

Geography Curriculum Rationale

Broad General Education – S1-3 Geography/Social Subjects

Pupils will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- Broaden their understanding of the world by learning about human activities and achievements in the past and present
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Explore and evaluate different types of sources and evidence
- Learn how to locate, explore and link periods, people and events in time and place
- Learn how to locate, explore and link features and places locally and further afield
- Engage in activities which encourage enterprising attitudes
- Develop an understanding of concepts that encourage enterprise and influence business
- Establish firm foundations for lifelong learning and for further specialised study and careers.

S1 -All pupils attend Social Subjects 3 periods per week

In S1 Social Subjects pupils will cover a range of topics across an integrated History and Geography curriculum. In Social Subjects there is a focus on Scottish themes and pupils cover the landscape of Scotland, Early Scotland, Wars of Independence, Jacobites, Industrial Revolution and Scots Abroad. Pupils also focus on Social and Environmental issues in Brazil as well as an Interdisciplinary (IDL) project with Science and RME on Climate Change. Furthermore, in June Social Subjects pupils participate in the annual Eurofieth IDL project.

All pupils will be supported to develop literacy, numeracy and health and wellbeing skills, and also higher order thinking skills as they progress through their Broad General Education (BGE).

S2 -All pupils attend Geography 2 periods per week

In S2 pupils broaden their geographical knowledge and understanding of human and physical processes and global issues in our ever-changing world through studying the topics of: Earth Forces; Comparing India and Japan; Health and Development. The development of key geographical skills will continue to be consolidated through the Map Skills topic. Learners will also explore the interconnectedness of History, Geography, Modern Studies and RME through a topic on China.

S3 -All pupils attend Geography 2 periods per week

In S3 pupils study the topics of: Kenya; Climate Regions with a focus on Desert Landscapes; Glaciated Landscapes; Weather; Settlement; Geography of Crime; and Energy. Pupils will have been provided with ample opportunity to practice and develop skills in the key areas of map interpretation and extended writing, which will help prepare them for the senior phase.

BGE Homework

Homework for S1-S3 is issued regularly and it is expected that it is handed in on time and completed to a high standard.

BGE Assessment

Pupils are assessed in a variety of ways throughout their BGE.

Senior Phase - Geography

National 4/5 – 5 periods per week

Unit 1 - Physical Environments:

In this unit pupils will study the topics of Limestone Environments; River Environments; and Weather. Pupils will develop knowledge and understanding of the natural processes at work in the physical world, and the ways in which humans interact with our environment by exploring land use conflicts and solutions. A focus on UK based case studies will broaden the pupils' appreciation for the geography close to home.

Unit 2 - Human Environments:

In this Unit, pupils will develop and apply geographical skills and techniques in the context of human environments, together with research skills in geographical contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key topics include: population, rural land degradation and management in Scotland and India, urban change and management in Glasgow and Mumbai.

Unit 3 – Global Issues:

In this unit pupils will study Health with a focus on diseases in the developed and developing world. They will also study Human Impact on the Natural Environment concentrating on the Tropical Rainforests and the Tundra. In our ever-changing, globalised modern world human activity is increasingly altering our planet's natural equilibrium with the continued depletion of world resources. This unit will equip learners with the skills to think critically about new global challenges and the ways in which they can effectively contribute to local communities and wider society as global citizens.

N4 Assessment

Internal assessments will be on-going throughout the course and take various forms. Pupils will then undertake an Added Value project of their choice that will be marked internally and moderated by the SQA.

N5 Assessment

Pupils have to pass the learning outcomes for each of the three units of the course. This is assessed internally and may be moderated by the SQA. There are two components of the external course assessment:

- | | |
|---|-----------------|
| • Component 1 — Question Paper | 60 marks |
| • Component 2 — Added Value assignment* | 20 marks |
| Total marks | 80 marks |

*The assignment will allow pupils to identify a research question, carry out fieldwork with the school where they will collect data and evidence and then write an extended response, in the form of a report, based on their research which analyses their findings and reaches a well-supported conclusion.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation.

