



**Sir John Cass Red Coat School Programme of Study – Key Stage 5**  
**Subject: Geography**

Year 12	Year 13
<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p><u>Unit 1</u></p> <ul style="list-style-type: none"> <li>✓ Global Hazards - Global natural hazards fall into two main categories – hydrometeorological and geophysical. The risks, hazards and natural disasters.</li> <li>✓ Climate Change - Climate change as the world’s greatest problem and so a chronic, large-scale threat to people.</li> <li>✓ Globalisation – The global economy and it’s impacts on people and the environment</li> <li>✓ Migration – A detailed exploration of national and international migration, it’s impacts and socio economic effects.</li> </ul> <p><u>Unit 2</u></p> <ul style="list-style-type: none"> <li>✓ Competition for Coasts – A physical and human study into the impacts on coastal regions of the intensifying demand to develop these areas for human use.</li> <li>✓ Rebranding - This topic explores why rebranding is necessary (e.g. spiral of decline, economic readjustment, and social problems) and explores how public/private funding can be used to implement flagship and community projects to improve holistically the environment, social fabric, lifestyle, and economy of places.</li> </ul>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p><u>Unit 3</u></p> <ul style="list-style-type: none"> <li>✓ Energy Security</li> <li>✓ Water Conflicts</li> <li>✓ Biodiversity Under Threat</li> </ul> <p>These 3 topics investigate the distribution of resources, and the physical factors that result in this distribution. Students will also consider how humans utilise these resources, and the problems of providing resources to people as well as an awareness of the costs of doing so. Consideration is given to how a finite resource base should be managed.</p> <ul style="list-style-type: none"> <li>✓ Superpowers</li> <li>✓ The Development Gap</li> </ul> <p>These topics look at the inequality in resource use; reflected in consumption patterns. A large number of resources are used by a small number of large economies, whereas many countries could be said not to use their ‘fair share’.</p> <ul style="list-style-type: none"> <li>✓ The Technological Fix</li> </ul> <p>The role of technology in overcoming resource scarcity, income inequality and environmental management</p> <p><u>Unit 4</u></p> <p>The World of Cultural Diversity</p> <p>Students select and study <b>one</b> research option, for us Cultural Diversity. This option is designed to expose students to a range of geographical information in a variety of forms, namely books, journals, video and the internet. Many of these will be unfamiliar in terms of context and content. Part of this holistic exploration will involve linking content and concepts from Units 1, 2 and 3 into students’ research.</p>
<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>Demonstrate knowledge and understanding of the content, concepts and processes. Analyse, interpret and evaluate geographical information, issues and viewpoints and</p>	<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <p>Analyse, interpret and evaluate geographical information, issues and viewpoints and apply understanding in unfamiliar contexts.</p>

<p>apply understanding in unfamiliar contexts and at a more advanced level. Complete fieldwork demonstrating independent ability and initiative. Advanced evaluation of sources and research methods.</p>	<p>Select and use a variety of advanced research methods, skills and techniques (including the use of new technologies) to investigate questions and issues, reach conclusions and communicate findings. Report writing on a more structured and extensive level.</p>
<p><b><u>Assessment:</u></b></p> <p>Students complete a full essay every 2 weeks. Students receive feedback on their attainment and progress for these essays and they will complete a review of their performance and respond to staff feedback (this involves completion or improvement of a task using teacher feedback to improve knowledge and understanding) on their review.</p> <p>Assessment for learning is integral to the teaching of KS5 Geography. Opportunities are built regularly into lessons for peer assessment and self-assessment. Formal home study tasks are marked by the class teacher and diagnostic comments given. They are used to focus students on the ‘next steps’ required to achieve their target grade.</p> <p>Students also complete 2 formative “mock” assessments for both Unit 1 &amp; 2. Again these are marked and feedback and improvement tasks are set for each student based on these assessments.</p>	<p><b><u>Assessment:</u></b></p> <p><u>Unit 3</u></p> <p>Students complete a full essay every 2 weeks. Students receive feedback on their attainment and progress for these essays and they will complete a review of their performance and respond to staff feedback (this involves completion or improvement of a task using teacher feedback to improve knowledge and understanding) on their review.</p> <p>Assessment for learning is integral to the teaching of KS5 Geography. Opportunities are built regularly into lessons for peer assessment and self-assessment. Formal home study tasks are marked by the class teacher and diagnostic comments given. They are used to focus students on the ‘next steps’ required to achieve their target grade.</p> <p>Students also complete a formative “mock” assessment for Unit 3. Again this is marked and feedback and improvement tasks are set for each student based on this assessment.</p> <p><u>Unit 4</u></p> <p>In depth independent research tasks are completed weekly to gather the necessary information to build an information base to complete the extended essay that makes up the unit 4 exam.</p>
<p><b><u>Literacy:</u></b></p> <p>Students are introduced to advanced reading material and research methods such as online journal, selected newspapers and academic texts. This will greatly enhance student’s grammar, syntax and vocabulary. Advanced essay techniques are taught throughout the course.</p>	<p><b><u>Literacy:</u></b></p> <p>Unit 4 provides for and supports writing of a comprehensive and highly structured report. Students are expected to use advanced reading material and research methods such as online journal, selected newspapers and academic texts.</p>
<p><b><u>Numeracy:</u></b></p> <p>✓ Climate Change – Climate graphs in order to understand and compare different</p>	<p><b><u>Numeracy:</u></b></p> <p>✓ Consuming Resources - Numerical analysis of energy reserves and usage using</p>

