Year 12

Timing	Unit Title	Key Question	Knowledge	Assessing understanding

Autumn	**Water and Carbon Cycle**	**How do people affect the water and carbon cycles?**	• Global distribution and size of major stores of water in the:
			  ◦ Lithosphere
			  ◦ Hydrosphere
			  ◦ Cryosphere
			  ◦ Atmosphere
			• Drainage basins as systems
			• Water balance and variations in runoff
			• Flood hydrographs
			• Human and physical changes in the water cycle over time.
			• Global distribution and size of major stores of carbon in the:
			  ◦ Lithosphere
			  ◦ Hydrosphere
			  ◦ Cryosphere
			  ◦ Atmosphere
			• Processes driving change in the magnitude of these stores over time and space, including flows and transfers
			• Changes in the carbon cycle over time including:
			• The carbon budget
			• The impact of the carbon the carbon cycle upon land, ocean and atmosphere (including global climate)
			• Water and Carbon Cycle
				How understanding is assessed
				• Peer, self and teacher assessment throughout the term of work produced.
				
				• To describe and explain the water and carbon cycles
				• To identify, explain and assess the natural factors that affect them
				• To assess how human activity has affected these cycles.
				
				• To explain the different characteristics of urban areas
				• To explain a range of issues in urban areas
				• To assess the success of urban planning and strategies to overcome problems
				
				Skills
				• Data description and analysis
				• Geographic literacy
				• Exam technique
				• PEEL paragraph writing – particularly focusing on how evidence is used to support points.
				• Development of decision making and issue evaluation skills
				• Development and justification of own ideas based on geographical concepts and understanding.
				
				Assessment Point information

			• The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate • The relationship between the water cycle and carbon cycle in the atmosphere • The role of feedbacks within and between cycles and their link to climate change and the implications for life on Earth • Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change • A tropical rainforest – focusing on water and carbon cycles and their relationship to environmental change and human activity. • River catchment(s) at a local scale to illustrate and analyse water and carbon cycles. Must use field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding. Visit to Hyde Park- investigating water and carbon cycles	• In class knowledge tests • Water and carbon test • CUE test
Autumn	**Contemporary urban environments**	**What are the processes and challenges and associated issues in urban areas?**	• Urbanisation and its importance in human affairs. • Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. • The emergence of megacities and world cities and their role in global and regional economies.	

			• Economic, social, technological, political and demographic processes associated with urbanisation and urban growth. • Urban change: deindustrialisation, decentralisation, rise of service economy. • Urban policy and regeneration in Britain since 1979. • Contemporary characteristics of mega/world cities. • Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them. • New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city. • Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues. • The impact of urban forms and processes on local climate and weather. • Pollution reduction policies. • Urban drainage • Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS).	

			• River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes. • Urban physical waste generation • Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction. • Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability. • Contemporary opportunities and challenges in developing more sustainable cities. • Strategies for developing more sustainable cities. • Case studies of two contrasting urban areas to illustrate and analyse key themes set out above. Visit to Brick Lane, London	

Curriculum Outline 2026-27

Department: Geography

Spring	**Coasts** **Changing places**	**How do natural and human processes shape the coast?** **How and why do places and the way that we experience them change?**	• Coasts as natural systems • Processes that affect coastal zones • Formation and changes to coastal landforms and environments, particularly in relation to sea level change • Coastal management • The nature and importance of places • Relationships, connections, meaning and representation of places • Studies of places Visit to Canary Wharf and Battersea Power Station Visit to West Wittering Beach- focus on sand dunes and salt marsh environments	**How understanding is assessed** • To describe and explain coastal landform formation. • To assess how different factors can affect coasts as systems. • To assess different forms of coastal management • Peer, self and teacher assessment throughout the term of work produced. • To understand and justify the process of conducting a fieldwork investigation. • To explain the different characteristics of places • To explain how places change • To explain and assess how different places are connected and represented. **Skills** • Data description and analysis • Geographic literacy • Exam technique • PEEL paragraph writing – particularly focusing on how evidence is used to support points. • Development of decision making and issue evaluation skills • Development and justification of own ideas based on geographical concepts and understanding.

				Assessment Point information ● Coasts test ● Changing places test
Summer	**Revision and Mock**	**N/A**	● To consolidate understanding.	**How understanding is assessed** ● Peer, self and teacher assessment throughout the term of work produced. ● To assess the issues associated with interdependence. **Skills** ● Data description and analysis ● Geographic literacy ● Exam technique ● PEEL paragraph writing – particularly focusing on how evidence is used to support points. ● Development of decision making and issue evaluation skills ● Development and justification of own ideas based on geographical concepts and understanding. **Assessment Point information** ● End of year Exam
Summer	**Skills**	**How do I conduct a fieldwork investigation?**	● Relating aims and objectives to theory ● Collection of primary and secondary data ● Processing and presenting data ● Analysing data ● Drawing conclusions and linking back to objectives ● Evaluating the investigation and suggesting improvements ● Write up NEA/NEA proposal Visit to West Wittering.	