

# SJBC Geography Termly Map - 2025 - 2025

Year 12 Geography					
Term	Topic(s) and links	Core Knowledge	Literacy and Numeracy	Assessment	Resources
Autumn 1	<b>Water and Carbon Cycles</b>	<ul style="list-style-type: none"> <li>• <b>The water cycle</b> is an open system at global scale but operates as a closed system locally (e.g. drainage basins).</li> <li>• <b>Major stores:</b> atmosphere, cryosphere, hydrosphere, lithosphere. Freshwater is limited (~2.5% of global water).</li> <li>• <b>Water transfers</b> include evaporation, condensation, cloud formation, precipitation, infiltration, percolation, throughflow, groundwater flow, surface runoff.</li> <li>• <b>Cryospheric processes</b> (accumulation, ablation, sublimation) affect global stores over glacial–interglacial periods.</li> <li>• <b>Drainage basins</b> as open systems have inputs (precipitation), outputs (evapotranspiration, discharge), and stores (soil, channel, groundwater).</li> <li>• <b>Water balance</b> and <b>soil moisture budgets</b> show seasonal variation due to precipitation/evapotranspiration.</li> </ul>	<p>Drainage basin, watershed, precipitation, interception, infiltration, percolation, throughflow, groundwater flow, surface runoff, evapotranspiration</p> <p>Water balance, soil moisture budget, discharge, hydrograph, lag time, peak discharge</p> <p>Cryosphere, ablation, accumulation, sublimation</p> <p>Overland flow, stemflow, channel flow, saturation,</p>	<p>Short answer questions on identifying water stores and processes</p> <ul style="list-style-type: none"> <li>• Diagram annotation: drainage basin model, soil moisture budget, storm hydrograph</li> <li>• Data skills: interpreting rainfall and discharge graphs (e.g. from the National River Flow Archive)</li> <li>• Comparative questions on human vs natural influences on runoff</li> <li>• Case study application: local river regime or abstraction impacts</li> </ul> <p><b>4-mark Questions</b></p> <p>Outline two ways in which human activity can alter the water cycle in a drainage basin.</p> <p>Outline the role of the cryosphere in the global water cycle.</p> <p>Explain one physical factor that influences rates of infiltration in a drainage basin.</p>	<ol style="list-style-type: none"> <li>1. Met Office: The Water Cycle Explained <a href="https://www.metoffice.gov.uk/weather/learn-about/weather/how-weather-works/water-cycle">https://www.metoffice.gov.uk/weather/learn-about/weather/how-weather-works/water-cycle</a></li> <li>2. NASA Water Cycle Resource <a href="https://earthobservatory.nasa.gov/features/Water/page1.php">https://earthobservatory.nasa.gov/features/Water/page1.php</a></li> <li>3. NRFA: UK River Data and Flood Regimes <a href="https://nrfa.ceh.ac.uk/">https://nrfa.ceh.ac.uk/</a></li> <li>4. RGS: Carbon and Water Cycle Student Resources <a href="https://www.rgs.org/schools/teaching-resources/water-and-carbon-cycles/">https://www.rgs.org/schools/teaching-resources/water-and-carbon-cycles/</a></li> <li>5. BBC Bitesize: Water and Carbon Cycles</li> </ol>

		<ul style="list-style-type: none"> <li>• <b>Hydrographs</b> show flood response – rising limb, lag time, peak discharge – influenced by physical and human factors (e.g. geology, urbanisation).</li> <li>• <b>Human activities</b> such as farming, deforestation, urbanisation, and abstraction alter flows and stores, often reducing infiltration and increasing runoff.</li> <li>• <b>Storm events and seasonal change</b> lead to natural variation in stores/transfers.</li> <li>• <b>Local case study</b> of a UK river catchment illustrates concepts of precipitation, storage, flow regime, flooding and/or abstraction impacts.</li> </ul>	<p>antecedent rainfall</p> <p>Abstraction, impermeable surfaces, deforestation, afforestation, urbanisation</p> <p>Storm event, seasonal variation, infiltration capacity, water table</p> <p>Positive/negative feedback, open/closed system</p>	<p>Describe two processes by which water is transferred within a drainage basin.