<p>regions, statistical modelling of climate change over time to understand rates of change and judge human impact.</p> <ul style="list-style-type: none"> <li>✓ Natural Hazards – Use of databases (e.g. EMDAT) to study statistical modelling of disaster reporting.</li> <li>✓ Coasts – Fieldwork project using investigative techniques to create a statistical model to judge the success of and evaluate the impacts of coastal protection.</li> <li>✓ Migration – Government stats and census used to evaluate migration schemes successes. Tables, statistics and graphs all comprehensively used.</li> </ul>	<p>numerical tables, graphs and statistics. Analysing and evaluating this data to create projections of future shortages and new energies. Research into advanced statistical models used for future predictions. Government and transnational data collected and analysed.</p> <ul style="list-style-type: none"> <li>✓ Development – Use of development indicator statistics (e.g. birth/death rates, GDP and employment rates) and development indexes (e.g. HDI and corruption perception index) to judge levels of development and compare countries at an in depth and comprehensive level.</li> </ul>
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### **ICT:**

ICT is now an expected compliment to the A level Geography course. As well as being learnt to develop students' research skills, for example during the Unit 3 Development module using online data resources like Gapminder. Online research methods and use of more advanced statistical websites are used to create a wealth of information for case study investigations.

Geographical Information Systems (GIS) - With GIS, students can analyse topographic, environmental, demographic and land use data to overlay information/statistics onto maps allowing a visual/spatial analysis of data. An example is in Unit 1 looking at natural hazards such as flooding in London. Students can map flood risk areas using a combination of historical flooding data and modelling techniques to produce a map showing all waterways and the potential flooding levels in the London area.

### **Life in Modern Britain:**

- ✓ Climate Change – Britain's role as a world power in economic matters (and associated polluting) is investigated in detail. Britain's interactions with less developed nations in resource trading is analysed and evaluated including the inherent inequality of trade between nations of varying levels of development and what Britain is doing to reduce it.
- ✓ Migration – Britain's level of development and population management strategies are comprehensively explored. Immigration policies (especially the UKs) in the developed world are thoroughly investigated and evaluated. These are examined in the context of the current political climate.
- ✓ Globalisation – The international economy and theory of capitalism as an economic model are explained and substantiated. International political and economic bodies like the UN and WTO are studied. Franks Dependency theory looks at the unfairness of global trade and how LEDC's receive poor trading terms.

### **Life in Modern Britain:**

- ✓ Cultural Diversity – The specifics of modern British values are examined and compared to other nations values and culture.
- ✓ Consuming Resources - Britain's role as a world power in economic matters (and associated consumption of resources) is looked at. Britain's interactions with less developed nations in resource trading is analysed and evaluated. The geopolitics of resource trading (e.g. associated conflicts) is investigated and scrutinised.
- ✓ Development – Britain's interaction with less developed countries is analysed in detail and its role in aiding foreign development is explored.

### **SMSC:**

Students will develop "Spiritual, Moral, Cultural and Social" skills, by looking at their immediate locality, their country, their continent and their world. They will develop a

respect for regional differences and learn about the different cultures which exist in the UK. Students will develop their ability to appreciate diversity, both within and between countries, as well as examine their own values and attitudes about geographical issues. These topics allow students to understand the global community and how societies are linked. It allows students to consider their role as a citizen of the local community, as well as that of the wider world.

#### **Meeting the needs of individual students & Additional Support:**

A level classes are considerably smaller than GCSE classes allowing students much better access to teachers and more “one on one” time. Mentoring time with alternative teachers and academic tutors is available.

In assessment work, criteria for higher attainment and progress are always made available to students to encourage able students to extend their abilities within Geography. Independent learning tasks are available for all topics to allow stronger students to stretch themselves while other students complete their work. Structured writing frames are provided for those students who need more help with writing longer extended style answers. Key word glossaries are given for each topic to aid retention and understanding of key terminology. A range of teaching and learning activities are used in order to successfully engage students in their learning.

#### **Extra-Curricular Activities & Club:**

We run a Geography Council comprised of members of each year group who help run Geographical competitions and initiatives in the school. Our A level students run this club (under supervision of one of the geography staff who will only interject if necessary). This promotes leadership qualities and raises the profile of Geography through the school. These students create displays for the department, run school wide assemblies on Geographical issues and help to raise the profile of the subject in the school.

#### **Independent Study/ Homework:**

Homework essays and tasks are set weekly. Students are expected to spend 60-75 minutes on homework per week. Homework tasks include independent research, extended writing, drafting written work, redrafting written work, worksheets, preparing presentations, reading in preparation for lessons, research on topical geographical events. Through the VLE and library students have access to lesson resources, revision resources, stretch and challenge activities, teacher resources and reading lists. KS5 students also have access to JSTOR, an advanced online journal library paid for by the school

#### **Resources for Learning Support and VLE:**

Pen, pencil, ruler, eraser, highlighter pens, green pen and colouring pencils.

Websites to Support Learning

[www.jstor.org](http://www.jstor.org)

[www.geographyinthenews.rgs.org](http://www.geographyinthenews.rgs.org)

[www.googleearth.com](http://www.googleearth.com)

[www.bbc.bitesize.co.uk](http://www.bbc.bitesize.co.uk)

[www.childrensuniversity.manchester.ac.uk](http://www.childrensuniversity.manchester.ac.uk)

<http://www.geography.learnontheinternet.co.uk/podcasts/index.html>

<http://geography.gislounge.com>  
<http://www.futureatlas.com/blog>  
[www.geographyalltheway.com](http://www.geographyalltheway.com)  
[www.juicygeography.co.uk](http://www.juicygeography.co.uk)  
[www.coolgeography.com](http://www.coolgeography.com)