PRACTICAL GUIDE
AUTUMN 2021

Bishop Chadwick
Catholic Education Trust

Geography

Curriculum Continuity Project

Contents

SCAN ME

Geography teaching and learning materials have been developed as part of an ongoing Curriculum Continuity Project, funded initially by the DfE to improve transition beteween KS2 and KS3. The project now includes a number of subjects and is expanding across phases.

Scan the link to find out more about the project.

"Geography puts the understanding of social and physical processes within the context of place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them"

RGS, 2015

Location and Place Knowledge | Geographical Techniques | Physical Features and Processes | Human Interaccction with the Environment

Teaching Geography

An understanding of the threshold concepts and comittment to teaching them.

Location and Place Knowledge

Location and place knowledge is not simply about knowing where a place is in the world. It includes:

- **Location Knowledge:** World countries, Regions, Environments, Continents, Physical features (rivers and mountains)
- **Physical Knowledge:** Similarities and diferences between places (physical and human), Cultures, Cities, Capitals
- **Map Literacy:** Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Geographical Techniques

The use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits, such as:

- **Map Literacy** OS Maps, Grid references, Latitude and Longitude, Atlases, Globes, GIS (Google maps), Aerial photos
- **Numeracy and Graphicacy** Manipulating data, Interpreting graphs & tables, Constructing graphs
- **Literacy Skills** Using key terminology, Constructing arguments, Writing persuasive arguments
- **Core Skills** Annotating diagrams/photos, Using case studies, Causes, effects, responses, Processes leading to landforms, Inferring information and making judgements

Physical Features and Processes

Looking at the natural landscapes, features and the processes which create them. This is done in two stages:

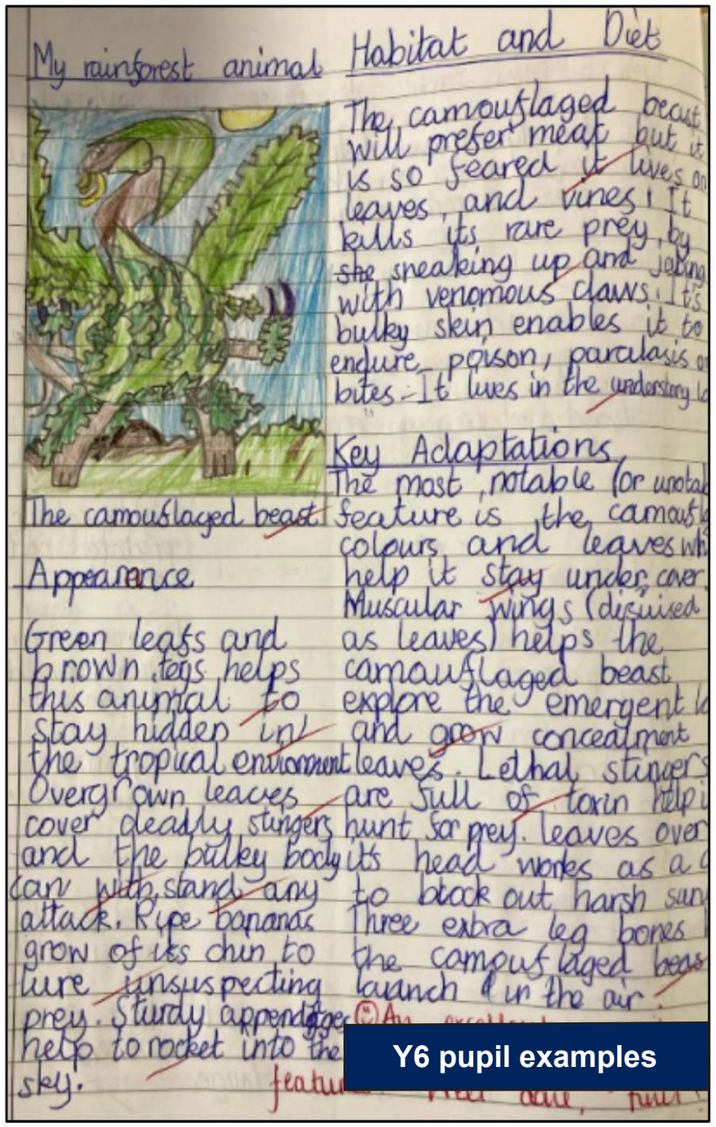
1. **Characteristics (Describe)**
   What does the feature look like, What makes it unique, What are it's dimensions, Observations (figures, photos, diagram)
2. **Processes (Explain)**
   Why does the feature/event occur, Step-by-step, Directly link how the processes create the characteristics

