Cornwallis Academy
Ambitions for All

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SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 12 Geography

Tectonic Processes and Hazards (Physical Geography)

Learning Objectives

Explain global tectonic hazard distribution using plate boundaries, mantle processes and plate movement theories. Analyse earthquakes, volcanoes and tsunamis, hazard profiles, exposure, vulnerability and resilience. Compare the influence of development and governance on disaster impacts. Evaluate prediction, preparedness, mitigation, adaptation and hazard management using contrasting case studies.

What previous knowledge is required?

GCSE global hazards: plate tectonics, earthquakes, volcanoes, primary and secondary effects, development and responses. KS3 Earth structure, maps and population distribution.

How will this term's content help with future learning?

Develops systems thinking, analysis of risk and vulnerability, and evidence-based evaluation. Supports Paper 1, Paper 3 synoptic themes and comparisons with climate and water hazards.

Common Misconceptions

All earthquakes occur at plate boundaries; magnitude and impact are the same; richer countries never experience severe disasters; disasters are entirely natural; prediction can identify exact earthquake times.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 1, Topic 1: key ideas 1.1–1.9; Paper 1 (9GE0/01).

Globalisation (Human Geography)

Learning Objectives

Explain how transport, communications, TNCs, governments and international organisations accelerate globalisation. Analyse global flows of capital, labour, goods, information and culture. Investigate the global shift, migration, cultural change, development and inequalities. Assess economic, social and environmental winners and losers, and contrasting attitudes to globalisation.

What previous knowledge is required?

GCSE development, migration, trade, global inequalities and economic change; KS3 globalisation, population and resource use.

How will this term's content help with future learning?

Establishes the conceptual foundation for Regenerating Places, Superpowers and Migration, Identity and Sovereignty. Develops interpretation of development indicators, trade data and competing stakeholder viewpoints.

Common Misconceptions

Globalisation is only about trade; all countries benefit equally; TNCs always improve development; cultural diffusion means all cultures become identical; migration is caused only by poverty.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 2, Topic 3: key ideas 3.1–3.9; Paper 2 (9GE0/02).

Coastal Landscapes and Change (Physical Geography)

Learning Objectives

Explain coastal systems, sediment cells, wave energy, weathering, erosion, transport and deposition. Interpret how geology, lithology and structure shape landforms, including headlands, bays, cliffs, caves, arches, stacks, beaches and spits. Examine sea-level change, coastal flooding and recession. Evaluate hard and soft engineering, shoreline management and conflicting stakeholder priorities, using the Jurassic Coast and other contrasting examples.

What previous knowledge is required?

GCSE distinctive coastal landscapes, erosional and depositional processes, coastal management, OS maps and fieldwork; prior systems and risk concepts from tectonics.

How will this term's content help with future learning?

Supports Paper 1 and NEA fieldwork design, sampling, beach profiles, sediment surveys, mapping and quantitative analysis. Builds understanding of sustainability, adaptation and uncertainty.

Common Misconceptions

Constructive waves only occur in summer; erosion and weathering are identical; groynes create sediment; all coastal management protects every location; every coastal arch becomes a stack at the same rate.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 1, Topic 2B: Coastal Landscapes and Change; Paper 1 (9GE0/01).

Regenerating Places (Human Geography)

Learning Objectives

Explain how economic restructuring, demographic change and representations of place influence regeneration. Investigate social, economic and environmental inequalities and the need for change. Analyse players, funding, rebranding, reimaging and regeneration strategies. Evaluate the outcomes of urban and rural regeneration for different stakeholders, drawing on London Docklands, Folkestone and contrasting places.

What previous knowledge is required?

GCSE urban change, migration, inequality, economic development and sustainability; Year 12 globalisation, investment, global shift and stakeholder analysis.

How will this term's content help with future learning?

Provides a strong human-geography basis for NEA investigations of place perception and environmental quality, and for Paper 3 synoptic evaluation of players, attitudes and uncertain futures.

Common Misconceptions

Regeneration is always successful; rebranding and reimaging are identical; investment automatically benefits existing residents; all stakeholders share the same priorities; gentrification has only positive effects.

National Curriculum / Specification

Edexcel 9GE0, Area of Study 2, Topic 4A: Regenerating Places; Paper 2 (9GE0/02).

Geographical Fieldwork and Independent Investigation (NEA)

Learning Objectives

Formulate a focused, manageable geographical question linked to the specification. Review geographical concepts and sources; design ethical sampling and data-collection methods. Collect primary fieldwork data and select appropriate secondary sources. Present and analyse qualitative and quantitative evidence, draw justified conclusions, evaluate limitations and produce an independently written investigation. Local fieldwork may include Folkestone's Leas, town centre, Creative Quarter and Harbour Arm.

What previous knowledge is required?
GCSE fieldwork enquiries, map skills, graphs, sampling, environmental quality surveys, questionnaires and basic statistics; Year 12 physical and human topics.
How will this term's content help with future learning?
Prepares students for the 9GE0/04 independent investigation, strengthens AO3 and supports interpretation and evaluation in all three examination papers. Fieldwork skills continue into Year 13.
Common Misconceptions
The NEA is a group report; a large sample guarantees reliability; correlation proves causation; evaluation is just a list of problems; secondary data is always unbiased.
National Curriculum / Specification
Edexcel 9GE0 fieldwork requirements and Independent Investigation (9GE0/04), 20% of A level, 70 marks; specification fieldwork and geographical skills appendices.