

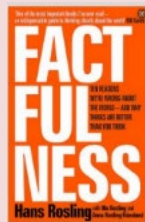


## The English Martyrs Catholic School and Sixth Form College

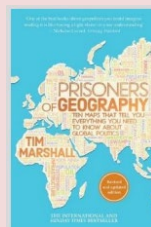
Geography Year 12	Module 1&2 Human Geography (Teacher 1)	Module 1 Physical geography (Coasts) (Teacher 2)	Module 3 Human (Teacher 1)	Module 2&3 Physical (Teacher 2)
<b>Topic Theme and Intent</b>	(core) <b>Contemporary Urban Environments.</b> Students will build geographical concepts as well as learn new ideas concerning urban growth and change and how these processes present significant environmental and social challenges for human populations. There is a key focus on urban sustainability	Students build on prior basic knowledge and understanding of <b>coastal systems and landscapes</b> , environments in which fundamental geomorphological <b>processes</b> and <b>landscapes</b> can be seen. This allows the appreciation of the diversity of coasts and their importance as human habitats.	At Easter students will move onto their second (optional) human topic <b>Changing Places.</b> people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives.	<b>Hazards</b> focuses on the lithosphere and the atmosphere, which present natural hazards to people. Students explore the origin and nature of these hazards and the ways in which people respond to them
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Urbanisation and urban forms</li> <li>Social and economic issues associated with urbanisation</li> <li>Urban climate/drainage</li> <li>Urban environmental issues and waste and its disposal</li> <li>Sustainable urban development/ LIC/HIC case studies</li> </ul>	<ul style="list-style-type: none"> <li>Generic physical Systems and processes</li> <li>Coastal landscape development: UK and beyond examples</li> <li>Origin and development of landforms and landscapes of coastal erosion/deposition</li> <li>Eustatic, isostatic and tectonic SL change</li> <li>Coastal management</li> <li>Case study(ies) Odisha/Holderness coast</li> </ul>	<ul style="list-style-type: none"> <li>The nature and importance of places.</li> <li>Relationships and connections.</li> <li>Meaning and representation.</li> <li>The use of quantitative and qualitative sources.</li> <li>Local and distant place studies.</li> </ul>	<ul style="list-style-type: none"> <li>Hazards as a concept</li> <li>The structure of the earth</li> <li>Plate tectonic theory</li> <li>Vulcanism, in LICs/HICS</li> <li>Seismicity</li> <li>The storm hazards HICS/LICS</li> <li>Fires in nature/case studies</li> <li>Multi hazard/local hazard</li> </ul>
<b>Skills</b>	Observation skills, Measurement and geospatial mapping, Data manipulation and statistical skills, including those associated with and arising from fieldwork at the end of year 12 taster sessions	The opportunity to exercise and develop qualitative/quantitative observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork to support the NEA/personal study.	Observation skills, Measurement and geospatial mapping, Data manipulation and statistical skills	Use of different types of geographical information, primary and secondary data, images, factual text and discursive/creative material, digital data, numerical and spatial data
<b>Literacy Links</b>	<b>Reading</b> - Reading for meaning. Developing knowledge and understanding of places and concepts <b>Writing</b> - Students are expected to describe/explain/evaluate/deliver a weighted conclusion/be synoptic. Students keep a reading journal. <b>Oracy</b> - Students are encouraged to discuss the judgments they make about content	<b>Reading</b> - Reading for meaning and research of current events <b>Writing</b> - Analysis and interpretation of figures/maps/charts - <b>Oracy</b> - Students will be encouraged to discuss the judgments they make about concepts/content	<b>Reading</b> - Reading journal articles/news and current research <b>Writing</b> - Hone 20-mark essays <b>Oracy</b> - Discuss thinking with peers/teacher	<b>Reading</b> - Reading journal articles/news and current research <b>Writing</b> - Define 20 mark essays/synopticity <b>Oracy</b> - Discuss thinking with peers/teacher
<b>Essential Vocabulary</b>	Urbanisation, Suburbanisation, Sustainability, Urban resurgence, Deindustrialisation, Decentralisation Urban regeneration, Economic inequality, Social segregation, Cultural diversity, Gentrification,	Adaptability, Resilience, Positive/negative feedback loops, Sustainability, Mitigation, Vulnerability, Dynamic equilibrium, isostatic, eustatic, vegetation succession, high and low energy coasts, Halosere, Psammosere	Locale, Sense of place, Social constructionist, Phenomenological, Localism, Regionalism, Nationalism, Homogenised, clone town, Placelessness, Positionality	Hazard management cycle, Park model, Fatalism, Vulnerability, Resilience, Lithosphere, Asthenosphere, Liquefaction, Lahar, Dipole, El Nino

### Disciplinary Reading

Hans Rosling, Factfulness



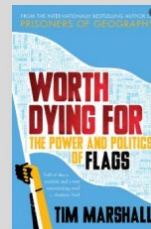
Tim Marshall - Prisoners of geography



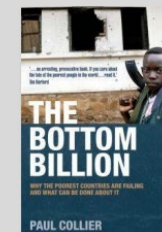
Mike Berniers-Lee There is no planet B



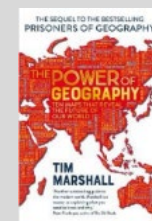
Tim Marshall, Worth dying for



Paul Collier, The Bottom Billion



Tim Marshall, The power of Geography



### Reading for Pleasure



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