

# EASTBURY SUBJECT CURRICULUM

<b>Subject</b>	<b>Geography</b>
<b>Year Group</b>	<b>12</b>
<b>Overview</b>	<p>AS geography consists of two units: Unit 1 global challenges split into global hazards and going global. Unit 2 geographical investigations consisting of crowded coasts and rebranding places. There is an exam for both units. Unit 1 is 60% of the final grade and unit 2 is 40%.</p> <p>Unit 1 world at risk poses questions which seek to explore the meaning, causes and impacts of a number of headline global issues. It gives students the opportunity to evaluate existing attempts to manage the problems they bring and challenges us to find solutions for the 21st century. Going global looks at globalisation and the links it creates is happening at an ever-increasing pace. Whilst some argue that it spreads wealth and power in beneficial ways, there is widespread concern about the way in which globalisation impacts on economies, societies and environments.</p> <p>Unit 2 crowded coasts looks at the coastal zone is one of the most densely populated areas globally because of favourable locational factors, yet it is an area of immense environmental value. This topic allows students to carry out detailed studies of contrasting coastal environments at a local/small scale, exploring competing and conflicting land uses, and evaluating the pressures created by development. Rebranding places explores rural and urban environment includes a variety of places, some characterised by wealth, opportunity and excitement, others suffering from dereliction, deprivation and fighting to survive. Rebranding involves both re-imaging and regeneration, and includes a wide range of strategies by which places reinvent themselves to provide a more prosperous future.</p>
<b>Term by term</b>	
<b>Autumn</b>	<p><b>Unit 2</b></p> <p><b>Crowded coasts</b></p> <ul style="list-style-type: none"> <li>• Competition for coasts - Why is the coastal zone so favoured for development?</li> <li>• Coping with the pressure - How do various coastal developments create competition and conflict? How can these pressures be resolved?</li> <li>• Increasing risks - How is coastal development increasingly at risk from and vulnerable to physical processes?</li> <li>• Coastal management - How is coastal management adapting to new ideas and situations?</li> <li>• FIELDWORK – Walton-on-the-Naze</li> </ul> <p><b>Rebranding places</b></p> <ul style="list-style-type: none"> <li>• Time to rebrand - What is rebranding and why is it needed in some places?</li> <li>• Rebranding strategies - Who are the 'rebranding players' and what strategies exist for places to improve themselves?</li> <li>• Managing rural and urban rebranding - How successful has rebranding been in the countryside and cities?</li> <li>• FIELDWORK - Stratford</li> </ul>
<b>Spring</b>	<p><b>Unit 1</b></p> <p><b>World at risk – global hazards and climate change</b></p> <ul style="list-style-type: none"> <li>• Global hazards - What are the main types of physical risks facing the world and how big a threat are they?</li> <li>• Global hazard trends - How and why are natural hazards now becoming seen as an increasing global threat?</li> <li>• Global hazard patterns - Why are some places more hazardous and disaster-prone than others?</li> <li>• Climate change and its causes - Is global warming a recent short term phenomenon or should it be seen as part of longer-term climate change?</li> <li>• The impacts of global warming - What are the impacts of climate change and why should we be concerned?</li> <li>• Coping with climate change - What are the strategies for dealing with climate change?</li> <li>• The challenge of global hazards for the future - How should we tackle the global challenges of increasing risk and vulnerability in a more hazardous world?</li> </ul>

<b>Summer</b>	<b>Unit 1</b> <b>Going global – globalisation, population and migration</b> <ul style="list-style-type: none"> <li>• Globalisation - What is globalisation and how is it changing people's lives?</li> <li>• Global groupings - What are the main groupings of nations and what differences in levels of power and wealth exist?</li> <li>• Global networks - Why, as places and societies become more interconnected, do some places show extreme wealth and poverty?</li> <li>• Roots - How does evidence from personal, local and national sources help us understand the pattern of population change in the UK?</li> <li>• On the move - How is migration changing the face of the EU?</li> <li>• World cities - What is driving the new urbanisation taking place and what are its consequences?</li> <li>• Global challenges for the future - What are the social and environmental consequences of globalisation and can we manage these changes for a better world?</li> </ul>
<b>Homework</b>	The Edexcel AS Geography textbook is provided to each pupil and weekly homework is given to coincide with lessons.
<b>Additional information</b>	A background in geography (GCSE) is required for this course. There are numerous topics which need covering and a detailed background in geography aids this.
<b>Useful resources</b>	National Geographic Journal Megacities Andrew Marr Geographical Association website