

# Sackville School Geography Curriculum - Year 12



TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
1	Coastal Landscapes and Change	This optional topic has been selected over glaciated landscapes due to our location in the South East of the UK, which means we are located near to the Sussex Coast, with its interesting range of dynamic coastal landscapes, but a long way away from the glaciated landscapes in the north of the UK. Due to global warming the coastline is likely to become even more into focus as rising sea levels and stronger storms cause rates of coastal recession to increase.	We teach this topic in the Autumn term, to ensure that students have a detailed understanding of the landforms and processes at the coast prior to visiting the Sussex Coast and Pembrokeshire Coast National Park on our spring field trips.	Students will be able to: <ul style="list-style-type: none"> <li>● explain the formation of a range of erosional and depositional coastal landforms</li> <li>● explain the increasing risks posed by coastal erosion and sea level change</li> <li>● explain how coastlines can be managed to meet the needs of a range of players and stakeholders</li> </ul>	Assessment using past paper exam questions at the end of enquiry questions 1, 2 and 3.
1	Globalisation	This is a compulsory topic on the specification, and develops students' ability to understand the causes of the rapid change that is occurring in the world in the first half of the 21st Century, and explain how this is likely to impact their adult lives.	We teach this topic in the Autumn term because the specification has been written in this order. This topic provides foundational knowledge and understanding which will be required in subsequent topics such as regeneration, superpowers and health, human rights and intervention, as well as in the physical topics. Anything else to add here? No. Good enough	Students will be able to: <ul style="list-style-type: none"> <li>● explain the causes of globalisation and its recent acceleration</li> <li>● explain how globalisation impacts different countries, groups of people and the physical environment</li> <li>● explain the consequences of globalisation and how different players should</li> </ul>	Assessment using past paper exam questions at the end of enquiry questions 1, 2 and 3.

				respond to its challenges	
2	Tectonic processes and hazards	This highly popular compulsory topic provides a detailed understanding of the geological processes that cause plate tectonics. It also involves an in-depth study of the human aspects of plate tectonics, by investigating the impacts and responses to a range of case studies, at a range of development levels.	We teach this topic now because, together with coastal processes and change, is the other year 1 physical topic on the specification. This topic also compliments the human geography topics by investigating the role of a range of players that have been studied in the globalisation topic taught earlier in the year.	Students will be able to: <ul style="list-style-type: none"> <li>• explain why some locations are more at risk than other locations from tectonic hazards</li> <li>• explain why some tectonic hazards develop into disasters</li> <li>• evaluate the management of a range of tectonic hazards and disasters</li> </ul>	Assessment using past paper exam questions at the end of enquiry questions 1, 2 and 3.
2	Regenerating places	This topic allows students to make comparisons between their local place (generally East Grinstead) and a contrasting place (generally parts of East London) in exploring economic change and social inequalities. The topic further involves exploring small and large scale regeneration in both urban and rural places.	We teach this optional topic rather than Diverse Places because regeneration provides better opportunities to link theory with practice, as we can see how regeneration has transformed parts of London, building upon students' knowledge of our East London case studies at GCSE. The local place also needs to be studied which creates an opportunity to look at economic change and social inequalities.	Students will be able to: <ul style="list-style-type: none"> <li>• explain why places vary and why regeneration may be needed</li> <li>• explain how regeneration is managed</li> <li>• evaluate the level of success of a range of regeneration projects</li> </ul>	Assessment using past paper exam questions at the end of enquiry questions 1, 2 and 3.