



Curriculum Map



Subject: Geography

Year group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Water and Carbon Cycle</p> <p>Key terminology:</p> <p>Evapotranspiration, precipitation, groundwater, infiltration, hydrograph, climate change, carbon stores, sequestration.</p>	<p>Global Systems</p> <p>Key terminology:</p> <p>TNCs, Globalisation, newly emerging economy, trade, interdependence, inequalities, poverty, law, government.</p>	<p>Glaciation</p> <p>Key terminology:</p> <p>Glaciers, cold environments, landforms, climate change, plucking, abrasion, melting, sublimation, calving, moraine, kames, eskers, permafrost.</p>	<p>Changing Places</p> <p>Key terminology:</p> <p>Location, locale, endogenous, exogenous, rebranding, gentrification, demographic, economy, social, cultural, inequalities, continuity, change.</p>	<p>NEA/ Final revision and exams</p>	<p>Year 12 exams</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Understand water and carbon cycles as natural systems.</p> <p>The water cycle and all processes involved in this system.</p> <p>The carbon cycle and all the processes involved in this system.</p> <p>Develop a deeper understanding of water, carbon, climate and life on Earth.</p>	<p>Understand the process of globalisation and the network of trade, communications and transportation.</p> <p>Recognise the wide range of dimensions including social, cultural and political interactions.</p> <p>Global systems and interdependence.</p> <p>International trade and access to markets.</p> <p>Understand global governance and law.</p> <p>Consider the management of the ‘global commons’.</p>	<p>Understand glaciers as natural systems.</p> <p>Identify the nature and distribution of cold environments.</p> <p>Understand systems and processes.</p> <p>Explain the development of glaciated landscapes over time.</p> <p>Consider the human impacts on cold environments.</p>	<p>Understand the nature and importance of places.</p> <p>Consider changing relationships, connections, meaning and representation of places.</p> <p>Develop quantitative and qualitative skills.</p> <p>Comparison of two places including an in-depth study of the changing demographic and social/economic characteristics.</p>	<p>Field investigations – students choose one aspect of the specification to investigate for the NEA.</p> <p>This involves methodology, collection of data, analysis and conclusions.</p>	
<p>Assessment</p>	<p>End of unit assessment</p>	<p>January assessment (Water and carbon cycle and global systems and governance)</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>		<p>June assessment (All topics studied in Year 1)</p>



Curriculum Map



Literacy/Numeracy/ SMSC/Character	Extended writing and reading – case studies. Local fieldwork		Fieldwork – Lake District/Iceland	Fieldwork – Kings Cross/local area	Fieldwork – residential visit. Extended writing for NEA	
Rationale & Links to learning	See AQA specification	See AQA specification	See AQA specification	See AQA specification		