</p> <p><b>6-mark Questions</b></p> <p>Explain how storm hydrographs are influenced by both physical and human factors.</p> <p>Explain how seasonal changes affect the water balance in a temperate climate.</p> <p>Explain the effects of urbanisation on runoff and flood risk in a drainage basin.</p> <p>Explain the importance of water stores in the global water cycle.</p> <p><b>20-mark Questions</b></p> <p>“Human factors are more important than physical factors in influencing the flows and stores in the water cycle.” To what extent do you agree with this statement?</p> <p>Assess the relative importance of short-term versus long-term changes in affecting the global water cycle.</p>	<p>(AQA A Level) <a href="https://www.bbc.co.uk/bitesize/topics/zs3dwmn">https://www.bbc.co.uk/bitesize/topics/zs3dwmn</a></p>
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				<ol style="list-style-type: none"> <li>1. Evaluate the role of feedback loops in maintaining the balance of the water cycle.</li> <li>2. Assess the extent to which human impacts on the water cycle can be managed sustainably.</li> </ol>	
Autumn 2	<b>Global Systems and Global Governance</b>	<ul style="list-style-type: none"> <li>• <b>Globalisation</b> Flows of <b>capital, labour, products, services, and information.</b> Drivers: financial systems, transport/communication tech, trade agreements, global marketing, management practices.</li> <li>• <b>Global Systems &amp; Interdependence</b> Economic, political, social, and environmental connections between places. Unequal flows can promote growth but also cause conflict and inequality. Power imbalances allow dominant countries ("core") to shape systems; others ("periphery") respond.</li> <li>• <b>International Trade &amp; Market Access</b> Global trade patterns: HICs, NEEs (e.g., China/India), LICs (e.g., sub-Saharan Africa). Trade access shaped by development and agreements. TNC structure &amp; impacts: spatial organisation,</li> </ul>	<p>Globalisation Flows Capital flows Labour flows Information flows Product flows Services Global systems Interdependence Unequal flows Core-periphery model International trade Market access Tariff Free trade Trade bloc Fair trade Foreign Direct Investment (FDI) Commodities Transnational Corporation (TNC) Outsourcing Offshoring Supply chain Spatial organisation</p>	<ol style="list-style-type: none"> <li>• <b>Short answer tasks:</b> Describe flows of globalisation; explain TNC impacts.</li> <li>• <b>Data interpretation:</b> Trade graphs, TNC investment maps, treaty timelines.</li> <li>• <b>Case study briefs:</b> Antarctica governance vs TNC regulation.</li> <li>• <b>Essay writing:</b> Evaluative 20-mark responses on globalisation or governance.</li> <li>• <b>GIS-based mapping:</b> Visualising global commons coverage or trade flows.</li> </ol> <p><b>4-mark Questions</b></p> <p><i>(AO1 / AO2 – Recall or simple application tasks)</i></p> <p>Outline two ways in which the global economy is affected by globalisation.</p> <p>Outline two consequences of unequal flows of capital.</p> <p>Outline two characteristics of the global commons.</p>	

		<p>production chains, benefits vs exploitation. Importance of trade in at least one commodity (e.g., oil, coffee).</p> <ul style="list-style-type: none"> <li>• <b>Global Governance</b> Norms, laws, and institutions (UN, WTO, NGOs). Roles: promote growth and stability but may reinforce inequality. Decision-making operates across scales: local → global. s</li> <li>• <b>The “Global Commons”</b> Shared resources beyond national control (e.g., oceans, Antarctica, atmosphere). Must balance access with sustainable development rights. Case Study: <b>Antarctica</b> <ul style="list-style-type: none"> <li>○ Governance: Antarctic Treaty (1959), Environmental Protocol (1991), IWC (1982).</li> <li>○ Challenges: climate change, fishing/whaling, mineral exploration, tourism.</li> <li>○ Role of NGOs in protection.