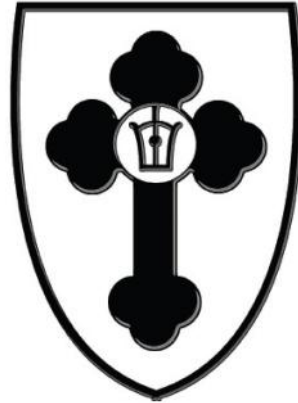


GEOGRAPHY

**WILLIAM BROOKES
SCHOOL**



Geography

**Parents' Geography
Guide
2009 - 2010**



AIMS

Geography's greatest strength is that it promotes intellectual, social and practical talents of great value to life in the 21st Century. Our many aims are directed towards this, and are incorporated in our plans for courses. These include:-

- To bring about in the student an understanding of and concern for the environment and the role of people in that environment. (This is very important in today's world of dwindling resources and increasing pollution).
- To help the student to acquire a knowledge and understanding of the processes affecting our rapidly changing world, and to consider values and attitudes influencing these processes.
- To develop in the student a wide variety of skills, which include those concerned with maps and graphicacy.
- To promote in the students to locate themselves in the world and develop a sense of, and response to, place.
- To develop an awareness in the student of the interdependence of communities at local, national and international scale.
- To give students practical experience of geography by promoting fieldwork. In doing so, students will see how theory stands up in the real world outside the classroom.



GEOGRAPHY STAFF:

Mr W Thomas Head of Department
Mrs S Craig
Mrs L Hinde
Dr A Williams
Mrs M Evans Teaching Assistant

CONTACT IN COMMUNITY LOCAL INDUSTRY

We have strong links with local industry and the community. These include looking at local issues and inviting guest speakers from local Planning Departments, County Councillors and local Farmers. We are currently developing links with our partner primary schools.

TEACHING STYLES

Accommodation and specialist resources/support. We have three specialist Geography rooms, two with interactive whiteboards. The department is well resourced with maps, textbooks and equipment including six computers. In addition, we make regular use of whole school computer bases and the library.

We also have an automatic weather station which monitors the temperature, rainfall, wind, etc continuously. A display unit in reception shows this data. We use the data to study the weather and climate.

CURRICULUM

Year 7 Issues in the UK, concentrating on Shropshire, people and the natural world (weather and climate, rivers and coasts) and how people have changed the natural world (farming, settlements, industry and transport).

Year 8 Natural Hazards, research topic. Studies of Brazil and France. Urban studies of Bristol and Much Wenlock.

Year 9 Study of development and global issues. Major study of Japan, tropical rainforests and global fashion, cars and pollution.

GCSE We undertake specification B Geography as offered by OCR. It consists of fieldwork focus 15% Geographical Investigation 10% (all under controlled assessment conditions), a sustainable decision making paper of 25% and a traditional examination paper of 50% offering grades A*-G at GCSE level.

AS level We undertake EDEXCEL Geography specification. There are two modules:

Unit 1	Global Challenges	60% AS
	Topic 1 World at Risk	
	Topic 2 Going Global	
Unit 2	Geographical Investigations	40% AS
	Topic 1 Extreme Weather	
	Topic 2 Rebranding Places	

A2 level There are two modules:

Unit 3	Contested Planet	60% A2
6 Topics	Energy Security, Water Conflicts, Biodiversity under threat, Superpower Geographies, Bridging the Development Gap, the Technological Fix	
Unit 4	Geographical Research	40% A2
Topic	Tectonic Activities and Hazards	

FIELDWORK

Fieldwork is an essential part of our Geography teaching. We try to make as many visits as possible to reinforce our classroom teaching.

Examples include:

Local area—settlement studies Years 7 & 8

South Shropshire Hills—River basin study Year 11

Birmingham—Urban studies Year 10

Manchester—6th Form residential

METHODOLOGY

We use a variety of teaching methods, depending on the topic and group:

The teacher may take a highly structured and formal approach, introducing and explaining an idea and setting tasks for students to complete on a the topic.

Worksheets are often used which contain an introduction to the topic with diagrams, photographs and cartoons. They also contain structured tasks to allow the students to work at different paces according to their ability.

We often use interactive whiteboard PowerPoint presentations, video films and DVDs to illustrate topics and stimulate discussion.

Fieldwork is an essential element of Geography teaching and we try to get out of the classroom as much as possible. This gives practical relevance to topics taught in the classroom.

Students are sometimes asked to undertake individual projects on topics which they select and research.

Group work is often organised so that students can 'role play' in 'game' situations. In doing so they have to imagine that they are different people acting and responding to other people in varying situations. This is very worthwhile as it helps students to see and appreciate the views of other people as they will be expected to do in the real world.

We use computers in our Geography teaching as a stimulus and to reinforce traditional teaching methods. We are major users of the school Internet network and our networked computers and interactive whiteboards are important and well used resources.

We try to use as many of these methods as possible in our lessons, as we believe variety is an important key to maintaining students' interest and concentration, and developing their understanding of topics.



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