

Geography curriculum vision

A rich geography education gives pupils the opportunity and key foundations to bring to life the diverse world we live in via their own classroom. It develops a deeper appreciation of its natural and social aspects along a journey that will remain with them for a lifetime. As they progress through their studies, pupils will increase their understanding of the key interactions between human and physical processes.

Pupils will:

- build their own identity and develop their sense of place
- be inspired by the unique situation in Sheffield and its surrounding Geography where some of the greatest physical landforms in the National parks like the Peak District meet great industrial cities like Manchester, and Liverpool
- recognise the similarities and differences between the world around them and contrasting environments
- understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife and their impact
- learn about the orientation of the world, including references such as the continents and oceans that they can navigate from
- deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- be competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered; interpret a range of sources of geographical information; communicate geographical information in a variety of ways
- appreciate that geographical academic knowledge is provisional and revisable. Geographers build, challenge or refine the work of each other engaging with genuine academic debate
- engage in live fieldwork including data collection, analysis and presentation developing an appreciation of the interplay between locational knowledge and human and physical processes

Geography curriculum intent

Pupils learn to:

- develop key contextual knowledge of geographically significant places, which includes the defining of human and physical characteristics and how these help shape understanding of key processes
- recognise the processes that generate key physical and human features across our world, how they bring special variation over time
- become skilled in collecting and interpreting key geographical data through exposure to outdoor learning, including fieldwork, that will help to foster a deeper understanding of geographical features and processes
- interpret a wide range of geographical information, including maps, diagrams, photographs and Geographical Information Systems (GIS)

Design of the Geography curriculum

Each topic has a curriculum sequence map that firstly outlines what pupils have learnt in previous topics that relates to the topic being taught and how learning will link to future topics that follow afterwards as shown below.

Year 7 Settlement Curriculum sequence map

Subject	Geography
Year Group	7
Topic	Settlement

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Navigation

What is studied around this scheme of work?	<p>Before:</p> <p>KS2</p> <ul style="list-style-type: none"> Compass directions Local Geographical knowledge of human and physical features Maps and plans Comparing urban and rural areas, and the key language to describe different sized centres of population (type of settlement) Basic understanding of economic activity
	<p>After: KS3 Geography students will need to do all or most of the following in every topic studied...</p> <ul style="list-style-type: none"> Ask geographical questions Describing location of places using compass directions, scale, latitude and longitude and features on a map Use OS maps and aerial photographs of places being studied Explain advantages and disadvantages of different locations upon people Compare and contrast locations Identify processes of change, and the impacts these changes have

<p>Careers links</p>	<p>Settlement unit links to a wide range of careers including:</p> <ul style="list-style-type: none"> Town planning Retail Architect Travel and Tourism Cartographer Politics Environmentalist
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- The curriculum sequence map (shown below) identifies the substantive knowledge and concepts that pupils will learn and recall including place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity.
- The curriculum sequence map also identifies the disciplinary knowledge where pupils have the opportunity to think like a geographer. This covers how substantive knowledge was established, its degree of certainty and how it continues to be revised, interconnectedness, interplay, use what they know from one context to another, think about alternative futures, consider their influence on decisions made
- The curriculum sequence map identifies the expected misconceptions that teachers should anticipate and address in lessons.
- The curriculum sequence map identifies where the resources can be found on the shared network. These have been co-constructed within the department.

Learning sequence

Note: The rows below do not represent a lesson by lesson outline. The knowledge associated each learning area may take more than one lesson depending upon chosen activities and student need. The outline below suggests sequence only and not time constraint.

