

Subject: Geography

Year group: Year 12

**Department Curriculum Vision:** Northwood Geographers are **globally minded** students with a **robust knowledge** and awareness of the human and physical processes that shape our world. Northwood Geographers share a **concern for the many dynamic inequalities** in the world, and cultivate a **passion for innovation and progress**. Northwood Geographers learn to **find their voice in the great debates** of our time, for example population growth, climate change, and resource security. They are able to **make sense of the world** they live in, and feel empowered to become a **proactive part** of shaping it.

|                                          | Autumn 1-2 -Water and Carbon-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn Term 1-2 (Topic 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content:</b><br><b>(Know what...)</b> | This section specifies a systems approach to the study of water and carbon cycles. The content invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations. Students will learn about the functioning of the Water and Carbon cycle and how they both interact and are independent. They will learn about systems and how humans are impacting both cycles and systems to put them out of equilibrium. Students will use a river catchment and rainforest case study to exemplify the key content they are being taught. | <b>Changing Places</b><br><br>Students will have a deeper understanding of place meaning including the characteristics that make up a place. They will learn about concepts surrounding insider versus outsider place perspectives. They will understand how media and other factors affect perception of a place. This deep understanding of how places are viewed will then be applied to understand how places change over time either demographically and culturally or Socio-economically. They will understand how external agencies play a role and how endogenous and exogenous factors affect the development of character of place. Students will apply their understanding to a local and distant case study (decided by the teacher) and learn about how all the concepts they have understood can be seen through these case studies. |
| <b>Skills:</b><br><b>(know how...)</b>   | The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills,S                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students will learn how to analyse a variety of graphs and maps that are relative to the content including choropleth maps. They will analyse trends and apply understanding to explain the patterns.<br><br>Students will learn how to craft 20 mark extended responses. Students will learn to interpret a variety of qualitative sources to better understand meaning, and link to content they have studied.<br><br>Students will learn about a variety of sources including: GIS, Cartography, qualitative and quantitative sources.                                                                                                                                                                                                                                                                                                          |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key vocabulary</b>                        | <b>Dynamic Equilibrium</b><br><b>Positive Feedback</b><br><b>Negative Feedback</b><br><b>Carbon Sequestration</b><br><b>Infiltration</b><br><b>Percolation</b><br><b>Water Balance</b><br><b>Carbon Budget</b>                                                                                                                                                                 | Endogenous<br>Exogenous<br>Media Place<br>Insider view<br>Outsider view<br>External Agency<br>Regeneration<br>Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Mid Term Assessment</b>                   | Students will complete a practice question of some length (4, 6, 9, 20) to support understanding as unit progresses                                                                                                                                                                                                                                                            | Students will complete a practice question of some length (4, 6, 9, 20) to support understanding as unit progresses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>End Term Assessment</b>                   | At key points in the Unit students will complete larger assessment to gauge understanding of whole unit- Series of 6+8+20 markers.                                                                                                                                                                                                                                             | At key points in the Unit (from Aut 1-Spr 1) students will complete larger assessment to gauge understanding of whole unit- Series of 6+8+20 markers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                              | <b>Spring 1-2</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Content:</b><br><br><b>(Know what...)</b> | <b>NEA- Non Examined Assessment-</b> Fieldwork<br>They also are introduced to their <b>NEA investigation:</b><br>They will learn about how to plan out an investigation and what types of questions are suitable. They will learn about the methods of collecting data and use opportunities to discuss with teachers about what they want to do with their fieldwork project. | <b>Coasts:</b><br>This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. Students will learn about different coastal processes and how they influence the landscape. They will learn about the different factors affecting sea level rise and how that impacts the landscape. They will also gain a deeper understanding of many of these concepts including management by looking at both a local case study and |

