

**Subject:** Geography

**Teachers:** J. Pimm & K. Gill

**Exam Board:** AQA

## NEWPORT GIRLS' HIGH SCHOOL

## KS5 CURRICULUM OVERVIEW

### Curriculum Intent & Organisation

Studying geography empowers students with a knowledge of what is happening around them, both physically and socially. The AQA A-level course was chosen as we feel it provides an appropriate amount of challenge, and helps students look in depth at the links between the physical and the human environments. The course covers some areas studied at GCSE in more depth, but also many new areas that encourage students to broaden their understanding of what geography is. The physical geography is taught by Mr. Pimm, and the human geography is taught by Mrs. Gill. Both staff members are specialists in their respective fields. Students have 4 hours of lessons a week, 2 physical and 2 human.

### Examination Information

Option subject examined end of Year 13 by two examination papers with a non-examined assessment worth 20%

### Facilitating Subject?

Yes

### Impact of Prior Learning from KS4

At NGHS we teach the AQA geography GCSE, which prepares students for studying the A-level well, with some units being built on, and other units being brand new and looking at developing the students understanding of geography in a wider context. All GCSE geography specifications will also be a good preparation for the AQA A-level course. However, it is NOT compulsory for students to have studied GCSE geography in order to take A-level. Every case will be taken on merit.

Prospective students are set work over the summer holidays prior to year 12. This is designed as an introduction to the expectations of A-level study, and is directly related to part of the human geography course that is taught in the early part of year 12.

### Equipment Required for this course

- Standard classroom stationery
- Mathematical calculator
- Own lined paper
- Lever arch file
- Students are assigned a course textbook that will need to be brought to lessons.

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| Curriculum Implementation – Areas of Focus Year 12  |   |  |   |   |  |
|---|---|--|---|---|--|
| Autumn Term   |   | Spring Term  |   | Summer Term   |  |
| Physical Geography  | Human Geography   | Physical Geography   | Human Geography   | <p>In the summer term of year 12, the focus turns to the non-examined assessment element of the course, worth 20% of the grade.</p> <p>Students undertake preparatory work for both the physical and human geography fieldwork options, researching possible titles and familiarising themselves with ARCGIS software.</p> <p>In July, students attend the residential fieldtrip to the Lake District, where they finalise their choice of title and collect primary fieldwork data.</p> <p>On return to school, the first few sections of the write-up are completed, and the final project is written over the summer holidays.</p> |  |
| <p>Water and Carbon Cycles:</p> <ul style="list-style-type: none"> <li>Water and carbon cycles as natural systems</li> <li>The water cycle</li> <li>The carbon cycle</li> <li>Water, carbon, climate and life on Earth</li> <li>Case study of a tropical rainforest setting</li> <li>Case study of a river catchment area at a local scale</li> </ul> | <p>Global Systems and Global Governance:</p> <ul style="list-style-type: none"> <li>Globalisation</li> <li>Global Systems</li> <li>International trade and access to markets</li> <li>Global governance</li> <li>The 'global commons': Antarctica as a global common</li> <li>Globalisation critique</li> </ul> | <p>Coastal systems and landscapes:</p> <ul style="list-style-type: none"> <li>Systems and processes</li> <li>Coastal landscape development</li> <li>Coastal management</li> <li>Case study of a coastal environment at a local scale</li> <li>Case study of a contrasting coastal landscape beyond the UK</li> </ul> | <p>Changing Places:</p> <ul style="list-style-type: none"> <li>The nature and importance of places</li> <li>Changing places-relationships, connections, meaning and representation</li> <li>Relationships and connections</li> <li>Meaning and representation</li> <li>Place studies: Local place study and a contrasting place study.</li> </ul> |   |  |

