOLCANISM. POPULATION AND THE ENVIRONMENT	HAZARD THEORY & VOLCANISM. POPULATION AND THE ENVIRONMENT	SEISMICITY, TROPICAL STORMS, WILDFIRES, MULTIHAZARDOUS ENVIRONMENTS AND UK HAZARDS. POPULATION AND THE ENVIRONMENT	SEISMICITY, TROPICAL STORMS, WILDFIRES, MULTIHAZARDOUS ENVIRONMENTS AND UK HAZARDS. POPULATION AND THE ENVIRONMENT	COASTS, COURSEWORK AND CHANGING PLACES	COASTS, COURSEWORK AND CHANGING PLACES
Core Knowledge/ **Threshold Concept**	1. Hazard definitions and characteristics 2. Living in hazardous areas 3. Vulnerable populations 4. Risk and probability 5. Characteristic human responses: domination, adaptation and acceptance 6. Measuring hazards 7. Modifying the hazard risk 8. Responding to hazards 9. Aid	1. Population vitals 2. DTM 3. Population Structures 4. Demographic Dividend 5. Migration 6. Population Growth Dynamics 7. Population Pollution 8. Population Views 9. Population Change Case Study – China 10. Population Parameters – people and the environment	1. Seismicity 2. Seismic hazards 3. Seismic case studies; Tohuku earthquake and Haiti earthquakes, 2010 and 2021 4. Distribution of tropical storms 5. Formation of tropical storms 6. Tropical storm case studies: Hurricane Jeanne and Katrina	1. Global patterns of health 2. Epidemiological Transition 3. Environment and disease 4. Health NGO's 5. CHD 6. Malaria 7. Place and health in Stockton 8. Future health issues 9. Future global population	1. The coast as a system 2. Waves 3. Tides and currents 4. Spearman's rank 5. Sediment budgets 6. Subaerial and cliff foot coastal processes 7. Mass movements 8. Coastal transport 9. Depositional landforms: Psammoseres, beaches and haloseres	**Changing Places** 1. The concept of place 2. Studying place 3. Changing places 4. Yarm location and features 5. Yarm history 6. Yarm demographics 7. Yarm economic characteristics 8. Yarm social characteristics 9. Yarm representations

	10. Structure of the earth 11. Plate tectonic theory 12. Lava 13. Plate margins; destructive, constructive and conservative 14. Volcanic hotspots 15. Intrusive and extrusive landforms 16. Volcanic hazards 17. Volcanic case studies: Eyjafjallajökull, La Palma and Montserrat	11. Food Production and Consumption	7. Haiti as a multihazardous location 8. El Nino impact on global weather 9. Wildfire formation 10. Fuelling wildfires 11. Fort McMurray 12. UK hazardous events **13.** 2013 Winter storms		Introduction to coursework: Harvard referencing system and theoretical contexts. Fieldwork. 10. Landforms of emergence and submergence 11. Impacts of sea level rise 12. Cost benefit analysis of coastal management 13. SMPs and Hard engineering on the Holderness Coast 14. Essex salt marshes 15. Odisha opportunities and risks 16. ICZMPs	
Why this learning now?	So, these 2 units have been selected to go first for the A Level for a number of reasons such as engagement, retention and some crossover to case studies and terminology from GCSE so the jump doesn't feel overwhelming. However, the main reason for going first with these two units is that they are worth the most marks in the A Level so there is more time to identify any gaps, consolidate and revisit this information in order to assist with attainment. Human and physical geography are run alongside one another to benefit students who have a preference in one and can build confidence. Additionally, new exam skills and techniques can be reinforced in both units to build these up quicker. This also enables staff specialism and familiarity with the course content at this level in order to maximise success for our students although we are lucky in that most staff are capable to teach both sides comfortably so we have flexibility as required.		Having already delivered Hazard Theory we can revisit that through these chapters. By doing tectonics next we can introduce case studies which enables us to assess their technique in 20 markers too. Because Tectonics is by far the most difficult of the units and by delivering this early we can keep recalling the terminology and develop this understanding. It also enables us to link to easy to remember case studies and with Haiti being the main one enables us to drip feed this throughout, After this, the information is less abstract, detailed and complex so it works well around the Christmas holidays and January mocks if the lessons are disturbed by these. Haiti is then revisited at the end to consolidate that major case study.		With the delivery of the 2 largest units completed, the 2 units that our summer fieldwork is based around is introduced. The main rationale for the positioning of these 2 units is to enable the NEA to be completed by introducing these themes at this time. It didn't used to be but we found that students grasped the key concepts better than from independent reading and the coursework was of a higher standard as a result after trialling this. Coasts is a familiar unit and we used to do Global Governance here feeling that it was more familiar and followed on from the Development Gap unit at GCSE. However, student voice after the first couple of years indicated that it was quite abstract and that the students were not perhaps worldly enough to bring together these ideas and it would be better to start with the locale that is in Changing Places and work out to the Global scale. It was therefore altered as a consequence of this. The delivery of the order of the specification is slightly altered in order to ensure that key concepts that students will be	