</li> </ul> </li> <li>• <b>Globalisation Critique</b> Growth &amp; integration bring stability and opportunities. But also result in inequality, injustice, conflict, and environmental damage.</li> <li>• <b>Skills Development</b></li> </ul>	<p>Global governance Norms Institutions Laws Non- Governmental Organisation (NGO) Growth and stability Inequality and injustice Global commons High seas United Nations Convention on the Law of the Sea (UNCLOS) Marine Protected Area (MPA) Exclusive Economic Zone (EEZ) Antarctic Treaty System (ATS) Sustainable development Climate governance Exploitation Environmental degradation Power imbalances Geopolitics</p>	<p>Explain one reason why global governance can be difficult to enforce in the high seas.</p> <p>Outline one way a TNC can increase interdependence between countries.</p> <p><b>6-mark Questions</b></p> <p>(AO1 + AO2 – short explanation or application of knowledge)</p> <p>Explain how flows of labour and information contribute to globalisation.</p> <p>Explain how one named international institution promotes global governance. (e.g. WTO or UN)</p> <p>Explain the role of the Antarctic Treaty System in managing the global commons. (AQA-style)</p> <p>Explain two ways TNCs influence global production and consumption patterns.</p> <p>Explain how unequal access to markets can affect development in LICs and NEEs.</p> <p>Explain how the concept of ‘global commons’ applies to Antarctica.</p>	
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		<p>Interpreting quantitative data (trade volumes, migration flows).</p> <p>Qualitative analysis (policies, case study critique).</p> <p>Multi-scale geographical thinking (local ↔ global).</p>		<p><b>9-mark Questions</b> <i>(occasional for mid-tier evaluation questions)</i></p> <p>Assess the view that globalisation has had mainly positive economic impacts for NEEs.</p> <p>Assess the importance of national governments in managing flows of global labour.</p> <p><b>20-mark Questions</b></p> <p><b>“Global governance has been more successful in managing economic issues than environmental ones.”</b> To what extent do you agree with this view?</p> <p><b>Assess the effectiveness of international institutions in promoting global stability.</b> <i>(AQA 2019, Paper 2 Q4)</i></p> <p><b>Evaluate the success of attempts to manage the global commons.</b> <i>(e.g. Antarctica, oceans, atmosphere)</i></p> <p><b>To what extent has globalisation increased inequality between nations?</b></p>	
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Spring 1/2	<b>Changing Places</b>	<ul style="list-style-type: none"> <li>• Place = location + meaning (social, emotional, cultural).</li> <li>• Insider vs outsider; near vs far; experienced vs media place.</li> <li>• Endogenous factors (e.g., geology, topography, land use) shape place character from within.</li> <li>• Exogenous factors (e.g., migration, investment, media) influence place from outside.</li> <li>• Flows of people, money, resources and ideas reshape place identity.</li> <li>• Agents of change (e.g., planners, TNCs, community groups) transform places.</li> <li>• Place representation: contrast between lived experience and media portrayal.</li> <li>• Use of quantitative (census, IMD) and qualitative data (art,</li> </ul>	<p>Place sense of place Insider Outsider near place far place Endogenous Exogenous Regeneration Perception representation qualitative data quantitative data Gentrification Placemaking place identity agents of change lived experience globalisation media place</p>	<ul style="list-style-type: none"> <li>• Construct a place profile using both qualitative and quantitative sources</li> <li>• Compare perceptions of local and distant places</li> <li>• Annotate media representations and identify bias or narrative</li> <li>• Create a timeline showing change in a local place</li> <li>• Evaluate how regeneration strategies affect meaning and identity</li> </ul> <p>Explain how shifting flows of people can influence place meaning. (6 marks)</p> <ul style="list-style-type: none"> <li>• Outline two ways a place can be represented. (4 marks)</li> <li>• Assess the extent to which endogenous factors shape the identity of a place. (20 marks)</li> <li>• To what extent can data fully explain the character of place? (20 marks)</li> </ul>	

