Intent: To build on prior knowledge from KS4: To inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet

Year 12 Geography Curriculum Sequence

Careers and Aspirations: Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle the issues of the future.

Globalisation	Coastal Landscapes and Change	Diverse places	The Water Cycle and Water Insecurity
Overview: Globalisation and global interdependence continue to accelerate, the causes of this include technological developments and the role of political and economic decision making. Students recognise that social, political and environmental tensions have resulted from the rapidity of global change. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Inequalities are caused within and between countries as shifts in patterns of wealth occur, with some countries / areas/ groups becoming 'winners' and others 'losers'. The impact of global shift on the environment in developed and emerging countries is also studied. In some instances ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society, with some players implementing sustainable solutions. **P; P&C; SuS; CZ; E&S**	**Overview:** Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK. **P; P&C; SuS; CZ; E&S**	**Overview:** Students study how population characteristics, such as age, socio-economic group and ethnicity, vary from place to place and over time, including an in-depth study of how local, national and global influences have shaped the demographic and cultural characteristics of a local and contrasting place including the impact on people's identity. Urban and rural places are seen differently by different groups because of their lived experience of places and their perception of those places. Factors such as age, ethnicity, stage in the life cycle and portrayal by the media can all affect people's perceptions. There are also variations depending on the type of urban or rural area. Demographic and cultural change has been caused by both internal and international migration, which has led to tensions in some urban and rural areas, especially between long term residents and recent in-migrants. The management of cultural and demographic issues in urban and rural areas is investigated, along with the techniques used to measure the success of these strategies and a consideration of how different stakeholders have different criteria for assessing the success. **P; P&C; SuS; E&S**	**Overview:** Water and carbon cycles as natural systems. The water cycle: global distribution and size of major stores; processes driving change in these stores over time and space; drainage basins as open systems; runoff variation and the flood hydrograph. Students know and understand the key characteristics of the major stores of water and carbon at or near the surface of the Earth and the dynamic cyclical relationships associated with them. Using examples at different scales they can explain changes taking place in these stores and, in turn, the impacts upon land, ocean and atmosphere. Students can evaluate the role of natural and human factors in driving change and also of human interventions. **P; P&C; SuS; CZ; E&S**
Teaching Globalisation supports: (1) Use of proportional flow lines showing networks of flows (2) Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation. (3) Use of proportional flow arrows to show global movement migrants from source to host areas. (4) Analysis of global TNC and brand value datasets to quantify the influence of western brands. (5) Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. (6) Plotting Lorenz curves and calculating the Gini Coefficient. How to answer 4 mark 'Explain one' questions and 12 mark 'assess' questions	**Teaching Coastal Landscapes and Change supports:** (1) GIS mapping of the variety of coastal landscapes, both for and beyond the UK. (2) Satellite interpretation of a variety of coastlines to attempt to classify them. (3) Field sketches of contrasting coastal landscapes. (4) Using measures of central tendency to classify waves into destructive and constructive wave types. (5) Using student t-test to investigate changes in pebble size and shape along a drift aligned beach and also across the littoral zone to above the storm beach. (6) Map and aerial interpretation of distinctive landforms indicating past of sea level change. (7) Use of GIS, aerial photos and maps to calculate recession rates for a variety of temporal rates (annual changes and longer-term changes). (8) Interrogation of GIS of management cells to ascertain land use values and develop cost/benefit analysis to inform the choice of coastal management strategy. How to answer 6 mark explain questions & 20 mark evaluate questions	**Teaching Diverse places supports:** (1) Investigation of social media to understand how people relate to the places where they live. (2) Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities. (3) Interviews with local residents to interpret information representing cultural and demographic issues in a local place. (4) Interpretation of qualitative information (advertising copy, tourist agency material, local art exhibitions) to show both its significance and what it means about a chosen local place. (5) Testing of the strength of relationships through the use of scattergraphs and Spearman's rank correlation. (6) Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. (7) Use of indexes to measure ethnic and cultural diversity. How to answer 6 mark explain questions & 20 mark evaluate questions.	**Teaching The Water Cycle and Water Insecurity supports:** (1) Use of diagrams showing proportional flows within systems. (2) Comparative analysis of river regime annual discharges. (3) Analysis and construction of Water Budget graphs. (4) Using comparative data, labelling of features of storm hydrographs. (5) Use of large database to study the pattern and trends in floods and droughts worldwide. (6) Interpretation of synoptic charts and weather patterns, leading to droughts and floods. (7) Use of a global map to analyse world water stress and scarcity. (8) Interpretation of water poverty indexes using diamond diagrams for countries at different levels of development. (9) Identify seasonal variations in the regime of international rivers, such as the Nile and assess impact of existing and potential dams. Revisiing how to answer 6 & also 8 mark mark explain questions & 20 mark evaluate questions.
Feeds from Qualification Phase: Links to GCSE topic Development dynamics.	**Feeds from Qualification Phase:** Links to the GCSE unit The UK's evolving physical landscape – Coastal Landscapes as well as to the Water and Carbon unit in terms of a systems approach and the impact of climate change and rising sea levels on Coasts and Coastal Management. Case study content also links with the Hydrometeorological section of the Tectonic unit. There are also many NEA investigations that fit with this topic.	**Feeds from Qualification Phase:** Links to GCSE topic The UK's evolving human landscape. There are also many NEA investigations that fit with this topic, either linking to the in- depth study of the local area or investigating Manchester as a local urban environment.	**Feeds from Qualification Phase:** Links to the GCSE unit The UK's evolving physical landscape – River Landscapes as well as the People and the biosphere unit. The unit begins by examining a systems approach to physical geography which also underpins the Coastal Landscapes and Change unit. Starting with this unit also ensures that it is an option for NEA investigations.