



QPHS Year 12 Geography (Physical) Curriculum Map

Half term	Title	Unit summary	Assessment
1-2-3	PHYSICAL – 3.1.3. Coastal systems and landscapes	• Systems in physical geography: systems concepts and their application to the development of coastal landscapes • Sources of energy in coastal environments, sediment sources/cells/budgets, geomorphological processes, and coastal processes including erosion, transportation and deposition • Origin and development of landforms and landscapes of coastal erosion and deposition • Eustatic, isostatic and tectonic sea level change, coastlines of emergence and submergence, and the relationships between process and time • Human intervention in coastal landscapes (traditional and sustainable focus) • Case studies of local and international contrasting coastal regions	Exam question practice will be in every lesson of this module involving summative assessments including 4, 6, 9 and 20 markers.
3-4-5	PHYSICAL – 3.1.1. Water and carbon cycles	• Global distribution and size of major stores of water and the processes driving change in the magnitude of these stores over time and space • Drainage basins as open systems, Runoff variation and the flood hydrograph • Global distribution, and size of major stores of carbon • The carbon budget and the impact of the carbon cycle upon land, ocean and atmosphere, including global climate • The key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate • Case study of a tropical rainforest and river catchment setting to illustrate and analyse key themes in water and carbon cycles	Exam question practice will be in every lesson of this module involving summative assessments including 4, 6, 9 and 20 markers.
5-6	NEA	• The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. • They may incorporate field data and/or evidence from field investigations collected individually or in groups. • Contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding. • Students are expected to submit a written report which is 3,000–4,000 words in length	The NEA will be marked by staff and the sent to an examiner – this is worth 20% of the students overall A-Level