



## **Geography Curriculum**

### **Statement of Intent, Implementation, Impact**

**Our intent is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.**

Our aim is to provide *a rich and knowledge-based Geography curriculum which allows our pupils to have an improved knowledge of the world, a better understanding of how it works and the geographical skills to support their understanding.* This echoes the school's aim to encourage high aspirations in order to maximise progress and enable all pupils to experience the joy of success.

Through the framework of the 2014 National Curriculum:

#### **Geography aims to help pupils to:**

- Develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places as determined by the 2014 National Curriculum at KS3 and the AQA GCSE curriculum at KS4.
- Use this knowledge to provide a geographical context to study and understand the actions of important geographical processes.
- Understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape.
- Use geographical vocabulary which is appropriate and accurate, and which develops and evolves from KS3 to KS4.
- Collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes.
- Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- Develop skills in Geographical Information Systems (GIS) (software and interactive resources) which allow for digital mapping, analysis of data and data models.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Fulfil the requirements of the 2014 National Curriculum for Geography (KS3).
- Expand their own spiritual, moral, social and cultural (SMSC) development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.
- Recognise and uphold British Values through their behaviour in the classroom and the topics we study.
- Acquire knowledge and skills through experiences such as fieldwork which will serve to boost Cultural Capital. For example, Year 10 investigate the impacts of regeneration on the Paradise Street area (Liverpool ONE) of Liverpool. Pupils conduct a number of primary data collection methods such as questionnaires and environmental quality surveys. They also collect secondary data in the form of

historical photographs, census returns and old maps. This allows the pupils to gain knowledge of the UK's maritime past, industrialisation and subsequent deindustrialisation. Y11 visit the River Wyre, Lancashire to complete a river study. Pupils collect primary data from the river such as channel width, depth and velocity. We follow the course of the river so that pupils can witness how rivers shape the landscape and people of the UK. Both experiences allow pupils to develop their sense of place.

As we have a number of feeder primary schools, the starting points at the age of 11 is incredibly varied. The Year 7 baseline test shows that a significant number of pupils arrive at Broughton without a secure knowledge of continents and oceans. Furthermore, many struggle to locate Preston on a map of the UK. The majority of this year's cohort have struggled to label more than five places (countries, cities, landmarks) of their own choice onto a blank world map. Basic map skills, such as four figure grid references, are not yet mastered by the majority of Year 7 pupils on arrival.

In Geography we want to inspire, excite and engage all pupils irrespective of SEND, prior attainment or disadvantage. As a strong academic EBacc subject, there is an opportunity for **all** pupils to study the subject at GCSE. In 2020, 57% of the Y9 cohort opted to take GCSE Geography. Through a coherent, well-planned and carefully sequenced scheme of work, **all** pupils have the opportunity to learn more about the world in which they live.

## **Implementation**

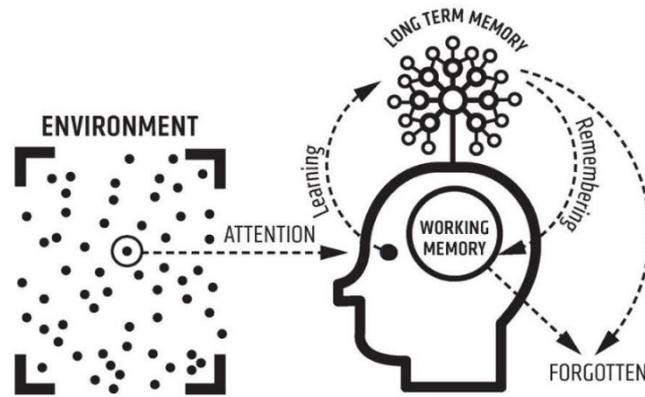
Our curriculum intentions are delivered by routine, high quality pedagogical techniques.

From September 2020, Year 7 pupils will receive 2 hours of discrete Geography lessons a week. In Years 8 and 9, pupils are taught by Geography specialists and 4 hours of Geography over a three-week timetable. These are discrete lessons of Geography and not a mixture of the Humanities' subjects.

Currently, all GCSE classes are taught by subject specialists and either have 2 hours a week in Y10 and 3 hours a week in Y11 or vice versa. From September 2020, two non-specialists will teach KS3 Geography in Year 7 and Year 9. These members of staff will be well-supported through guidance and resources. A library folder has been set up of TEAMS to include subject-specific literature to aid all teachers, including non-specialists.

