Intent

Geography

Intent

Our geography provision aims to create excitement, engender curiosity, creativity, compassion and deep thinking to help students understand the world that they live in. The study of geography equips students with the tools to participate, discuss, critically evaluate, develop perspective and reach justified conclusions about topics that affect their everyday lives. At County Upper School, we believe in a high quality education that will enable pupils to gain these skills and prepare for life in the 21st century.

Intent

Geography

Aims of the Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data, gathered through experiences of fieldwork that deepens their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Intent

Geography

What is Geography and why is studying geography important?

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. Geography explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are all interconnected. Geography encourages a deeper understanding of diversity and is a key tool in shaping a better society for the future. Understanding the human geography of our own country and society can help to establish our own identity.

The study of geography encourages critical thought which is at the heart of all learning. The ability to question and evaluate information is an essential life skill and geography is one of the main subjects for stimulating and developing this ability. At County Upper, although we have a typical looking nationwide cohort, we also know that our local area is not ethnically diverse.

Although local studies are important, one of our main goals, via our excellent curriculum coverage and proposed enrichment activities, is to expose them to the wider world and its rich diversity. This is why teaching geography is so vitally important to our children at County Upper School.

Intent

Geography

KS3 National Curriculum

Subject content

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Across KS3 pupils are taught about:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Intent

KS3 National Curriculum - Subject content (continued)

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Geography

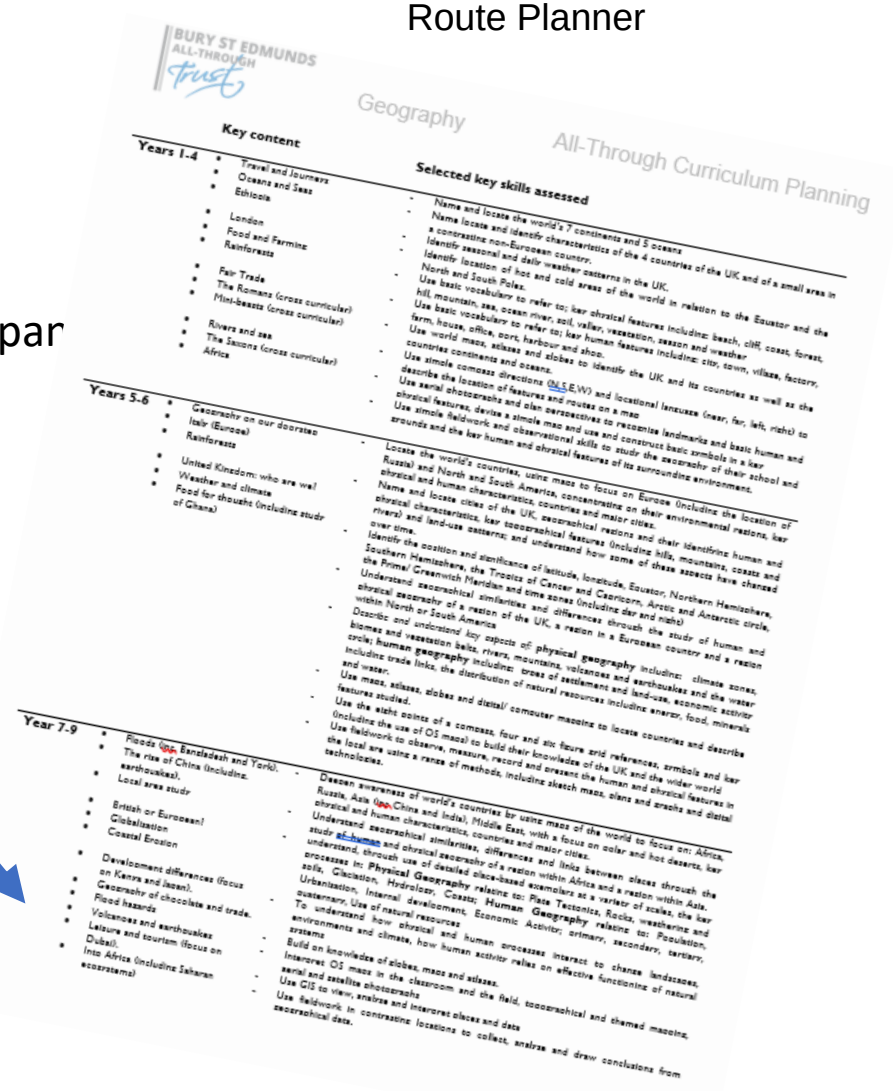
Intent

Content and Sequence: Year 9

The All-Through System
Route Planner

KS3

Development Differences with a focus on Kenya and Japan
Tectonic Hazards
Deserts with a focus on the Middle East and Antarctica
A Sense of Place Study of Bury St Edmunds


BURY ST EDMUNDS ALL-THROUGH trust

Geography

All-Through Curriculum Planning

	Key content	Selected key skills assessed
Years 1-4	• Travel and Journeys • Oceans and Seas • Ethiopia • London • Food and Farming • Rainforests • Fair Trade • The Romans (cross curricular) • Mini-beasts (cross curricular) • Rivers and sea • The Seasons (cross curricular) • Africa	- Name and locate the world's 7 continents and 5 oceans - Name locate and identify characteristics of the 4 countries of the UK and of a small area in a contrasting non-European country. - Identify seasonal and daily weather patterns in the UK. - Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use basic vocabulary to refer to; key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley, vegetation, season and weather - Use basic vocabulary to refer to; key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. - Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans. - Use simple compass directions (N,S,E,W) and locational language (near, far, left, right) to describe the location of features and routes on a map - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of their school and its surrounds and the key human and physical features of its surrounding environment.
Years 5-6	• Geography on our doorstep • Italy (Europe) • Rainforests • United Kingdom: who are we! • Weather and climate • Food for thought (including study of Ghana)	- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones (including day and night) - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America - Describe and understand key aspects of: **physical geography** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle; **human geography** including: types of settlement and land-use, economic activity including trade links, the distribution of natural resources including: energy, food, minerals and water. - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world - Use fieldwork to observe, measure, record and present the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs and digital technologies.
Year 7-9	• Floods (eg. Bangladesh and York). • The rise of China (including earthquakes). • Local area study • British or European! • Globalisation • Coastal Erosion • Development differences (focus on Kenya and Japan). • Geography of chocolate and trade. • Flood hazards • Volcanoes and earthquakes • Leisure and tourism (focus on Dubai). • Into Africa (including Saharan ecosystems)	- Deepen awareness of world's countries by using maps of the world to focus on: Africa, Russia, Asia (inc China and India), Middle East, with a focus on polar and hot deserts, key physical and human characteristics, countries and major cities. - Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa and a region within Asia. - understand, through use of detailed place-based exemplars at a variety of scales, the key processes in: **Physical Geography** relating to: Plate Tectonics, Rocks, weathering and soils, Glaciation, Hydrology, Coasts; **Human Geography** relating to: Population, Urbanisation, Internal development, Economic Activity: primary, secondary, tertiary, quaternary, Use of natural resources - To understand how physical and human processes interact to change landscapes, environments and climate; how human activity relies on effective functioning of natural systems - Build an knowledge of globes, maps and atlases. - Interpret OS maps in the classroom and the field, topographical and themed mapping, aerial and satellite photographs - Use GIS to view, analyse and interpret places and data - Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