Learning	Learning Outcomes	Substantive knowledge + sequence	Disciplinary knowledge + sequence	Expected misconceptions	Composite tasks + linked resources
Settlement	1. Define the range of types of settlements and locational factors	<ul style="list-style-type: none"> Know that Settlements are the places where people live. Know that settlements are referred to by different names (isolated dwelling, hamlet, village, town, city and megacity.) Depending on the size and functions, Know that there are a range of factors which historically influenced the location of where settlements developed (Defensive, dry point, wet point, bridging, resources, nodal) 	<ul style="list-style-type: none"> Know how to use photographic evidence and map evidence to identify the locational factors that led to the development of a variety of settlements. Know how to write an explanation of why settlements are sited in a variety of places 	<ul style="list-style-type: none"> Students will often identify modern factors that are present in settlements (supermarkets, roads, cinemas, schools etc.) and use these to explain why people would choose to live in that location, --> looking at the physical factors that were important to the original settlers. 	T.1.3. Quality of Education Curriculum and Assessment Geography KS3 Curriculum V7 Term 3 Settlement 2022-2023
Structure of Settlements	2. Describe the land use patterns that are found in many settlements. 3. Explain the advantages and the challenges of living in different urban zones.	<ul style="list-style-type: none"> Know that many urban settlements show a distinct pattern of changing land uses (retail, commercial, leisure, industrial, residential) throughout the settlement. Know that this pattern can be simplified into a "land use model" that starts in the centre of a city (CBD), passes into the Inner Urban area (Inner city) and onto the residential edge of the city (Suburbs) Know the distinct features of these urban zones (land use, building type and age, social economic characteristics of the population) Know the advantages and disadvantages of living in each urban zone for different groups of people. 	<ul style="list-style-type: none"> How to investigate the different characteristics of urban zones through using map and photographic evidence. Development of empathy through the consideration of different groups feelings about living in these different urban zones Appreciate that features of different urban zones can be perceived as advantages for some and disadvantages for others 	<ul style="list-style-type: none"> Language differences in how students refer to different zones (E.g. students refer to "town" when they are describing the "CBD"). (Encourage students to use the correct terminology during class discussions) Lack of basic knowledge about areas in Sheffield. When referring to certain areas, e.g. Kelham Island, we need to be aware not all students will know where this is. (use a variety of online maps to identify these areas of Sheffield) 	T.1.3. Quality of Education Curriculum and Assessment Geography KS3 Curriculum V7 Term 3 Settlement 2022-2023

Delivery of the Geography curriculum

Starting Lessons

- For each topic the department has a sharp start powerpoint that is line with whole school policy. There are lined pages at the back of the topic booklets where pupils can do the sharp start as they enter the classroom. This provides the opportunity for pupils to recall important knowledge from previous lessons as well as encouraging them to think like a geographer at the start of lessons. Teachers use their professional judgement as to the sharp start they use, sometimes using sharp starts from previous topics that help to move knowledge from their short term memory to their long term memory.
- At the start of a sequence of lessons within a topic you will typically find key word activities where pupils link key words to definitions. Pupils are never asked to write out definitions so that the pace of learning is maintained.

Assessment for Learning using the booklet and departmental powerpoints

- Model answers are used to demonstrate high quality geography that are both incorporated into pupil booklets and powerpoint presentations. Teachers discuss with the pupils what makes the answer high quality geography and the features they should be aiming for in their work.
- The powerpoints are designed so that the answers to questions are animated and appear. This enables pupils to self-mark their work using what is on the powerpoint. This supports productive class discussions where pupils can question the teachers as to the validity of their work and whether it would acquire 'the marks' and if not how it could be improved. The opportunity to highlight pupil responses that would 'get marks' but do not appear on the mark scheme being shown on the board.
- This can also be used for pupils to peer assess each other's work thus giving them an insight into alternative approaches to answering geographical questions.

Exam question: Explain how scientists have used ice cores to find out about the climate of the Earth thousands of years ago. (6 marks)

Model answer: Ice sheets have built up over thousands of years and as the snow falls on the ice sheet they trap gases. Scientists can drill into ice sheets and get ice cores where you can see tiny bubbles that contain the gases inside them that can tell us about the climate at the time the snow fell. If the gases have a lot of carbon dioxide, this means that the climate was warmer as it is a greenhouse gas that traps and absorbs the sun's energy. If there is less carbon dioxide in the bubbles, then less of the sun's energy is trapped meaning the climate will be cooler during the time the snow was laid down on the ice sheet. This has enabled scientists to find out about the climate for the past 1 million years.