		<p>interviews) to understand place.</p> <ul style="list-style-type: none"> <li>• Study of one local place and one contrasting distant place, showing change over time.</li> </ul>			
Summer 1/2	<b>Coastal Landscapes</b>	<ul style="list-style-type: none"> <li>• Coasts as open systems: inputs, processes, outputs, feedback loops.</li> <li>• Marine and sub-aerial processes: erosion (hydraulic action, abrasion), weathering, mass movement.</li> <li>• Landform development: cliffs, wave-cut platforms, headlands, bays, spits, bars, tombolos.</li> <li>• Sediment cells: closed systems with limited inputs/outputs.</li> <li>• Influence of lithology and structure on erosion and landscape.</li> <li>• Sea level change: isostatic and eustatic; emergence and submergence landforms.</li> <li>• Hard and soft engineering: sea walls, groynes, managed retreat.</li> <li>• Sustainable coastal management (ICZM, SMPs).</li> <li>• Case study of one managed stretch of coastline (e.g., Holderness or Lyme Regis).</li> </ul>	<p>Constructive wave destructive wave hydraulic action abrasion Attrition solution longshore drift headland bay wave-cut notch Spit Bar Tombolo sediment cell Isostatic Eustatic managed retreat hard engineering soft engineering ICZM SMP</p>	<ul style="list-style-type: none"> <li>• Annotate photos and maps of coastal features</li> <li>• Create a decision matrix for coastal management options</li> <li>• Analyse field data or graphs from coastal case studies</li> <li>• Explain the role of geology in shaping landforms</li> <li>• Evaluate a coastal management strategy for sustainability</li> </ul> <ul style="list-style-type: none"> <li>• Explain how geology influences coastal landforms. (6 marks)</li> <li>• Describe two characteristics of a destructive wave. (4 marks)</li> <li>• Assess the success of coastal management strategies in one area. (20 marks)</li> <li>• Evaluate the importance of sediment cells in understanding coastal systems. (20 marks)</li> </ul>	

Year 13 Geography					
Term	Topic(s) and links	Core Knowledge	Literacy and Numeracy	Assessment	Resources
Autumn 1	<b>NEA</b>	<ul style="list-style-type: none"> <li>Understanding the NEA structure: AO1–AO4</li> <li>How to create a geographical enquiry: title, hypothesis/question</li> <li>Types of data: primary and secondary, qualitative and quantitative</li> <li>Fieldwork techniques and planning: methods, sampling, ethics, risk</li> <li>Data presentation and analysis: charts, maps, GIS, coding, statistics</li> <li>Drawing evidenced conclusions and evaluations</li> <li>Structure of a high-quality investigation</li> </ul>	<p>Hypothesis Enquiry question Sampling strategy Quantitative / Qualitative data Primary / Secondary data Risk assessment Validity / Reliability Thematic coding GIS Data presentation Conceptual framework Fieldwork log</p>	<ul style="list-style-type: none"> <li>Title proposal and rationale</li> <li>Fieldwork plan and risk assessment</li> <li>Mid-point check: data presentation and partial write-up</li> <li>Assessed section drafts (Methods / Analysis) with feedback</li> <li>Completion of final plan for fieldwork and ethical approval</li> </ul>	<ul style="list-style-type: none"> <li>AQA NEA Student Guidance <a href="https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/nea-guidance">https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/nea-guidance</a></li> <li>RGS Fieldwork Skills and Methods Toolkit <a href="https://www.rgs.org/schools/fieldwork-in-schools/">https://www.rgs.org/schools/fieldwork-in-schools/</a></li> <li>AQA Exemplar NEAs and Marking Commentary <a href="https://filestore.aqa.org.uk/resources/geography/AQA-7037-NEA-COMMENTARY.PDF">https://filestore.aqa.org.uk/resources/geography/AQA-7037-NEA-COMMENTARY.PDF</a></li> <li>ArcGIS Online Mapping Tool <a href="https://www.arcgis.com/home/index.html">https://www.arcgis.com/home/index.html</a></li> <li>Google Sheets – Data Entry and Graphing <a href="https://www.go">https://www.go</a></li> </ul>