Human Interaction with the Environment

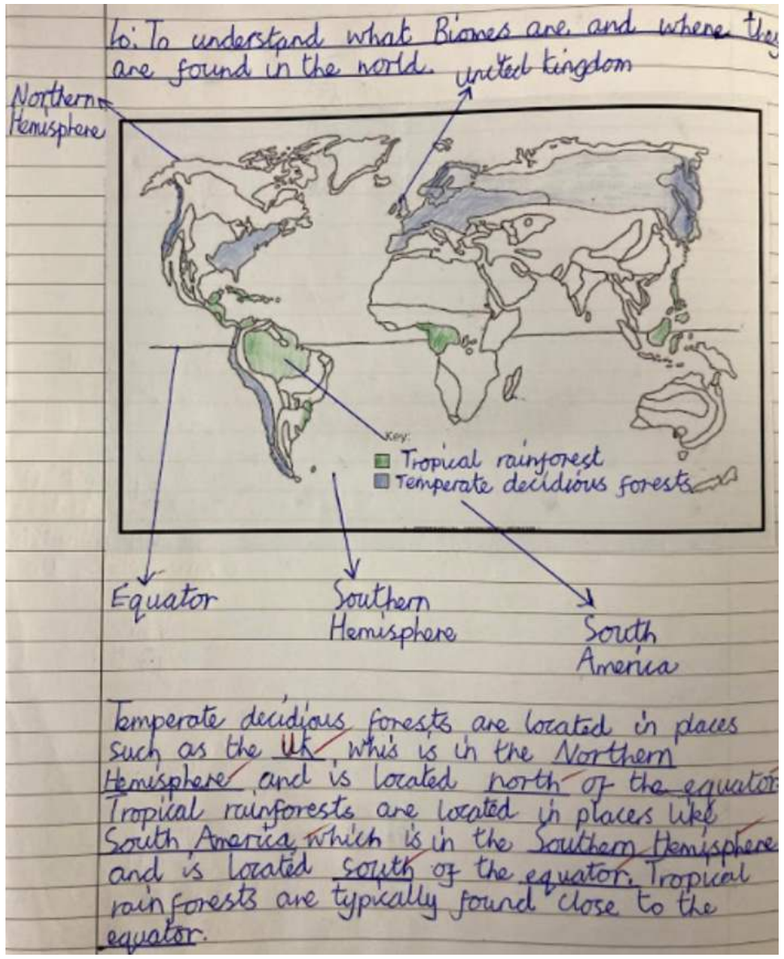
Humans interact in a number of ways including:

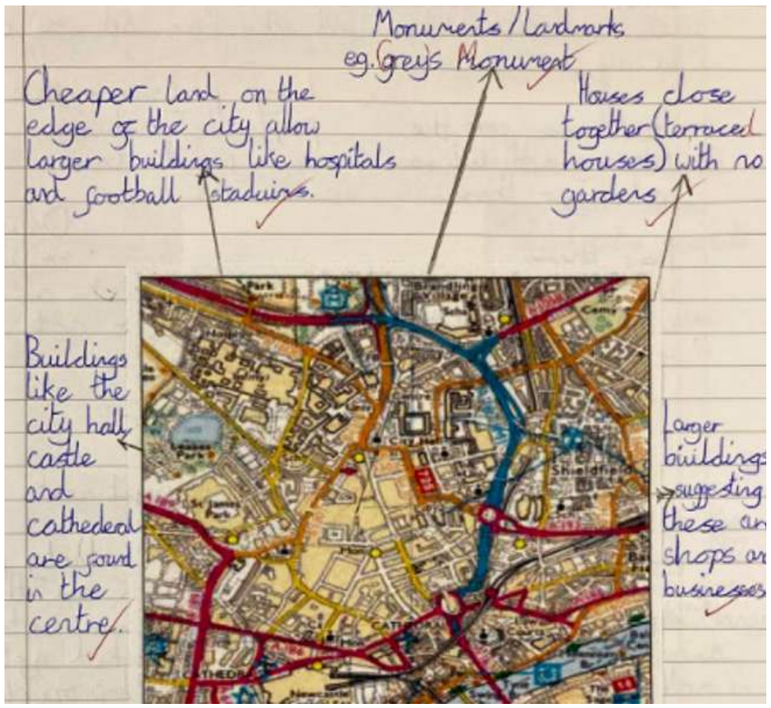
- **Land Use** Types of settlement and land use, Economic activity including trade links, Distribution of natural resources
- **Human impact** Human impacts on the natural environment, Human induced hazards, Impacts of natural hazards on people
- **Human Responses** Human responses to natural hazards and to human induced hazards