Exam question: Explain how scientists have used sediment cores to find out about the climate of the Earth thousands of years ago. (5 marks)

Sediments are laid down on the sea bed over thousands of years (1)

These contain microscopic sea fossils and pollen (1)

Some species prefer warmer or cooler climates (1)

Meaning species that prefer warmer climates are more common in the sediment core when the Earth's climate was warmer (1)

And are less common when the Earth's climate was colder (1)

Exam question: Explain how scientists have used tree rings to find out about the climate of the Earth thousands of years ago. (5 marks)



Other pedagogical features in Geography lessons include:

- The use of mini whiteboards to gather whole class responses to questions.
- Use of the think, pair, share strategy often using whiteboards.
- Back to back...one pupil has their back to the board and another has to describe a diagram which the pupil with their back to the board must try to draw
- Use of the visualiser to model answers by the teacher including written work, diagrams and map skills. Teachers also use visualisers in Geography to live mark pupil responses on white boards before they write in their booklet thus showing them how they can produce high quality geography. For whole class reading, the visualiser is also sometimes used when the teacher wants to annotate the text with the pupils. This is not always easy using an IWB.

- A range of questioning strategies including hands up, cold calling and asking pupils to add, build or challenge pupil responses
- The use of word pad quizzes where pupils use an electronic handset to respond to a series of multiple choice questions. This enables the teacher to see the responses where a high or low proportion of the class were correct. This also enables pupils to instantly see if their choice was correct as well as showing an anonymous leaderboard at the end of the quiz. Similar to the sharp start activities, these word pad quizzes are used for topics pupils have studied previously in the curriculum enabling further retrieval practice.

Adapting the curriculum for SEND

Teachers use pupils' adapted support plans to ensure that the needs of pupils with SEND are met in lessons. In addition, the department works closely with the SENDCO and team of specialists to meet the needs of pupils with SEND.

How does the existing Geography curriculum and pedagogy support pupils with SEND?

- Pupils with SEND benefit from the design of learning resources in Geography where the visual resource that is on the board is also in front of them in their booklet.
- Learning tasks with the topic booklets are sequenced so that they are differentiated by progress so that as pupils move through the activities they are increasingly challenged in their thinking.
- The use of wordpad quizzes and embedded key word activities support pupils with SEND in retrieving key knowledge learnt in previous lessons in a quick and highly accessible way.
- The curriculum sequence has topics that build very effectively on what has previously been learnt supporting pupils with SEND in not overloading their working memory in lessons.
- Teachers re-revisit concepts that are not fully embedded in pupils' knowledge and understanding and also anticipate misconceptions that pupils with SEND may have.

How is the curriculum and pedagogy adapted in Geography?

- Teachers have the same level of ambition for all pupils. Using specialist advice to adapt teaching approaches were necessary.
- Teachers select the appropriate resources from the topic booklet and adapt these where appropriate so that learning is fully accessible. The booklet also enables pupils who have SEND to still access challenging activities should they make greater progress on a specific topic in comparison to their peers.
- Teachers adapt the pedagogy of their teaching so that a greater proportion of the learning activities are done together as opposed to independently. For example the teacher may use the visualiser to model answers from the range of verbal responses by pupils.
- A greater proportion of learning activities are done on whiteboards to facilitate whole class discussion on geographical issues, ideas and concepts.
- A greater proportion of teaching time is given over to whole class discussion and teacher questioning so that pupils have the opportunity to verbalise their thinking and give them the opportunity to process knowledge in their working memory.

Adaptation of Resources

- For pupils with dyslexia and/or visual impairment the booklets are printed on specific coloured paper to assist with their reading
- Where pupils are visually impaired the booklets are printed on enlarged text
- For pupils with an audio-impairment subtitles are used on video content

- The background to powerpoint presentations are coloured light yellow so that they are more accessible to pupils with dyslexia and/or visual impairment
- Fieldwork locations and planned activities are adapted so that pupils with physical impairment still have the opportunity to access fieldwork.
- Teacher support pupils with SEND to think like a geographer by scaffolding questions and encouraging them to talk about their own personal experiences.

L.E.A.D. Academy Trust

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information

