

Landau Learner Curriculum Overview

Subject: Geography

Director of Learning: RSS

Year: 12

Curriculum organisation				
Year 12 students experience ten Geography sessions across the two week timetable. The curriculum is designed to build on knowledge from KS3 and KS4 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global, national and local geographical issues.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1 (Physical): Water and Carbon Cycle (August – December)	Term 1 (Human): Contemporary Urban Environments (August – December)	Term 2 (Physical): Coasts (January – April)	Term 2 (Human): Changing Places (January – April)	Term 3: Non-Examined Assessment (NEA) (May – July)
<p>Students begin looking at the water cycle. Students then look at the global distribution and size of major stores of water</p> <p>Identify and explain the processes driving change in the magnitude of these stores over time and space.</p> <p>Students then look at the water cycle with a drainage basins.</p> <p>Students look at changes in the water cycle over time</p> <p>Students then move on to look at the carbon cycle.</p> <p>Changes in the carbon cycle over time</p> <p>The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate.</p> <p>Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.</p> <p>Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above.</p> <p>Link to prior learning</p> <p>Rivers, climate change and ecosystems taught at KS4 and KS4</p>	<p>Urbanisation</p> <p>Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945.</p> <p>Urban forms</p> <p>Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings</p> <p>Social and economic issues associated with urbanisation</p> <p>Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues</p> <p>Urban climate</p> <p>The impact of urban forms and processes on local climate and weather. Urban temperatures: the urban heat island effect.</p> <p>Urban drainage</p> <p>Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs.</p> <p>Urban waste and its disposal</p> <p>Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption.</p> <p>Other contemporary urban environmental issues Environmental problems in contrasting urban areas</p> <p>Sustainable urban development Impact of urban areas on local and global environments.</p> <p>Case studies</p> <p>Case studies of two contrasting urban areas to illustrate and analyse key themes set out above.</p> <p>Link to prior learning</p> <p>UK and Global Cities taught at KS3 and KS4.</p>	<p>Systems in physical geography: systems concepts and their application to the development of coastal landscapes</p> <p>Sources of energy in coastal environments. Sediment sources, cells and budgets. Geomorphological processes. Distinctively coastal processes.</p> <p>This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples.</p> <p>Origin and development of landforms and landscapes of coastal deposition..</p> <p>Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. Coastlines of emergence and submergence.</p> <p>Origin and development of associated landforms</p> <p>Recent and predicted climatic change and potential impact on coasts.</p> <p>The relationship between process, time, landforms and landscapes in coastal settings. Human intervention in coastal landscapes.</p> <p>Case study(ies) of coastal environment(s) at a local scale.</p> <p>Case study of a contrasting coastal landscape beyond the UK. Link to prior learning</p> <p>Coasts taught at KS3 and KS4</p>	<p>The nature and importance of places</p> <p>The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place.</p> <p>Factors contributing to the character of places:</p> <ul style="list-style-type: none"> • Endogenous and Exogenous. <p>Relationships, connections, meaning and representation</p> <p>In relation to the local place within which students live or study and then at least one further contrasting place</p> <p>Relationships and connections</p> <p>The impact of relationships and connections on people and place with a particular focus on: either changing demographic and cultural characteristics or economic change and social inequalities.</p> <p>Meaning and representation</p> <p>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> <p>Local place study exploring the developing character of a place local to the home or study centre. Contrasting place study exploring the developing character of a contrasting and distant place.</p> <p>Link to prior learning</p> <p>UK and Global Cities taught at KS3 and KS4</p>	<p>Students to complete an independent investigation on a chosen geographical issue/concept taught from the AQA specification.</p>

Equipment needed for sessions:	What can you do to support your child?
<ul style="list-style-type: none"> - Geography exam book - Fully equipped pencil case including a calculator. 	<ul style="list-style-type: none"> - Wider reading around geographical issues e.g. Newspaper articles - Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them. - Encourage them to complete the homework tasks
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> - Marking of written is carried out on a regular basis in line with the College policy/ exam board regulations - Three assessment windows throughout the year 	<ul style="list-style-type: none"> - Fieldwork

- Regular peer and self-marking.