For the first time, I feel like I am making the Geography visible to my pupils and to myself!



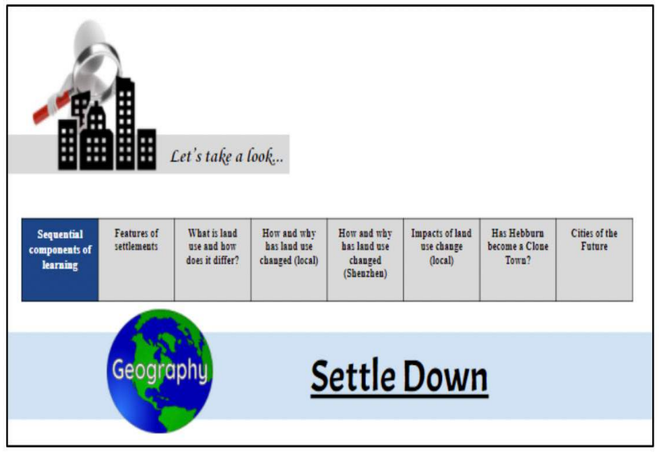
Y6 pupil examples

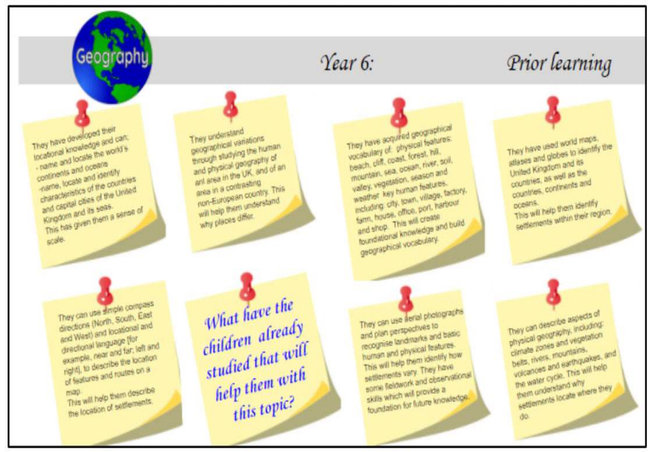


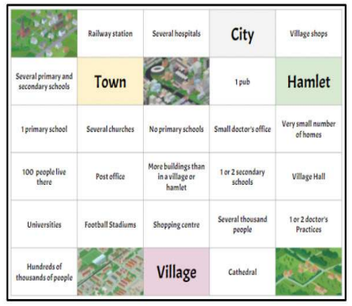


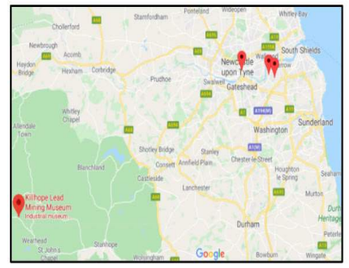
The Learning Materials

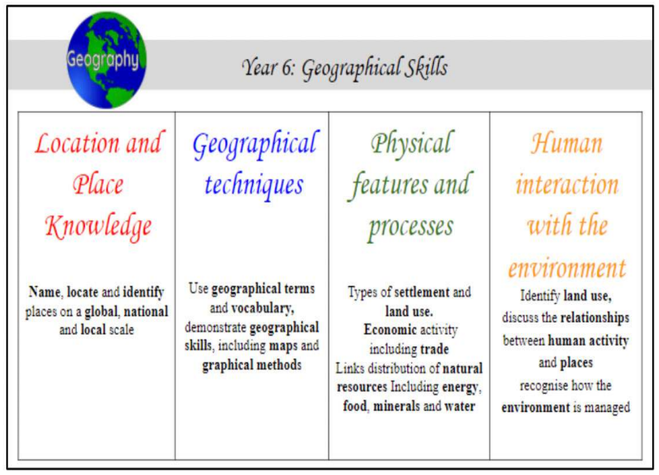
A look at the prepared resources and how the lesson components fit together.

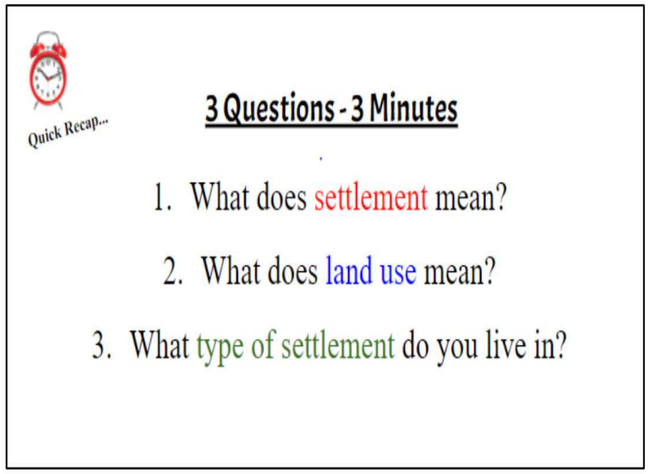


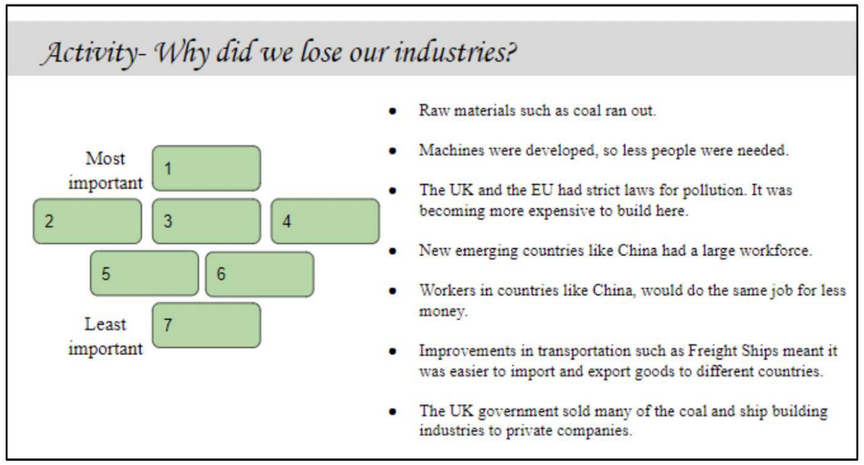












A team of Primary Subject Leads and Secondary Heads of Department have been working together to produce some high quality units, following the threshold concepts outlined previously. An effective geography curriculum must cover all 4 of these concepts and within any one lesson at least 3 of these concepts should be covered.

Writers have worked to identify sufficient breadth of content and ensure that pupils learn this in sufficient depth. By using the materials, teachers are able to break down the content they wish pupils to learn into component parts which have been selected to take into account what pupils need based on their prior knowledge and experiences.

These units include lesson planning, presentations and resources. These can be used as provided or modified and adapted to suit the context of individual schools.

Lesson materials have been designed in a way to ensure clarity and consistency of delivery, as well as providing an agreed standard for primary geographers. Learning is tracked at the start of each lesson to allow frequent recap of learning.

