



A Level Geography -U6

Curriculum Intent

Within the Geography department we aim to establish a desire in students to want to know about our planet. Students are provided with key fundamental skills that enables them to critically evaluate their understanding of the diverse world they live in and how it is constantly changing. A variety of teaching and learning approaches are used to deliver an exciting and relevant course which allows students to study both physical and human themes and investigate the links between them. Students are encouraged to develop their teamwork, presentation and discussion skills in all topics.

Geography is the study of earth as the home of people – Yi-Fu Tuan

Students will learn:

A popular and successful course which builds on students' experiences from GCSE, with many who have studied it recently going onto University to further their study. The exam board followed is the same as GCSE so themes and assessment style are similar aiding student understanding.

Through the two years of the course students study a wide range of geographical topics with a clear focus on synopticity across the themes.

T4: Population and Environment continued; Hazards including plate tectonics, volcanic, seismic, storm hazards, fires in nature

T5: Geographical Skills and Source Interpretation

How will we assess impact?

Our teaching will encourage the development and refinement of key evaluative and analytical skills; acquiring knowledge, developing an argument, extended writing, evaluating source and recognition of how, where and why opinions differ.

Alongside the study areas assessed via examination (one physical, one human worth 80% in total), the course also allows for students to research and investigate an area of their own choosing in completing the Individual Investigation, a Non Examined Assessment (NEA), worth 20% of the A level.

Work on the NEA undertaken in the L6 will be assessed by teachers during the U6 year.

Key Concepts:

Familiarity with a range of specialised concepts supports knowledge and understanding of all the topics included. Students should think of the following concepts as the 'synoptic glue' which helps them to make connections between what may appear completely unrelated topics:

Adaption
causality
equilibrium
positive and negative feedback systems
globalisation
identity
inequality
interdependence
mitigation;
representation
resilience
risk
sustainability
system and threshold



Key Skills

Students are required to use a variety of relevant quantitative, qualitative and fieldwork skills to: investigate geographical issues; interpret, analyse and evaluate data and evidence; construct arguments and draw conclusions. We will develop and enhance these skills in the Lower Sixth.

Some marks are also awarded for 'synopticity'. Instead of focusing on one isolated topic students are expected to draw together information and ideas from across the specification in order to make connections from different 'domains' of knowledge, especially links between people and the environment. As the course progresses and we cover more content you will become more adept at these synopticity skills.

What does excellence look like?

- Students have a sophisticated understanding of specialised geographical concepts across a range of places.
- They demonstrate a deep and secure knowledge through the application of these concepts to familiar and unfamiliar contexts.
- Students are extremely confident analysing issues of interdependence with specific reference to temporal or spatial change.
- Excellence is also demonstrated through the comprehensive use of a variety of relevant quantitative and qualitative skills drawn from to investigate, interpret, analyse and evaluate complex geographical issues across different scales.

International Opportunities

Curriculum opportunities

- Field visit to Slapton Ley
- Exchange visits to Europe, China etc. allowing students to engage with new environments
- Visiting speakers

Diversity within the curriculum

When students finish studying geography, they have the relevant world knowledge to allow them to make valuable, considered decisions about how to live their lives and the impact they will have on others and the global environment. Hopefully linking this to thoughts of living within a sustainable way so that the future of our planet is in safe hands.

Wider Reading

Books

What nature does for Britain by Tony Juniper
The Mighty Dollar by Darshini David
The New Silk Road by Peter Frankopan

Newspapers/Periodicals

The BBC; The Guardian; The Economist; National Geographic; New Statesman; Geographical Magazine; The Royal Geographical Society

Websites

<https://www.gapminder.org/>
<https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/>
<https://www.bbc.co.uk/programmes/p029399x/episodes/downloads>
<https://www.bbc.co.uk/programmes/b006qy05/episodes/downloads>



The study of Geography is more than just memorizing places on a map. It's about understanding the complexities of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Barrack Obama