



Y12 Globalisation



West Kirby
Grammar School

Learning about this topic is important because: Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

This builds on: Changing Economic World – development, Nigeria and UK (Y10). China and Development topics (Y8).

This leads to: Y13 topic Superpowers - an understanding of how economically and politically, TNCs and superpowers have accelerated globalisation since 1970

We will learn:

EQ1 - Causes of globalisation and its acceleration in recent decades

- Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses.
- Political and economic decision making are important factors in the acceleration of globalisation.
- Globalisation has affected some places and organisations more than others.

EQ2 - Impacts of globalisation for countries, different groups of people and cultures and the physical environment

- The global shift has created winners and losers for people and the physical environment.
- The scale and pace of economic migration have increased as the world has become more interconnected, creating consequences for people and the physical environment.
- The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation.

EQ3 - Consequences of globalisation for global development, environment and responses to challenges

- Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality.
- Social, political and environmental tensions resulting from the rapidity of global change caused by globalisation.
- Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.

We will develop/practise skills including:

- Proportional flow lines showing networks of flows
- Ranking and scaling data.
- Analysis of human and physical features on maps to understand lack of connectedness.
- Analysis of datasets eg population, deprivation land-use, global TNC and brand value datasets
- Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines.
- Plotting Lorenz curves and calculating the Gini Coefficient.

Some of the vocabulary that we will use includes:

Interdependence, telegraph, containerisation, time-space compression, WTO, IMF, World Bank, free-trade, FDI, free-trade blocs, free-market liberalisation, SEZs, KOF index, TNC, global production network, glocalisation, outsourcing, offshoring, global shift, deindustrialisation, economic restructuring, rural-urban migration, megacities, global hub, cultural diffusion, Westernisation, cultural erosion, Gini Coefficient, censorship, trade protectionism, Transition Towns

Learn more about this topic:

Globalisation video (8 mins)
<https://youtu.be/3oTLyPPrZE4?si=e-1gXk3laML-oFtH>



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.



Y12 Globalisation



West Kirby
Grammar School

The key pieces of work in this topic are: Short and long-answer questions, end of topic tests including multiple choice questions and 12-mark essay question.



A Level Geography – Coastal landscapes and change



West Kirby
Grammar School

Learning about this topic is important because: Coastal landscapes are among the most dynamic environments on Earth and are home to millions of people. Understanding how physical processes shape coastlines, how climate change is increasing coastal risk, and how different management strategies balance environmental, social and economic needs will help you understand one of the world's most important human–environment systems.

This builds on: Coasts and Coastal Management units studied at GCSE, alongside your understanding of systems, processes, hazards and climate change developed throughout Geography.

We will learn:

Enquiry Question 1: Why are coastal landscapes different and what processes cause these differences?

2B.1 Why coastal landscapes vary around the world and how geology and energy shape coastal systems.

2B.2 How geological structure and lithology influence coastal landforms and rates of erosion.

2B.3 Why coastal recession and stability vary between different coastlines.

Enquiry Question 2: How do characteristic coastal landforms contribute to coastal landscapes?

2B.4 How marine erosion creates distinctive coastal landforms.

2B.5 How sediment transport and deposition shape coastal landscapes and maintain dynamic equilibrium.

2B.6 How weathering, mass movement and sub-aerial processes influence coastal change.

Enquiry Question 3: How do coastal erosion and sea-level change alter coastlines and increase risk?

2B.7 How sea level has changed over time and how climate change is increasing coastal risk.

2B.8 Why coastal recession occurs and how physical and human factors influence erosion.

2B.9 How coastal flooding affects people, places and environments now and in the future.

Enquiry Question 4: How can coastlines be managed to meet the needs of all players?

2B.10 Why coastal erosion and flooding create social, economic and environmental challenges.

2B.11 How hard and soft engineering strategies reduce coastal risk.

2B.12 How Integrated Coastal Zone Management (ICZM) helps create more sustainable coastlines.