> *"A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes"*
>
> **DfE, 2013**

The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Likewise, recall is a feature of each session in the form of '3 Questions-3 Minutes'. Pupils are increasingly able to apply generalisations to understand the world around them.

Whilst maintaining strong cross curricular links, materials are entirely focused on achieving a strong geography curriculum. As such, planning, presentations and resources have been carefully considered and a balance of all the threshold concepts are reflected throughout the materials. Knowledge and skills are reinforced regularly both within and across units.

> *"As a subject that incorporates as much from the natural sciences as the social sciences, the structure of a geography curriculum is complex. However, rarely do these exist in isolation. Indeed, one of the strengths of geography is that it brings them together. Geography must have a curriculum that respects both discourses and the interplay between them."*
>
> **DfE, 2021**

Assessment

- Assessments allow pupils and teachers alike to appreciate what has been learned.
- Teachers are clear about the assessment criteria, which both helps pupils to improve their attainment and motivates them.
- Assessments are designed so that teachers can identify specific gaps in pupils' knowledge and any misconceptions.
- Assessment information flags areas where pupils have a secure knowledge and where they need some aspects to be retaught. If there are common issues, leaders review and adapt the curriculum.
- Teachers recognise that progress is rarely linear due to the cumulative nature of geography.

DfE Geography Subject Review, 2021

Geographical Skills			
Location and Place Knowledge	*Geographical techniques*	*Physical features and processes*	*Human Interaction*
Name, **locate** and **identify** places on a **global**, **national** and **local** scale.	Use **geographical terms** and **vocabulary**, demonstrate **geographical skills**, including **maps** and **graphical methods.**	Identify and describe river **characteristics** and **processes.** An understanding of the three **stages of a river** and how they differ.	Identify **land use,** and **economic activity** along a river. **Discuss** the **relationships** between **human activity** and **how this has changed overtime.**

Sequential components of learning	*Stages of my own knowledge*			*WTS*	*EXS*	*GDS*
The Water Cycle	I can describe the water cycle.	I can identify key terms and features of the water cycle.	I can link the water cycle to how water ends up in a river.			
The Drainage Basin	I can identify the main features of a drainage basin	I can define the main features of a drainage basin	I can define and link the main features of a drainage basin			
River processes	I can identify that rocks become smaller as they travel down a river	I can define the three processes of a river: erosion,deposition and transportation	I can make links between river processes and how it changes and moves rocks.			
The Upper Course	I can identify the upper course of a river on a map.	I can identify key terms and features of the upper course.	I can link the upper course of a river to how water ends up in the sea.			
The Middle course	I can identify key terms and features of the middle course.	I can link the middle course of a river to how water ends up in the sea.	I can use a key to represent where erosion & deposition creates meanders.			
The Lower Course	I can describe the features of floodplains	I can explain the formation of floodplains	I can evaluate the advantages and disadvantages of building on floodplains			
The Impact of Flooding...	I can describe how the use of my local river has changed over time.	I can identify the causes of a flood.	I can identify the social, economic and environmental impacts of a flood.			
			Overall:			

Fig 1: Ongoing unit assessment tool

Knowledge Test: 4.2 Journey of a river Total mark: / 14

Name: **Date:**

Part A) *Draw a circle around the letter that corresponds to the correct answer*

Q1) What is the definition of precipitation?	Q2) What is the definition of condensation?	Q3) What is the definition of the drainage basin,
A The process where water turns into vapour.	A When water vapour in the air cools down,water molecules come together and turn back into liquid. This forms clouds.	A Any area of land where precipitation collects and drains into.
B Any water that falls from the sky including rain, snow, sleet or hail.	B Any water that falls from the sky including rain, snow, sleet or hail.	B Where a river begins.
C When water molecules drain into the ground.	C When water falls onto leaves and evaporates.	C Where two streams or rivers meet.
Q4) What is the name of the beginning of a river?	**Q5) Where would waterfalls most likely be found?**	**Q6) What is a meander?**
A The drainage basin.	A The upper course.	A A type of waterfall.
B The mouth.	B The middle course.	B A bend or curve in the river channel.
C The source.	C The lower course.	C The beginning of a river.
Q7) What are the four types of erosion?	**Q8) What is the name of the area of the drainage basin that fills with water during a flood?**	**Q9) True or false. The main causes of flooding are heavy rain and poor drainage.**
A Source, mouth, confluence and tributary.	A A tributary.	A True
B Hydraulic action, abrasion, attrition and solution.	B The floodgate.	B False
C Transpiration, evaporation, condensation and infiltration.	C The floodplain.	
Q10) True or False. Flood gates and flood walls will cause flooding to be worse.	Total: / 10	
A True		
B False		