	In terms of the order of delivery for Hazards, the Theory underpins everything else and therefore needs to be delivered first. This enables 20 markers to be introduced earlier in order for these skills to be honed and developed. Following on from that, Tectonics is by far the most difficult of the units and by delivering this early we can keep recalling the terminology and develop this understanding. It also enables us to link to easy to remember case studies and with Haiti being the main one enables us to drip feed this throughout, For Population, the key vitals are taught first so that students have these definitions as a base, before studying the more complex aspects of the topic. Aspects taught in previous years such as key vitals, DTM, population views of Malthus and Boserup and migration are taught first for sequencing from KS3 (particularly in the Population topic in Year 8) and KS4 and to build on prior knowledge. Population is the chosen topic to start with at KS5 so that students have some prior knowledge to aid their learning. It also means that exam technique can be focused on early as students are, to an extent, familiar with the content. More complex and unfamiliar aspects are then taught such as population parameters, agricultural systems, soil types and problems. These are taught in the first term so that links can be made throughout the topic between population structures, growth and food production and consumption.	For Population we follow on from food security by looking at health, the environment and climate change, which can all then be linked back to the topic areas from term 1. For a biologically transmitted disease we look at Malaria, this even brings back topics discussed in Year 7 Geography with LAGI and the increase in vector-borne diseases and also the Africa topic. there are greater links with LAGI and KS4 Weather Hazards later in this topic when looking at the environment and population and population futures. For a non-communicable disease we have chosen CHD, this has cross-curricular links as risks and prevention of CHD are explored in Science as well as in health and wellbeing during PSHE. For a chosen place to explore for health we have chosen Stockton-on-Tees. Firstly, because it is where the students live, they will be familiar with it and can engage with the data as it applies to them personally. It also provides links to the next topic of Changing Places due to Yarm being the chosen local area location. The wider area of Stockton-on-Tees includes Yarm and this can be then compared to other areas within Stockton. Also, Stockton-on-Tees and Yarm have the greatest difference in quality of life across the smallest distance. Finally, we end the topic with population futures, which summarises learning from the rest of the topic and predicts what will happen next in terms of Population.	investigating on these days can be researched and understood in detail prior to this learning outside of the classroom. Coursework background is also introduced at this stage in order to aid this and that is why some landforms and concepts are introduced in a different order to the specification. **For Changing Places,** this human topic is taught in the summer term in order to provide students with fieldwork opportunities in Human geography – in particular, the opportunity of gaining primary data in Yarm which is within walking distance of school (their near place study), and Yarm's possible 'clone town' movement. Students will be in the process of starting their NEA at this point in Physical lessons. The key aspects of place are taught first so that students have these definitions as a base, before focusing on two contrasting place studies. The main content of this topic is taught through each place study, so that students fully engage with each place. This rationale is recommended by AQA. The 'near' place study of Yarm is taught first as it is local to students and familiar to them. It is therefore easier for students to apply topic theory to a location that they know well and can easily visit. The 'far' place of Liverpool is then taught second as it is more unfamiliar to them, and students can use their experience of the Yarm place study to support them with the Liverpool place study. Liverpool also had additional theory regarding agents of change and reimaging. This ordering also develops spatial scale; moving from local to regional/national scales.
