Geography

The Geography Department at Rugby High School aims to engage students in contemporary and stimulating Geography through independent, active learning. Geography is a relevant and constantly changing subject and we support students to explore, understand and develop their own justified views on a wide range of topical issues such as Climate Change and Globalisation. We hope that, through Geography, students will gain a more in depth understanding of the key issues facing our population and planet. Lessons are designed to be varied, engaging and challenging, ensuring that each student is able to reach their full potential. Students are provided with many opportunities to develop their organisational skills and are encouraged to become self-motivated and confident individuals. Students also improve their communication and presentation skills through a range of group projects. Teachers are highly supportive and students are encouraged to reflect on their work and identify strengths and areas for development. Throughout the school, students are guided to track their own progress and set themselves challenging targets based on specific feedback. The department promotes direct experience of Geography and fieldwork is becoming an increasingly integral part of the curriculum at all Key Stages.

The Geography department consists of five specialist teachers: Ms Wall, Mr Bottle, Mrs Ellis, Mrs Gosling and Mrs Grunfeld who are all genuinely passionate about Geography. The department is housed within the Olive Hands Building where it has two specialist classrooms.

In Year 7 and 8, students are taught a wide range of topics which aim to create an enthusiasm and love of Geography alongside the development of key Geographical knowledge and skills. Students are provided with many opportunities to develop their skills through a range of independent and group projects on topics such as investigating the physical and human characteristics of their local area.

An 'Introduction to GCSE Geography' curriculum is studied by Year 9 students before they choose their options. In this year, students spend each term studying small parts of the GCSE course; this has included studying Tsunamis, Tropical Cyclones, and the challenges facing Mumbai. In this year, there is an increased emphasis on exam technique and developing the skills and knowledge required at GCSE. There are also opportunities for independent investigation and group projects where students are encouraged to develop their problem solving and research skills.

Geography is a popular and successful option at GCSE where students study the Edexcel B course. We believe this is the most engaging, relevant and well-designed specification taught through contemporary case studies and field trips to Birmingham and Carding Mill Valley.

At A Level the Edexcel syllabus is also studied; there are field trips in both years. Year 12 students visit Birmingham and London to help them collect data for their NEA with Year 13 students taking part in a 3 day residential trip to Dorset to study coastal landforms and processes.

A Level Geographical skills

This specification requires students to:

- understand the nature and use of different types of geographical information, including qualitative and quantitative, primary and secondary, images, factual text and discursive/creative material, digital data, numerical and spatial data and innovative forms of data, including crowd-sourced and 'big data' and including dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, aerial, oblique, ground, satellite images, GIS
- collect, analyse and interpret such information, and demonstrate the ability to understand and apply suitable analytical approaches for the different information types **including**, **qualitative approaches** such as coding and sampling **and quantitative approaches** such as measures of dispersion, measures of correlation and association from the following statistical tests: t-tests, Spearman's rank, Chi-squared, Gini Co-efficient, Lorenz curve
- undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation, including the ability to identify sources of error in data and to identify the misuse of data
- communicate and evaluate findings, draw well-evidenced conclusions informed by wider theory, and construct extended written argument about geographical matters.

This specification requires students to demonstrate all of the following skills.

1. Qualitative data

a) use and understand a mixture of methodological approaches, including using interviews

b) interpret and evaluate a range of source material including textual and visual sources, such as oral accounts, newspapers, creative media, social media, aerial, oblique, ground photographs, sketches and drawings

c) understand the opportunities and limitations of qualitative techniques such as coding and sampling, and appreciate how they actively create particular geographical representations

d) understand the ethical and socio-political implications of collecting, studying and representing geographical data about human communities.

2. Quantitative data

a) understand what makes data geographical and the geospatial technologies (e.g. GIS) that are used to collect, analyse and present geographical data

b) demonstrate an ability to collect and to use digital, geo-located data, and to understand a range of approaches to the use and analysis of such data

c) use, interpret and analyse geographical information including dot maps, kite diagrams, linear and logarithmic scales, dispersion diagrams, satellite images, GIS

d) understand the purposes and difference between the following and be able to use them in appropriate contexts:

i. descriptive statistics of central tendency and dispersion, including Gini Co-efficient and Lorenz curve

ii. descriptive measures of difference and association from the following statistical tests: t-tests, Spearman's rank, chi-squared; inferential statistics and the foundations of relational statistics, including measures of correlation and lines of best fit on a scatter plot

iii. measurement, measurement errors, and sampling.