Intent

Geography

KS4 curriculum (Eduqas B Specification)

Theme 1 Changing Places Changing Economies

This unit covers topics such as urban and rural change, features of UK cities and the changing patterns of the retail and leisure industry. There is also a focus on global cities and development.

Theme 2 Changing Environments

This unit investigates river processes, landscapes and management. It also covers coasts with a focus on processes, landforms and methods to manage coastal erosion. There are also sections on weather and climate and climate change.

Theme 3 Environmental Challenges

This unit includes topics such as ecosystems and water supply and demand. Content also includes the issue of desertification.

Intent

Geography

Content and Sequencing: Years 10 and 11

At County Upper, we have adapted the sequence of the Eduqas content, to ensure that the students get the best from it

Year 10 Curriculum

Autumn Term
- **Unit 1** Weather Climate and Ecosystems

Spring Term
- **Unit 2** Urban/Rural Processes and Change in the UK

Summer Term
- **Unit 3** Coasts and Skills
- Fieldwork in Bury St Edmunds

Year 11 Curriculum

Autumn Term
- Fieldwork in Felixstowe/Ipswich
- **Unit 4** Water Resources and Rivers

Spring Term
- **Unit 5** Global Urbanisation and Development

Intent

Geography

KS5 curriculum (AQA Specification)

Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Subject content

Physical geography

- 1. Water and carbon cycles
- 2. Hot desert systems and landscapes
- 3. Coastal systems and landscapes
- 4. Glacial systems and landscapes
- 5. Hazards
- 6. Ecosystems under stress

Human geography

- 7. Global systems and global governance
- 8. Changing places
- 9. Contemporary urban environments
- 10. Population and the environment
- 11. Resource security

Geography fieldwork investigation

- 12. Fieldwork requirements
- 13. Investigation requirements

Geographical skills

- 14. Geographical skills checklist

Geography

Intent

Content and Sequencing: Years 12 and 13

Year 12

- Coastal Systems and Landscapes
- Water and Carbon Cycles
- Changing Places
- Contemporary Urban Environments

Year 13

- Geographical Fieldwork and completion of a 3000-4000 word individual investigation (completed during the summer holidays)
- Hazards
- Global Systems and Global Governance

Intent

Literacy, Numeracy and British Values

Literacy To encourage literacy our teaching involves: using a variety of writing formats, using informal and formal language and vocabulary, recounts, chronological ordering, etymology, discussion and debate, roleplay, the interpretation of data and written sources of information to encourage retrieval, inference and comprehension skills. Literacy is embedded in each lesson and unit of work where there are opportunities for reading, writing, speaking and listening. In geography there is a huge emphasis on literacy and there is a focus on shorter and extended writing activities and exercises to develop the use of causal conjunctions, tiered vocabulary, key words (to encourage the use of key terminology) and frequent opportunities for guided reading to develop literacy, independence, critical thinking and future exam skills.

Numeracy To study geography students need to interpret data (in graphs and tables) and compare statistics – all of which is reinforced throughout the scheme of work. They require an understanding of chronology and sequence and need to analyse data to compare, explain and evaluate trends in human geography. Geographical skills and fieldwork studies all involve the manipulation of numerical information that is a core requirement of being a successful geographer.

British Values Students are encouraged to think about the diversity of different religions, identities, traditions and cultures. Students will explore diversity and British attitudes towards this by looking at the human geography of Britain, globalisation, the impact of migration and inequality in our society. Students will be given opportunities to discuss and form opinions on race, diversity and toleration and link this to recent global and domestic events and attitudes.

Intent

Geography

Retrieval Practice

The use of geographical concepts are built upon from previous learning and prior knowledge with repetition of skill sets to embed learning and development. Important geographical terminology is repeated and expanded upon to reinforce learning and learning tasks are carefully selected to provide multiple opportunities to revisit key skills.

Retrieval practice through cumulative questions strengthen the memory trace. A coherent sequence of learning with questions to provide a connection to prior learning are at the root of each lesson.

Intent

Geography

Cross Curricular Links

Along with literacy and numeracy, history and beliefs and values is also embedded in many geography lessons as pupils study migration and also compare and contrast the development of countries around the world. Africa and Asia in particular have had long-term economic consequences from the period of British Empire and colonialism - all of which is discussed in lessons where applicable.

One of the priorities of the geography department is to reassess and establish new cross curricular links with the other departments in the school at the first available and practical opportunity. Examples from the past are joint fieldtrips eg the Bay of Naples trip with the Classics Dept. We have also held joint All Through Education events with the History Department.

Intent

Geography

Progress

- Schemes of work are sequenced, where possible, so that knowledge and geographical concepts are built upon from previous learning.
- Responses to key questions and carefully thought out tasks in books, enable geographical inquiry to facilitate embedded knowledge.
- End of unit assessment from cumulative quizzing, data analysis and interpretation, comprehension, paragraph response, extended writing, posters, debate, drama and roleplay.
- Use of a well developed assessment grid to provide a comprehensive overview of the geographical concepts and skills that are being developed and to provide continuity between the Primary, Middle and Upper phase of our three tiered structure.

Intent

Geography

Support

- Careful planning to ensure maximum inclusivity to meet all individual needs.
- Flexible-paced learning to accommodate slower learners who can complete their tasks at a more comfortable speed.
- Extension tasks available to challenge, stretch and accommodate quicker-paced learners.
- Group work and pair work tasks to enable peer-support.
- Digital support via audio and visual input.
- Progressive tasks, cloze-sheet activities and keywords.
- Verbal support, one-on-one and scaffolded tasks.
- Targeted questioning.
- Tasks with variable outcomes to enable students flexibility and freedom of individuality.
- On-going assessment to highlight gaps in learning.

