



love the journey

Curriculum Implementation 2023-24

Secondary

LCA Strand	Humanities
Subject	Geography
Key Stage	Key Stage 4 (Chapter 10-11)

What are the key concepts taught?	<p>Geography helps us make sense of the world around us. It is hands on, relevant and fun and allows students to get to grips with the big questions that affect our dynamic world. The GCSE specification provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course deepens understanding of geographical processes, illuminates the impact of change and the complex people-environment interactions, highlights the dynamic links and interrelationships between places and environments at different scales, and develops students' competence in using a wide range of geographical investigative skills and approaches. Geography enables students to become globally and environmentally informed, thoughtful, and enquiring citizens.</p> <p>GCSE Geographers build on their key stage 3 knowledge and skills to:</p> <ul style="list-style-type: none">>Develop and extend their knowledge of locations, places, environments, and processes, and of different scales including global; and of social, political, and cultural contexts.>Gain understanding of the interactions between people and environments, change in places and processes over time and space, and the interrelationship between geographical phenomena at different scales and in different contexts.>Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.>Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.
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<p>What is the sequencing of units?</p>	<p>Chapter 10</p> <p>Students begin by studying paper 1, topic A. This builds confidence with content and exam structure as students are familiar with some of the key words, having studied volcanoes in year 8. Students then move onto section B which is the living world and section C: Physical landscapes of the UK (Coasts and rivers).</p> <p>Students cover all of paper 1 in chapter as this supports revision and organisation. In the past students have become confused when moving between different papers and this approach supports their metacognition.</p> <p>At the end of chapter 10 students also undertake fieldwork with a river landscape, focusing on the question: The river gets deeper as it gets wider. They undertake a 1-day trip, collecting a range of data, which is then analysed and evaluated back in school.</p> <p>Chapter 11</p> <p>Chapter 11 focuses on building the skills developed in chapter 10. This year is focused on paper 2, beginning with section A: Urban issues and challenges, before moving to section B: Changing economic world and section C: Resource management.</p> <p>Students are also introduced to the pre-released material that is tested in paper 3.</p> <p>Early in year 11, students also participate in a further fieldwork trip to Liverpool city centre. This fieldwork focuses on regeneration, answering the question: Has the regeneration of the Albert Dock been environmentally successful?</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Topics are linked through concepts such as climate change, human activity, appropriate technology, global atmospheric circulation, human activity in natural environments and natural factors affecting human environments. Synoptic links are made throughout the GCSE course and students are encouraged but supported to make these links. Regular retrieval strategies are used to enable students to see these links and deliberate language and key words are also used to enable students to see these links. Assessments will also require prior knowledge from previous topics to provide the depth of knowledge needed for some longer answers.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>High quality teaching is crucial to the progress of pupils with SEND and teachers are vital orchestrators of ‘assess, plan, do and review’ the graduated response detailed in the SEND Code of Practice (UK Government, 2015)</p> <p>A positive and supportive environment is created for all pupils, without exception. Assessments are regular and used as a diagnostic tool in order avoid prescriptive and inflexible delivery (Davis et al, 2004). All pupils have access to the highest quality of teaching including flexible grouping, cognitive and metacognitive strategies, explicit instruction, the use of technology and scaffolding of tasks (EEF, 2020). Intervention is also applied carefully and LSA’s are deployed purposefully, to ensure they have a positive impact on pupil progress.</p>
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Teachers have the highest expectations of all students in their class, offering students every lesson, the opportunity to challenge assumptions, ideas and to deepen subject knowledge through extensive questioning, challenge activities and creative pedagogy. Teachers are fully aware of the individual needs of their students as well as the wider class.

Currently within year 11, some students are also given the opportunity to complete an entry level certificate in Geography.

Davis et al, (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: a scoping study*. DfES. London

EEF. (2020). *Special Educational Needs in Mainstream Schools*. EEF. London

UK Government. (2015). *SEND Code of Practice: 0-25 years*. [Online] Available at: https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf *Strategies and Approaches for Pupils with Special Educational Needs: a scoping study*. DfES. London

EEF. (2020). *Special Educational Needs in Mainstream Schools*. EEF. London

UK Government. (2015). *SEND Code of Practice: 0-25 years*. [Online] Available at: https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

What are the planned opportunities for retrieval and reflection by pupils?

'Do now' activities at the start of each lesson provide the opportunity for pupils to retrieve knowledge previously taught through a range of factual recall and higher order thinking questions. This is most effective when it is referred to and built upon during lesson (EEF, 2021).

Knowledge tests are used to support student learning and to increase short term recall of key terminology, locations, and concepts.

Questioning is used in every lesson as a form of formative assessment and drive learning forwards, it also promotes engagement and curiosity as well as developing higher order thinking and meta cognition skills. Open questions allow for reflection, promoting a deep level of thought and understanding about the topic being discussed.

