Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1 Teacher A	**Globalisation**	**What are the causes of globalisation and why has it accelerated in recent decades?** **What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?** **What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?**	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.	**How understanding is assessed** ● Homeworks ● Tests in lesson ● End-of-unit exam in December **Skills** ● Proportional flow lines ● Analysis of human and physical features on maps to understand lack of connectedness ● Critical use of World Bank and United Nations (UN) data sets ● Plotting Lorenz curves and calculating the Gini Coefficient **Assessment Point information** ● End-of-unit exam in December ● Mock exam in June

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1 Teacher B	**Water**	**What processes operate within the hydrological cycle from global to local scale?**	The global hydrological cycle is a system of linked stores and flows operating over a range of spatial scales. Drainage basin systems respond to physical and human processes over short- and long-term timescales.	**How understanding is assessed** ● Homeworks ● Tests in lesson ● End-of-unit exam in December
		What factors influence the hydrological system over short- and long-term timescales?	Students investigate river regimes, water budgets, hydrographs and the impacts of climate variability using a range of contemporary case studies.	**Skills** ● Analysis of storm hydrographs ● Interpretation of river discharge data ● Analysis of water budget graphs ● GIS and satellite imagery ● Analysis of climate and river flow datasets ● Evaluation of water management case studies ●
		How does water insecurity occur and why is it becoming such a global issue? **What are the challenges and opportunities for managing water insecurity in the future?**	Climate change, population growth and economic development are increasing pressure on water resources and contributing to growing water insecurity. Different players, including governments, international organisations and local communities, adopt contrasting strategies to manage water sustainably.	**Assessment Point information** ● End-of-unit exam in December ● Mock exam in June

Curriculum Information - Year 12

Department: Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1 Teacher A	**Diverse Places**	**How do population structures vary?** **How do different people view diverse living spaces?** **Why are there demographic and cultural tensions in Diverse Places** **How successfully are cultural and demographic issues managed?**	Population structure varies from place to place and over time. Population characteristics vary from place to place and over time. How past and present connections have shaped the demographic and cultural characteristics of your chosen places. Urban places are seen differently by different groups because of their lived experience of places and their perception of those places. Rural places are seen differently by different groups because of their lived experience of places and their perception of those places. There is a range of ways to evaluate how people view their living spaces. Culture and society is now more diverse in the UK. Levels of segregation reflect cultural, economic and social variation and change over time. Changes to diverse places can lead to tension and conflict. The management of cultural and demographic issues can be measured using a range of techniques. Different urban stakeholders have different criteria for assessing the success of managing change in diverse urban communities. Different rural stakeholders have different criteria for assessing the success of managing change in diverse rural communities.	**How understanding is assessed** ● Homeworks ● Tests in lesson ● End-of-unit exam in March **Skills** ● Investigation of social media ● Interpretation of qualitative information ● scattergraphs and Spearman's rank ● Evaluation of different sources (music, photography, film, art, literature) ● Oral accounts ● Analysis of contrasting newspaper reports **Assessment Point information** ● End-of-unit exam in March ● Mock exam in June

Curriculum Information - Year 12

Department: Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1 Teacher **B**	**Coastal Landscapes and Change**	**Why are coastal landscapes different and what processes cause these differences?** **How do characteristic coastal landforms contribute to coastal landscapes?** **How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?** **How can coastlines be managed to meet the needs of all stakeholders?**	Coastal landscapes develop through the interaction of geology, marine and sub-aerial processes operating within sediment cells. Distinctive coastal landforms develop through erosion, transportation and deposition. Climate change and sea level rise are increasing risks to coastal communities and environments. Students evaluate a range of management strategies and investigate the differing priorities of stakeholders responsible for protecting coastlines. Students also complete a physical geography field trip investigating coastal processes, landforms and management using a range of geographical fieldwork techniques.	**How understanding is assessed** ● Homeworks ● Tests in lesson ● End-of-unit exam in March **Skills** ● Coastal fieldwork techniques ● GIS and map interpretation ● Statistical analysis of fieldwork data ● Evaluation of coastal management strategies **Assessment Point information** ● End-of-unit exam in March

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Summer 1	**NEA - Independent Investigation**	**N/A**	Students plan, carry out and evaluate their Independent Investigation (NEA), developing an individual research question linked to the specification. They collect primary and secondary data, apply quantitative and qualitative techniques and produce a written investigation following Edexcel guidance. Alongside the NEA, students consolidate learning from all Year 12 topics through retrieval practice, examination questions and revision activities in preparation for the Year 12 mock examinations.	**How understanding is assessed** ● Regular 1-to-1 meetings with supervisor ● Draft interim deliverables **Skills** ● Primary and secondary fieldwork ● Presentational and analysis ● Quantitative skills ● GIS ● referencing and using a bibliography **Assessment Point information** ● NEA marked in February ● End of Year mocks in June