| Curriculum Implementation – Areas of Focus Year 13  |  |   |  |   |   |
|---|--|---|--|---|---|
| Autumn Term   |  | Spring Term   |  | Summer Term   |   |
| Physical Geography  | Human Geography  | Physical Geography  | Human Geography  | Physical Geography  | Human Geography   |
| <p>1<sup>st</sup> half term spent finalising NEA</p> <p>Hazards:</p> <ul style="list-style-type: none"> <li>The concept of hazard in a geographical context</li> <li>Plate Tectonics</li> <li>Volcanic hazards</li> </ul> | <p>1<sup>st</sup> half term spent finalising NEA</p> <p>Population and the environment:</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Environment and population</li> <li>Environment, health and well-being</li> </ul> | <p>Hazards:</p> <ul style="list-style-type: none"> <li>Seismic hazards</li> <li>Storm hazards</li> <li>Fires in nature</li> <li>Case study of a multi-hazardous environment beyond the UK</li> <li>Case study at a local scale of a specified place in a hazardous setting</li> </ul> | <p>Population and the environment:</p> <ul style="list-style-type: none"> <li>Population change</li> <li>Principles of population ecology and their application to human populations</li> <li>Global population futures</li> <li>Case study of a country /society</li> <li>Case study of a specified local area</li> </ul> | <p>Skills practice, examination technique, and theory revision.</p> | <p>Skills practice, examination technique, and theory revision.</p> |

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### **Impact / Outcomes**

Learning will be assessed throughout the course by:

- File checks
- Detailed case studies
- Presentations
- Group work
- Examination style questions
- Formal assessments and mock examinations

### **Homework / Self Study**

As well as formal homework being set, students are expected to do approximately 5-6 hours per week of extra study and reading around the subject outside of lessons. Formal homework will be set, including research based case study tasks, examination questions and essays. There will be occasions where students work together in groups to produce presentations on geographical concepts.

### **Ways to support learning**

As part of the wider reading requirement, students are advised of appropriate material. This includes publications such as National Geographic, the Economist, and New Scientist. As a department we subscribe to the Geography Review magazine which students can also opt to subscribe to at an additional cost. There are several revision and unit guides that we recommend, published by Hodder.

As well as this, students should keep themselves abreast of current affairs by reading news articles and journal articles, and applying these to their geographical studies.

### **Field Work / Extension / Enrichment Opportunities**

4 days of compulsory fieldwork in the Lake District, visiting the Solway Firth coast, Workington, Keswick and Borrowdale.

GeogSoc is run by sixth form geographers and runs events and competitions across the school.

Guest speakers are arranged to speak to sixth form students, an example of which is a coffee trader who talks about the impact of globalisation on coffee growers in the developing world.

Every 2 years, sixth form students are given the opportunity to take part in an expedition to South India, staying near Bengaluru studying the city, the natural environment and working with local children's homes and indigenous people.

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### Next Steps

Geography is a facilitating subject and is therefore relevant to a wide range of university courses. As a bridge between science and the arts, it is a useful subject for many pathways, and recent leaver's pathways have reflected this. We also have several applicants to geography degrees every year, many to prestigious Russell Group universities, and successful Oxbridge applications.

In terms of careers, again geography opens many doors, and has a wide variety of transferable skills including data handling and analysis, essay writing, independent learning and team work.

### Inclusion

- Teachers follow student passports to ensure that the needs of all students with SEND are met.
- Work is enlarged to the necessary size for visually impaired students.
- Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.
- Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.
- Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.
- Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.
- Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.
- Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.
- Students are seated according to their needs, students work with the SENDCo to decide upon this.

### Inclusion within key stage 5 geography

- In addition to the whole-school inclusion points, field work opportunities in the geography department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part in field work.
- The use of maps and small figures can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen. This is a preferable option to enlarging maps as this will affect the use of scale for measuring distance.
- Extra-curricular opportunities in the geography department such as the Eco-Schools group (SustaiNGHS) are available for all students, with all being encouraged to attend and take a leading role.

For more information, contact Mr J. Pimm ([j.pimm@nghs.org.uk](mailto:j.pimm@nghs.org.uk)) or Mrs K. Gill ([k.gill@nghs.org.uk](mailto:k.gill@nghs.org.uk)).