Fig 3: Knowledge Quiz

Assessment Task : To write an article about my local area flooding

NATIONAL GEOGRAPHIC

There has been a flash flood in your local area! **National Geographic** have asked you to write an article about the **causes**, **impact** and **response** to the flood.

You must write like a geographer using **key terms**, **giving clear explanations** and use **diagrams** and **photographs** where appropriate.

Fig 2: End of unit assessment task

Teaching materials include a range of assessment tools, consisting of a progress tracker (Fig 1) to be used on an individual lesson basis to assess pupil understanding and application of the content covered. Ending each unit there is the opportunity to assess through a subject knowledge quiz (Fig 3) and an end of unit task (Fig 2). Throughout, the aim is to assess pupils ability to think like a geographer by choosing, building and linking knowledge as they work through a unit, complete a unit and progress on to other units.

Continuous Professional Development

As part of this curriculum process, effective training of classroom practioners has been a fundamental consideration. It is absolutely critical that teacher subject knowledge allows for confident and well informed delivery.

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Geography Subject knowledge Update

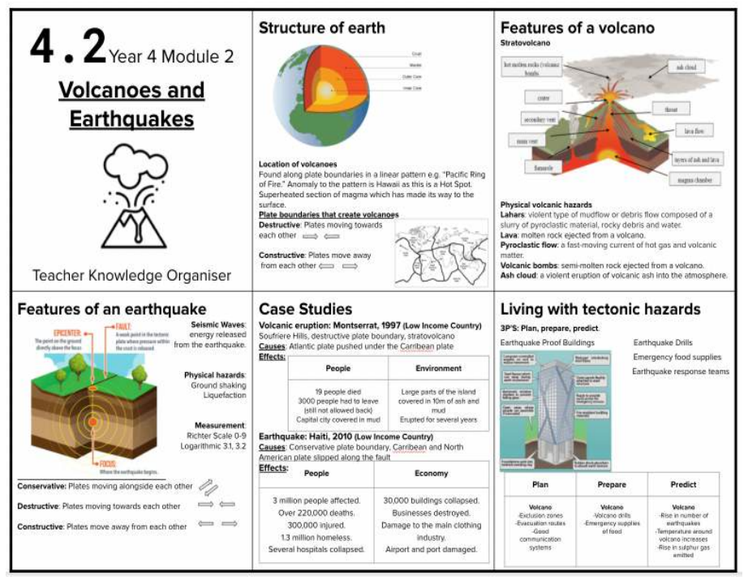
"*A high-quality geography education depends on the priorities established at a whole-school level. Fundamentally, the expertise and professional development of teaching staff have a significant impact on the curriculum and its implementation. This is especially true in geography because few primary teachers (and a substantial proportion of secondary teachers) have not studied geography beyond A level standard*" **DfE, 2021**