Intent

Geography

Recovery curriculum

Our recovery curriculum is subject to change, depending on the national Covid situation and its impact on next summer's exams. We receive regular advice from both exam boards and the Eduqas regional representative. All our recovery planning is in line with CUS and USP policy.

KS3

Essential knowledge, vocabulary and skills will be revisited when required.

KS4

We are planning on covering the 'lockdown content' again as part of our 2022 summer revision programme. The lockdown lessons are still available on Google Classroom for students to access and we have encouraged them to do so.

Fieldwork will be untaken when the situation allows and we are constantly monitoring the situation with regards the Fieldwork exam paper.

KS5

During lockdown, lessons were delivered remotely with students covering the expected curriculum content. The 'lost' fieldtrips will be adapted into one day experiences and organised for year 13.

Intent

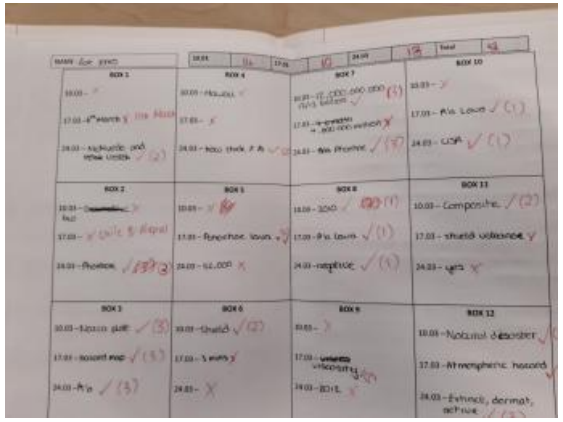
Geography

Intended areas of Geography development

For Sept 2021 we are aiming tighten up delivery and the assessment structure of KS3 and reconsider the delivery of the curriculum to split groups. We are also looking to strengthen links across our three tier system, to continue to develop our Geography Route Planner.

Following trials this term we are looking to introduce new techniques to imbed knowledge, such as low stakes quizzes and retrieval grids across all key stages. Knowledge organisers will also be introduced to so students have a summary of essential knowledge.
In Sept 2021 we are aiming to increase our use of Google Classroom, for setting homework tasks and to make greater use of the mark book feature.

A retrieval grid used in a year 9 lesson →



Implementation

Geography

Implementation

Implementation

Teaching - minimum expectations

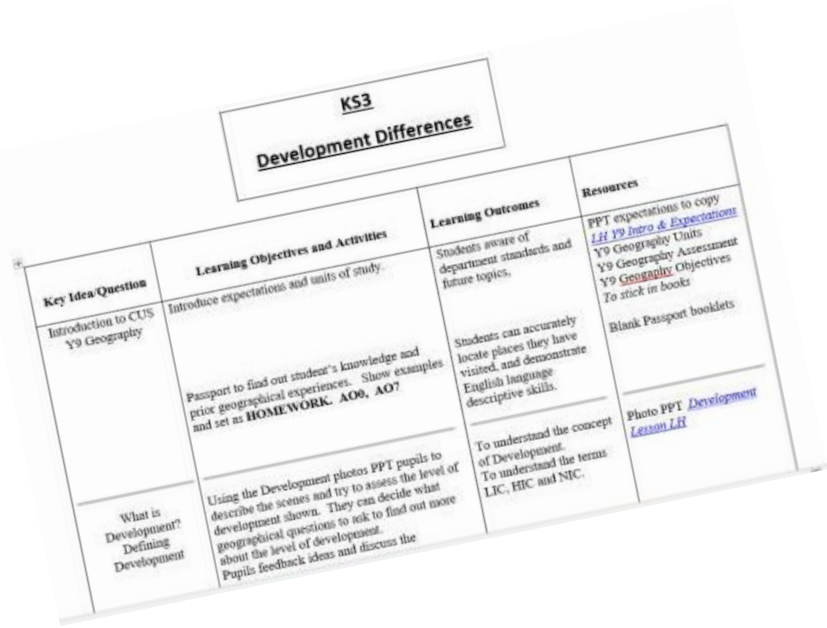
Geography naturally lends itself to questioning the world around us because in modern times our global awareness is vast. The fact that we can see physical and human geography in action is brilliant. Even more important is the fact that their actions can impact the world we live in now and for the future. Asking questions are really important to invoke curiosity and interest. The use of who, what, where, why and how generates higher level thinking - therefore using the key enquiry question is essential. It is here where the cumulative quizzing can increase confidence and show retrieval and integration skills. Geography incorporates many elements of good literacy and the requirement of 'English' skills; also the use of visual aids and sketching appeal to those who struggle with these skills. This makes it even more important to teach it well and it is a subject where discussion, debate and thinking are equally important as the recorded learning. All pupils can gain a real sense of achievement, involvement and self-worth through learning about geography. Enjoy teaching it and have fun teaching it.

- Teachers are geography specialists and have a genuine interest in the subject. This enables us to teach high quality geography lessons that focus on subject specific skills and vocabulary.
- Teachers are to use the established order of lessons in each SOW but to teach them using their own professionalism; they are to adapt the material supplied for their own individual classes. The Notebooks, PowerPoints and Handouts are not prescriptive. They are resources to use, adapt and differentiate in order to create lessons that will meet the success criteria for the learning objective and the needs of all the pupils.
- Teachers are to be aware of all Pupil Premium, SEND and EAL children in their classes.
- Use department resources to inspire learning, returning them promptly to allow other pupils to use them
- Teachers should be aware of the Geography Department assessment criteria and provide evidence to ensure pupils are making progress. Continuous formative assessment and summative assessment should be carried out in line with the school policy.
- All students should be made to feel like they are geographers, for instance: social, environmental and economic impacts and locational terms and other geographical language and terminology should be used in every lesson.
- All pupils are encouraged to use Geographical terminology and ask/answer questions about the world around them. It's really important to highlight that theory can be shown in real life.
- Good teaching practice, in line with school policy, should be followed.
- Student books should conform to school expectations about presentation (e.g using pencil for drawings, pencil colours for colouring) and format and any teaching resources should be found in every pupil's book, where applicable.
- Great teaching in Geography is about making connections, using vocabulary and providing an explanation of what is happening and why. The majority of pupils want to learn and like to show their learning. We all need to remember that.

