

Year 12 GEOGRAPHY Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn Physical	Coastal Landscapes and Change	<ol style="list-style-type: none"> 1. Why are coastal landscapes different and what processes cause these differences? 2. How do characteristic coastal landforms contribute to coastal landscapes? 3. Enquiry question 4: How can coastlines be managed to meet the needs of all players? 	<p>For a detailed knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p>Pages 19-24</p>
Autumn Human	Globalisation	<ol style="list-style-type: none"> 1. <i>What are the causes of globalisation and why has it accelerated in recent decades?</i> 2. <i>What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</i> 3. <i>What are the consequences of globalisation for global development and the physical environment and how should</i> 	<p>For a detailed knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p>Pages 24-28</p>

		<i>different players respond to its challenges?</i>	
Spring Physical	Tectonic Processes and Hazards	<ol style="list-style-type: none"> 1. <i>Why are some locations more at risk from tectonic hazards?</i> 2. <i>Why do some tectonic hazards develop into disasters?</i> 3. <i>How successful is the management of tectonic hazards and disasters</i> 	<p>For a detailed student knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p>Pages 10-13</p>
Spring Human	Regenerating Places	<ol style="list-style-type: none"> 1. <i>How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place.</i> 2. <i>Why might regeneration be needed?</i> 3. <i>How is regeneration managed?</i> 4. <i>How successful is regeneration?</i> 	<p>For a detailed student knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p>Pages 29-34.</p>

Summer	NEA and skills	Plan and develop own investigation	Link to specification: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-5-FINAL.pdf
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Year 13 GEOGRAPHY Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn Physical	The water cycle and insecurity	<ol style="list-style-type: none"> 1. <i>What are the processes operating within the hydrological cycle from global to local scale?</i> 2. <i>What factors influence the hydrological system over short- and long-term timescales?</i> 3. <i>How does water insecurity occur and why is it becoming such a global issue for the 21st century?</i> 	For a detailed student knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms. Pages 41-45.
Autumn Human	Human Systems and Geopolitics - Superpowers	<ol style="list-style-type: none"> 1. <i>What are superpowers and how have they changed over time?</i> 2. <i>What are the impacts of superpowers on the global economy,</i> 	For a detailed student knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.

		<p><i>political systems and the physical environment?</i></p> <p><i>3. What spheres of influence are contested by superpowers and what are the implications of this?</i></p>	<p>Pages 51-54.</p>
<p>Spring Physical</p>	<p>The Carbon Cycle and Energy Security</p>	<ol style="list-style-type: none"> <i>1. How does the carbon cycle operate to maintain planetary health?</i> <i>2. What are the consequences for people and the environment of our increasing demand for energy?</i> <i>3. How are the carbon and water cycles linked to the global climate system?</i> 	<p>For a detailed student knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p>Pages 46-50.</p>
<p>Spring Human</p>	<p>Global Development and Connections: Health, Human Rights and Intervention</p>	<ol style="list-style-type: none"> <i>1. What is human development and why do levels vary from place to place?</i> <i>2. Why do human rights vary from place to place?</i> 	<p>For a detailed student knowledge checklist refer to the Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p>

		<p>3. <i>How are human rights used as arguments for political and military intervention?</i></p> <p>4. <i>What are the outcomes of geopolitical interventions in terms of human development and human rights?</i></p>	<p>Pages 55-60.</p>
<p>Summer</p>	<p>Revision</p>	<p>Revision</p>	<p>Link to specification:</p> <p>https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-5-FINAL.pdf</p>