We will develop/practise skills including:

- Analysing maps, aerial photographs and satellite imagery to identify coastal features and change.
- Interpreting beach profiles, sediment data, wave records and coastal monitoring data.
- Using geological maps and cross-sections to explain variations in coastal landscapes.
- Analysing GIS, OS maps and historical maps to investigate coastal change over time.
- Interpreting graphs, hydrographs and sea-level data to identify long-term trends.
- Applying systems thinking using inputs, outputs, stores, transfers, feedback and dynamic equilibrium.
- Evaluating the effectiveness of coastal management strategies using evidence from case studies.
- Practising extended-response examination questions using geographical evidence and judgement.

Some of the vocabulary that we will use includes: Lithology, geology, geological structure, concordant coast, discordant coast, Dalmatian coast, Haff coast, bedding planes, joints, faults, folds, wave refraction, hydraulic action, abrasion, attrition, corrosion, longshore drift, sediment cell, dynamic equilibrium, positive feedback, negative feedback, weathering, mass movement, rotational slumping, blockfall, cliff profile, wave-cut platform, cave, arch, stack, stump, spit, bar, tombolo, cusped foreland, offshore bar, estuary, salt marsh succession, dune succession, eustatic change, isostatic change, emergent coastline, submergent coastline, ria, fjord, storm surge, coastal recession, shoreline management, hard engineering, soft engineering, ICZM, cost-benefit analysis, sustainability.

You could learn more about this topic by:

Watch: *Our Planet – Coastal Seas (Netflix)* – Explores coastal ecosystems and the relationship between people and the coast. *Climate Change – The Facts (BBC iPlayer)* – Explains how rising sea levels and changing weather patterns are affecting coastlines. *The Wild Coasts of Britain (BBC iPlayer)* – Explores the physical processes and landscapes that shape Britain's coastlines. *Operation Coast (BBC iPlayer)* – Follows scientists investigating coastal erosion, flooding and changing shorelines around the UK.

Read: Geography Review, National geographic articles, Geographic association articles, GeoActive and GeoFile (many found on sharepoint).

Assessment: Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Multiple choice knowledge recall test; exam-based questions, end of year 12 exam, mock exam.



A Level Geography – Coastal landscapes and change



West Kirby
Grammar School



Y12 Regenerating Places



West Kirby
Grammar School

Learning about this topic is important because: Urban and rural regeneration programmes involving a range of players involve both place-making (regeneration) and place marketing (rebranding). Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.

This builds on: Changing Urban Environments – London (Y10)

This leads to: Developing ideas for a potential NEA that involves investigating regeneration or quality of life in a location of the student's choice

We will learn:

EQ1 - How and why do places vary?

- Economies can be classified in different ways and vary from place to place.
- Places have changed their function and characteristics over time.
- Past and present connections have shaped the economic and social characteristics of your chosen places.

EQ2 - Why might regeneration be needed?

- Economic and social inequalities change people's perceptions of an area.
- There are significant variations in the lived experience of place and engagement with them.
- There is a range of ways to evaluate the need for regeneration.

EQ3 - How is regeneration managed?

- UK government policy decisions play a key role in regeneration.
- Local government policies aim to represent areas as being attractive for inward investment.
- Rebranding attempts to represent areas as being more attractive by changing public perception of them.

EQ4 - How successful is regeneration?

- Assessing success of regeneration uses measures: economic, demographic, social & environmental.
- Different urban stakeholders have different criteria for judging the success of urban regeneration.
- Different rural stakeholders have different criteria for judging the success of rural regeneration.

We will develop/practise skills including:

- GIS - represent place data
- Interpretation of oral accounts from different interest groups about values & lived experiences of places.
- Index of Multiple Deprivation (IMD) database to investigate deprivation.
- Investigating social media to understand people and place.
- Testing strength of relationships through using scatter graphs and Spearman's rank correlation.
- Use of different sources (eg social media, newspapers) to understand conflicting views about regeneration.
- Evaluating sources (music, film, photography, literature) in creating different representations and image of place used as part of rebranding.
- Interpretation of photography and maps showing 'before and after' regenerated places.

