



ASPIRE • BELIEVE • ACHIEVE



## Curriculum Overview: Geography

**Year 12 – Summer Term 1**

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Global Systems and Global Governance</u></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Global Systems</li> <li>• International Trade and access to markets</li> <li>• Global Governance</li> <li>• Antarctica and the Southern Ocean</li> <li>• The protection of Antarctica</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Geographical Terminology</li> <li>• How to use examples and case studies to create informative and supported arguments</li> <li>• How systems and frameworks create and dictate the world we live in.</li> <li>• Where places and environments are located geographically, with regards to local and global locations.</li> <li>• The understanding of the concepts of place, space and environment and how to implement these.</li> <li>• Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.</li> </ul>	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p> <p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p> <p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as:                      Hodder Education – Geography Review                      BBC World News                      The Geographical Association                      The Royal Geographical Society</p>

	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"><li>• AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.</li><li>• AO 2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues</li><li>• AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none"><li>○ Investigate geographical questions and issues</li><li>○ interpret, analyse and evaluate data and evidence</li></ul></li></ul> <p>Construct arguments and draw conclusions (20–30%).</p>	<p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	
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**Year 12 – Summer Term 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Global Systems and Global Governance</u></p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Global Systems</li> <li>• International Trade and access to markets</li> <li>• Global Governance</li> <li>• Antarctica and the Southern Ocean</li> <li>• The protection of Antarctica</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Geographical Terminology</li> <li>• How to use examples and case studies to create informative and supported arguments</li> <li>• How systems and frameworks create and dictate the world we live in.</li> <li>• Where places and environments are located geographically, with regards to local and global locations.</li> <li>• The understanding of the concepts of place, space and environment and how to implement these.</li> <li>• Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.</li> </ul>	<p>Ability to contribute verbally to class discussion and debates.</p> <p>Ability to analyse and use examples/case studies in regards to the content, context and tone.</p> <p>The ability to explain causes, changes and key characteristics of a place by linking processes and systems to its formation.</p> <p>To show in written responses the ability to make a sustained argument.</p> <p>Ability to digest the mark scheme and use this for regular peer assessment to enhance understanding of the assessment criteria.</p> <p>A clear effort to consolidate knowledge and understanding via activities such as creating thought maps and completing further reading and flipped learning tasks.</p> <p>Organisational and time management skills to ensure out of hours learning and consolidation is completed.</p>	<p>BBC bite size – For clarification or recap of GCSE topics.</p> <p>Seneca</p> <p>Revision Guides</p> <p>Local Library</p> <p>Provided Further Reading and Resources</p> <p>Other Websites such as:                      Hodder Education – Geography Review                      BBC World News                      The Geographical Association                      The Royal Geographical Society</p>

	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"><li>• AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.</li><li>• AO 2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues</li><li>• AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:<ul style="list-style-type: none"><li>○ Investigate geographical questions and issues</li><li>○ interpret, analyse and evaluate data and evidence</li></ul></li></ul> <p>Construct arguments and draw conclusions (20–30%).</p>	<p>Students to draw, annotate and understand diagrams show the key elements of a system.</p>	
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