Progression from S4 to S5

Pupils who are successful at National 5 Geography will have the opportunity to progress to Higher Geography the following session. Pupils who achieve a National 4 Geography may wish to progress to National 5 Geography. All pupils who achieve a National 4 or 5 Geography will have the opportunity to take National 5 Travel and Tourism.

Higher – 5 periods per week

The recommended level of attainment for progression to Higher will be an A or B pass at National 5.

The Higher Geography Course develops learners' understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Opportunities for practical

activities including fieldwork are encouraged, so that learners can interact with their environment.

Unit 1 - Physical Environments:

In this unit pupils will study the topics of Lithosphere; Atmosphere; Hydrosphere; and Biosphere. Pupils will deepen their knowledge and understanding of the natural processes at work in the physical world, and the ways in which humans interact with our environment.

Unit 2 - Human Environments:

In this unit pupils will study the topics of Urban Environments; Rural Environments; and Population. For each topic pupils will engage in comparative study of developed (Scotland) and developing (Brazil) countries, further enhancing their knowledge and understanding of the changing landscape of human environments. There will be opportunities for fieldwork so that learners can interact with their environment.

Unit 3 - Global Issues:

In this unit pupils will study Development and Health with a focus on Malaria. They will also study Climate Change. In our ever-changing world we are facing growing challenges on local, regional and global scales and in social and environmental contexts. This unit will help learners develop their skills and ability to think in a balanced, critical and sympathetic way about new global challenges and the ways in which they can effectively contribute to sustainable development.

Higher Assessment

Pupils have to pass the learning outcomes for each of the three units of the course. This is assessed internally and may be moderated by the SQA. There are two components of the external course assessment:

- | | |
|--------------------------------|-----------------|
| • Component 1 — Question Paper | 60 marks |
| • Component 2 — Assignment* | 30 marks |
| Total marks | 90 marks |

*The assignment will allow pupils to identify a research question, carry out fieldwork with the school where they will collect data and evidence and then write an extended response, in the form of a report, based on their research which analyses their findings and reaches a well-supported conclusion.

Homework

Homework is an integral component of Higher Geography and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation.

Monitoring and Tracking

Moderation of key assessments including the prelim together with professional judgement of the classroom teacher will ensure appropriate presentation levels are communicated to the students and their parents. In February after the prelim, recommendation may be made for students to consider presentation at Higher in S6 rather than S5.

Advanced Higher – 5 periods per week

Advanced Higher Geography raises the awareness of the links between this subject and other disciplines. It develops independent and co-operative learning as part of learners' personal and social development. It builds upon the skills and knowledge developed at National 5 and Higher level. It develops new skills and knowledge, particularly in analytical techniques and presentation of material – essential for success at Higher Education.

By using the concepts and techniques of geographical analysis, pupils will develop a detailed understanding of aspects of the contemporary world that are of concern to all citizens. In addition pupils will progressively develop:

- An understanding of the interaction between the physical and human environments
- An understanding of the changing world in a balanced, critical and sympathetic way
- Research skills, analysis and synthesis
- Geographical techniques and methods
- Expertise in the use of maps, diagrams, statistical techniques, written accounts.

Advanced Higher Assessment

Pupils have to pass the learning outcomes for the course. This is assessed internally and may be moderated by the SQA. There are two components of the external course assessment: the Question Paper; and a Folio comprising of an Issues Essay and a Geographical Study.

Component 1 - Question Paper

The Question Paper is out of 50 and covers the three areas of Map Interpretation, Gathering and Processing Techniques and Geographical Data Handling.

Component 2 – Project: Folio

Geographical Study:

The Geographical Study integrates map work, gathering and processing techniques, statistics which will be taught along with a student centred, individual investigation, worth 60 marks.

Geographical Issues:

The Geographical Issues unit is a student centred, individual essay focused on the critical evaluation of sources, worth 40 marks.

Students at Advanced Higher level will be expected to work more independently than hitherto and must undertake a considerable amount of reading or research out with class time.