

14 - 19 Diplomas

'Geography underpins a lifelong 'conversation' about the earth as the home of humankind. Geography therefore contributes to a balanced education for all young people in schools, colleges and other settings.'
- A different view, April 2009

September 2008 saw significant changes in curriculum opportunities for 14-19 year olds with the onset of the first tranche of diplomas. From that date until at least 2011 (the proposed start date for Humanities) new diploma courses will come on line.

The investigation of people, place, environment and people/place interactions and interconnections is implicit, to varying degrees of depth, within the principal learning requirements for several of the diplomas, for example Construction and the Built Environment - September 08, and Environmental and Land Based Studies - September 09.

Example 1 - Construction and the Built Environment - Level 1

Selective unit titles - (See suggested web links for in depth curricular requirements).

- Unit 1 - Design Influences
- Unit 5 - Value and use of the built environment
- Unit 6 - Maintenance of the built environment

Example 2 - Environment and Land Based Studies - Level 2

Selective unit titles - (See suggested web links for in depth curricular requirements).

- Unit 1 - Environmental influences upon ecosystems
- Unit 2 - Working in the Environment and land based sector
- Unit 6 - The importance of a sustainable environment to society
- Unit 7 - Monitoring the environment
- Unit 8 - Sources and uses of energy

This will also, by its very nature, be the case for courses coming on stream later, for example Travel and Tourism and Public Services - September 2010.

Embedded in the new diplomas is the requirement to enhance and apply personal learning and thinking (PLT), and functional (literacy, numeracy and ICT) skills. With regard to the latter, the use and creation of appropriate Geographical Information Systems is imperative.

Geography departments have a central role to play in helping teaching and learning communities to plan, deliver and evaluate components of the new courses from foundation to advanced level (Level 1-3).

Geographers must be at the forefront of curriculum innovation, both locally and nationally if courses are to support the development, enhancement and application of meaningful diploma line skills, knowledge and understanding.

a different view

a manifesto from the Geographical Association



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Construction and the Built Environment

AQA

<http://www.diplomainfo.org.uk/construction-and-the-built-environment.asp>

Edexcel

<http://www.edexcel.com/quals/diploma/cbe/pages/default.aspx>

QCA

http://www.qca.org.uk/qca_13481.aspx

Environmental and Land Based Studies

AQA

<http://www.diplomainfo.org/environment-and-land-based-studies.asp>

Edexcel

<http://www.edexcel.com/quals/diploma/environmental/pages/default.aspx>

QCA

http://www.qca.org.uk/qca_16900.aspx

www.diploma-support.com

General Information

<http://yp.direct.gov.uk/diplomas/>

<http://www.tda.gov.uk>

<http://www.dcsf.gov.uk/14-19/>