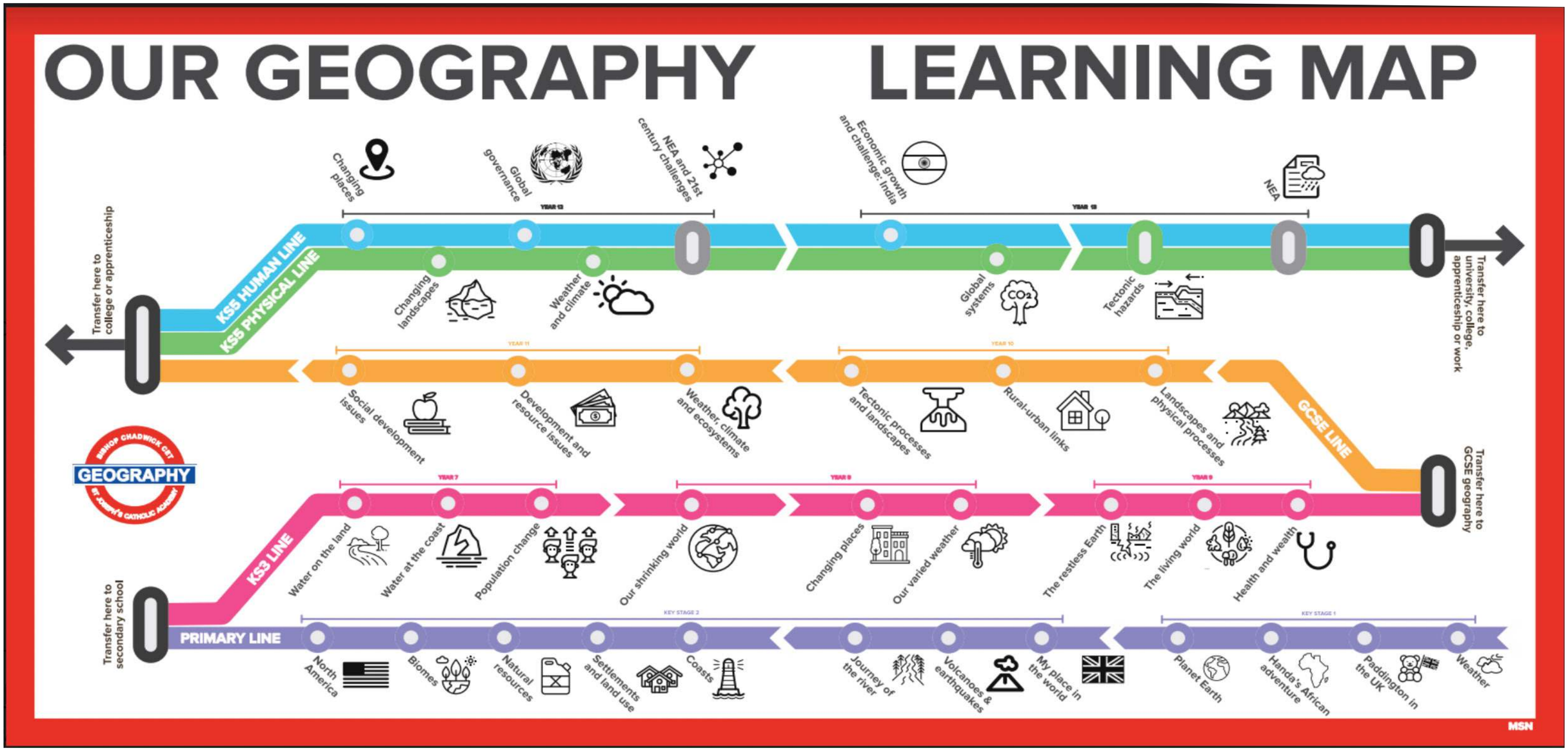
Geography subject knowledge training is available for all units.

Lead by a Geography Head of Department, the short training session provide invaluable insight into each of the units created and an explanation of the subject content proposed to ensure accurate Geography teaching.

In addition, live online training sessions and network meetings are proposed throughout the year, providing an opportunity to give feedback to inform future units and to ask questions.

Each unit comes complete with a teacher essential knowledge document as a further support for confident and accurate teaching of subject content.





Transition as a process *not* an event...

Our intention is to create a well-planned geography curriculum, both in terms of what pupils are to learn and how it is organised, to ensure that pupils remember what they have been taught. A curriculum that inspires students and broadens their understanding of the world around them, based on place and locational knowledge, geographical techniques, physical processes and landscapes and human uses. The primary units created aim to provide a strong foundation on which to build upon at KS3 and beyond. As pupils progress through school they will develop their geographical knowledge and skills, as well as their ability to think as a geographer, in order for them to thrive in the subject.

A consistency of approach, shared high expectations and effective dialogue between key phases will ensure children learn more and remember more in their study of geography.

Better Schools
Better Communities
Better Futures In Christ

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