

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12</b>	Key theme/concept (PHYSICAL) <b>Tectonic Processes and Hazards</b>		Key theme/concept (PHYSICAL) <b>Coastal Landscapes and Change</b>		Key theme/concept (PHYSICAL) <b>Coursework/Y13 content</b>	
	Key skills developed <b>EQ1 – Why are some locations more at risk from tectonic hazards?</b> <b>EQ2 – Why do some tectonic hazards develop into disasters?</b> <b>EQ3 – How successful is the management of tectonic hazards and disasters?</b>		Key skills developed <b>EQ1 – Why are coastal landscapes different and what processes cause these differences?</b> <b>EQ2 – How do characteristic coastal landforms contribute to coastal landscapes?</b> <b>EQ3 – How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?</b> <b>EQ4 – How can coastlines be managed to meet the needs of all players?</b>		Key skills developed <b>Fieldwork skills as per below</b> <b>Synoptic links between Y12 topics</b> <b>Revision and exam practice/skills</b> <b>Hydrological Cycle and Drainage Basin System</b>	
	Key theme/concept (HUMAN) <b>Globalisation</b>		Key theme/concept (HUMAN) <b>Regenerating Places</b>		Key theme/concept (HUMAN) <b>Coursework</b>	
	Key skills developed <b>EQ1 – What are the causes of globalisation and why has it accelerated in recent decades?</b> <b>EQ2 – What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</b> <b>EQ3 – What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</b>		Key skills developed <b>EQ1 – How and why do places vary? (including in-depth study of local place and contrasting place)</b> <b>EQ2 – Why might regeneration be needed?</b> <b>EQ3 – How is regeneration managed?</b> <b>EQ4 – How successful is regeneration?</b>		Key skills developed <b>Fieldwork planning and data collection</b> <b>Data presentation and analysis</b> <b>Drawing conclusions</b> <b>Evaluating the enquiry process</b>	
Assessment opportunities <ul style="list-style-type: none"> <li>• <b>Data interpretation</b></li> <li>• <b>Case study research/recall</b></li> <li>• <b>Practice exam questions</b></li> <li>• <b>EoT assessment</b></li> </ul>		Assessment opportunities <ul style="list-style-type: none"> <li>• <b>Data interpretation</b></li> <li>• <b>Case study research/recall</b></li> <li>• <b>Practice exam questions</b></li> <li>• <b>EoT assessment</b></li> </ul>		Assessment opportunities <ul style="list-style-type: none"> <li>• <b>Practice exam questions</b></li> <li>• <b>Coursework tasks</b></li> </ul>		
Key events/dates <b>6<sup>th</sup> form transition exams</b>		Key events/dates <b>Residential fieldtrip</b>		Key events/dates <b>Y12 mock exams</b> <b>Individual data collection</b>		

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 13</b>	Key theme/concept (PHYSICAL) <b>The Water Cycle and Water Security</b>	Key theme/concept (PHYSICAL) <b>The Carbon Cycle and Energy Insecurity</b>	Key theme/concept (PHYSICAL) <b>Revision and exams</b>	Key skills developed <b>EQ1 – What are the processes operating within the hydrological cycle from global to local scale?</b> <b>EQ2 – What factors influence the hydrological system over short- and long-term timescales?</b> <b>EQ3 – How does water insecurity occur and why is it becoming such a global issue for the 21<sup>st</sup> century?</b> <b>Completion of coursework</b>	Key skills developed <b>EQ1 – How does the carbon system operate to maintain planetary health?</b> <b>EQ2 – What are the consequences for people and the environment of our increasing demand for energy?</b> <b>EQ3 – How are the carbon and water cycles linked to the global climate system?</b>	Key skills developed <b>Revision and exam practice/skills</b>	
	Key theme/concept (HUMAN) <b>Superpowers</b>	Key theme/concept (HUMAN) <b>Health, Human Rights and Intervention</b>	Key theme/concept (HUMAN) <b>Revision and exams</b>	Key skills developed <b>EQ1 – What are superpowers and how have they changed over time?</b> <b>EQ2 – What are the impacts of superpowers on the global economy, political systems and the physical environment?</b> <b>EQ3 – What spheres of influence are contested by superpowers and what are the implications?</b>	Key skills developed <b>EQ1 – What is human development and why do levels vary from place to place?</b> <b>EQ2 – Why do human rights vary from place to place?</b> <b>EQ3 – How are human rights used as arguments for political and military intervention?</b> <b>EQ4 – What are the outcomes of geopolitical interventions in terms of human development and human rights?</b>	Key skills developed <b>Revision and exam practice/skills</b>	
	Assessment opportunities	Assessment opportunities	Assessment opportunities	<ul style="list-style-type: none"> <li>• <b>Data interpretation</b></li> <li>• <b>Case study research/recall</b></li> <li>• <b>Practice exam questions</b></li> <li>• <b>EoT assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Data interpretation</b></li> <li>• <b>Case study research/recall</b></li> <li>• <b>Practice exam questions</b></li> <li>• <b>EoT assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practice exam questions/papers</b></li> </ul>	
	Key events/dates <b>6<sup>th</sup> form transition exams</b>	Key events/dates <b>Y13 mock exams</b>	Key events/dates <b>External exams</b>				