

Key Stage 5 - Geography

Year	Knowledge	Skills	Alive themes (especially your subject one)	Justice and Respect / CRAG / British Values etc.	Changes you have made due to Covid	Differentiation – How do you ensure all students acquire knowledge and skills
12	In year 1 of A Levels students study a balanced human and physical curriculum that sets them up with knowledge they can apply to fieldwork and ultimately preparation for coursework. This includes units on: <ol style="list-style-type: none"> Coasts Hazards Globalisation Changing places – focus on Regeneration 	Mapping Graphing Graph analysis Analysis of sources Literacy skills Decision making Data collection Maths Skills including application of stats tests Group work and presentation skills Excel, word, PPT, GIS mapping Fieldwork data collection and data analysis Research Evaluative skills (coursework and exams)	<p>We are Interdependent Decision making tasks in groups Group work – linked to collaborative data collection on fieldwork location. Group work in inter school competitions. Mentoring of main schools students.</p> <p>We can review – in retrieval activities and revision lessons as well as assessment feedback lessons</p> <p>We are questioning – Encouraging students to question the ethics, morals and environmental consequences of some of our decisions</p> <p>We can communicate – presenting opinions in class debates and discussion. Communicating findings from coursework investigations. GA competitions</p> <p>We value diversity and choice – considering content on contrasting governance at various scales. Celebrating urban multiculturalism</p>	<p>Justice and respect – Respect for the environment, the rights of workers and for sustainable, ethical work practices. Consideration of broad demographic groups that help shape and enrich culture of urban spaces</p> <p>Individual liberty – Focus on freedoms at the local level and importance of participatory planning</p>	In light of pressures placed on students during covid disruption, the department worked hard to build interactive, self-marking quizzes to improve retrieval and broaden knowledge base. Course companions were produced to support students with distance learning which links to learning material on Moodle. Support guides have been written to target areas of specific difficulty such as maths / stats skills. Microsoft teams was not only used to deliver content and assess progress but also to facilitate collaborative activities and support one to one mentoring sessions and manage HW	<p>Course companions were produced to support students with distance learning which links to learning material on Moodle</p> <p>Support guides have been written to target areas of specific difficulty such as maths / stats skills</p> <p>Focus on AFL with regular lessons targeted at extended answer techniques</p> <p>Use of 6th form support structure alongside own system to identify struggling students – to set and revisit targets</p> <p>Options for wider reading and extra reading providing stretch</p>
13	In year 2 of A Levels students study a balanced human and physical curriculum that sets them up with knowledge they can apply from year 1 units to strengthen their learning in year 2. This includes units on: <ol style="list-style-type: none"> Carbon cycle and energy security Superpowers Water cycle and water security Health, human rights and Interventions 	Mapping Graphing Graph analysis Analysis of sources Literacy skills Decision making Data collection Maths Skills including application of stats tests Group work and presentation skills Excel, word, PPT, GIS mapping Fieldwork data collection and data analysis Research Evaluative skills (coursework and exams)	<p>We are Interdependent Decision making tasks in groups Group work – linked to collaborative data collection on fieldwork location. Group work in inter school competitions. Mentoring of Yr12 students</p> <p>We can review – in retrieval activities and revision lessons as well as assessment feedback lessons</p> <p>We are questioning – Encouraging students to question the ethics, morals and environmental consequences of some of our decisions</p> <p>We can communicate – presenting opinions in class debates and discussion. Communicating findings from coursework investigations</p> <p>We value diversity and choice – considering content on contrasting governance</p>	<p>Justice and respect – A continued focus on ethical and moral considerations around various groups in society and their level of protection. A consideration of the respect for sovereignty but also global action to combat human rights abuses</p> <p>Rule of law – protecting the rights of various groups via national and international laws. Considering global treaties on issues such as climate change</p> <p>Individual liberty – Focus on contrasting governance and actions of companies and their impact on individual human rights and global actions</p>	In light of pressures placed on students during covid disruption, the department worked hard to build interactive, self-marking quizzes to improve retrieval and broaden knowledge base. Course companions were produced to support students with distance learning which links to learning material on Moodle. Support guides have been written to target areas of specific difficulty such as maths / stats skills. Microsoft teams was not only used to deliver content and assess progress but also to facilitate collaborative activities and support one to one mentoring sessions around coursework and manage HW	<p>Course companions were produced to support students with distance learning which links to learning material on Moodle</p> <p>Support guides have been written to target areas of specific difficulty such as maths / stats skills</p> <p>Focus on AFL with regular lessons targeted at extended answer techniques</p> <p>Use of 6th form support structure alongside own system to identify struggling students – to set and revisit targets</p> <p>Options for wider reading and extra reading providing stretch</p>

How does this prepare students for the next phase? Subject material and skills prepare students for tertiary education. Detailed presentation and analysis of sources alongside a range of procedural knowledge skills also have wider real-world application. The challenging coursework prepares students not only with the skills to confidently execute the route to enquiry but also the skills to present a well researched independent investigation that prepares them for the demands of dissertations. Wider enrichment opportunities such as GCSE mentoring and attendance of GA lectures, a decision-making competition and workshops support students in their applications for tertiary education or the workplace and gives insight into post 18 options.

Future focus – Developing greater focus on highlighting career links in the subject. Focus on developing walking talking exams to struggling and lower attaining students reach their potential