Long Term Plan Y12 Geography

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject intent and ethos 'Without geography, you're nowhere'	Anticipated misconceptions	Links to previous KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural capital	Career link
1-2 (Teacher 1)	Coastal Systems and Landscapes (AS Component 1 and AL Component 1)	Coasts as natural systems. Systems and processes. Coastal landscape development. Coastal management. Two contrasting case studies.	Graphical skills: interpreting maps/graphs/photographs. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Locational knowledge of different coastal landscapes around the world.	All coastal systems are the same. All waves are the same. Only erosion causes damage to coastlines. Every coastline must be managed by either soft or hard engineering.	Physical landscapes in the UK (Coasts).	Analyse how the balance of inputs/outputs can be affected so easily by small changes. Evaluate the most appropriate management technique for different coastlines. Evaluate how change in one part of a system affects the whole system.	SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; S3 Understanding how communities function. BV: Democracy, Individual Liberty, Mutual Respect & Tolerance.	Explore different coastal landscapes on a local and global scale and develop an understanding of how they affect people's lives.	Council planning. Coastal management. River flooding management. Data analyst.

1-2 (Teacher 2)	Changing Places (AS Component 2 and AL Component 2)	The nature and importance of places. Changing places - relationships and connections. Changing places - meaning and representation. Two contrasting place studies.	Graphical skills: interpreting maps/graphs/photographs. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Locational knowledge of different places around the world and curiosity about their unique representation.	All places are the same. Places are not interconnected or related. Representation of a place is not important.	Urban issues and challenges.	Investigate how places can contrast in terms of their character, using primary research. Evaluate how places can be interconnected.	SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP3 Exploring the values and beliefs of others; SP4 Understanding human feelings and emotions; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; C1 Respecting diversity; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Mutual Respect & Tolerance.	Explore how contrasting places are different yet similar and how they have changed over time, as well as an appreciation of the uniqueness of their own surroundings.	Urban planning. Transport management. Retail management. Town planning.
3-4 (Teacher 1)	Hazards (AS Component 1 and AL Component 1)	The concept of hazard in a geographical context. Plate tectonics. Volcanic hazards. Seismic hazards. Storm hazards.	Graphical skills: interpreting maps/graphs/photographs. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument.	Awe and wonder about natural processes and hazards around the world.	The UK has no natural hazards. A Tsunami is a weather hazard. Tectonic hazards always occur on plate margins. We don't get extreme weather in the UK.	The challenges of natural hazards.	Analyse how multi-hazardous places can be managed. Evaluate how natural hazards can be linked.	SMSC: SP2 Experiencing fascination, awe and wonder; M1 Expressing personal views or values; M5 Understanding the consequences of actions; S3 Understanding how communities function.	Develop an understanding of how powerful our natural world can be and how different hazards affect different places, as well as the topical issue of climate change.	Hazard management. Forecasting. Volcanologist. Seismologist. Data analyst.

		Fires in nature. Two contrasting case studies.	Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.		Storm hazards are not affected by climate change. Different natural hazards do not link to one another.			BV: Democracy, The Rule of Law, Individual Liberty.		
3-4 (Teacher 2)	Fieldwork (AS Component 2 and AL Component 3)	Prepare for and plan a fieldwork investigation that covers both human and physical fieldwork. Complete the fieldwork and collect the data. Conduct a write-up of the investigation.	Fieldwork: investigative and analytical skills. Graphical skills: interpreting maps/graphs/photographs. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Real life experience in an area local to the students.	A hypothesis is a guess. All data is the same. Collecting fieldwork data is only done by scientists and explorers. Maths is only done in maths lessons.	Fieldwork and any other selected topic(s).	Investigate how their fieldwork enquiry could be improved if they were to do it again. Evaluate the advantages and disadvantages of different data collection methods. Making links between different data sets.	SMSC: SP2 Experiencing fascination, awe and wonder; SP5 Using imagination and creativity in learning; M2 Investigating moral values and ethical issues; M3 Moral codes and models of moral virtues; C3 Appreciating personal influences; S1 Developing personal qualities and using social skills; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.	Investigate how different physical and human factors affect a place different to their own, as well as developing vital transferrable social skills that will benefit them in their future life.	Data collection - fieldwork techniques. Data analyst.

5 (Both teachers)	Revision for AS Exams (AS Components 1 and 2)	All previous units.	All skills.	Same as previous units.	Misconceptions from previous units/assessments/PPEs.	All stated above.	Same as previous units. Focussing the practice on 20 mark questions.	SMSC: All from previous topics. BV: All from previous topics.	Further develop the cultural capital gained and make further links between topics.	Links from previous units.
6 (Both teachers)	Bridge To Year 2: Non-Exam Assessment (AL Component 3)	Introduce the NEA and link it to the fieldwork already completed earlier in Y12. Decide on their individual enquiry questions and sub-questions. Start the write-up of the investigation independently.	All skills.	Real life experience in an area local to the students.	Fieldwork has to be in unique places like the Grand Canyon etc. All data is the same. Collecting fieldwork data is only done by scientists and explorers. Maths is only done in maths lessons.	Fieldwork and any other selected topic(s).	Investigate how their fieldwork enquiry could be improved if they were to do it again. Evaluate the advantages and disadvantages of different data collection methods. Making links between different data sets.	SMSC: SP2 Experiencing fascination, awe and wonder; SP5 Using imagination and creativity in learning; M2 Investigating moral values and ethical issues; M3 Moral codes and models of moral virtues; C3 Appreciating personal influences; S1 Developing personal qualities and using social skills; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.	Investigate how different physical and human factors affect a place different to their own, as well as developing vital transferrable social skills that will benefit them in their future life.	Data collection - fieldwork techniques. Data analyst.