Programme of Study for Year 12

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SMSC – Where and how?
Other timescale: From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	
Trade in a Contemporary World: start • How do flows of merchandise, services and capital vary spatially? • How are patterns of trade linked to global socioeconomic development? • What factors influence access to markets? • How does trade create interdependence and unequal power relations? **Changing Spaces; Making Places: start** • How are places shaped by flows, connections and change over time? • How do people experience and understand place differently? **Earth's Life Support Systems: year-long strand** • Introduce the water and carbon cycles as systems with stores, flows, inputs and outputs.	**Trade in a Contemporary World: completion** • Examine trading relationships, global value chains, key players and unequal outcomes. • Assess opportunities and challenges created by international trade. **Changing Spaces; Making Places: continuation** • How are places represented by formal and informal agencies? • How do economic change and inequality affect people and places? **Glaciated Landscapes: start** • View glaciated landscapes as systems. • Examine glacier types, movement and physical controls. **Statistics interleaved with Glaciation** • Sampling, measures of central tendency and dispersion. • Graph selection, interpretation and statistical significance. **Earth's Life Support Systems** • Develop water- and carbon-cycle processes, pathways and interdependence.	**Changing Spaces; Making Places: continuation** • How do players operating at different scales shape places? • How are place meanings produced and contested? • How do rebranding, reimaging and regeneration reshape places? **Glaciated Landscapes: continuation** • Explain erosional, depositional and glacio-fluvial processes and landforms. • Examine relationships between landforms within characteristic landscapes. **Statistics interleaved with Glaciation** • Apply statistical techniques to glacial and fieldwork data. • Interpret results, limitations and geographical significance. **Earth's Life Support Systems** • Examine water and carbon cycling in tropical rainforest and Arctic tundra contexts.	**Changing Spaces; Making Places: completion** • Assess inequality, placemaking, planning and design. • Consolidate place case studies and synoptic links. **Glaciated Landscapes: completion** • Explain periglacial processes and landforms. • Assess human impacts on glaciated and periglacial systems. **NEA preparation: start** • Develop enquiry questions, aims and hypotheses. • Select appropriate primary and secondary data and fieldwork methods. • Consider sampling, ethics, risk assessment and data presentation. **Earth's Life Support Systems** • Assess human disruption and management of water and carbon cycles.	**Power and Borders: start** • How and why is the political map of sovereign states dynamic? • What factors challenge sovereignty and territorial integrity? • How does global governance respond to conflict and territorial challenges? **NEA preparation** • Develop independent research, contextual reading and methodology. • Plan analysis, presentation, conclusions and evaluation. **Earth's Life Support Systems** • Examine change over time and the global implications of water and carbon management. **Assessment** • Synoptic revision and end-of-Year-12 assessment across all completed content.	**Power and Borders: continuation** • How do organisations cooperate from global to local scales? • What consequences does governance have for citizens and places? **Future of Food: Year 13 preparation** • Introduce food security, spatial variation and the interconnected global food system. • Explore how globalisation and shocks influence food security. **Climate Change: Year 13 preparation** • Introduce the dynamic climate system and natural and human influences. • Explore impacts, uncertainty, mitigation and adaptation. **Earth's Life Support Systems: consolidation** • Consolidate synoptic links between water, carbon, climate, food and global governance.	**Autumn (1st term) • Trade in a Contemporary World (start), Changing Spaces; Making Places (start) & Earth's Life Support Systems (year-long)** • Spiritual - Pupils reflect on how water and carbon cycles act as fundamental, closed life-support systems connecting atmospheric, terrestrial, and oceanic reservoirs. • Moral - Pupils evaluate how international trade agreements and market access factors can lead to unequal power relations and economic disparities between nations. • Social - Pupils consider how communities experience, shape, and attach personal or collective meaning to local places as they undergo spatial change over time. • Cultural - Pupils appreciate how diverse cultural representations, both formal and informal, shape individuals' perceptions and sense of place. **Autumn (2nd term) • Trade in a Contemporary World (completion), Changing Spaces; Making Places (continuation) & Glaciated Landscapes (start)** • Spiritual - Pupils develop fascination with the scale, power, and geomorphic systems operating within glaciated environments. • Moral - Pupils evaluate whether the opportunities created by international trade balance fairly against the environmental and social costs for developing economies. • Social - Pupils debate how economic change and structural inequality affect different social groups within rural and urban communities. • Cultural - Pupils compare how global supply chains and trade relationships modify local working conditions and cultural lifestyles across borders.
Key Learning Outcomes • Explain spatial patterns and controls on international trade. • Explain how places are shaped by flows, connections and representation. • Model the water and carbon cycles as systems.	**Key Learning Outcomes** • Assess trade interdependence, power and unequal outcomes. • Explain how economic change reshapes places. • Explain glacier movement and controls on glaciated systems.	**Key Learning Outcomes** • Explain how players, representations and regeneration shape place. • Explain interconnected glacial and glacio-fluvial processes and landforms. • Apply statistics accurately to geographical data.	**Key Learning Outcomes** • Evaluate placemaking and inequality. • Explain periglacial processes and human impacts on cold environments. • Design a viable independent geographical investigation.	**Key Learning Outcomes** • Explain challenges to sovereignty and territorial integrity. • Explain the role of global governance. • Produce a coherent NEA plan and methodology. • Demonstrate synoptic understanding in the	**Key Learning Outcomes** • Assess consequences of power and borders for people and places. • Explain introductory concepts in food security and climate change. • Make synoptic connections across Year 12 and Year 13 content.	

