



Year 12 Syllabus in a nutshell

A Level Geography





Year 12 Syllabus in a nutshell – A Level Geography (OCR)

Topic	Learning Objectives
<p>Coastal Landscapes</p> <p>(Teacher 1)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • That coasts can be viewed as a system. • How coasts operate as a system. • How the coastal landscape system can be influenced by a range of physical factors. • How coastal sediment is supplied from a variety of different sources. • That coastal landforms develop due to a variety of interconnected climatic and geographical processes. • That coastal landforms are interrelated and together make up characteristic landscapes. • How and why emergent coastal landscapes develop. • How and why submergent coastal landscapes develop. • How and why human activity causes change within coastal landscape systems. • How and why economic development unintentionally causes change within the coastal landscape system.
<p>Earth's Life Support Systems</p> <p><i>(The global water and carbon cycles)</i></p> <p>(Teacher 1)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • How water and carbon support life on Earth. • The components of the global water and carbon cycles. • That the water and carbon cycles have distinctive processes which operate within them. • The human and physical factors which affect the water and carbon cycles of a Tropical Rainforest. • The human and physical factors which affect the water and carbon cycles of an area of Arctic Tundra. • How and why human factors can disturb and enhance the natural processes and stores within the water and carbon cycles. • That the processes which control the water and carbon cycles can vary over time. • How the water and carbon cycles are linked and interdependent. • The global implications of water and carbon management.



Topic	Learning Objectives
<p><i>Changing Spaces Making Places</i></p> <p>(Teacher 2)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • That places are defined by a combination of characteristics which change over time. • That people see, experience and understand place in different ways and this can change over time. • That places are represented through a variety of contrasting formal and informal agencies. • That the distribution of wealth, resources and opportunities are not evenly spread within and between places. • That processes of economic change can create opportunities for some whilst creating and exacerbating social inequality for others. • How and why social inequality impacts people and places in different ways. • That places are influenced by a arrange of players operating at different scales. • The role of rebranding in the regeneration and re-imaging process. • That making a successful place requires planning and design.
<p><i>Global Migration</i></p> <p>(Teacher 2)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • That migration involves dynamic flows of people between countries, regions and continents. • How and why current patterns of migration are related to global patterns of socio-economic development. • How and why global migration patterns are influenced by a multitude of interrelated factors. • How and why corridors of migrant flows create interdependence between countries. • How and why global migration can create opportunities and challenges which reflect the unequal power relations between countries.
<p><i>Human Rights</i></p> <p>(Teacher 2)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • That there is a global variation in human rights norms. • How and why patterns of human rights violations are influenced by a range of factors. • How and why the geography of gender inequality is complex and contested. • How and why human rights violations can be a cause and consequence of conflict. • That global governance of human rights has consequences for citizens at places.