



love the journey

## Curriculum Implementation 2024-25

### Secondary

<b>LCA Strand</b>	<b>Humanities</b>
<b>Subject</b>	<b>Geography</b>
<b>Key Stage</b>	<b>Key Stage 3 (Chapter 7-9)</b>

<p>What are the key concepts taught?</p>	<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. At key stage three and in line with the national curriculum (DfE, 2013), Geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>&gt;Develop contextual knowledge and understanding of the location of globally significant places, both terrestrial and marine, including their defining human and physical characteristics.</li><li>&gt;Understand the processes that give rise to key physical and human geographical features of the world, how these are independent and interconnected and how they bring spatial variation and change over time.</li><li>&gt;Are competent in the geographical skills needed to:<ul style="list-style-type: none"><li>• Collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes over time and space.</li><li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.</li><li>• Communicate Geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li></ul></li></ul> <p>Geography also moves beyond the national curriculum, to ensure that students are not taught a ‘single story’ about a place or group. It incorporates the concept of global citizenship to highlight the close interconnectedness of Geographical spaces (Scheunpflug, 2021) particularly in relation to sustainability and climate change. It also aims to challenges social norms and social injustice, providing a transformative education where students understand their own and other’s beliefs, intentions, values and opinions. The understanding of past perspectives and the ability to look forward at new ideas are key to transformative learning and require critical thinking and critical discourse at all levels of the curriculum.</p>
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DfE. (2013). *Geography programmes of study: key stage 3. National Curriculum for England*. HMSO. London

Sceunpflug, A. (2021). *Global learning: Educational research in an emerging field*. *European Educational Research Journal*. 20. 3-13

## What is the sequencing of units?

### **Chapter 7**

We begin with a topic called 'My local Geography'. Exploring the concept of place, space and identity. We build on this throughout the topic to incorporate the local area (School, around school and Liverpool City region) through the development of map skills and locational knowledge, students then look at the wider physical, human, and environmental Geography of the UK.

Students then study rivers and flooding within the UK, looking at the water cycle locally and globally (scale) and the main features of the river Mersey drainage basin. They use different types of images and further develop their map skills and GIS skills through the use of digital maps and Ordnance Survey maps. They study the physical features of rivers and their formations over time and undertake a decision-making exercise. Students focus on the interconnection between human and physical causes of flooding as well as the social, economic and environmental impacts. Students end the topic with a fieldwork question: "How vulnerable is my local area to flooding".

From here, students explore "Changing populations" within Liverpool and the UK, we also consider global population change and whether governments should control populations. We introduce students to more complex GIS to explore population density and migration at different scales. We also focus on development and the idea of "sustainable development" within our own urban area and school environment.

The year 7 scheme of work provides the foundations to the key concepts discussed above, providing a baseline for all students to succeed in chapter 8 and 9.

### **Chapter 8**

In chapter 8 students begin by exploring plate tectonic theory, with a focus on volcanoes. We look at the development of this theory over time and how it helps with our understanding of volcanoes today. We compare and contrast how the effects of volcanoes vary around the world, using case studies. Students also interpret range of data/maps to support their answers.

From here students begin to look at East Africa, with the aim of challenging misconceptions and stereotypes about the continent. Students link back to the previous topic looking at the rift valley and tectonic activity and there is a focus on the human and physical features of this landscape, introducing sub themes such as global atmospheric circulation, desertification, famine, and tourism and diversity. Students continue to develop their map and atlas skills and their image

interpretation and data analysis. Students also discuss the history of Africa, around colonialism and the impact of this on individual countries.

“Weather and Climate” forms the next topic in chapter 8 introducing different types of weather within the UK (linking back to GAC) as well as how we can record, present and interpret weather data. This leads to a local fieldwork investigation within the school grounds on microclimate: “How does LC’s microclimate vary across the school site”. Students design, collect and analysis fieldwork data related to this question. The topic finishes with a more in-depth discussion on global climate and biomes which sets up students for the final topic in chapter 8.

The final topic, is Antarctica, why is Antarctica an extreme environment? What is the climate like here? We also focus on food chains and webs and look at the Antarctic ecosystem. Students also discuss the idea of the Antarctic treaty, and they are introduced to the concept of global governance through GIS. Students also have the opportunity to complete some virtual fieldwork for this topic through GIS and the British Antarctic Survey.

### **Chapter 9**

Chapter 9 builds on the skills and knowledge students have learnt in chapter 7 and 8 to develop a deep understanding of Geography linked to the aims discussed earlier. This provides students with the confidence to perform well at GCSE and it also provides those students who decide not to study it further with the skills and knowledge to go out into the world and ask questions about their surroundings.

Chapter 9 begins with the topic of “Globalisation” linking back to themes discussed at the end of chapter 8. This topic focuses on interconnections and considers how communication, transport and technology has increased development and trade globally. It also considers the environmental impacts of globalisation looking at the concepts of fast fashion and food miles. It discusses uneven development and the uneven distribution of resources as well as the sustainable development goals.

This feeds directly into the next topic of “Climate change”. Climate change is one of the most critical issues at all governmental levels across the world and education is an essential factor in the urgent response to climate change not only to provide an informed response to this problem, but because solutions focus on mitigation and adaptation, and both require an informed level of education in order to create and theorise possible new strategies (Cordero et al, 2020). Students will engage with differing perspectives and places across a variety of scales to understand the causes, impacts and possible responses to climate change. They will also use GIS to explore climate migrants and the impacts climate may have on communities across the globe. They will also take part in a climate conference scenario in groups to develop their communication, reasoning, and critical thinking skills. Students will also participate in fieldwork; investigating the question: “What are the attitudes towards climate change in my local area?”

	<p>Students will then focus on the Middle East as a globally important place, they will explore the physical and human geography of this region whilst also considering earlier ideas of climate, climate change, conflict, resources, migration as well as fossil fuel production. They will also discuss how the Middle East is aiming to become more sustainable in the future and why it is a globally important region of the world. The COP28 conference is also due to take place here in 2023 also which links into the previous topic of climate change.</p> <p>Students will complete their chapter 9 curriculum looking at Russia, as another globally significant place. Students will focus on the human and physical geography as well as previous topic such as power, borders, conflict.</p> <p>Cordero, E.C., Centeno, D and Todd, A.M. (2020). The role of climate change education on individual lifetime carbon emissions. <i>PLoS ONE</i> .15(2)</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>All topics are linked throughout the key stage 3 scheme of work, via their key themes and skills. 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> <p>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.</p> <p>Davis et al, (2004) <i>Teaching Strategies and Approaches for Pupils with Special Educational Needs: a scoping study</i>. DfES. London</p> <p>EEF. (2020). <i>Special Educational Needs in Mainstream Schools</i>. EEF. London</p>
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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](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 and within the key stage. For example, a map may be presented to chapter 8s studying volcanoes and they may be asked to give the grid reference of the volcano. Chapter 9 students may be asked how levels of development impact responses to climate change.

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.

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>

What are the opportunities for feed forward by the teacher post assessment outcomes?

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.

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

	<p>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:  <a href="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.">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.</a></p>
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<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 prepare them for 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 in every topic at KS3, 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>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>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.</p> <p>Students are given key word lists for each topic which are easily accessed through the shared drive. These are also visible within classrooms when the topics are being taught. Students are also encouraged and taught how to develop different styles of writing (newspapers, diaries, short stories, poems). 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.</p> <p>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</p>
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fieldwork throughout KS3, increasing with complexity over time. 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](https://new.geography.org.uk/write/MediaUploads/Support%20and%20guidance/Think_Piece_Developing_writing_through_geography_2022.pdf)