Implementation

Planning

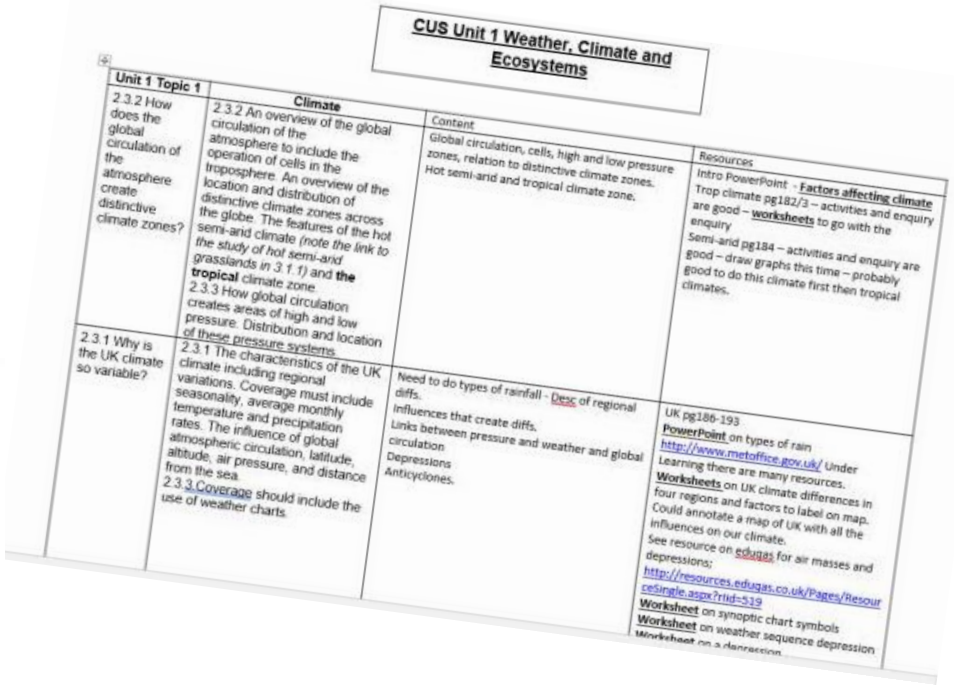
Across the Key Stages, All units of work have a sequenced scheme of work that highlights the topic to be covered, content for that lesson (or series of lessons) and resources available .
Teachers use these scheme of works to plan individual sessions to match the current lesson length of 50 minutes.
Teachers in the department are experienced and are to use the established order of lessons in each year groups scheme of work. They then teach them using their own professionalism; they are to adapt the resources supplied for their own individual classes.
Teachers share resources on the T Drive (and more recently Google Drive) to others to use and adapt.



KS3

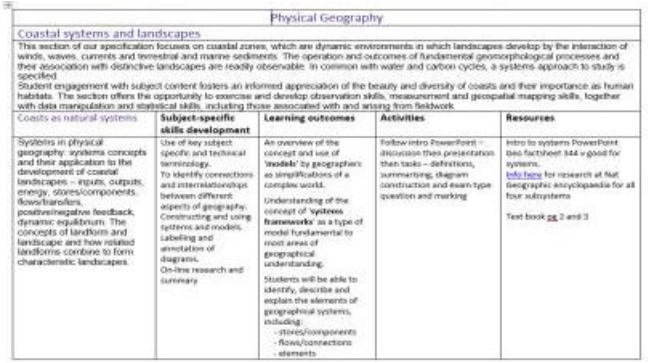
Development Differences

Key Idea/Question	Learning Objectives and Activities	Learning Outcomes	Resources
Introduction to CUS Y9 Geography	Introduce expectations and units of study.	Students aware of department standards and future topics.	PPT expectations to copy LH Y9 Intro & Expectations Y9 Geography Units Y9 Geography Assessment Y9 Geography Objectives To stick in books Blank Passport booklets
	Passport to find out student's knowledge and prior geographical experiences. Show examples and set as HOMEWORK. AO6, AO7	Students can accurately locate places they have visited, and demonstrate English language descriptive skills.	
What is Development? Defining Development	Using the Development photos PPT pupils to describe the scenes and try to assess the level of development shown. They can decide what geographical questions to ask to find out more about the level of development. Pupils feedback ideas and discuss the	To understand the concept of Development. To understand the terms LIC, HIC and NIC.	Photo PPT Development Lesson LH



CUS Unit 1 Weather, Climate and Ecosystems

Unit 1 Topic 1	Climate	Content	Resources
2.3.2 How does the global circulation of the atmosphere create distinctive climate zones?	2.3.2 An overview of the global circulation of the atmosphere to include the operation of cells in the troposphere. An overview of the location and distribution of distinctive climate zones across the globe. The features of the hot semi-arid climate (*note the link to the study of hot semi-arid grasslands in 3.1.1*) and **the tropical** climate zone. 2.3.3 How global circulation creates areas of high and low pressure. Distribution and location of these pressure systems.	Global circulation, cells, high and low pressure zones, relation to distinctive climate zones. Hot semi-arid and tropical climate zone.	Intro PowerPoint - **Factors affecting climate** Trop climate pg182/3 – activities and enquiry are good – **worksheets** to go with the enquiry Semi-arid pg184 – activities and enquiry are good – draw graphs this time – probably good to do this climate first then tropical climates.
2.3.1 Why is the UK climate so variable?	2.3.1 The characteristics of the UK climate including regional variations. Coverage must include seasonality, average monthly temperature and precipitation rates. The influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea. 2.3.3 Coverage should include the use of weather charts.	Need to do types of rainfall - Desc of regional diffs. Influences that create diffs. Links between pressure and weather and global circulation. Depressions Anticyclones.	UK pg186-193 **PowerPoint** on types of rain http://www.metoffice.gov.uk/ Under Learning there are many resources. **Worksheets** on UK climate differences in four regions and factors to label on map. Could annotate a map of UK with all the influences on our climate. See resource on edugas for air masses and depressions: http://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rid=519 **Worksheet** on synoptic chart symbols **Worksheet** on weather sequence depression **Worksheet** on a depression



Physical Geography

Coastal systems and landscapes

This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.
Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