Some of the vocabulary that we will use includes:

Primary- secondary- tertiary- quaternary sector, inequality, place function, place representation, deprivation, Index of Multiple Deprivation (IMD), deindustrialisation, economic restructuring, spiral of decline, place engagement, disenfranchised, place attachment, regeneration, infrastructure investment, Local Area Plan, deregulation of capital markets, top-down/bottom up regeneration, sympathetic business environment, CIC, CLT, rural diversification, re-imaging, rebranding, post-production countryside, NIMBYism, stakeholder

You could learn more about this topic by:

History of Liverpool Docks (6 mins):

https://www.youtube.com/watch?v=KONQrlux_4A

Redevelopment of Liverpool news clip (4 mins):

<https://www.itv.com/watch/news/inside-new-plans-to-transform-north-liverpool-with-skyscrapers-and-affordable-homes/s328x04>





Y12 Regenerating Places



West Kirby
Grammar School

Your teacher will assess your knowledge & understanding by reviewing your work, questioning, discussion and giving feedback in lots of different ways.

The key pieces of work in this topic are: Short and long-answer questions, end of topic tests including multiple choice questions and 20-mark essay question.



A Level Geography – Tectonic processes and hazards

Learning about this topic is important because: Tectonic hazards – earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development. Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters. An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

This builds on: Natural hazards and plate tectonics units studied in Y9 and at GCSE. There are various synoptic links to your other A Level Geography topics.

We will learn:

Enquiry question 1: Why are some locations more at risk from tectonic hazards?

- 1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.
- 1.2 There are theoretical frameworks that attempt to explain plate movements.
- 1.3 Physical processes explain the cause of tectonic hazards.

Enquiry Question 2: Why do some tectonic hazards develop into disasters?

- 1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.
- 1.5 Tectonic hazard profiles are important to understanding the contrasting hazard impacts, vulnerability and resilience.
- 1.6 Development and governance are important in understanding disaster impact and vulnerability.

Enquiry Question 3: How successful is the management of tectonic hazards and disasters?

- 1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.
- 1.8 Theoretical frameworks can be used to understand prediction, impact and management of tectonic hazards.
- 1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in effectiveness.

Some of the vocabulary that we will use includes: Benioff zone, conservative/transform, convergent/destructive/collision, divergent/constructive, epicentre, focus, governance, Hazard Management Cycle, hazard risk equation, hot spots, hydrometeorological hazards, interdependence, intra-plate, jökulhlaups, lahar, liquefaction, mantle convection, mantle plume, mega-disaster, Moment Magnitude Scale (MMS) multiple-hazard zone, palaeomagnetism, Park's Model, Pressure and Release Model (PAR), pyroclastic flow, seafloor spreading, slab pull, subduction, threshold for resilience, urbanisation, water column, Volcanic Explosivity Index (VEI),

We will develop/practise skills including:

- Analysis of hazard distribution patterns on world and regional scale maps.
- Use of block diagrams to identify key features of different plate boundary settings.
- Analysis of tsunami time-travel maps to aid prediction.
- Use of correlation techniques to analyse links between magnitude of events, deaths and damage.
- Statistical analysis of contrasting events of similar magnitude to compare deaths and damage.
- Interrogation of large data sets to assess data reliability and to identify and interpret complex trends.
- Use of Geographic Information Systems (GIS) to identify hazard risk zones and degree of risk related to physical and human geographical features.
- Examination question practise.

You could learn more about this topic by:

Watch: *The Impossible (Film, 2012)* – Based on the 2004 Indian Ocean tsunami; useful for understanding hazard impacts and responses. *Drain the Oceans: Season 1 episode 6 (National Geographic/Disney+)* – Explains the tectonic processes behind the Pacific Ring of Fire.

Read:

Various Geofiles and Geography Review magazine articles available on the Resource Library.

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. **The key pieces of work in this topic are:** Multiple choice knowledge recall test; exam-based questions, end of year 12 exam, mock exam.