Assessment Opportunities:	Formal feedback will be offered three times per half term with one of those being a summative assessment. Low-stakes quizzing and exam questions will be conducted on a lesson by lesson basis and includes recall of knowledge previously covered.		
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.		

Key Vocabulary	**For Hazards:** Risk Vulnerability Capacity to cope Hazard perception 3Rs Park Model Fatalism Risk sharing	**For Population:** Fertility rate Natural increase Dependency ratio Demographic dividend Demographic transition Mortality rates Population Ecology PRP Model Podsol Latosol	**For Hazards** P-, S- and surface waves Liquefaction Latent heat Wind shear Fuel Fire triangle Storm surge	**For Population:** Epidemiological Transition Vector-borne disease Mortality Morbidity Communicable disease Non-communicable disease DALY's	**For Coasts:** Centrifugal and gravitational bulge Global conveyor belt Sediment budget Isostatic and eustatic SMPs and ICZMPs	**For Changing Places:** Place Sense of place Lived experience Homogenisation Endogenous Exogenous Agents of change IMD Reimaging
Spiritual, Moral, Social and Cultural concepts covered	Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes through the topics that cover Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. The aim of this course is to develop an understanding of the factors that produce a diverse variety of environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments; the direct and indirect effects of human interaction with the Earth and the atmosphere. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives; the wider political, social, cultural and environmental context within which various examples and countries are placed. Students will develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.					
Links to careers and the world of work	Detailed insights into the daily activities of human and physical Geographical careers. Students invited to KS5 events and lectures. EA jobs and apprenticeships highlighted in River Leven case study How does this person link to Geography? Visual reminders of Geography careers and avenues.					

YEAR 13 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	WATER, CHANGING PLACES AND GLOBAL GOVERNANCE	WATER, CHANGING PLACES AND GLOBAL GOVERNANCE	CARBON AND GLOBAL GOVERNANCE	CARBON AND GLOBAL GOVERNANCE	EXTERNAL EXAMINATIONS	EXTERNAL EXAMINATIONS
Core Knowledge/ **Threshold Concept**	1. Coasts recap and assessment 2. Models and systems 3. Properties of water 4. Water stores 5. Changes in the magnitude of stores 6. Processes driving change 7. The drainage basin water cycle 8. Scale in water cycles 9. The water balance 10. The river regime 11. Storm hydrographs 12. Human influences on the water cycle 13. The Athabasca Basin 14. The River Leven	**Changing Places** 1. Liverpool representations 2. Liverpool economic change 3. Place study comparison 4, Consolidation and assessment **Global Governance** 1. Dimensions of globalisation 2. What is globalisation? 3. Global systems 4. Factors of globalisation 5. Global systems and institutions 6. Inequalities 7. International trade	**Water and Carbon** 1. The importance of carbon 2. Human interference in the carbon cycle 3. Carbon scales 4. Processes driving the carbon cycle 5. The carbon budget 6. Impacts of a changing carbon budget 7. Mitigating climate change 8. Interrelationships between the water and carbon cycle 9. Amazon – a changing carbon cycle	**Global governance** 1. Impacts of globalisation 2. Global institutions 3. The Global Commons 4. Antarctica – location and geography 5. Threats to Antarctica as a Global Common 6. The Antarctic Treaty 7. Governance of Antarctica 8. The role of NGOs in the governance of Antarctica 9. The future of Antarctica	Preparation for external examinations.	