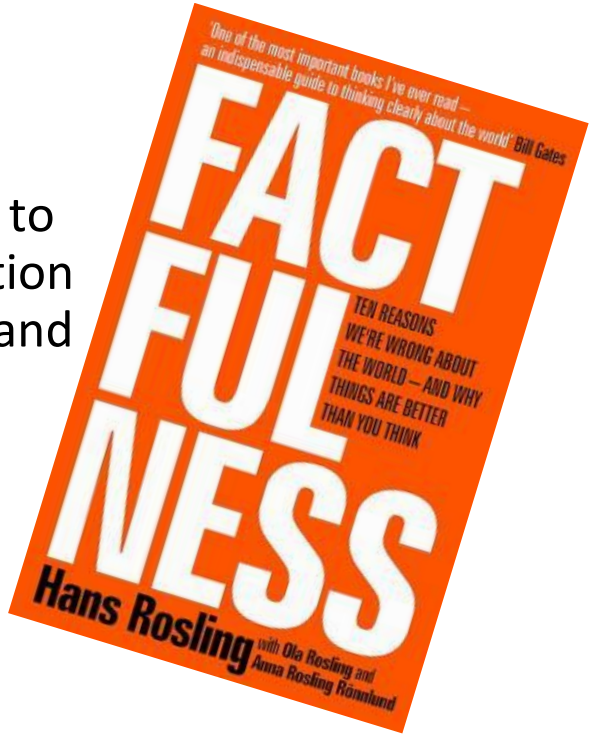
Coasts as natural systems	Subject-specific skills development	Learning outcomes	Activities	Resources
Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.	Use of key subject specific and technical terminology. To identify connections and interrelationships between different aspects of geography. Constructing and using systems and models. Labelling and annotation of diagrams. On-line research and summary	An overview of the concept and use of **'models'** by geographers as simplifications of a complex world. Understanding of the concept of **'systems frameworks'** as a type of model fundamental to most areas of geographical understanding. Students will be able to identify, describe and explain the elements of geographical systems, including: - stores/components - flows/connections - elements	Follow intro PowerPoint – discussion then presentation then tasks – definitions, summarising, diagram construction and exam-type question and marking	Intro to systems PowerPoint Geo factsheet 344 v good for systems. Info here for research at Nat Geographic encyclopaedia for all four subsystems Text book pg 2 and 3

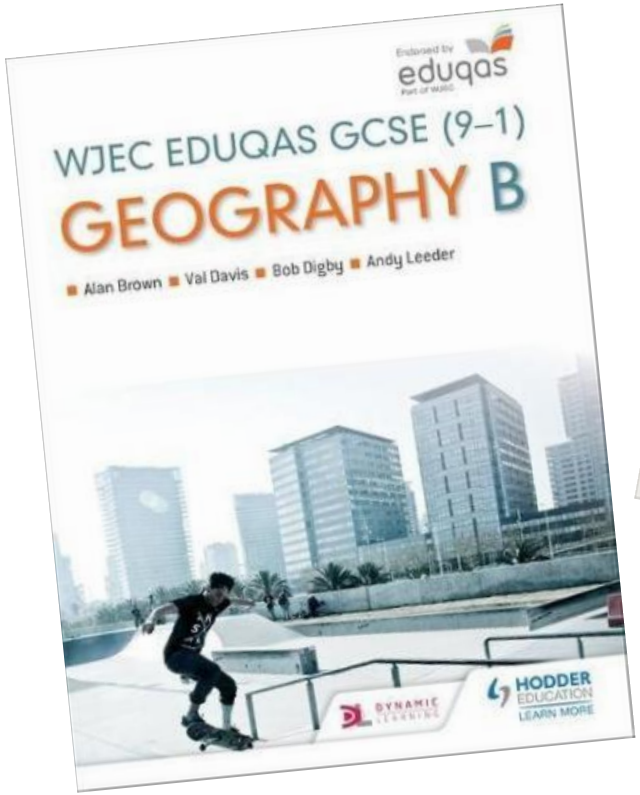
Implementation

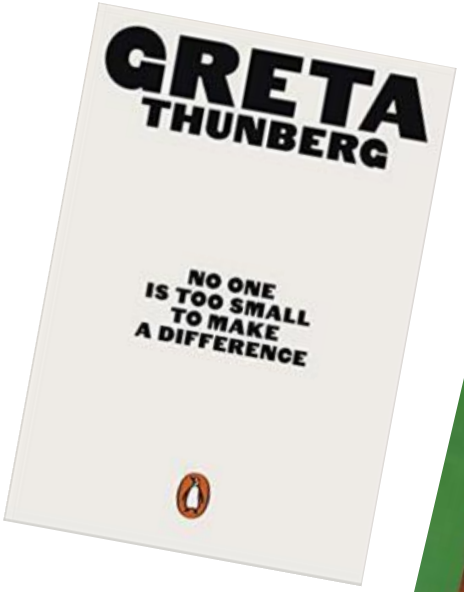
Geography and Literacy

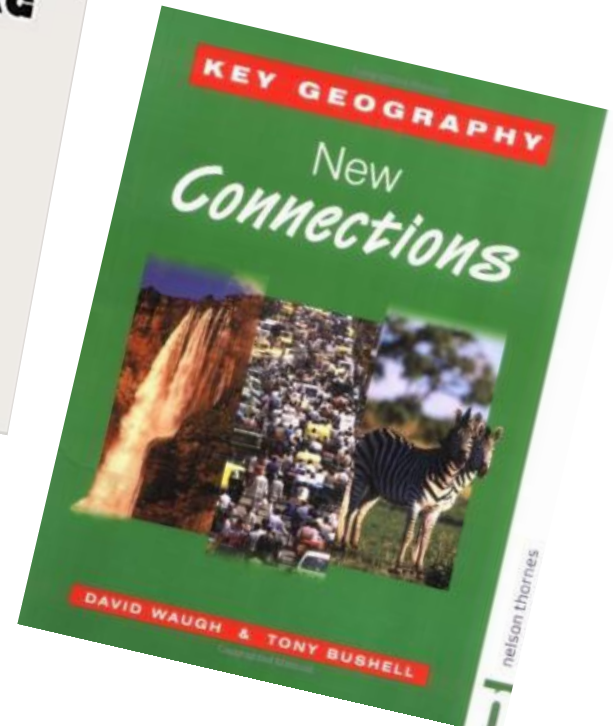
Reading

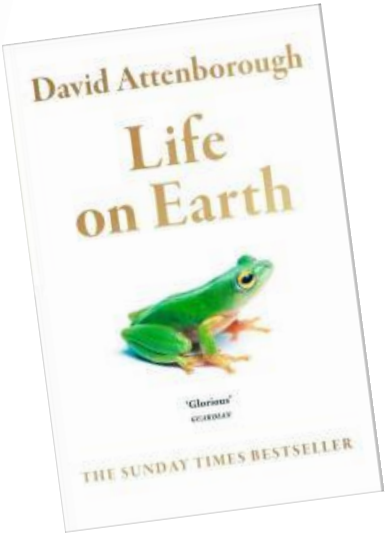
In our Geography curriculum we encourage pupils to access books to support their learning and develop their skills in accessing information from a range of sources. Teachers model reading Geography texts and pupils spend time reading independently or aloud to the class, to acquire knowledge or deepen their understanding.









