

# Curriculum Overview – Year 12 Geography – Physical Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>3.2 Global systems and global governance</b></p>	<p><b>Overview of topic:</b> This section of the 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.</p> <p>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 place in and perspective on them. Study of this section offers the opportunity to exercise and develop both qualitative and quantitative approaches to gathering, processing and interpreting</p>	<p>Throughout the Global Systems and Global Governance human geography topic students will develop a range of:</p> <p><b>Quantitative and qualitative skills:</b></p> <ul style="list-style-type: none"> <li>Students engage with a range of quantitative and relevant qualitative skills</li> <li>Students will specifically learn to interpret of graphs and mapped data. There is also a focus on statistical data being used for comparisons and informed conclusions</li> </ul>	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations.</p>	<p><b>United in harmony:</b> For the importance of global cooperation in working together on issues which affect multiple countries or the planet as a whole</p> <ul style="list-style-type: none"> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Moral</li> <li>○ Social</li> <li>○ History</li> <li>○ Maths</li> <li>○ Economist</li> <li>○ Politician</li> <li>○ NGO</li> <li>○ Public relations</li> <li>○ Entrepreneur</li> </ul>	<p><b>KS3 links</b></p> <p>Builds on the knowledge of urban challenges</p> <p><b>KS4 links</b></p> <p>Strong links to economic development modules for both he UK and Nigeria</p>

relevant information and data including, those associated with and arising from fieldwork.

**1. Globalisation**

Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption. Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.

**2. Global systems**

Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence including how:

- unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places

**Specific skills:**

- Extended writing
- Creating synoptic links
- Statistical analysis
- Research
- Evaluation of global issues
- Use of specialised terminology

	<ul style="list-style-type: none"> <li>• unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way.</li> </ul>					
<b>Autumn Term 2</b>						
<b>3.2 Global systems and global governance</b>	<p><b>1. International trade and access to markets</b></p> <p>Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being. The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and</p>	<p><b>Specific skills:</b></p> <ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Creating synoptic links</li> <li>• Statistical analysis</li> <li>• Research</li> <li>• Argumentative and evaluative writing</li> </ul>	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p><b>Faith-filled and hopeful:</b> That we will work towards using the global commons in a way that benefits all of humankind</p> <ul style="list-style-type: none"> <li>○ Care for creation</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ History</li> <li>○ Maths</li> <li>○ Economics</li> <li>○ Policy advisor</li> <li>○ Sustainable industries</li> <li>○ Carbon offsetting</li> <li>○ Economist</li> <li>○ Public relations</li> <li>○ Civil service</li> </ul>	<p><b>KS3 links</b></p> <p>Links to urban challenges</p> <p><b>KS4 links</b></p> <p>Links to ecosystems and climate change when discussing environmental issues</p>

	<p>marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates.</p> <p>World trade in at least one food commodity or one manufacturing product.</p> <p>Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.</p> <p><b>2. Global governance</b></p> <p>The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</p> <p>Issues associated with attempts at global governance, including how:</p> <ul style="list-style-type: none"><li>• agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices</li><li>• interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.</li></ul> <p><b>3. The 'global commons'</b></p>					
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	The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.					
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**Spring Term 1**

<p><b>3.2 Global systems and global governance</b></p>	<p><b>1. Antarctica as a global common</b>  An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change. Threats to Antarctica arising from:</p> <ul style="list-style-type: none"> <li>• climate change</li> <li>• fishing and whaling</li> <li>• the search for mineral resources</li> <li>• tourism and scientific research.</li> </ul> <p>Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment</p>	<p><b>Specific skills:</b></p> <ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Creating synoptic links</li> <li>• Statistical analysis</li> <li>• Research</li> <li>• Presentation skills</li> <li>• Team work</li> </ul>	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p><b>Leading with justice:</b>  Exploring and reflecting on the impact individual/small-scale action can have on conserving Antarctica</p> <ul style="list-style-type: none"> <li>○ Care for creation</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ Cultural</li> <li>○ The sciences</li> <li>○ History</li> <li>○ Biologist</li> <li>○ Scientific research</li> <li>○ Policy</li> <li>○ NGO worker</li> <li>○ Government policy</li> </ul>	<p><b>KS3 links</b>  Lots of links to cold deserts topic</p> <p><b>KS4 links</b>  Ecosystems topic and climate change</p>
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	<p>Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement.</p> <p>The role of NGOs in monitoring threats and enhancing protection of Antarctica.</p> <p>Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.</p> <p><b>2. Globalisation critique</b></p> <p>The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.</p>					
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**Spring Term 2**