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Autumn 2	<b>Natural Hazards</b>	<ul style="list-style-type: none"> <li>• Types of hazards: geophysical, atmospheric, hydrological.</li> <li>• Hazard risk equation: risk = hazard × vulnerability ÷ capacity to cope.</li> <li>• Plate tectonics theory and boundary types (constructive, destructive, conservative).</li> <li>• Causes, impacts and responses to earthquakes and volcanoes – contrasting case studies.</li> <li>• Tropical storms: formation, structure, hazards (storm surges, flooding).</li> <li>• Wildfires: causes, spread, impacts, management (e.g., Australia, California).</li> <li>• Models: Park Model, Hazard Management Cycle.</li> <li>• Strategies: prediction, mitigation, preparation, response.</li> </ul>	<p>Hazard Risk Vulnerability Disaster tectonic plate subduction Focus Epicentre Magnitude tropical storm storm surge Wildfire Park Model hazard management cycle Mitigation Adaptation prediction preparedness response</p>	<ul style="list-style-type: none"> <li>• Compare impacts and responses between HIC and LIC earthquakes</li> <li>• Draw and annotate a hazard model (e.g. Park or Hazard Management Cycle)</li> <li>• Sequence storm formation and effects</li> <li>• Analyse response strategies for a wildfire event</li> <li>• Present a risk-reduction plan for a hazard-prone location</li> </ul> <ul style="list-style-type: none"> <li>• Explain the causes of tropical storms. (6 marks)</li> <li>• Describe the characteristics of a conservative plate boundary. (4 marks)</li> <li>• Assess the effectiveness of responses to a tectonic hazard in a LIC. (20 marks)</li> <li>• Evaluate the usefulness of the Park Model for understanding hazard response. (20 marks)</li> </ul>	
Spring 1					
Spring 2	<b>Contemporary Urban Environments</b>	<ul style="list-style-type: none"> <li>• Urbanisation: trends and causes globally; megacities, world cities.</li> <li>• Processes: suburbanisation, counter-urbanisation, urban resurgence.</li> </ul>	<p>Urbanisation suburbanisation urban resurgence deindustrialisation edge city postmodern city UHI</p>	<ul style="list-style-type: none"> <li>• Analyse land use maps and demographic data</li> <li>• Create a poster showing sustainable urban initiatives</li> <li>• Compare waste management strategies in LICs vs HICs</li> <li>• Model the UHI effect using local</li> </ul>	

		<ul style="list-style-type: none"> <li>• Urban forms: edge cities, postmodern cities, spatial patterns of land use.</li> <li>• Urban climate: Urban Heat Island effect, precipitation, wind patterns, air pollution.</li> <li>• Waste and water management: causes, challenges, strategies.</li> <li>• Sustainable urban development: ecological footprint, resilience, liveability.</li> <li>• Case studies: contrasting city case for sustainability, regeneration or management.</li> </ul>	<ul style="list-style-type: none"> <li>• Particulates</li> <li>• sustainable development</li> <li>• green roof</li> <li>• integrated transport</li> <li>• resilience</li> <li>• Liveability</li> <li>• brownfield</li> <li>• gentrification</li> <li>• waste hierarchy</li> <li>• water recycling</li> </ul>	<ul style="list-style-type: none"> <li>• temperature data</li> <li>• Debate: "Green cities are only for the rich."</li> <li>• Explain how urbanisation varies between LICs and HICs. (6 marks)</li> <li>• Describe two impacts of the urban heat island effect. (4 marks)</li> <li>• Assess the success of a sustainable urban strategy in one named city. (20 marks)</li> <li>• Evaluate the importance of urban microclimates in shaping urban planning decisions. (20 marks)</li> </ul>	
Summer 1					
Summer 2					