

Year 12 – unit 1 – September to December

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Coastal landscapes</p>	<p>Knowledge:</p> <p>How can coastal landscapes be viewed as systems?</p> <ul style="list-style-type: none"> • A conceptual over view of the coastal system • Potential influences on the coastal landscape system • The various sources of coastal sediment <p>How are coastal landforms developed?</p> <ul style="list-style-type: none"> • The influence of flows of energy and materials on geomorphic processes • The formation of distinctive landforms of coastal erosion and deposition • Case studies of one high energy coastline (such as rocky) and one low energy coastline <p>How do coastal landforms evolve over time as climate changes?</p> <ul style="list-style-type: none"> • How landforms in emergent landscapes are influenced by falling sea levels due to a cooling climate • How landforms in submergent landscapes are influenced by rising sea level due to a warming climate <p>How does human activity cause change within coastal landscape systems?</p> <ul style="list-style-type: none"> • Case study of one coastal landscape that is being managed • Case study of one coastal landscape that is being used by people <p>Understanding:</p> <p>An understanding of coastal processes, together with transfers of energy and the movement of materials that underpin coastal landscapes</p>	<p>Understand that coasts can be classed as both open and closed systems and be able to explain why this is.</p> <p>They will be able to explain in detail the coastal system, identify a range of erosional and depositional landforms and explain in detail their formation using a range of key terminology and account for the factors which have led to their formation.</p> <p>Detailed exemplification of high and low energy coastlines, with a range of place specific details for each</p> <p>An understanding of the impact that climate change has on sea level and be able to explain the difference between isostatic and eustatic sea level changes. Identify and explain the formation of a range of emergent and submergent landforms and be able to compare and contrast the differences between rias and fjords. They will be able to explain the effect that the change in sea level has on geomorphic and sub-arial processes and explain how this impacts the landforms.</p>	<p>Students might have covered: Builds on ‘Distinctive landscape’ unit from OCR B GCSE Geography</p> <p>All GCSE courses cover coasts at some level</p>	<p>Text books</p> <p>OCR A level textbook Geography an integrated approach Distinctive landscapes</p> <p>Articles</p> <p>In lesson:</p> <ul style="list-style-type: none"> ➤ Coastal management Norfolk ➤ Waves, tides and sediment cells ➤ Pevensy Bay supplement ➤ Coastal landforms ➤ Sea level rise – landforms of <p>Additional:</p> <ul style="list-style-type: none"> ➤ Defending the coast ➤ Chichester harbour ➤ Holistic coastal management ➤ Impacts of storms on beaches ➤ Managing erosion on coastal sand dunes ➤ River deltas at risk <p>Programmes</p> <p>Coast</p>

	<p>An understanding of the impact of humans on these balanced environments and the positive and negative impacts that humans have on coastal landscapes.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Observation skills • Measurement and geo-spatial mapping skills • Data manipulation and statistical skills applied to field measurements • Sediment budget calculations • Mass balance calculations 	<p>An in depth understanding on how humans interact with the coastal landscape and identify the positive and negative impacts of this interaction. Detailed exemplification with place specific detail will be evident.</p>		<p>Other Zig-zag exam Q's GCSE Pods OCR A level geography work book</p> <p>Recommended revision guide: OCR AS/A-level Geography Student Guide 1: Landscape Systems; Changing Spaces, Making Places by Andy Palmer (Author), Peter Stiff (Author)</p>
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Year 12 - Unit 2 – January to June

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Changing spaces; making places</p>	<p>Knowledge:</p> <p>What's in a place?</p> <ul style="list-style-type: none"> Factors which make places different Case studies of two contrasting place profiles at a local scale – Toxteth and Lympstone <p>How do we understand place?</p> <ul style="list-style-type: none"> The complexities that exist when trying to define place Concept of space versus place How and why people perceive places in different ways How the processes of globalisation and time-space compression can influence our sense of place Informal and formal representations of place <p>How does economic change influence patterns of social inequality in places?</p> <ul style="list-style-type: none"> Concept of social inequality and how we measure it Spatial patterns of social inequality The influence of global connections and globalisation in driving structural economic change in places How structural economic change impacts patterns of social opportunities and inequality for people and places How cyclical economic change (booms and recessions) has varied impacts on social opportunities and inequality The role of government in reducing, reinforcing and creating patterns of social inequality in places 	<p>Students will have a sound knowledge of place, place identity and the impacts that globalisation has had on sense of place.</p> <p>Will be able to use case studies to include a high level of place specific detail to answer a range of</p> <p>They will be able to compare and contrast different characteristics of places and account for these</p> <p>Be able to explain in detail what social inequality is and the factors that lead to inequality, they will be able to explain what social inequality is and be able to identify and explain a range of reasons to account for spatial inequality. Ways to reduce this inequality will be able to be explained with exemplification.</p> <p>Understand the role of placemaking and regeneration, be able to evaluate the impacts of regeneration on a place and the overall effectiveness of regeneration in a place.</p>	<p>Students might have covered:</p> <p>Birmingham – studied at GCSE (Urban futures) in a different context but students have a background knowledge on Birmingham</p> <p>Regeneration – know what it is and may have case study knowledge on this e.g LDDC</p> <p>An understanding of QoL and SoL and the factors that affect this</p> <p>A knowledge of what globalisation is and how this affects places and/or employment structure</p>	<p>Text books</p> <p>OCR A level textbook Changing spaces; making places</p> <p>Articles</p> <p>In lesson:</p> <ul style="list-style-type: none"> ➤ Concept of place ➤ Rebranding – adventure tourism in the Lake District <p>Additional reading:</p> <ul style="list-style-type: none"> ➤ CSMP Q's ➤ Representation of place ➤ Studying local places ➤ The concept of place – characteristics, change and connections ➤ Visual research on changing places ➤ Wollongong – Industrial decline <p>Programmes</p> <p>Glasgow regeneration</p> <p>Recommended revision guide:</p> <p>OCR AS/A-level Geography Student Guide</p>

	<ul style="list-style-type: none"> • Case studies of 2 contrasting places – Jembaten Besi and Northwood <p>Who are the players that influence economic change in places?</p> <ul style="list-style-type: none"> • The role of players in driving economic change • Case study of one country or region that has been impacted by structural economic change - Birmingham <p>How are places created through placemaking processes?</p> <ul style="list-style-type: none"> • The concept of placemaking and how governments and organisations attempt to present places to the wider world to attract inward investment and regeneration • How architects and planners attempt to create meaningful and authentic places through design • How local community groups shape the place they live • Why places rebrand • How a range of strategies can be used to rebrand places • A range of players and their role in placemaking • How and why some groups of people contest efforts to rebrand a place • Case study of one place that has undergone rebranding – Barcelona <p>Understanding:</p> <ul style="list-style-type: none"> • People are at the heart of places • Places are dynamic • Our environment includes a wide variety of places • Places are connected to other places and there are few left untouched by the forces of globalisation 			<p>1: Landscape Systems; Changing Spaces, Making Places by Andy Palmer (Author), Peter Stiff (Author)</p>
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	<ul style="list-style-type: none">• How shifting flows of people, money and resources are shaping places• The relationships and connections between people, the economy, and society and how these contribute to creating places <p>Skills:</p> <ul style="list-style-type: none">• Appreciate how qualitative approaches actively create particular place representations• Analysing the impacts of different media on place meanings and perceptions• The use of geospatial data to present place characteristics• How quantitative data is used to present place characteristics.			
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