**Geography**

Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind and helps to classify a complex world. At The Bourne Academy we aim to:

* Develop students' ability to “think like a geographer”, and to understand how the physical and human worlds are entwined
* To bring students an acute awareness of contemporary challenges and encourage them to question existing knowledge
* To shape students into lifelong geographers who will have a lifelong curiosity about our world.

**KS3**

1. Within KS3, geography is taught using a spiral curriculum which allows students to study concepts through the lens of different places. Students develop knowledge of places, people, resources, and natural and human environments. Student learning acts as the basis on which understanding of the human and physical processes that create places and shape landscapes must be developed. The concepts that underpin geography include space, place, time, sustainability, scale, and interdependence.

The Bourne Academy curriculum is broken into several units including:

* Awe and Wonder – The Grand Canyon, Tuvalu, The Northern Lights
* Africa – Waterborne disease, Mt Nyiragongo, Desertification
* UK – Scale, map symbols, direction
* Oceania and Southeast Asia – The Taal Eruption, The Boxing Day Tsunami, development
* India, Nepal, and Bangladesh – Dharavi, cyclones, population growth
* Artic Circle and Antarctica

**KS4**

Students are examined at the end of year 11, completing GCSE Georgraphy 9-1 with the exam board AQA. The students complete three papers,

Paper 1 - 1 hr 30 minutes (35%)

Paper 2 - 1 hr 30 minutes (35%)

and Paper 3 - 1hr 15 minutes (30%). Paper 3 is unique by containing an Issue Evaluation or “seen material”, a resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material.

Geography is assessed in three skill-based strands:A01 Knowledge and Understanding, A02 Application of knowledge, AO3 Evaluation, and AO4 Select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings. By the end of the course, students need to complete two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. At the Bourne Academy students will have a variety of fieldwork opportunities in coastal and urban locations.

The GCSE topics taught include:

**Year 9**

The Challenge of Natural Hazards students will study natural hazards such as earthquakes, hurricanes, and volcanic eruptions, and learn about the ways in which people can reduce the risks associated with these hazards.

The Living World – covers topics related to the natural environment, including ecosystems, biodiversity, and climate change.

Physical Landscapes - physical landscapes of the UK, including rivers, coasts, and mountains.

**Year 10**

Urban issues and Challenges - refers to the problems and challenges that cities and urban areas face

Changing Economic World - Patterns of economic development and growth

Resource Management – the way in which natural resources such as water, energy and food is distributed and used around the world

**Year 11**

Fieldwork - the opportunity for students to apply their knowledge and skills to a real-world context, and to develop the ability to analyse and interpret data to understand and explain geographical phenomena.

Issue Evaluation - type of assignment or assessment that requires students to analyse and evaluate a particular geographical issue or problem.

**KS5**

Geography occupies a distinctive place in the world of learning, offering an integrated study of the complex relationships between people, places and the environment. With the growing importance of issues such as climate change, migration, environmental degradation, spatial epidemiology and inequalities, geography is one of the most relevant courses you could choose to study. Should you follow geography on to university, statistics for employability consistently show that geography graduates are highly employable, working across a wide range of sectors and roles.

What units are taught?

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| Water and carbon cycles | Students will study how carbon and water cycles play a key role in supporting life on Earth. Study of these cycles takes place within a framework emphasising the integrated nature of land, earth, and atmosphere |
| Coastal systems and landscape | Students will study coastal landscapes as systems, physical processes, and management of these systems. |
| Hazards | Hazards refer to the study of natural and human-induced events that pose a threat to people and the environment. Students will explore the cause, impact, and management of different hazards. |
| Global systems and global governance | This unit studies the environmental, political, legal, economic, financial, or cultural systems that help to make and remake the world we live in. |
| Changing places | This theme explores key theoretical concepts and perspectives to identify and research the geographical nature of place and how place changes over time. |
| Population and the environment | Students will explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment |

How is it assessed:

Paper 1 – Physical Geography, written exam: 2 hours 30 minutes - 120 marks - 40% of A-level

Paper 2 – Human Geography, written exam: 2 hours 30 minutes - 120 marks - 40% of A-level

Non-Exam Assessment - Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

A grade 6 or higher in GCSE Geography. If GCSE Geography was not studied at least a grade 5-5 in combined Science. A level Geography is a demanding academic course requiring strong analysis skills and an awareness of current events