

Faculty : Humanities

Subject : Geography - Year 12



St John Fisher
Catholic High School

Faculty Introduction:

AS/A2 Level Geography teaches students about the earth's places, peoples, environments and societies. It helps them to understand the relationships between people and the environment. It is unique in bridging the social sciences (History, Sociology, Classics, Economics, and English) and the earth sciences (Biology, Physics, Chemistry, and Mathematics). Geography puts the understanding of social and physical processes within the essential context of places and regions.



Topics/Modules to be covered in the year:

In Year 12, students study the Edexcel Geography GCE syllabus as the first year of a two year course. The course comprises four units of study. Students are currently examined in the two AS level units at the end of Year 12, once they have developed the necessary knowledge required to investigate our changing world and the understanding required to know the challenges facing our planet. Students in Year 12 will study;

Topic 1: Tectonic Processes and Hazards

Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

Topic 2: Coastal Landscapes and Change

Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines. These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts. Study must include examples of landscapes from inside and outside the UK.

Topic 3: Globalisation

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

Topic 4: Diverse Places

Local places vary both demographically and culturally with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places more demographically and culturally heterogeneous while other places appear to be less dynamic. This creates and exacerbates considerable social inequalities both between and within local areas. Variations in past and present connections with places lead to very different lived experiences of places at a local level. This is because demographic and cultural changes impact variably on people in terms of the lived experience of change and their perception of and attachment to places. The relative success of the management of demographic and cultural changes for individuals and groups depends on that lived experience of change and how perceptions of, and attachments to, the place are changed.

Students should begin by studying the place in which they live or study in order to look at demographic and social changes. They will then put this local place in context in order to understand how regional, national, international and global influences have led to changes in

this place. They should then study one further contrasting place, which will develop wider knowledge and understanding about how places change and are shaped. A local place may be a locality, a neighbourhood or a small community, either urban or rural.

Assessment:

Formal external assessment of the AS elements of the Edexcel GCE Geography course is by examination and takes place at the end of Year 12. These components also form 50% of the knowledge required for the A Level which is taken at the end of Year 13. To assess academic progress during Year 12, students are also tested regularly using past Edexcel AS exam papers and essays. These assessments are completed both in class and at home and are assessed before being fed back to students. They are also used as the working grades which are reported to parents on a termly basis.

Homework expectations/key deadlines:

Students should expect to receive 90 minutes of formal Geography homework per week. Homework is an integral part of the students learning and will be directly related to classroom teaching. Students are also expected to spend an additional 90 minutes informally each week, reading around the subject, improving knowledge and understanding to reinforce the work covered in class.

Students will also be expected to attend two days of compulsory fieldwork.

Enrichment:

Enrichment and extension activities include visits to collect data on inequalities both in rural areas of Norfolk and urban areas of Peterborough. Students are also invited to attend residential fieldwork in North Wales. To prepare students for the final examinations, after school sessions are also provided in the summer term.