

 **Subject Vision — Why Geography Matters**

Our Vision

Year 12 Geography is the gateway to advanced geographical thinking: pupils move from describing the world to interrogating it — asking why landscapes evolve, why people are unevenly affected by hazards, why some places thrive while others decline, and how the choices of governments, corporations and communities reshape environments and lives.

Our vision is that every student leaves Year 12 as a confident, critical and compassionate geographer — equipped with the conceptual frameworks, real-world case knowledge, quantitative skills and ethical awareness to engage with the most pressing issues of our time. The curriculum is deliberately issues-led.

By the End of Year 12, Students Can

- ▶ Apply theoretical frameworks (PAR, Park's model, cumulative causation, sediment cells) to unfamiliar contexts.
- ▶ **Evaluate the role of players** — governments, IGOs, TNCs, NGOs and communities — in shaping outcomes.
- ▶ **Analyse data quantitatively:** Spearman's rank, Lorenz curve & Gini coefficient, GIS and IMD analysis.
- ▶ Design and conduct independent geographical enquiry, integrating fieldwork with secondary research.

 **Curriculum Journey — Learning Sequence by Term**

AUTUMN	AUTUMN–SPRING	SPRING	SUMMER
Tectonic Processes & Hazards	Coastal Landscapes & Change	Globalisation	Regenerating Places
Topic 1 (Paper 1) — hazard profiling, the PAR and Park's models, multiple-hazard zones	Topic 2B (Paper 1) — sediment cells, dynamic equilibrium, ICZM and coastal management	Topic 3 (Paper 2) — global flows, switched-on/off places, globalisation and cultural change	Topic 4A (Paper 2) — students' own place and a contrasting place; launchpad for the NEA

Fieldwork & the Route to Enquiry A minimum of two days' fieldwork (four for the full A Level) spans physical and human geography, developing sampling design, risk assessment and the full route to enquiry. The sequence builds conceptual depth before applied complexity — physical systems first, then global human flows applied at the local scale — introducing the synoptic themes of Players, Attitudes and Actions, and Futures that recur throughout the course and prepare students for the Year 13 Independent Investigation (NEA).

 **Assessment Information**

How Pupils Are Assessed

Assessment is frequent, structured and calibrated to Edexcel standards from the first week:

- ▶ Fortnightly low-stakes retrieval quizzes on pre-reading: key terms, processes and case-study facts
- ▶ Fortnightly extended responses (6-, 8- or 12-mark) marked using PATHS
- ▶ End-of-topic assessments using past-paper questions and full mark schemes
- ▶ Half-termly departmental tracking with reported working grades
- ▶ Fieldwork write-ups building directly towards the NEA

Assessment Across the Year

- ▶ Tectonics: hazard-profile data responses and 12-mark essays on hazard management and governance
- ▶ Coasts: process and landform essays; evaluation of ICZM and management decisions; fieldwork data analysis
- ▶ Globalisation: 12-mark essays evaluating winners and losers, using quantitative measures such as the KOF index
- ▶ Regenerating Places: place-based enquiry drawing on IMD data, culminating in NEA proposal preparation
- ▶ Each topic ends with a formal past-paper assessment and a full PATHS feedback sheet

 **PATHS Marking Framework**

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, sincere comment on a genuine strength of the work — never generic praise.	“Your introduction defined globalisation precisely and anchored the argument in Bangalore and Detroit, with KOF data adding quantitative weight.”
A	Attainment Mark / Grade	A clear mark, level or working grade showing where the work sits against expectations.	9/12 — Level 3 (sound, with clear synoptic awareness; not yet Level 4).
T	Target to Improve	One single, specific, prioritised geographical target — never a list.	“Reach an explicit, justified overall judgement rather than concluding by restating both sides.”
H	How-to Instructions	Concrete, do-able steps telling the pupil exactly how to act on the target.	“In your conclusion: state which outcome is more significant, give your judging criterion, acknowledge the counter-position — then redraft in 4–6 sentences.”
S	Student Response	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	Green pen redraft in dedicated DIRT time; teacher initials when checked.

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