

# Geography Year 12 Long Term Plan

**Rationale with end points:** In Year 12 we endeavour to develop student's knowledge on a range of human, physical and environmental geographical concepts developing deeper understanding from Key stage 4. For example, evaluating why some areas around the World are more vulnerable to tectonic hazards. In addition, Students' will learn about contrasting space and place through studies about coastal morphology and processes as well as developing greater understanding about physical systems and sustainability whilst studying carbon and water cycles. Students will be exposed to an advanced range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term	Topic	Knowledge	Skills	Reading /wider reading
<b>Autumn term 1</b>	Topic 1  Tectonic processes and hazards. Fieldwork preparation.	Extend knowledge of how people interact and manage tectonic hazards in a Local, Regional and Global context. Build on their knowledge of how anthropogenic activity is affecting hazard management.	Skills interleaved. Continue to develop a glossary of advanced key terms to use in answering questions. Collect, analyse and communicate data linked to several case studies related to hazard management. Standard deviation, Chi squared and Spearmans rank statistical packages to be understood.	Wider reading: Articles from Geofile and Financial times about hazard management to be read and commented on in class.
<b>Autumn term 2</b>	Topic 2B Coastal landscape and change. Fieldwork preparation.	Extend knowledge of Coastal processes and landscapes. Develop an understanding of Coastal risk and management with reference to hard, soft and sustainable management techniques.	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Research secondary information regarding statistics about coastal management techniques with reference to shoreline management plans. T-test	Wider reading: Article on coastal management to be read and commented on in class.

		Understand the context of coastal management in terms of cost benefit analysis.	and Mann Whitney statistical packages to be understood.	
<b>Spring 1</b>	Topic 5 The Water cycle and water insecurity. Fieldwork visit.	Understand through the use of detailed place based exemplars key elements of the hydrological cycle including short and long term variations. Evaluate how water security may change in the future.	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Continue to develop a glossary of key terms to use in answering questions. Begin write up of fieldwork.	Wider reading: Article about trans boundary water disputes to be read and commented on in class.
<b>Spring 2</b>	Topic 6 The Carbon cycle and energy security. Re-teach topic	Understand through the use of detailed place based exemplars key elements of the carbon cycle including consequences of increasing demand for energy. Evaluate human threats to the global climate system.	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Research secondary information regarding anthropogenic impacts caused by changes to the carbon cycle.	Wider reading: Article about trans achieving net zero to be read and commented on in class.
<b>Summer 1</b>	Topic 4A Regenerating places.	Extend knowledge of regenerating places. Develop an understanding of why regeneration might be needed. Assess the	Interpret a wide range of sources of geographical information including maps, diagrams and globes. Research secondary information regarding statistics about the success	Wider reading: Article about regeneration of place to be read and commented on in class.

		success of regeneration projects around the UK.	of regeneration projects in the UK. Comment on the advantages and disadvantages of these policies.	
<b>Summer 2</b>	Reteach topics where gaps have been identified. End of year summative assessment. Continue with Field work write up.			