

This A-Level Course encourages pupils to:

1. Develop their knowledge of locations, places, processes, and environments, at all geographical scales from local to global across the specification.
2. Develop an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales, and of the concepts which illuminate their significance in a range of locational contexts.
3. Recognise and be able to analyse the complexity of people–environment interactions at all geographical scales and appreciate how these underpin understanding of some of the key issues facing the world today.
4. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment, that underpin both the national curriculum and GCSE, including developing a more nuanced understanding of these concepts.
5. Gain understanding of specialised concepts relevant to the core and non-core content. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience, and thresholds.
6. Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place, and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.
7. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies.
8. Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
9. Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography.
10. Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

### **Extra-curricular and intervention**

- Quality first teaching to ensure gap is narrowed.
- Year 12 and 13 interventions held after school in line with the intervention programme.
- Trips used to bring the curriculum to life: KS5 fieldwork and continuation with the compulsory requirements of the A-Level course.

### **Use of social media**

- School Twitter account used to promote extra-curricular activities.
- Reminders for mock exams/homework through school website and Show My Homework
- Photos to promote trips, extra-curricular and success lessons. - - Communication with parents and carers
- Positive phone calls made regularly regarding progress/attitude/commitment in line with school rewards policy
- Concerns communicated via phone calls, letters and through pastoral staff during meetings.
- Close communications/ parents meetings in the build-up and during trips and activities.
- Progress letters / reports to be sent to parents following formal mock exams. - Other initiatives and additional opportunities

### **Fieldwork trips.**

- Iceland trip.
- Shrewsbury

### **Whole school awards ceremony.**

- Rewards – AP Points - Staff contribution ♣ Constant progress dialogues; Progress, interventions, concerns etc.

### **Sharing of good practice.**

- Open door policy/informal learning walks.
- Staff attend courses, which promote new KS4 courses as an option to seek most appropriate fit for students.
- Staff fulfil the role of examiner for AQA A-Level Geography and EDUQAS GCSE Geography.
- Staff contribute to departmental initiatives and feel valued,