<b>3.2 Changing places</b>	<p><b>Overview of topic:</b></p> <p>This section of our specification focuses on people's engagement with</p>	<p>Throughout the Changing Places human geography topic</p>			<p><b>Listening and attentive:</b></p>	<p><b>Links to KS3</b></p>
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	<p>places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p> <p>Study of the content must be embedded in two contrasting places, one to be local. The local place may be a locality, neighbourhood or small community either urban or rural. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation.</p> <p>The place studies complement the requirement to embed the study of content in two contrasting places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative)</p>	<p>students will develop a range of:</p> <p><b>Quantitative and qualitative skills:</b></p> <p>Students will engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems.</p> <p>These will include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills</p> <p><b>Specific skills:</b></p> <ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Creating synoptic links</li> <li>• Opinionated and subjective writing skills</li> <li>• Interpretations of images, quotes and interviews</li> <li>• Considering the views of stakeholders</li> </ul>	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations</p>	<p>Listening to those in the class and being aware of their own perceptions of places and why they might have these feelings</p> <ul style="list-style-type: none"> <li>○ Care for creation</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ Cultural</li> <li>○ History</li> <li>○ English</li> <li>○ Art</li> <li>○ Journalist</li> <li>○ City planner</li> <li>○ Government work</li> <li>○ Author</li> <li>○</li> </ul>	<p>Kenya topic</p> <p><b>Links to KS4</b></p> <p>Links to London case studies in urban challenges in the UK</p>
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	<p>investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p><b>1. The nature and importance of places</b>  The concept of place and the importance of place in human life and experience.</p> <p>Insider and outsider perspectives on place.</p> <p>Categories of place:</p> <ul style="list-style-type: none"> <li>• near places and far places</li> <li>• experienced places and media places.</li> </ul> <p>Factors contributing to the character of places:</p> <ul style="list-style-type: none"> <li>• Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.</li> <li>• Exogenous: relationships with other places.</li> </ul> <p><b>2. Changing places – relationships, connections, meaning and representation</b>  In relation to the local place within which students live or</p>	<ul style="list-style-type: none"> <li>• Considering of how external and internal factors can change perceptions</li> </ul>				
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	<p>study and then at least one further contrasting place and encompassing local, regional, national, international and global scales:</p> <ul style="list-style-type: none"> <li>• the ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place and</li> <li>• the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.</li> </ul>					
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**Summer Term 1**

<p><b>3.2 Changing places</b></p>	<p><b>1. Relationships and connections</b> The impact of relationships and connections on people and place with a particular focus on: changing demographic and cultural characteristics economic change and social inequalities.</p> <ul style="list-style-type: none"> <li>• How the demographic, socio-economic and cultural characteristics of places are</li> </ul>	<p><b>Specific skills:</b></p> <ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Creating synoptic links</li> <li>• Statistical analysis</li> <li>• Historical research</li> <li>• Interpretation of qualitative sources</li> </ul>	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can</p>	<p><b>Grateful and generous:</b> Being grateful for the places we hold dear</p> <ul style="list-style-type: none"> <li>○ Care for creation</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ Cultural</li> <li>○ History</li> <li>○ English</li> <li>○ Art</li> <li>○ Journalist</li> </ul>	<p><b>Links to KS3</b> Map skills</p> <p><b>Links to KS3</b> Links to London case studies in urban challenges in the UK</p>
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	<p>shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global.</p> <ul style="list-style-type: none"> <li>• The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions.</li> <li>• How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.</li> </ul> <p><b>2. Meaning and representation</b> The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.</p> <ul style="list-style-type: none"> <li>• How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of various forms of quantitative data</li> </ul>		<p>range from exam questions, research tasks, group projects and presentations</p>	<ul style="list-style-type: none"> <li>○ City planner</li> <li>○ GIS</li> <li>○ Author</li> <li>○ Tourism Industry</li> </ul>	
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	<ul style="list-style-type: none"><li>• How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.</li><li>• How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data.</li><li>• How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.</li></ul> <p><b>3. Quantitative and qualitative skills</b></p> <p>Students must engage with a range of quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place</p>					
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	<p>characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.</p> <p><b>4. Place studies</b> This will be started but not completed</p>					
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**Summer Term 2**

<p><b>3.2 Changing places</b></p>	<p><b>1. Place Studies</b> Local place study exploring the developing character of a place local to the home or study centre.</p> <p>Contrasting place study exploring the developing character of a contrasting and distant place.</p> <p>Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by</p>	<p><b>Specific skills:</b></p> <ul style="list-style-type: none"> <li>• Extended writing</li> <li>• Creating synoptic links</li> <li>• Statistical analysis</li> <li>• Research</li> <li>• Creating detailed case studies</li> <li>• Use of and interpretation of both qualitative and quantitative data</li> <li>• Using data to compare and draw</li> </ul>	<p>Students are assessed using AQA exam questions after every sub-topic is completed.</p> <p>Assessments range from in class assessments to essay writing.</p>	<p>Students are given 3-4 hours of homework per Geography teacher and are encouraged to complete wider readings using the available resources.</p> <p>Students homework can range from exam questions, research tasks, group projects and presentations.</p>	<p><b>Discerning and Joyful:</b> Becoming more aware of a place near to us and one which is very different</p> <ul style="list-style-type: none"> <li>○ Care for creation</li> <li>○ Common good</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ Cultural</li> <li>○ Science</li> <li>○ Journalist</li> <li>○ City planner</li> <li>○ Research</li> <li>○ Civil service</li> <li>○ Marketing</li> </ul>	<p><b>Links to KS3</b> Map skills</p> <p><b>Links to KS3</b> Links to London case studies in urban challenges in the UK</p>
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	<p>continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.</p> <p>Both place studies must focus equally on:</p> <ul style="list-style-type: none"><li>• people's lived experience of the place in the past and at present and either</li><li>• changing demographic and cultural characteristics or</li><li>• economic change and social inequalities.</li></ul> <p>Suitable data sources could include:</p> <ul style="list-style-type: none"><li>• statistics, such as census data</li><li>• maps</li><li>• geo-located data</li><li>• geospatial data, including geographic information systems (GIS) applications</li><li>• photographs</li><li>• text, from varied media</li><li>• audio-visual media</li><li>• artistic representations</li><li>• oral sources, such as interviews, reminiscences, songs etc.</li></ul>	<p>comparisons about contrasting places</p> <ul style="list-style-type: none"><li>• Decision making</li></ul>				
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