The department is a member of the *Geographical Association* and staff members regularly undertake subject specific CPD. Due to the ever-evolving nature of the subject, staff regularly review the curriculum in conjunction with the latest academic findings, to ensure the curriculum remains current and up-to-date. For example, staff will update the KS3 and GCSE tectonics schemes of work to reflect the growing evidence in support of the slab-pull theory for tectonic plate movement, rather than just convection currents as previously taught. Department staff are regular readers of relevant publications such as *The Economist* and *National Geographic* which further adds depth and weight to our lessons. We have ensured that all of our case studies come from the 21<sup>st</sup> century and will consistently review them and update them to reflect our changing planet. For example, we need to move countries along the development continuum, as and when it happens, and not allow our pupils to see their progression because of an out-of-date PPT.

The Geography curriculum follows a spiral approach with geographical language, skills, understanding and application ever evolving and developing over time. We have decided to begin with two topics- *Where are we?* and *Map Skills* as the Y7 baseline clearly shows a lack of general geographical knowledge across the year group and it is apparent across school. The whole



purpose of these units is to ensure all of the basics such as- *What is our own country called?* *What is a continent?* are covered and are practised so all pupils have a more solid foundation to build their geographical knowledge successfully. These are perhaps the most important threshold concepts in geography and without secure knowledge, pupils will struggle to progress.

Our spiral curriculum will ensure that threshold concepts are taught early and revisited frequently.

Human and Physical Geography are as equally weighted as possible and pupils are to develop learning from both sides of the discipline. This is applied through KS3 and GCSE to provide over time a varied and balanced curriculum.

We understand the tension between wanting pupils to have an in-depth understanding of given examples or a broad knowledge of different places around the world, but if we focus on the latter, we risk creating poor geographers. By returning to the same location in different contexts, we allow for retrieval practice to strengthen recall. We have included a limited number of case studies at KS3 that we do not study at GCSE, as we believe they provide the pupils with a different perspective and comparison of an event that they are very unlikely to have first-hand experience of. For example, studying Hurricane Katrina in Year 7 allows pupils to contrast the effects in, and responses of, the Philippines when Typhoon Haiyan struck.

The topics in Year 9 need more maturity than those in Years 7 and 8, as we will be covering topics such as birth and death rates which will discuss methods of contraception and other methods of population control. Furthermore, the fertile questions posed in Year 9, require foundations provided earlier in the curriculum. Our curriculum planning ensures geographical vocabulary, knowledge, understanding and skills all develop and evolve throughout both KS3 and KS4.

In order to support our pupils and ensure they make good progress, tier 3 subject knowledge as well as tier 2 language is explicitly modelled by teachers. Pupils are expected to use correct geographical terminology in both their written and verbal answers. Knowledge organisers and bespoke GCSE Revision booklets contain vocabulary lists and the learning and testing of vocabulary is a routine part of Geography lessons in both KS3 and GCSE. Our GCSE revision booklets have a vocabulary checklists which parents are encouraged to us to test their children. This is communicated to parents at parents' evenings and in termly emailed and printed departmental newsletters.

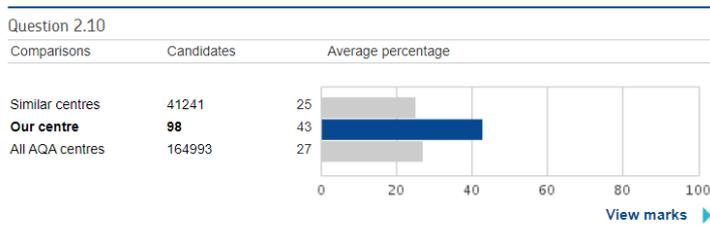
The vast array of case study knowledge and geographical understanding that forms part of a strong Geography curriculum, is frequently revisited in order to strengthen recall and develop synoptic links. Our GCSE revision guides for papers 1 and 2 both have a series of very detail-specific question sets for each case study. Pupils are able to fold over the answers so they can self-assess; furthermore, the provision of the answers allow for peer or parental testing. Frequent 'low stakes testing' also routinely takes place in Geography lessons in both KS3 and GCSE.

Due to the broad nature of the subject, in Geography, KS3 pupils are assessed on the following five key attributes-

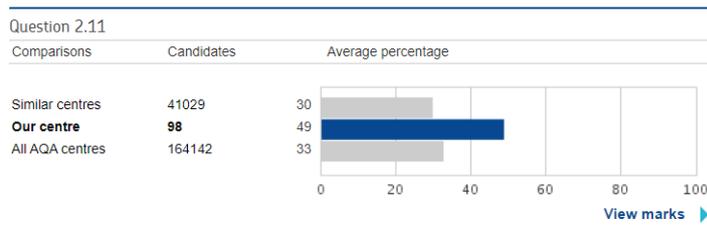
1. Geographical vocabulary
2. Case study knowledge
3. Geographical understanding
4. Geographical skills
5. The ability to reach justified conclusions.

As a department we are currently writing statements which clearly explain what excellence looks like in each of them.

