



# A Level Geography - L6

## 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.

*In our changing world nothing changes more than geography – Pearl S. Buck*

### **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.

T1: Changing Places; Water Cycles; NEA fieldwork and coursework

T2: Global Systems and Governance; Carbon Cycles

T3: Population and the Environment; Coastal Systems

### **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.

This will be undertaken in the Lower Sixth.

### **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 understand specialised geographical concepts across a range of places.
- They demonstrate a secure knowledge through the application of these concepts to familiar and unfamiliar contexts.
- Students evidence a developing confidence in analysing issues of interdependence with specific reference to temporal or spatial change.
- Excellence is also demonstrated through the sound 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 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>



*It is impossible to understand history, international politics, the world economy, religions, philosophy, or 'patterns of culture' without taking geography into account.*

*Kenneth C. Davis*