WLA Geography Vision

The world as we know it is not 'given' and it can and it will change.
- Lambert et al.

The study of Geography aims to equip students with an understanding of our complex and changing planet, and the power to play a role in shaping its future.

Geography should instil a sense of wonder and appreciation of the natural and human worlds and the processes that cause change in places at different scales from local to global. Students should be equipped with the knowledge of a wide range of places and of past, current and future possible events that will affect those places and the people who live there.

Student's views and perceptions of the world around them should be challenged in way that is thought provoking, raises awareness and enables students to ask deep searching moral questions about contemporary global issues.

Students will be empowered with the tools to investigate places and issues through enquiry, evidence gathering, interpreting and analysing data and communicating findings.

Year 13

Further development of fieldwork techniques where students are expected to develop their own research topics and methodologies in order to complete the NEA element of the course.
Extended writing is required in all topics where detailed use of case study examples and being able to analyse and evaluate issues is necessary.

Year 12

Students are challenged in developing an understanding in the concepts of place as a theme, and how people form attachment to place. There is greater concentration on global systems such as the carbon and water cycles and the interactions that take place between them. There is a greater element of synopticity where students are expected to make connections between different topics.
Skills of interpreting complex data and use of statistical methods when analysing data.

Year 11

Fieldwork skills of data presentation and analysis to answer geographical questions are practiced with the introduction of data presentation for human and physical geography.
Development and resource units focus on human geography issues with specific detail on India and different resource issues such as nuclear power and renewable energy.
Being able to recognise and explain the views of different stakeholders is developed. Students are also challenged to make greater independent use of resources in order to assess geographical issues in the UK.

Year 10

More advanced GCSE content of changing urban environments, weather and climate and ecosystems challenges students with more complex models and theories about urban areas and inequalities between contrasting places, models in ecosystems and climate that explain global circulation and nutrient cycling to explain weather patterns and biomes.
There is greater emphasis on assess and evaluate in GCSE exam questions that require students to debate issues and consider alternative causes of geographical patterns.
Geographical enquiry and fieldwork skills are developed to investigate river changes.

Year 9

Students will study more complex topics continuing themes from prior learning, food and the importance of soils, and investigate the unequal distribution food globally using a variety of more complex data on maps to identify patterns.
Geopolitics in Russia and the Middle East are combined with understanding of the climate and physical geography that have created these regions to explain current events and conflicts that take place there.
The complex interactions between the human and physical worlds is explored in more detail.
The study of coasts and rivers is also completed in the context of the UK, more challenging concepts of physical processes are used to explain landforms and the causes and responses to flooding and coastal erosion.

Year 8

Students will increasingly be able to use prior knowledge of topics in year 7 to explain further concepts in weather and climate hazards, ecosystems, development and rocks and landscapes, as well as extending their place knowledge through the study of Asia.
Students are challenged to develop scientific explanation of physical geography topics which links climate to the greenhouse effect, how climate affects biomes and diversity, and how tectonics and past climates have changed the local landscapes.
Students will use more complex data sources and maps to investigate places and make decisions about geographical issues such as poverty and inequality.
Students will be challenged to make informed comments on the moral issues we face in protecting the environment and creating a fairer world.

Year 7

Place and map skills – students are challenged to extend knowledge of places within and beyond the UK, developing map skills to include 4 and 6 figure grid references and contour lines to locate places and identify landforms.
Tectonics – understanding physical processes that cause different types of volcanoes, and how people respond to volcanoes and earthquakes in different places.
Energy and resources – apply map skills in wind farm location decision exercise, use evaluation skills to explain decisions.
Settlements – comparing theory about urban models to real life, use GIS to identify patterns of land use. Develop fieldwork skills to investigate place.
Africa – apply understanding to unfamiliar place context, and challenge preconceived ideas about places.