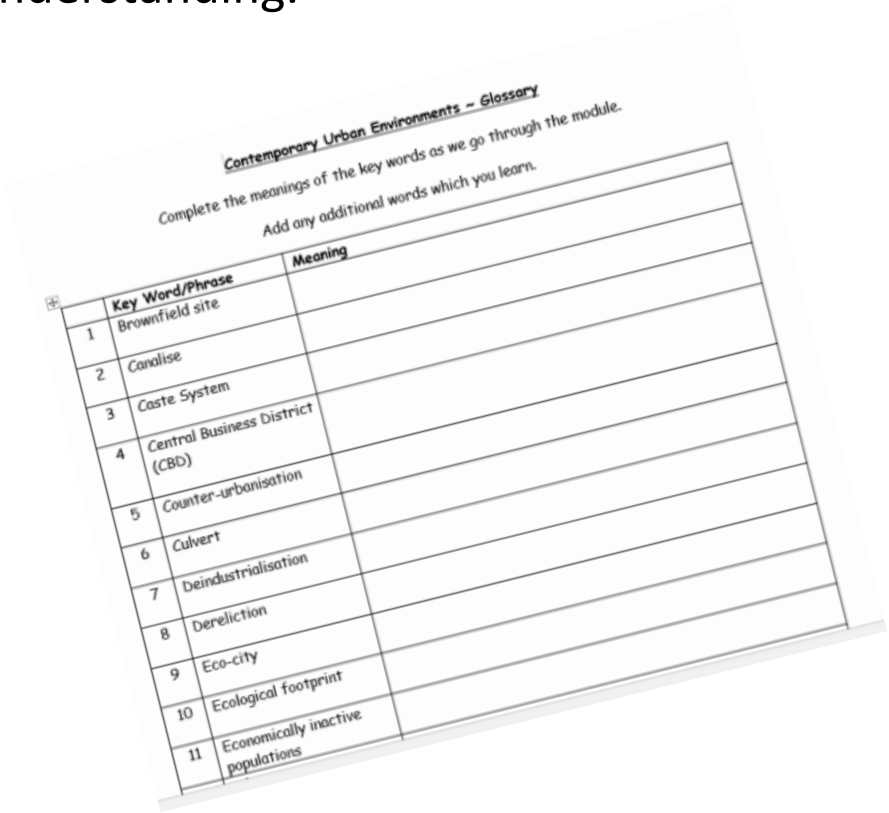


Implementation

Geography and Literacy (continued)

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific words are incorporated in each unit students books used across the key stages contain a rich vocabulary, Key Words and Glossaries are used in KS4 to expand geographical vocabulary and understanding.

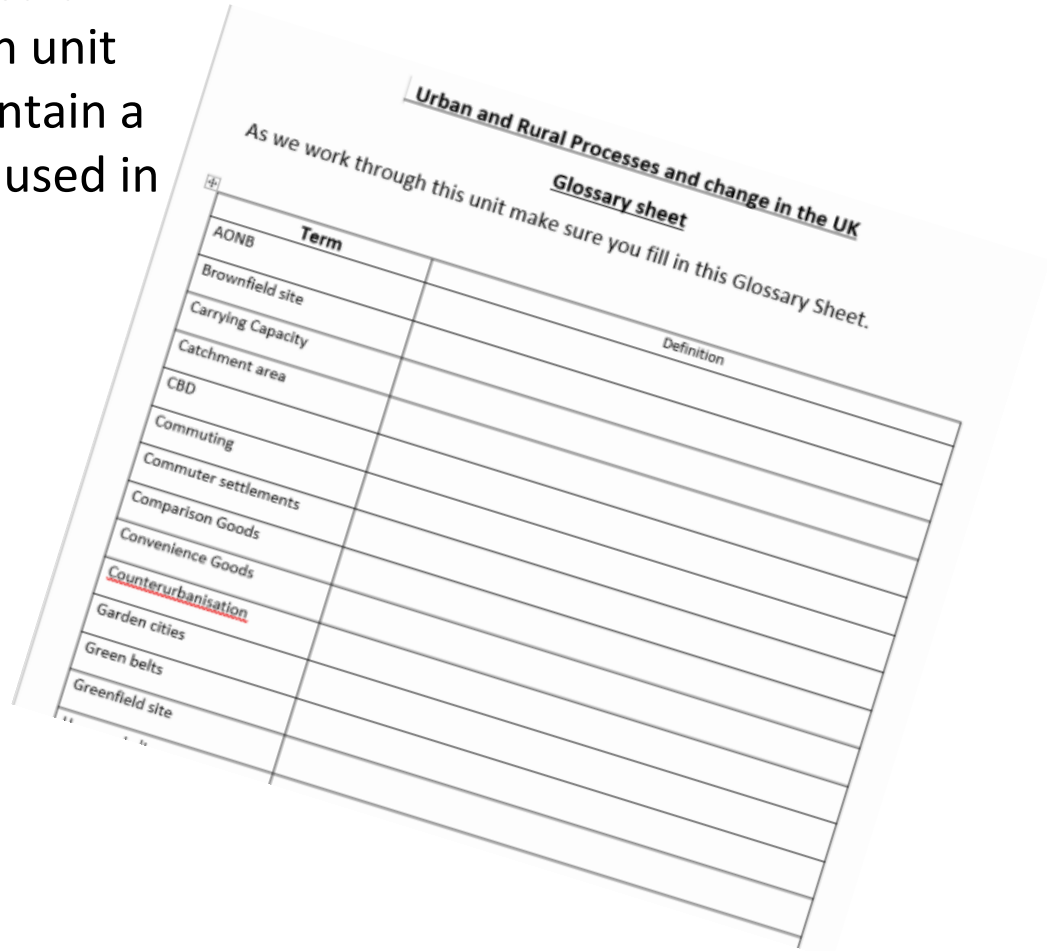


Contemporary Urban Environments – Glossary

Complete the meanings of the key words as we go through the module.

Add any additional words which you learn.

	Key Word/Phrase	Meaning
1	Brownfield site	
2	Canalise	
3	Caste System	
4	Central Business District (CBD)	
5	Counter-urbanisation	
6	Culvert	
7	Deindustrialisation	
8	Dereliction	
9	Eco-city	
10	Ecological footprint	
11	Economically inactive populations	



Urban and Rural Processes and change in the UK

Glossary sheet

As we work through this unit make sure you fill in this Glossary Sheet.