PP assessments whilst based around the most recent learning, contain themes and questions from previous topics within the year in order to increase metacognition.

Students are given the opportunity to correct and refine key words, locations and answers to any formal assessment, independently, in pairs and as a whole class. After PP assessments WWW/EBI help to move learning forward as students have specific targets to work on in lessons and for the next assessments.

	<p>EEF. (2021). Retrieval practice – A common good or just commonplace? [Online] Available at: https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Effective feedback is given to all students in all classes and is focused on the task and subject, providing specific information on the how the student can improve. The impact of feedback is highest when it is delivered by teachers (EEF, 2021) and it is important that feedback is also given when work is correct, instead of just identifying areas for improvement. Hence a WWW/EBI approach is adopted for assessments (formative and summative). as well as group tasks, extended writing, and fieldwork.</p> <p>Feedback is also provided immediately during the lesson, through questioning and the challenging/correcting of misconceptions as they occur. Live marking also takes place within lessons, providing immediate feedback to students on their work as they complete it. A one-to-one discussion may also take place if the teacher identifies a particular student who needs additional support and whole class feedback may also take place, if there are common errors, misconceptions or successes to discuss and feedback on.</p> <p>Teachers regularly review and analyse data using tools Such as SISRA, BROMCOM, Satchel one (knowledge quizzes) and Microsoft excel (marksheets).</p> <p>EEF. (2021) Feedback [Online] Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback#:~:text=What%20is%20it%3F-.Feedback%20is%20information%20given%20to%20the%20learner%20about%20the%20learner's,and%20activity%20with%20an%20outcome.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>In Geography students require a wide range of literacy skills in order to develop their understanding of the subject. This includes developing their reading and speaking skills in order to meet the demands of the GCSE. GCSE Geography currently has one of highest accelerated reading scores of all subjects at 9.6 (A book at a similar level would be Anna Karenina).</p> <p>Reading comprehension tasks are completed throughout the GCSE, focusing on a wide range of topics. Pupils are introduced to different types of texts including news articles, magazine articles, textbooks, fiction and nonfiction books and poems to name just some. Students are encouraged to read aloud in lessons in order to build confidence with key words and terminology as well as to develop a wider range of vocabulary.</p> <p>At GCSE, students are encouraged to read pieces of text first, summarise it and underline and define key words. In order to understand exam questions, students BUG the question first in order to deconstruct what the question wants.</p>

What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?

Within the context of Geography teaching the use of language and development of literacy are central to students' ability to cope with increasing cognitive demands, the creation of new understanding and the ordering of thoughts (Butt, 2006). It is through language that students understand geographical concepts, develop their geographical thinking, and communicate geographical ideas. Language enables students to reflect, revise and evaluate geographical thinking.

Students are given key word lists for each topic which are easily accessed through the shared drive. When undertaking extended writing, the structure is modelled, and students are supported with structure strips and literacy mats. Sentence starters and model answers are also used to scaffold students and to support their literacy.

Numerical data is important in Geography as students must develop and apply numeracy skills to their geographical thinking to help them progress in the subject. There are a wide range of opportunities across lessons where numeracy is applied from using grid references and population statistics to completing and analysing a range of graphs. Students are also introduced to numerical skills through the use of ICT, constructing graphs on Excel and using numbers, maps and data within GIS. Students also collect a range of quantitative and qualitative data as part of their fieldwork. Students are also given the opportunity to interpret data required to problem solve, through decision making activities and further fieldwork and groupwork tasks.

Class discussion is central to teaching in Geography, it is important to debate, challenge and address different styles of thinking. Pupils are taught to argue and justify their own views as well as to understand where these views come from based on their own personal identifies. Students are supported to use subject-specific terminology in their arguments and discussions and misconceptions are addressed within these discussions. Not only this, but students are also encouraged to articulate the viewpoints and ideas of people other than themselves, using unfamiliar terminology and scenarios, this deepens their understanding as well as their vocabulary and allows them to challenge ideas through transformative learning.

In Geography students develop their SMSC skills, for example, students are provided with the opportunity to reflect on their own values and beliefs and those of others at a range of scales. Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Should open cast mining be allowed in an area of outstanding natural beauty? Such issues are explored through decision-making activities, where students explore a variety of viewpoints by different people and groups. Fieldwork and classroom opportunities, enhance social development as students develop a greater degree of self-discipline and rely on collaborative skills to ensure their learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach pupils about the challenges in responding the climate crisis, or the misrepresentation of Africa within the mainstream media. They also develop an understanding of sustainable development across a variety of

contexts and place. Finally, an essential component of Geography is place knowledge, and students are introduced to a wide variety of places that they can compare and contrast with their own. Students are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

Butt. (2006). *Think piece – Developing students' writing through Geography*. [Online] Available at:

https://new.geography.org.uk/write/MediaUploads/Support%20and%20guidance/Think_Piece_Developing_writing_through_geography_2022.pdf