	• Select and apply appropriate statistical techniques.	• Compare water and carbon cycling in contrasting environments.	• Assess human disruption of life-support systems.	end-of-year assessment.		**Spring (1st term) • Changing Spaces; Making Places (continuation), Glaciated Landscapes (continuation) & NEA Preparation (start)** • Spiritual - Pupils consider how this changes their perspective on the delicate carbon and water cycling in fragile tropical rainforest and Arctic tundra ecosystems. • Moral - Pupils consider the ethical implications, risk assessment, and consent protocols required when collecting primary fieldwork data for independent enquiries. • Social - Pupils consider how different players, community groups, and decision-makers contest and negotiate urban rebranding and regeneration strategies. • Cultural - Pupils appreciate how local identity and historical heritage are preserved or transformed through place-making and regeneration initiatives .
Autumn terms **Autumn 1** • Trade, Changing place, making spaces and Earth's Life Support Systems exam-style questions. **Autumn 2** • Trade in a Contemporary World assessment; statistics and glaciation skills check.		**Spring terms** **Spring 1** • Changing Spaces; Making Places and Glaciated Landscapes assessment. **Spring 2** • Glaciation completion, place synoptic questions and NEA proposal tasks.		**Summer terms** **Summer 1** • End-of-Year-12 assessment covering all completed content. **Summer 2** • Power and Borders assessment; introductory Future of Food and Climate Change retrieval.		
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	
Building understanding • Trade, place and Earth's Life Support Systems begin together to establish human, physical and synoptic foundations. • Students develop understanding of flows, systems, interdependence, representation and inequality.	**Building understanding** • Completing Trade secures the global-systems foundation before Glaciated Landscapes begins. • Statistics is interleaved with Glaciation so techniques are taught in an applied geographical context.	**Building understanding** • Changing Spaces; Making Places and Glaciated Landscapes develop parallel human and physical case-study knowledge. • Earth's Life Support Systems continues as a year-long strand to strengthen retrieval and synoptic thinking.	**Building understanding** • Completion of place and glaciation creates a secure knowledge base for NEA preparation. • Students connect geographical theory, field evidence, statistics and independent enquiry design.	**Building understanding** • Power and Borders extends global governance after Trade. • NEA preparation continues while a synoptic end-of-year assessment checks knowledge and skills across Year 12.	**Building understanding** • Power and Borders continues while Future of Food and Climate Change begin as preparation for Year 13. • Earth's Life Support Systems provides direct synoptic links to both transition topics.	**Spring (2nd term) • Changing Spaces; Making Places (completion), Glaciated Landscapes (completion), NEA Preparation & Earth's Life Support Systems** • Spiritual - Pupils reflect on the immense natural timescale and processes required to form periglacial landforms and glaciated landscapes. • Moral - Pupils evaluate human disruption to carbon and water cycles and justify responses to manage global climate feedbacks ethically. • Social - Pupils debate how decision-makers assess social inequality, placemaking strategies, and community needs in decaying or revitalized areas. • Cultural - Pupils compare how different communities and Indigenous populations adapt their ways of life to fragile glaciated and periglacial environments. **Summer (1st term) • Power and Borders (start), NEA Preparation & Earth's Life Support Systems (Assessment)** • Spiritual - Pupils reflect on how geopolitical borders and sovereign state territories construct human identities and spatial boundaries across the globe. • Moral - Pupils evaluate how global governance institutions respond to territorial conflicts, human rights violations, and threats to sovereignty.

						• Social - Pupils collaborate to design independent enquiry methodologies, refining contextual reading, sampling, and data presentation methods. • Cultural - Pupils appreciate the cultural diversity of global nation-states and challenge assumptions about state sovereignty and territorial integrity. **Summer (2nd term) • Power and Borders (continuation), Future of Food (Year 13 prep) & Earth's Life Support Systems (consolidation)** • Spiritual - Pupils reflect on how global food production systems depend on fragile natural climate balances and soil ecosystems. • Moral - Pupils evaluate whether globalized food supply chains create unfair vulnerabilities for regional food security during environmental shocks. • Social - Pupils consider how supranational organisations, national governments, and local citizens cooperate or clash over global governance and border controls. • Cultural - Pupils compare how different cultures and societies adapt their agricultural systems and dietary patterns to regional environmental conditions.
Home Learning • Specification-led reading and retrieval practice. • Case-study consolidation and independent note-making. • Timed examination questions and response to feedback. • NEA reading, source evaluation and research planning.						
Reading / literacy • Academic geographical vocabulary and command words. • Critical reading of journal articles, reports and contrasting representations. • Structured essays, model answers and evaluative writing. • Accurate referencing and synthesis of primary and secondary evidence.						
Numeracy / statistics • Select and construct appropriate graphs, maps and data displays. • Apply sampling approaches and descriptive statistics. • Use measures of central tendency, dispersion and statistical significance where appropriate. • Interpret uncertainty, anomalies, limitations and geographical meaning.						
Enrichment / cultural capital • Use current affairs to connect trade, place, governance, food and climate. • Develop fieldwork, research and independent-enquiry experience. • Explore geography-related pathways in planning, sustainability, GIS, environmental management and international development. • Engage with lectures, reports, documentaries and geographical organisations.						