|                                  |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                                                                                                                                                                                                                                                                                                                     | a distant case study to better exemplify their understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Skills:<br/>(Know how...)</b> | <ul style="list-style-type: none"> <li>-Hazard skills are similar to above</li> <li>-Learn how to set up an enquiry project and the steps within</li> <li>-Learn how to plan out methods of collecting and how to use sampling to support</li> <li>-to complete numeracy to support data interpretation.</li> </ul> | <p>Students will learn how to analyse a variety of graphs and maps that are relative to the content including choropleth maps. They will analyse trends and apply understanding to explain the patterns.</p> <p>Students will learn about a variety of sources including: GIS, Cartography, qualitative and quantitative sources.</p> <ul style="list-style-type: none"> <li>-Students will understand how to craft extended writing paragraphs</li> <li>-Students will learn to interpret a variety of sources to support understanding.</li> </ul> |
| <b>Key vocabulary</b>            | Qualitative Data<br>Quantitative Data<br>Primary Sources<br>Secondary Sources<br>Systematic Sampling<br>Stratified Sampling<br>Data Collection<br>Data Presentation<br>Enquiry.                                                                                                                                     | Geomorphological processes<br>Sediment Sources<br>Eustatic Sea Level Change<br>Isostatic Sea level change<br>Sub-aerial weathering<br>Emergent Coastline<br>Submergent Coastline<br>Integrated Coastal Management Zone/Shoreline Management Plan                                                                                                                                                                                                                                                                                                     |
| <b>Mid Term Assessment</b>       | Students will complete a practice question of some length (4, 6, 9, 20) to support understanding as unit progresses                                                                                                                                                                                                 | Students will complete a practice question of some length (4, 6, 9, 20) to support understanding as unit progresses                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>End Term Assessment</b>       | At key points in the Unit (from Aut 1-Spr 1) students will complete larger assessment to gauge understanding of whole unit- Series of 6+8+20 markers.                                                                                                                                                               | At key points in the Unit students will complete larger assessment to gauge understanding of whole unit- Series of 6+8+20 markers.                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                  | <b>Summer 1-2 -Hazards-</b>                                                                                                                                                                                                                                                                                         | <b>Summer 1-2 -Continuing Work</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                            |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p><b>Content:</b></p> <p><b>(Know what...)</b></p> | <p>Students will learn to have a more in depth understanding of the processes involved in the earth including internal structure and movement of plates for tectonics and the climate and conditions like El Nino and La Nina.</p> <p>Students will gain an understanding of the different methods to manage hazardous events including the Park Model Response and Hazard Management Cycle. They will apply this understanding to a variety of case studies from earthquakes, volcanoes, cyclones and wildfires. They will learn to understand the role of preparation, mitigation, prevention and adaptation for each and learn about how the context of each location affects the response and impacts of the events. Students will learn about multi hazardous and local scale events to contrast their large scale events.</p> | <p>Students will continue and finish off:</p> <p><b>Coasts (See above)</b></p> <p><b>Continue to work on their NEA</b></p> |
| <p><b>Skills:</b></p> <p><b>(Know how...)</b></p>   | <p>Students will learn how to analyse a variety of graphs and maps that are relative to the content including choropleth maps. They will analyse trends and apply understanding to explain the patterns.</p> <p>Students will learn how to craft 20 mark extended responses.</p> <p>Students will continue to develop their numeracy in applying mean, range and other central tendency and dispersion methods.</p> <p>Students may start to be exposed to certain statistical tests including Spearman's Rank (depending on unit/approach)</p>                                                                                                                                                                                                                                                                                     | <p><b>See above</b></p>                                                                                                    |
| <p><b>Key vocabulary</b></p>                        | <p>El Nino/La Nina</p> <p>Adaptation</p> <p>Prevention</p> <p>Mitigation</p> <p>Preparedness</p> <p>Gravitational Sliding (Slab Pull, Ridge Push)</p> <p>Convection Currents</p> <p>Nuees Ardentes</p> <p>Pyroclastic Flow</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>See above</b></p>                                                                                                    |

|                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                       |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | Plate Tectonic Theory                                                                                                                                                                                                                                                                                                                               |                                                                                                                                       |
| <b>Mid Term Assessment</b>                           | Initial Assessment- 4+ 6+9 Marker assessment to identify ability level.                                                                                                                                                                                                                                                                             | Students will complete a practice question of some length (6, 9, 20) to support understanding as unit progresses                      |
| <b>End Term Assessment</b>                           | At key points in the Unit (from Sum 1- Sum 2) students will complete larger assessment to gauge understanding of whole unit-<br>Series of 6+8+20 markers.                                                                                                                                                                                           | At key points in the Unit students will complete larger assessment to gauge understanding of whole unit-<br>Series of 6+8+20 markers. |
| <b>Additional information</b>                        |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                       |
| <b>Homework</b>                                      | Students will complete a variety of tasks including- Flipped learning note taking, Reading articles, researching case studies and issues, creating presentations, and creating revision resources among other things.                                                                                                                               |                                                                                                                                       |
| <b>Extra curricular and enrichment opportunities</b> | Students are encouraged to get involved in Debate club or Oracy day to better support their learning. Students are encouraged to start their own clubs with support from staff about Green/Geography issues if they so choose.                                                                                                                      |                                                                                                                                       |
| <b>Useful links that will support learning</b>       | <a href="https://www.coolgeography.co.uk/">https://www.coolgeography.co.uk/</a><br><a href="https://geographyrevisionalevel.weebly.com/">https://geographyrevisionalevel.weebly.com/</a><br><a href="https://www.savemyexams.com/a-level/geography/aqa/18/revision-notes/">https://www.savemyexams.com/a-level/geography/aqa/18/revision-notes/</a> |                                                                                                                                       |
| <b>How parents can support learning</b>              | Ask students what they are learning. Ask them to discuss their case studies about each topic as they should be aware by the end of the topic the key case studies they have learnt. Show them an article from a newspaper as many (non politics) texts should be linked in some way to something they learn.                                        |                                                                                                                                       |

Subject: Geography

Year group: Year 13

**Department Curriculum Vision:** Northwood Geographers are **globally minded** students with a **robust knowledge** and awareness of the human and physical processes that shape our world. Northwood Geographers share a **concern for the many dynamic inequalities** in the world, and cultivate a **passion for innovation and progress**. Northwood Geographers learn to **find their voice in the great debates** of our time, for example population growth, climate change, and resource security. They are able to **make sense of the world** they live in, and feel empowered to become a **proactive part** of shaping it.

