



## Curriculum Map

Subject: Geography

Year Group: 12

	Autumn Term	Spring Term	Summer Term
<b>Module title</b>	Tectonic Processes and Hazards & Globalisation	Coastal Landscapes and Change	Diverse Places
<b>Content (know what)</b>	<p><b>Tectonic Hazards</b></p> <ul style="list-style-type: none"> <li>• The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.</li> <li>• There are theoretical frameworks that attempt to explain plate movements.</li> <li>• Physical processes explain the causes of tectonic hazards.</li> <li>• Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.</li> <li>• Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience</li> <li>• Development and governance are important in understanding disaster impact and vulnerability and resilience.</li> <li>• Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</li> <li>• Theoretical frameworks can be used to understand the</li> </ul>	<ul style="list-style-type: none"> <li>• The coast, and wider littoral zone, has distinctive features and landscapes.</li> <li>• Geological structure influences the development of coastal landscapes at a variety of scales.</li> <li>• Rates of coastal recession and stability depend on lithology and other factors.</li> <li>• Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes</li> <li>• Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes</li> <li>• Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes</li> <li>• Sea level change influences coasts on different timescales</li> <li>• Rapid coastal retreat causes threats to people at the coast</li> <li>• Coastal flooding is a significant and increasing risk for some coastlines</li> <li>• Increasing risks of coastal recession and coastal flooding</li> </ul>	<ul style="list-style-type: none"> <li>• Population structure varies from place to place and over time</li> <li>• How past and present connections have shaped the demographic and cultural characteristics of your chosen places.</li> <li>• Urban places are seen differently by different groups because of their lived experience of places and their perception of those places.</li> <li>• Rural places are seen differently by different groups because of their lived experience of places and their perception of those places</li> <li>• There is a range of ways to evaluate how people view their living spaces</li> <li>• Culture and society is now more diverse in the UK</li> <li>• Levels of segregation reflect cultural, economic and social variation and change over time</li> <li>• Changes to diverse places can lead to tension and conflict</li> </ul>

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	<p>predication, impact and management of tectonic hazards.</p> <ul style="list-style-type: none"> <li>• Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>• Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.</li> <li>• Political and economic decision making are important factors in the acceleration of globalisation.</li> <li>• Globalisation has affected some places and organisations more than others.</li> <li>• The global shift has created winners and losers for people and the physical environment</li> <li>• The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment</li> <li>• The emergence of a global culture, based on western ideas, consumption, and attitudes</li> </ul>	<p>have serious consequences for affected communities</p> <ul style="list-style-type: none"> <li>• There are different approaches to managing the risks associated with coastal recession and flooding</li> <li>• Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM).</li> </ul>	<ul style="list-style-type: none"> <li>• The management of cultural and demographic issues can be measured using a range of techniques</li> <li>• The management of cultural and demographic issues can be measured using a range of techniques</li> <li>• Different rural stakeholders have different criteria for assessing the success of managing change in diverse rural communities</li> </ul>

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	<p>towards the physical environment, is one outcome of globalisation.</p> <ul style="list-style-type: none"> <li>• Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality</li> <li>• Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation</li> <li>• Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.</li> </ul>		
<b>Skills (know how)</b>	<p><b>Tectonic Hazards</b></p> <ul style="list-style-type: none"> <li>• Analysis of hazard distribution patterns on world and regional scale maps.</li> <li>• Use of block diagrams to identify key features of different plate boundary settings.</li> <li>• Analysis of tsunami time-travel maps to aid prediction.</li> <li>• Use of correlation techniques to analyse links between magnitude of events, deaths and damage.</li> <li>• Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.</li> <li>• Interrogation of large data sets to assess data reliability and to</li> </ul>	<ul style="list-style-type: none"> <li>• GIS mapping of the variety of coastal landscapes, both for and beyond the UK.</li> <li>• Satellite interpretation of a variety of coastlines to attempt to classify them.</li> <li>• Field sketches of contrasting coastal landscapes.</li> <li>• Using measures of central tendency to classify waves into destructive and constructive wave types.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation of social media to understand how people relate to the places where they live.</li> <li>• Use of GIS to represent and analyse crime data and to show variations in levels of crime across communities.</li> <li>• Interviews with local residents to interpret information representing cultural and demographic issues in a local place.</li> <li>• 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.</li> </ul>

