Curriculum Map							
			Year 12				
Halfterm	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria	
Autumn 1	Area of Study 1 Topic 1: Tectonic Processes and Hazards	locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters?	of tectonic hazards, the impact of tectonic activity on people, and responses	Yr10 natural Hazards Topic	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.	Exam questions throughout the course and a longer test (full paper) after 6 weeks.	
Autumn 1	Area of study 2, Topic 3: Globalisation	EQ1: What are the causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures? EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?	of globalisation, its causes and	Yr11 Globalisation and shrinking world	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.	Exam questions throughout the course and a longer test (full paper) after 6 weeks.	
Autumn 2	Area of Study 1 Topic 1: Tectonic Processes and Hazards	locations more at risk from tectonic hazards? EQ2: Why do some tectonic hazards develop into disasters?	of tectonic hazards, the impact of tectonic activity on people, and responses	Yr10 natural Hazards Topic	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.	Exam questions throughout the course and a longer test (full paper) after 6 weeks.	

Autumn 2	Area of study 2, Topic 3: Globalisation Area of study 1, Topic	causes of globalisation and why has it accelerated in recent decades? EQ2: What are the impacts of globalisation for countries, different groups of people and cultures? EQ3: What are the consequences of globalisation for global development and how should different players respond to its challenges?	of globalisation, its causes and	Yr11 Globalisation and shrinking world Coasts yr10 topic	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.	Exam questions throughout the course and a longer test (full paper) after 6 weeks.
Spring 1	Area of study 1, Topic 2, 2B Coastal Landscapes and Change	EQ1: Why are coastal landscapes different and what processes cause these differences? EQ2: How do characteristic coastal landforms contribute to coastal landscapes? EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? EQ4: How can coastlines be managed to meet the needs of all players? 1 day of compulsory fieldwork and fieldwork write-up	of processes, landforms and landscapes. A study of one landscape system and the physical and human processes influencing change	, ,	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.	Exam questions throughout the course and a longer test (full paper) after 6 weeks.
	Area of study 2, Topic 4, Option 4A: Regenerating Places	EQ1: How and why do places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on this	A study of how and why places are shaped and changed, the meanings and identities attached to different places and the consequences for different people.	Regeneration Yr11	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.	Exam questions throughout the course and a longer test (full paper) after 6 weeks.

		FO4 14# :		le , ,e , ,	l=	
		EQ1: Why are coastal		Coasts yr10 topic	Exam question in	Exam questions
	2, 2B Coastal	landscapes different	of processes,		every	throughout the course
	Landscapes and	and what processes	landforms and		lesson/homework to	and a longer test (full
	Change	cause these	landscapes. A study of		be peer assessed and	paper) after 6 weeks.
		differences?	one landscape system		checked by teacher.	
		EQ2: How do	and the physical and		Feedback on test and	
		characteristic coastal			end of topic.	
			influencing change			
		to coastal landscapes?	over time and space.			
		EQ3: How do coastal				
		erosion and sea level				
		change alter the				
Spring 2		physical				
		characteristics of				
		coastlines and				
		increase risks?				
		EQ4: How can				
		coastlines be				
		managed to meet the				
		needs of all players?				
		1 day of compulsory				
		fieldwork and				
		fieldwork write-up				
	Aron of study 2. Topic	FO1: How and why do	A study of how and	Dogonoration Vr11	Evam guastian in	Evam guestions
		EQ1: How and why do		Regeneration Yr11	Exam question in	Exam questions
	4, Option 4A:	places vary?	why places are shaped	Regeneration Yr11	every	throughout the course
		places vary? EQ2: Why might	why places are shaped and changed, the	Regeneration Yr11	every lesson/homework to	throughout the course and a longer test (full
	4, Option 4A:	places vary? EQ2: Why might regeneration be	why places are shaped and changed, the meanings	Regeneration Yr11	every lesson/homework to be peer assessed and	throughout the course
	4, Option 4A:	places vary? EQ2: Why might regeneration be needed?	why places are shaped and changed, the meanings and identities	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher.	throughout the course and a longer test (full
Service 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is	why places are shaped and changed, the meanings and identities attached to different	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration	why places are shaped and changed, the meanings and identities attached to different places and the	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher.	throughout the course and a longer test (full
Spring 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed?	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful	why places are shaped and changed, the meanings and identities attached to different places and the	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2	4, Option 4A:	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2	4, Option 4A: Regenerating Places	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Spring 2 Summer 1	4, Option 4A: Regenerating Places Coursework	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
	4, Option 4A: Regenerating Places Coursework Completion	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Summer 1	4, Option 4A: Regenerating Places Coursework	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
	4, Option 4A: Regenerating Places Coursework Completion	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Summer 1 Summer 1	4, Option 4A: Regenerating Places Coursework Completion Coursework	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Summer 1	4, Option 4A: Regenerating Places Coursework Completion Coursework Completion Coursework	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Summer 1 Summer 1	4, Option 4A: Regenerating Places Coursework Completion Coursework Completion Coursework Completion	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full
Summer 1 Summer 1	4, Option 4A: Regenerating Places Coursework Completion Coursework Completion Coursework	places vary? EQ2: Why might regeneration be needed? EQ3: How is regeneration managed? EQ4: How successful is regeneration? One day of fieldwork on	why places are shaped and changed, the meanings and identities attached to different places and the consequences for	Regeneration Yr11	every lesson/homework to be peer assessed and checked by teacher. Feedback on test and	throughout the course and a longer test (full