

Geography. Year 12 Curriculum Map



Notre Dame
Catholic College

YEAR 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<u>All units are taught in tandem across the year by a different teacher as indicated below.</u>					
	<p><u>Human: Changing Places. (JMC)</u></p> <p>Composite – Understand the engagement people have with places, their experience of them and the qualities they ascribe to them.</p> <p>Component 1 – To know the concept of place and the importance of place in human life and experience.</p> <p>Component 2 - To know insider and outsider perspectives of place.</p> <p>Component 3 – To know the categories of place.</p> <p>Component 4 – To know the factors contributing to the character of place.</p> <p>Component 5 – To know the impact of relationships and connections on people and place with a focus on Everton and Brick Lane.</p> <p>Component 6 – To know how demographic, socio-economic and cultural characteristics are shaped by shifting flows.</p> <p>Component 7 – The know the characteristics and impacts of external forces operating at different scales from local to global.</p> <p>Component 8 – To know how past and present connections shape places.</p> <p>Component 9 – To know people’s lived experience of Brick Lane and Everton in the past and present.</p> <p>Component 10 – To know the changing demographic and cultural characteristics of Brick lane and Everton.</p> <p><u>Human: Contemporary Urban Environments. (MC)</u></p> <p>Composite: Understand how urban growth and change present environmental and social challenges for human populations.</p> <p>Component 1 – To know what urbanisation is and its importance in human affairs.</p> <p>Component 2 – To know global patterns of urbanisation since 1945.</p> <p>Component 3 – To know the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p> <p>Component 4 – To know the causes of urban change.</p> <p>Component 5 – To know how urban policy and regeneration has affected Britain since 1979.</p> <p>Component 6 – To know the contemporary characteristics of mega/world cities.</p> <p>Component 7 – To know the different types of new urban landscapes.</p> <p>Component 8 – To know the issues associated with economic inequality, social segregation and cultural diversity and the strategies to manage this.</p> <p>Component 9 - To know the impact of urban forms and processes on local climate and weather.</p> <p>Component 10 – To know the impact of urban form on temperature, precipitation, wind and air quality.</p> <p>Component 11 – To know pollution reduction policies.</p> <p>Component 12- To know urban precipitation, surfaces and catchment characteristics.</p>					

	<p>Component 13 – To know how the causes and impacts of river restoration and catchment management and evaluate the outcomes. Component 14 – To know the sources of urban wastes and how it is disposed.</p> <p>Component 15 – To know the environmental problems in urban areas and the strategies to manage these.</p> <p>Component 16 – To know the impact of urban areas on local and global environment.</p> <p>Component 17 – To know the dimensions of sustainability and the features of sustainable living.</p> <p><u>Physical. Water and carbon cycle. (CC)</u></p> <p>Component 1 – To know the systems concepts and their application to the water and carbon cycle.</p> <p>Component 2 – To know the global distribution and size of major stores of water.</p> <p>Component 3 – To know the processes that drive changes to water stores.</p> <p>Component 4 – To know how drainage basins operate as open systems.</p> <p>Component 5 – To know how to interpret flood hydrographs and the causes of runoff variation.</p> <p>Component 6 – To know the causes of changes in the water cycle.</p> <p>Component 7 – To know the global distribution and size of major stores of carbon.</p> <p>Component 8 – To know the factors driving changes in carbon stores.</p> <p>Component 9 – To know the causes of changes in the carbon cycle.</p> <p>Component 10 – To know the carbon budgets and the impact of the carbon cycle on land, ocean and the atmosphere.</p> <p>Component 11 – To know the role of carbon and water stores and cycles in supporting life on Earth.</p> <p>Component 12 – To know how humans intervene with the carbon cycle.</p>
<p>Prior knowledge and skills (from previous year / key stage)</p>	<p>All content covered up to KS4 will feed in to the skills and knowledge required to be successful at A-Level.</p>
<p>Core Knowledge Organiser content</p>	<p>Unit overview. Key words and definitions. Answering question techniques. Information about independent learning.</p>
<p>Assessment Objectives</p>	<p>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%). AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%). AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:</p> <ul style="list-style-type: none"> • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions (20–30%).
<p>Vocabulary / Key Subject Terminology</p>	<p>Appropriate, benefits, causes, challenges, characteristics, concerns, consequences, costs, contrasting, distribution, economic, effects, environmental, factors, impacts, implications, interrelationships, Issues, lifestyle, management, opportunities, patterns, political, problems, process, responses, scale, social, strategies, sustainable, threats, trends, variation.</p>

Assessment 1	
Assessment 2	Mock papers used at each assessment point.
Cross Curricular Links with other Faculties	Biology – water and carbon cycle. Sociology – Place and attachment.
Extra-Curricular Offer	KS5 catch up and revision sessions.
Time Allocation	10 lessons over 2 weeks.