|                            | Autumn Term 1-2- Challenging Urban Environment (CUE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn Term 1-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content:<br>(Know what...) | <p>This section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Students learn about concepts around Urban form, Urban climate, Urban drainage and other elements interlinked with urban living. Students engage with a plethora of case studies to help exemplify their understanding of the course content. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and</p> | <p>Finishing off <b>Hazards Unit (see Above)</b><br/>Starting- <b>Global Governance</b><br/>This section of our specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students contemplate many complex dimensions of contemporary world affairs and their own</p> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | place in and perspective on them.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Skills:<br/>(know how...)</b> | <p>Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills. Students will learn how to analyse a variety of graphs and maps that are relative to the content including choropleth maps. They will analyse for trends and apply understanding to explain the patterns.</p> <p>Students will learn how to craft 20 mark extended responses.</p> | <p>Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting relevant information. Students will learn how to analyse a variety of graphs and maps that are relative to the content including choropleth maps. They will analyse for trends and apply understanding to explain the patterns.</p> <p>Students will learn how to craft 20 mark extended responses.</p> |
| <b>Key vocabulary</b>            | <b>Urban Form</b><br><b>Sustainable Urban Drainage (SUDS)</b><br><b>Decentralisation</b><br><b>Edge Cities</b><br><b>Suburbanisation</b><br><b>Social Segregation</b><br><b>Urban Heat Island</b><br><b>Sustainable Urban Development</b>                                                                                                                                                                                                                                        | <b>Interdependence</b><br><b>Globalisation</b><br><b>Global Common</b><br><b>Intergovernmental organisations</b><br><b>Trading Blocs</b><br><b>Non-Governmental Organisations</b><br><b>Differential Access</b><br><b>Transnational Corporations</b>                                                                                                                                                                                                                   |
| <b>Mid Term Assessment</b>       | Students will complete a practice question of some length (6, 9, 20) to support understanding as unit progresses                                                                                                                                                                                                                                                                                                                                                                 | Students will complete a practice question of some length (6, 9, 20) to support understanding as unit progresses                                                                                                                                                                                                                                                                                                                                                       |
| <b>End Term Assessment</b>       | At key points in the Unit students will complete larger assessment to gauge understanding of whole unit- Series of 6+8+20 markers.                                                                                                                                                                                                                                                                                                                                               | Pre-Public Exam- Covering Paper 1 and Paper 2 content- 4, 6, 9, 20 mark questions for 2.5 hours.                                                                                                                                                                                                                                                                                                                                                                       |
|                                  | <b>Spring 1 - Continuing Content (Global Governance and Challenging Urban Environments) + Finish NEA</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                          |                                                                                                                                                                                                                       |                 |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Content:</b><br><b>(Know what...)</b> | See Above                                                                                                                                                                                                             |                 |
| <b>Skills:</b><br><b>(Know how...)</b>   | <b>See Above</b>                                                                                                                                                                                                      |                 |
| <b>Key vocabulary</b>                    | <b>See Above</b>                                                                                                                                                                                                      |                 |
| <b>Mid Term Assessment</b>               | Students will complete a practice question of some length (6, 9, 20) to support understanding as unit progresses                                                                                                      |                 |
| <b>End Term Assessment</b>               | Pre-Public Exam- Covering Paper 1 and Paper 2 content- 4, 6, 9, 20 mark questions for 2.5 hours.                                                                                                                      |                 |
|                                          | <b>Summer 1</b>                                                                                                                                                                                                       | <b>Summer 2</b> |
| <b>Content:</b><br><b>(Know what...)</b> | Revision                                                                                                                                                                                                              | Exams           |
| <b>Skills:</b><br><b>(Know how...)</b>   | <b>Revision</b>                                                                                                                                                                                                       |                 |
| <b>Key vocabulary</b>                    | <b>Revision</b>                                                                                                                                                                                                       |                 |
| <b>Additional information</b>            |                                                                                                                                                                                                                       |                 |
| <b>Homework</b>                          | Students will complete a variety of tasks including- Flipped learning note taking, Reading articles, researching case studies and issues, creating presentations, and creating revision resources among other things. |                 |

|                                                      |                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Extra curricular and enrichment opportunities</b> | Students are encouraged to get involved in Debate club or Oracy day to better support their learning. Students are encouraged to start their own clubs with support from staff about Green/Geography issues if they so choose.                                                                                                                      |
| <b>Useful links that will support learning</b>       | <a href="https://www.coolgeography.co.uk/">https://www.coolgeography.co.uk/</a><br><a href="https://geographyrevisionalevel.weebly.com/">https://geographyrevisionalevel.weebly.com/</a><br><a href="https://www.savemyexams.com/a-level/geography/aqa/18/revision-notes/">https://www.savemyexams.com/a-level/geography/aqa/18/revision-notes/</a> |
| <b>How parents can support learning</b>              | Ask students what they are learning. Ask them to discuss their case studies about each topic as they should be aware by the end of the topic the key case studies they have learnt. Show them an article from newspaper as many (non-politics) should be linked in someway to something they learn.                                                 |