Term	Definition
AONB	
Brownfield site	
Carrying Capacity	
Catchment area	
CBD	
Commuting	
Commuter settlements	
Comparison Goods	
Convenience Goods	
Counterurbanisation	
Garden cities	
Green belts	
Greenfield site	

Glossaries used in Year 10 GCSE and Year 12 A Level

Implementation

Geography and Literacy (continued)

Oracy

When discussing their ideas and thoughts or presenting information, pupils are encouraged to speak using full sentences and incorporating the key geographical vocabulary. Teachers are expected to use geographical language and terminology in every lesson.

Questioning students to establish their understanding is a key focus and students are encouraged to participate. Teachers use this opportunity to develop probing questions and adopt the 'say it again better' technique.

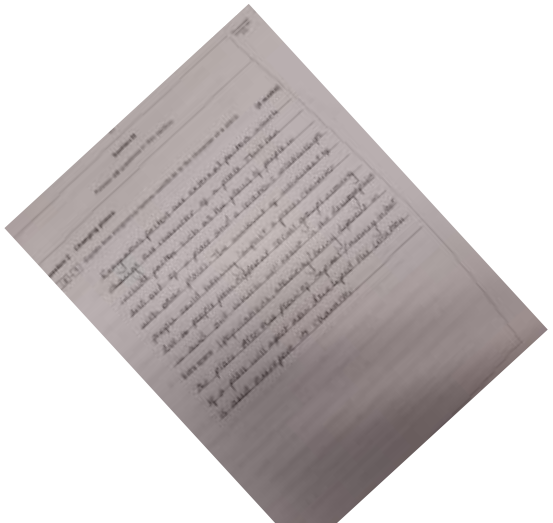
At various stages across the curriculum, students also have the opportunity to give verbal presentations to their peers.

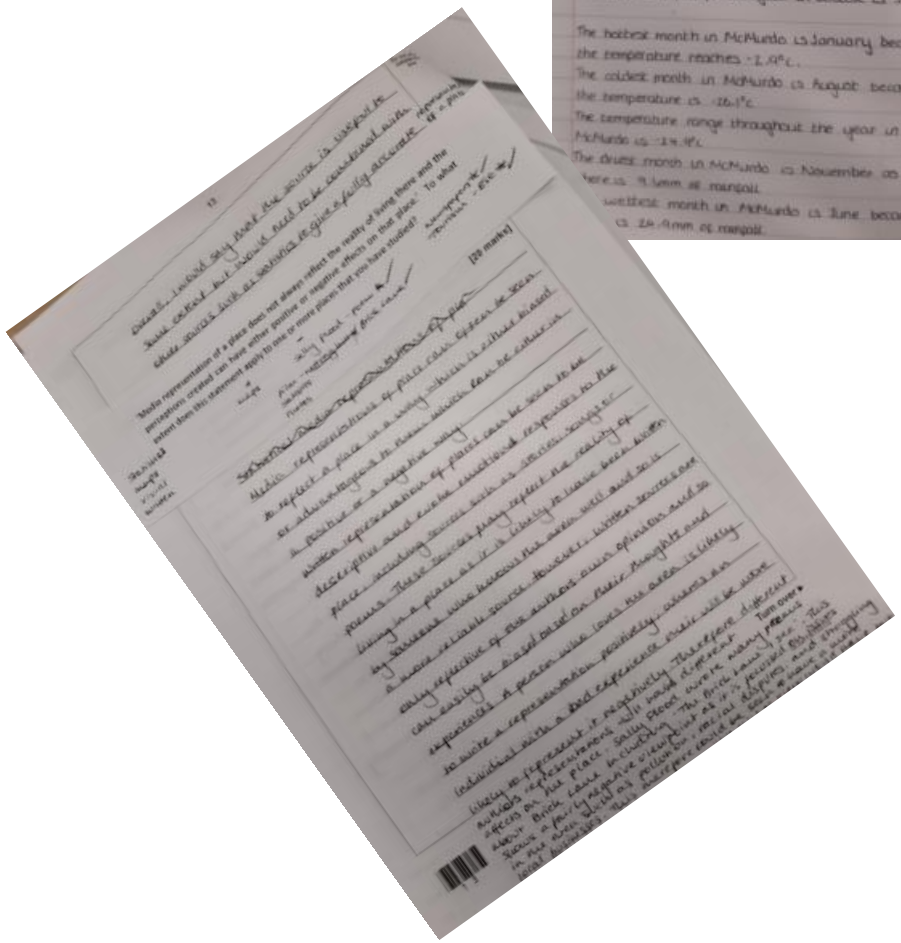
Implementation

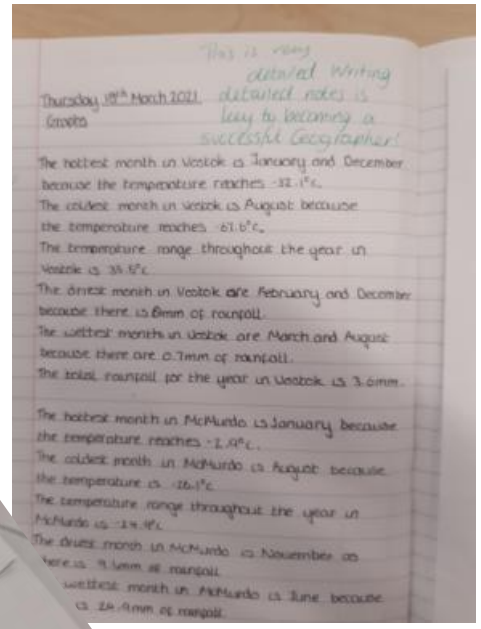
Geography and Literacy (continued)

Writing

Across all stages of the curriculum, pupils are encouraged to write and teachers model how to write purposefully, using key structures and vocabulary. Pupils are encouraged to use their work books as reference books, using previous work, text books and external sources.
In KS4, their text books are a vital resource for exam revision. At A Level student use their written class notes and exam practice materials as part of their revision procedure.







Implementation

How are lessons tailored for different learners, including pupils with SEND?

At County Upper School, we recognise that not all pupils learn in the same way. Geography is an exciting area of study and an important one. Many children, outside of school, enjoy reading about geography in factual books or watching geography documentaries and programmes and those who do not, can be inspired to do so.

Although the learning of geography incorporates many elements of good literacy and the requirement of 'English' skills, it is also a subject that can have great appeal to those who struggle with these skills. This makes it even more important to teach it well and it is a subject where discussion, debate and thinking are as equally important as the recorded learning. All children can gain a real sense of achievement, involvement and self-worth through learning about geography.