	15. The water cycle in the Amazon	8. The role of TNCs 9. Apple as a TNC 10. The banana trade	**Coursework** data presentation, analysis, conclusions and evaluation.			
Why this learning now?	Changing Places is finished in this term. It is not rushed and 'squashed' into the summer term as it offer the opportunities for consolidation and recall over a longer time period. The same goes for Coasts which despite the taught element being completed, 3 lessons of consolidation before an assessment occurs over the first cycle for the same reasons. Global Governance was positioned here due to the explanation given above. It used to be delivered in the summer term. However, student voice after the first couple of years indicated that it was quite abstract and that the students were not perhaps worldly enough to bring together these ideas and it would be better to start with the locale that is in Changing Places and work out to the Global scale. It was therefore altered as a consequence of this. In addition, as can be seen from the key vocabulary list, the use of terminology in the Global governance is extensive and requires technical understanding and knowledge, which is more appropriate to Year 13 study where a number of key concepts have been taught which provide a basis upon which to build these more complex ideas. This topic also allows for synopticity, as students can make connections from their previous human geography topics of Population and Changing Places, and recognise where appropriate links can be made. Water and Carbon is a very abstract unit. Water is the more familiar of the 2 as is visible so we start with that building on from KS2 science. This unit is the jigsaw	This part of the unit of Carbon is the jigsaw piece that connects Hazards, Coasts, Population and the Environment and Global Governance together whilst offering temporal insights to Changing Places. Most of the increasing risks faced in the other units are exacerbated – if not induced – by climate change and human interference so by leaving this unit to last it acts as a conclusion highlighting all synoptic links. It therefore also enables recall of all other units throughout those connections. It was decided to do this at the end so that the maturity of the students could see this insight and the complexity of the issue rather than trying to retrospectively drip feed that. It is felt that it has more impact this way round and previous student voice supported this.		

	piece that connects Hazards, Coasts, Population and the Environment and Global Governance together.					
Assessment Opportunities:	Formal feedback will be offered three times per half term with one of those being a summative assessment. Low-stakes quizzing and exam questions will be conducted on a lesson by lesson basis and includes recall of knowledge previously covered.					
Learning at Home	Home learning will adapt and respond to the arising needs of learners but will focus on consolidation quizzes and time to demonstrate applied geographical understanding.					
Key Vocabulary	Impermeable, percolation, stores, system, soil moisture budget evapotranspiration	Global marketing, patterns of production and consumption, shallow form of integration, time-space compression, spatial division of labour, outsourcing, tariffs, quotas, WTO, IMF, World Bank., interdependence, unequal flows, trade barriers,	Cryosphere, Atmosphere, Biosphere, Pedosphere, Hydrosphere, Lithosphere Photosynthesis Respiration Carbon budget Mitigation	Flows of: Capital, labour, information, products, services NEEs, SEZs, differential access, mergers, sub-contractors, acquisitions. Vertical and horizontal integration, economies of scale, monocultures, commodities, supra-national spaces, common heritage, tragedy of the commons, Antarctic Treaty, NGOs, ASOC, CCAMLR,		
Spiritual, Moral, Social and Cultural concepts covered	Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes through the topics that cover Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. The aim of this course is to develop an understanding of the factors that produce a diverse variety of environments; the dynamic nature of these environments that change over time and the need for sustainable management; and the areas of current and future challenge and opportunity for these environments; the direct and indirect effects of human interaction with the Earth and the atmosphere. Students will develop a critical perspective on the issue(s) studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives; the wider political, social, cultural and environmental context within which various examples and countries are placed. Students will develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.					
Links to careers and work	Detailed insights into the daily activities of human and physical Geographical careers. Students invited to KS5 events and lectures. EA jobs and apprenticeships highlighted in River Leven case study How does this person link to Geography? Visual reminders of Geography careers and avenues.					