

### 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)
<b>Autumn</b>  <b>Physical</b>	Coastal Landscapes and Change	<ol style="list-style-type: none"> <li>1. Why are coastal landscapes different and what processes cause these differences?</li> <li>2. How do characteristic coastal landforms contribute to coastal landscapes?</li> <li>3. Enquiry question 4: How can coastlines be managed to meet the needs of all players?</li> </ol>	For a detailed knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0)</b> issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.  <b>Pages 19-24</b>
<b>Autumn</b>  <b>Human</b>	Regenerating Places	<ol style="list-style-type: none"> <li>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></li> <li>2. <i>Why might regeneration be needed?</i></li> <li>3. <i>How is regeneration managed?</i></li> <li>4. <i>How successful is regeneration?</i></li> </ol>	For a detailed student knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification</b> issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.  <b>Pages 29-34.</b>

<b>Spring</b> <b>Physical</b>	Tectonic Processes and Hazards	<ol style="list-style-type: none"> <li>1. <i>Why are some locations more at risk from tectonic hazards?</i></li> <li>2. <i>Why do some tectonic hazards develop into disasters?</i></li> <li>3. <i>How successful is the management of tectonic hazards and disasters</i></li> </ol>	<p>For a detailed student knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification</b> issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p><b>Pages 10-13</b></p>
<b>Spring</b> <b>Human</b>	Globalisation	<ol style="list-style-type: none"> <li>1. <i>What are the causes of globalisation and why has it accelerated in recent decades?</i></li> <li>2. <i>What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</i></li> <li>3. <i>What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</i></li> </ol>	<p>For a detailed knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0)</b> issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p><b>Pages 24-28</b></p>

<b>Summer</b>	NEA and skills	Plan and develop own investigation	Link to specification:  <a href="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">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</a>
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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)
<b>Autumn</b>  <b>Physical</b>	The water cycle and insecurity	<ol style="list-style-type: none"> <li>1. <i>What are the processes operating within the hydrological cycle from global to local scale?</i></li> <li>2. <i>What factors influence the hydrological system over short- and long-term timescales?</i></li> <li>3. <i>How does water insecurity occur and why is it becoming such a global issue for the 21st century?</i></li> </ol>	For a detailed student knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification</b> issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.  <b>Pages 41-45.</b>
<b>Autumn</b>  <b>Human</b>	Human Systems and Geopolitics - Superpowers	<ol style="list-style-type: none"> <li>1. <i>What are superpowers and how have they changed over time?</i></li> <li>2. <i>What are the impacts of superpowers on the global economy,</i></li> </ol>	For a detailed student knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification</b> 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><b>Pages 51-54.</b></p>
<p><b>Spring</b> <b>Physical</b></p>	<p>The Carbon Cycle and Energy Security</p>	<ol style="list-style-type: none"> <li><i>1. How does the carbon cycle operate to maintain planetary health?</i></li> <li><i>2. What are the consequences for people and the environment of our increasing demand for energy?</i></li> <li><i>3. How are the carbon and water cycles linked to the global climate system?</i></li> </ol>	<p>For a detailed student knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification</b> issued to all students at the start of the course. This is also available on Y12/Y13 Google Classrooms.</p> <p><b>Pages 46-50.</b></p>
<p><b>Spring</b> <b>Human</b></p>	<p>Global Development and Connections: Health, Human Rights and Intervention</p>	<ol style="list-style-type: none"> <li><i>1. What is human development and why do levels vary from place to place?</i></li> <li><i>2. Why do human rights vary from place to place?</i></li> </ol>	<p>For a detailed student knowledge checklist refer to the <b>Pearson Edexcel Level 3 Advanced GCE in Geography (9GE0) specification</b> 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><b>Pages 55-60.</b></p>
<p><b>Summer</b></p>	<p>Revision</p>	<p>Revision</p>	<p>Link to specification:</p> <p><a href="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">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</a></p>