Many of the tasks carried out in geography lessons will be differentiated by outcome with a clear understanding of the teachers expectations (for example, using All, Most and Some against the task criteria). More able pupils are encouraged to assist and support other pupils and tasks are scaffolded to provide further differentiation. All teachers will be aware of all Pupil Premium, SEND and EAL children in their classes. By close collaboration with English teachers about the ability level of the children in their classes (in terms of their writing and comprehension ability) written tasks can be differentiated accordingly. Pupil Passports and other information provided by the SEND department and form tutors can further promote good teaching practice in accordance with Teacher Standards.

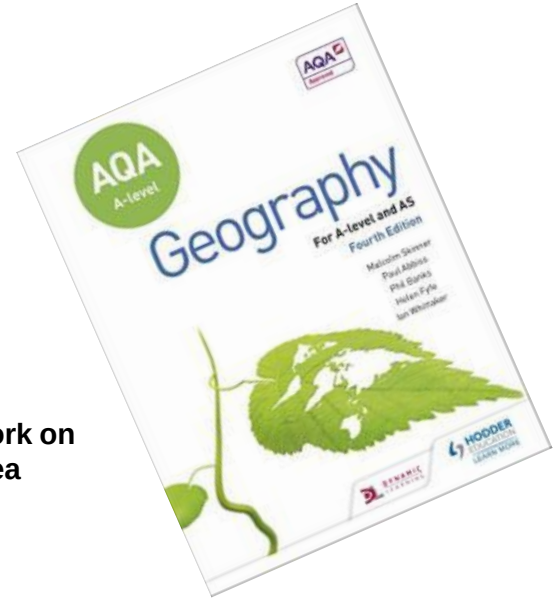
Implementation

Resources

Across the three stages of the curriculum, geography is taught using high quality resources and texts which support teaching and learning. As well as using the latest text books and atlases in class, we also have our own school library with a selection of geography texts. Ordnance survey maps are available for a variety of locations and we have a good supply of fieldwork equipment which is used in KS4 and KS5.
Online resources are increasingly being used, such as The Time for Geography site for video clips and BBC Bitesize and GCSE Pod for revision.

The department subscribes to a variety of publications such as the Geography Review magazine, Tutor2U, Geofiles and the GA Magazine, so teachers are aware of the latest subject developments and case studies.

Yr 12 fieldwork on Hornsea beach



Impact

Geography

Impact

Impact

How do you monitor progress and achievement?

Across the three stages of the curriculum, teachers are responsible for keeping a record of how individuals are progressing in the subject. Pupils are monitored and supported closely in their learning. During each lesson, the teachers give verbal feedback to the learners and use questioning to develop further understanding, unravel misunderstanding and resolve any misconceptions. Regular marking of books followed up by individual written and verbal feedback allows for formative and ongoing assessment.

Cumulative quizzing and other assessment tasks in the form of end of topic tests, writing and interpretation tasks, all provide teachers with enough material to make a summative assessment at the end of each term. In KS4 and the KS5, the focus is on exam technique and practice, with the regular completion of practice exam questions and papers. Where pupils are regularly underperforming, as highlighted by the teachers formative assessment, then lesson plans or resources may need to be adapted to address these issues.

Impact

How do you document learning in geography?

At KS3, department staff keep their own mark books to record progress and any concerns are passed onto the Head of Department. Alongside this, the TAS system is used twice a year to record pupils' progress against the ten areas of geography development and graded with 0-4 indicating either: (0) no progress, (1) emerging progress, (2) improving progress, (3) secure progress or (4) exceeding expectations and progress. Summative assessment at the end of each term provides a grade to track against each pupil: (B-) well below track and working well below the expected level, (B) below track and working below the expected level, (O) on track and working at the expected level, (A) above track and working above the expected level and (A+) well above track and working well above the expected level.

At KS4, department staff keep their own mark books and end of topic test results are logged onto a central folder on Google Drive, to document students' learning. At KS5 teachers also are responsible for keeping their own log of homework results, test scores etc. Concerns are raised in our regular department meetings.

Impact

How do you measure the impact of geography teaching?

Excellent exam results at GCSE and A Level are the end focus, which reflects the impact our teaching has had.
Student uptake in the subject has been steadily increasing. In recent years we have had two sixth form groups in years 12 and 13.
Practice exam questions at KS4 and KS5 target different Assessment Objectives (AOs).
Feedback is given and marks are used to track progress.
Plenaries are used at the end of lessons, so teachers can check learning during the lesson.
Books are also checked and marked on a regular basis.
We make sure that everyone in the department is aware of the expected standards so that teaching and assessments are fair.
Pupil questionnaires have been used to gather information about pupil perceptions. The aim is to use the 'Pupil Book Study' interview method from September 2021, to monitor the impact of the lessons, the support we give, the strengths and weakness of the pupils and what we need to do to address these.

Impact

What do you consider to be the strengths of Geography within the school?

Pupils enjoy their geography lessons and uptake at GCSE and A level has been steadily increasing.
We get very good GCSE and A Level results.
Student go on to study geography at University and become geography teachers.
Teachers in the department are passionate and knowledgeable about geography.
The range of resources in the department support the learning.
We take the subject 'out of the classroom,' with annual fieldtrips to the Holderness Coast, Hull, London, Felixstowe and Bury St Edmunds.

How do you know?

The students tell us in lessons, open evenings and at option choice events.
Department meetings and teacher feedback on curriculum content.
Through observations.
Results data.

Impact

Enrichment and cultural capital

Fieldwork and trips enable the students to put the disciplinary geography into practice. Students are able to experience life outside of Bury St Edmunds, from the dramatic headlands and bays of Flamborough Head to the inner city deprivation in Hull and Sheffield. For many students this is an enrichment experience is a massive contrast from life in Suffolk.

Geography staff are also involved in the Duke of Edinburgh Award. With the obvious map reading skills required, many of the DofE 'aims' the participants choose are linked to geography. Students from all backgrounds are encouraged to take part, with special assistance being made to participants if required.

Geography lessons will always reflect topical news items as a way of increasing engagement in the world in which we live. This can be at a local, national or international level.

Impact

Careers development

In year 9 we approach careers advice in Geography by offering an KS4 options evening

In year 10 we approach careers advice in Geography by discussing possible ‘geography’ related work experience.

In year 11 we approach careers advice in Geography by discussing A Level choices with links to future possible careers

In year 12 we approach careers advice in Geography by discussing UCAS

In year 13 we approach careers advice in Geography by discussing future university's and the degrees they offer to geographers.

The department career champion is Paul Fisher