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	<p>identify and interpret complex trends.</p> <ul style="list-style-type: none"> <li>• Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>• Use of proportional flow lines showing networks of flows</li> <li>• Ranking and scaling data to create indices.</li> <li>• Analysis of human and physical features on maps to understand lack of connectedness.</li> <li>• Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation.</li> <li>• Use of proportional flow arrows to show global movement of migrants from source to host areas.</li> <li>• Analysis of global TNC and brand value datasets to quantify the influence of western brands.</li> <li>• 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.</li> <li>• Plotting Lorenz curves and calculating the Gini Coefficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Map and aerial interpretation of distinctive landforms indicating past of sea level change.</li> <li>• Use of GIS, aerial photos and maps to calculate recession rates for a variety of temporal rates (annual changes and longer-term changes).</li> <li>• Interrogation of GIS of management cells to ascertain land use values and develop cost/benefit analysis to inform the choice of coastal management strategy.</li> <li>• Photo interpretation of a range of approaches to management to assess environmental impact.</li> <li>• Sand dune or salt marsh surveys to assess the impact of succession using an index of diversity, <math>\chi^2</math> (Chi-square to compare features of the various zones).</li> </ul>	<ul style="list-style-type: none"> <li>• Testing of the strength of relationships through the use of scattergraphs and Spearman's rank correlation.</li> <li>• Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.</li> <li>• Use of indexes to measure ethnic and cultural diversity.</li> <li>• Interpretation of photographic and map evidence showing 'before and after' cross-sections.</li> <li>• Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.</li> <li>• Analysis of contrasting newspaper reports about a change, including opinions about that change.</li> </ul>

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<b>Key questions</b>	<p><b>Tectonic hazards</b></p> <ol style="list-style-type: none"> <li>1. Why are some locations more at risk from tectonic hazards?</li> <li>2. Why do some tectonic hazards develop into disasters?</li> <li>3. How successful is the management of tectonic hazards disasters?</li> </ol> <p><b>Globalisation</b></p> <ol style="list-style-type: none"> <li>1. What are causes of globalisation and why has it accelerated in recent years?</li> <li>2. What are the impacts of globalisation for different groups of people, cultures and the environment?</li> <li>3. What are the consequences of globalisation and the environment and how should different players respond to its challenge?</li> </ol>	<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. How do coastal erosion and sea level change alter the physical characteristics of coastline and increase risks?</li> <li>4. How can coastlines be managed to meet the needs of all players?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do populations structures vary?</li> <li>2. How do different people view diverse living spaces?</li> <li>3. Why are there demographic and cultural tensions in diverse places?</li> <li>4. How successful are cultural and demographic issues managed?</li> </ol>
<b>Assessment</b>	<p>Assessment Points - Unseen 12 mark 'assess' exam question assessments covering content from the unit of study.</p> <p>Regular 'Knowledge Testing' - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are recorded. Varying</p>	<p>Assessment Points - Unseen 12 mark 'assess' exam question assessments covering content from the unit of study.</p> <p>Regular 'Knowledge Testing' - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are recorded. Varying</p>	<p>Assessment Points - Unseen 12 mark 'assess' exam question assessments covering content from the unit of study.</p> <p>Regular 'Knowledge Testing' - Students tested on knowledge and skills, including key definitions and content, case study facts, and examples. These are completed 'blind' during contact time and scores are</p>

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	<p>marks, most commonly out of 16. Completed without notes or signposting, testing a combination of:</p> <ul style="list-style-type: none"> <li>• Key terminology and definitions</li> <li>• Facts and statistics</li> <li>• Case study knowledge</li> </ul>	<p>marks, most commonly out of 16. Completed without notes or signposting, testing a combination of:</p> <ul style="list-style-type: none"> <li>• Key terminology and definitions</li> <li>• Facts and statistics</li> <li>• Case study knowledge</li> </ul>	<p>recorded. Varying marks, most commonly out of 16. Completed without notes or signposting, testing a combination of:</p> <ul style="list-style-type: none"> <li>• Key terminology and definitions</li> <li>• Facts and statistics</li> <li>• Case study knowledge</li> </ul>
<p><b>Literacy, numeracy SMSC/Character</b></p>	<p>Development of evaluative language and judgement making, including the use of 'however,' narratives</p> <p>Messaging throughout this unit focuses on core geographical concepts such as inequality, development, sustainability, poverty, change, risk and thresholds. Students are encourage to become 'global citizens' as a result.</p>	<p>Development of evaluative language and judgement making, including the use of 'however,' narratives</p> <p>Messaging throughout this unit focuses on core geographical concepts such as inequality, development, sustainability, poverty, change, risk and thresholds. Students are encourage to become 'global citizens' as a result.</p>	<p>Development of evaluative language and judgement making, including the use of 'however,' narratives</p> <p>Messaging throughout this unit focuses on core geographical concepts such as inequality, development, sustainability, poverty, change, risk and thresholds. Students are encourage to become 'global citizens' as a result.</p>