Subject	Geography				Year	12
	Terms 1 & 2	**Terms 1 & 2**	**Terms 3 & 4**	**Terms 3&4**	**Terms 5 & 6**	
Topic/Specification reference	Coastal Landscapes & Change	Earth's Life Support Systems	Changing Spaces, Making Places	Disease Dilemmas	Independent Investigation & Fieldwork	
Knowledge	This topic introduces learners to the integrated study of Earth surface processes, landforms and resultant landscapes within the conceptual framework of a systems approach. An understanding of Earth surface processes, together with their associated transfers of energy and movements of materials underpins the coastal topic. Learners will explore how the coastal landscape can be viewed as system, how landforms developed within it and the influences of both climate and human activity on this.	Water and carbon support life on Earth, utilised by flora, fauna and humans. 71% of the Earth's surface is covered in water however 68% of the freshwater is locked in ice and glaciers. Water is moved and stored beneath our feet and this 30% is critically important to life on Earth. Water and carbon are cycled between the land, oceans and atmosphere in open and closed systems, the processes within these cycles are inter-related. Forests, soils, oceans and the atmosphere all store carbon and yet they are threatened and altered by human activity, this will be examined in detail through the Tropical Rainforest and the Arctic tundra case studies as well as at a global scale. Physical changes in these cycles occur over time, from seconds to millions of years, and these changes can be seen at a range of scales, from individual plants or trees to vast ecosystems. With research and monitoring it is clear there is an increased need for global and national solutions to protect 'Earth's life support systems'.	People are at the heart of places, living their lives, forming attachments and making connections. Places are dynamic, multi-layered and the history and culture of a nation can be found in its buildings, public spaces and towns and cities. Our environment includes a wide variety of places, from rural to urban, small streets to megacities and diversity exists not only between but also within all of these places. Places are connected to other places and there are few left untouched by the forces of globalisation. Changing Spaces; Making Places allows learners to look through a local lens to understand global issues. Starting from the local place in which learners live and moving outwards to the regional, national and global scale in order to understand the interconnections and dynamics of place. Investigating how shifting flows of people, money and resources are shaping places, whilst economic changes are contributing to a landscape of haves and have nots. Exploration of the relationships and connections between people, the economy, and society and how these contribute to creating places. Placemaking projects are explored, considering the meanings and representations created and attached to places. Placemaking projects can happen at a variety of levels from individual project, street level, cultural quarter or whole city level.	Diseases do not discriminate who becomes infected or develops symptoms. Diseases can be communicable and noncommunicable and a number of physical and human factors affect an individual's and a community's susceptibility to the risk. The global nature of some diseases in terms of their geographical spread and scale has encouraged international efforts to combat them. The causes of disease are often complex and the impacts even more so especially when dealing with these at epidemic and pandemic levels. Continued research into diseases and developments in pharmaceuticals and 'our' understanding of diseases offers opportunities to combat diseases, however unequal access to drugs and information has implications for communities and countries.	Investigative geography (04/05) gives learners the opportunity to undertake an independent investigation which is of particular interest to them, which can be related to any area of the specification.	
Skills	Geographical and fieldwork skills are fundamental to the study, practice and discipline of geography. They are integrated into all aspects of the subject.					
Assessment	Knowledge quizzes, exam practice.	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice		

Subject	Geography				Year	13
	Terms 1 & 2	**Terms 1 & 2**	**Terms 3 & 4**	**Terms 3&4**	**Term 5**	
Topic/Specification reference	Hazardous Earth	Power and Borders	Global Migration	Synoptic Question and Exam Preparation	Revision	
Knowledge	Movement of the Earth's land masses, from Pangaea to present day are evidence that forces beneath our feet are at work. Seismic and volcanic activity creates hazards as populations have grown and inhabited more of the Earth. Although hazardous, earthquakes and volcanoes create new landforms and can support life on Earth from flora and fauna to populations. As technology has evolved, the capacity to predict and mitigate against tectonic hazard events has improved although the impact of an event can leave communities and countries devastated. Risks from tectonic hazards varies spatially and over time, with continued research and development there may be a point in the future when it will be possible to mitigate against the vulnerability to risk. Currently there are a number of strategies which help the international community, governments and individuals cope with the risks associated with tectonic hazards however there are varying global levels of resilience and ability to adapt to the risks presented.	These topics allow learners to explore the processes and flows that occur at the global level, and the ways in which these influence people, places and institutions. Through two overarching themes of global systems and global governance learners will investigate how these shape relationships between citizens, states and organisations around the world. Global systems, including those that regulate and order trade, financial transactions and migration, create interdependencies, which produce uneven geographies of winners and losers. States and non-state organisations respond to these flows and global systems, which can sometimes act to promote stability, growth and development, but which can also be the cause of inequalities, conflicts and injustice. Through case studies learners will build up a picture of how the world around them is shaped, the complexities associated with this and the resulting issues for people. Study will include the use of both quantitative and qualitative approaches across the global systems and global governance themes as a whole.		Students will develop the exam techniques required to be successful in paper 3, which includes synoptic questions and 33 mark essays.		
Skills	Geographical and fieldwork skills are fundamental to the study, practice and discipline of geography. They are integrated into all aspects of the subject.					
Assessment	Knowledge quizzes, exam practice.	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice	Knowledge quizzes, exam practice		