All Geography lessons are planned and delivered with a rigour and a high level of challenge which is scaffolded when necessary. The recent changes to the Year 8 curriculum ensure all pupils are actively involved in the lesson and require them to practise map skills and geographical knowledge on multiple occasions. Homework at KS3 is being developed to improve automaticity in map skills to reduce the cognitive load on the pupils' working memory. Homework is then self-assessed in lessons with the teacher modelling technique via the visualiser. Homework in Geography is always time-efficient and valuable. At GCSE, all pupils complete a 9 mark question every week. They receive high quality feedback within the same week which they then act upon in silence. The impact of this homework at GCSE has been considerable.



### Second 9-mark question on PAPER 1- 2019



### Second 9-mark question on PAPER 2- 2019

The physical learning environment is crucial in Geography. Maps of different scales, places and projections are on display for all pupils to access. Great care is taken not to overload pupils visually in lessons; all displays are useful, or they are changed. Images with simple facts and figures from GCSE case studies are dotted around the Geography classrooms as memory devices.

The learning environment is also maintained by routines and rituals to ensure high quality provision of the planned curriculum. A typical Geography lesson at Broughton will begin with retrieval practice from a previous lesson in the form of low stakes testing. We aim to adopt a 'all-knowing-all' expectation and encourage all pupils to answer all questions. We use mini whiteboards on several occasions in every lesson as our smudged desktops testify! Diagrams of landforms will be chunked and modelled by the teacher on the large whiteboard in each of the Geography classrooms or via the visualiser. Ways of remembering the content and common misconceptions will be discussed. 'Cold calling' and KAGAN structures are accompanied by 'eaves dropping' to allow for diagnosis of misconceptions. Books are closed and learning is checked via mini whiteboards. We ensure that the curriculum has explicit teaching of Tier 3 vocabulary embedded in it. Pupils in Geography have time to say the words, use the words in sentences, read the words in context and recall the words.

## Impact

Quality Assurance within the department ensures that the intended curriculum plans are delivered appropriately. There is a planned programme for monitoring and reflecting on provision, including:

- Cooperative planning meetings
- Weekly departmental briefings
- 'Focus on Humanities' includes Geography (in depth visits to lessons, discussions with staff and pupils as part of our annual self-evaluation process)
- Termly work scrutiny – to look at pupil books as a department and compare/monitor standards of pupil work.

These steps ensure there is no mismatch between the planned and delivered curriculum across school.

Focus on 'Year 7' stated "**Considerable evidence of inventive planning** and use of imaginative resources in RS, Geography and Art." Pupil Voice is used to improve our curriculum in all areas. It can be from the mundane, such as whether to hole-punch books rather than stick in sheets, to the best structure of case study booklets for GCSE revision.

### Work Scrutiny

Wednesday 22 January 2020

12 pupils involved (shared/discussed their work) H/M/L ability 8B 4G.

5 teachers (CM/JAW/RT/JRH/JWR).

**Objective:** to provide some first hand evidence to substantiate any commentary or judgement about the overall Quality of Education.

#### 1. Learning

- What have you been **learning** in 'subject' since September?

Almost all pupils able to discuss learning (as opposed to work/'doing'). For example, "We are learning about the difference between respiration and breathing in Science." Closely followed by an explanation, "In Geography, we are learning about the one child policy .....gender equality ..... how this policy expanded across Asia." Pupils talked specifically about knowledge, skills and ideas from a range of subjects. Obvious that teachers referring to the phrase 'In this lesson/unit, we are learning .....

Geography is an extremely popular option subject at GCSE which shows pupils' enjoyment and engagement with the subject. In 2020, 103 out of 180 pupils have opted for the subject.

Pupils develop detailed geographical knowledge and skills and achieve well. This is reflected in results from GCSE examinations. In 2019, Geography's APS was -0.04 off Broughton's whole school average at 5.39. Results are considerably above national averages.

In September 2019, 14 pupils went on to study Geography post 16.

### **Covid Curriculum**

<b>Year group</b>	<b>Issue/solution</b>
Y7	We could not teach climate graphs online due to pupils not having graph paper. Climate graphs will now be taught as part of our Biome/Tropical Rainforest unit during May-June 2021.
Y8	" <i>Learning Recovery</i> " feedforward sheet was created on climate change to consolidate online learning and address any gaps.
Y9	Some groups did not cover map skills (grid references) online as we thought that online learning would not have been effective. These map skills have now been taught in school at the end of the rivers' topic.
GCSE	Online work was slower due to its nature. However, our bespoke GCSE booklets have allowed for pupils to still make sufficient/manageable progress in terms of completing the specification requirements.

### **Lessons learnt/ moving forward-**

Booklets for all year groups with clear learning journeys, vocabulary lists, PLCs and learning activities proved invaluable over lockdown 3 and will be necessary for any potential individual long-term absence/ school closure next autumn/winter (2021-2022).

May 2021