# Geography

*‘Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose’*

**Michael Palin – President of the Royal Geographical Society**

Geography is taught in mixed ability groups across Key Stages 3 and 4. All students are encouraged to develop their subject knowledge, to write well, to improve their ability to debate and analyse, and to think creatively when demonstrating their understanding of patterns and processes.

* KS4
* KS5
* Links
* Learning Journey
* GCSE  
  GCSE Geography is a popular option for many students at Budehaven and we try to adapt the course to make it as relevant and current to the interests of our students as possible.  
    
  Students follow the [**AQA Geography syllabus (8035)**](http://www.aqa.org.uk/subjects/geography/gcse/geography-8035) covering the units of:  
    
  Geographical Skills  
  Over the two years, students will be required to develop and demonstrate a range of the foundation geographical skills acquired in KS3, including cartographic, graphical, numerical and statistical skills. These skills are assessed in all three written exams, with questions based on OS maps, photographs and data manipulation.  
    
    
  Natural Hazards  
  Students will examine what constitutes a hazard, and explore the causes and impacts of tectonic hazards, such as Earthquakes, as well as weather hazards such as Tropical Revolving Storms. They will undertake a case study of extreme weather in the UK, such as the Boscastle Floods, and assess how successful management strategies can be in reducing risk. The issue of Climate Change is once again revisited, this time deepening student understanding by exploring the natural causes of climate change and focussing on international mitigation efforts and adaptation.  
    
  The Living World  
  Ecosystems are studied at different scales from the ordinary British hedgerow to the global biome. Students will learn about the geographical characteristics of the Tropical Rainforests and the Cold Environments of the tundra and the poles. Issues related to biodiversity, deforestation and sustainable management will be explored through the TRF’s and the challenge and opportunities of human activities in cold environments such as Svalbard is an assessed area of the course. The threats of economic activity in fragile areas such as cold environments is also an opportunity to develop students’ evaluative thinking and essay writing skills.  
  UK Landscapes  
  At Budehaven, we study Coastal and Glacial Landscapes. Our geographical location affords our students all the benefits of learning about the physical processes involved along our coastline for Coasts, as well as providing us with the opportunity to see first hand the impacts of coastal management, building on our work at KS3. As an example of a coastal management scheme in the UK to show the reasons for management, the nature of the strategy and the resulting effects and conflicts, we introduce students to Lyme Regis, a contrasting location to North Cornwall.  
  Urban Issues & Challenges  
  This unit is concerned with the human processes of urbanisation and migration and how these processes change both spatially and temporally. Urban areas are studied in countries of contrasting levels of development, looking at Bristol in the UK as a higher income country (HIC) and Rio de Janeiro in Brazil as a newly emerging economy (NEE). Features of urban sustainability are a contemporary area of study, and although we focus on Curitiba in Brazil and Freiburg in Germany currently, there are increasingly more examples to explore.  
  The Changing Economic World  
  This unit holds a fascination for human geographers, examining the global variations in economic development and quality of life and the reasons behind it. Students explore ways in which the development gap can be reduced, including investment, industrial development and tourism, aid, using intermediate technology, fair trade, debt relief and microfinance loans. We study Nigeria as a newly emerging economy (NEE), an example of a country experiencing rapid economic development which leads to significant social, environmental and cultural change. This includes the study of trans-national corporations such as Nestle and Shell and their impact on development. As a contrast, the UK economy is also an area of study. Contemporary developments such as Heathrow T5, HS2 and London Crossrail are all examples of how the economy of the UK is changing and will affect employment patterns and regional growth in the future.  
  The Challenge of Resource Management  
  This is the study of the changing demand and provision of resources and the extent to which they create opportunities and challenges. We look at Water as our resource. Students will examine how conflict can result from trying to balance the rising demand for water resources against an insecure supply. There is consideration of the impacts of water insecurity, such as waterborne disease and pollution, food production and industrial output. We also explore the different strategies that can be used to increase water supply, including water transfer schemes (Lesotho) and ice stupa projects in India. How can our water supply become more sustainable?  
    
    
  Assessment at GCSE  
    
  There are 3 written examinations, one Physical Geography paper, one Human Geography paper and one Fieldwork and Skills paper; there is no longer any controlled assessment component. Students will however have to complete two local field visits as a compulsory element of their course and will be examined on their findings in Paper 3.  
  Fieldtrips include day visits into Bude and up to Exeter, as well as a residential trip to Naples at the start of Year 11.