

# GEOGRAPHY 2024-25

*“Geography is the subject which holds the key to our future.” Michael Palin*

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*“In the beginning God created the heavens and the earth” Genesis 1:1*

## Intent statement

Our curriculum goal is to support students to understand the world through the lens of geography by developing knowledge of rapidly changing environmental and societal challenges and analysing how we address them.

At St Cuthbert's, our Geography curriculum aims to inspire a lifelong curiosity and fascination about the world and its people. Aligned with the National Curriculum in England at KS3 and the AQA specification at KS4, our programme of study is meticulously designed to foster both a profound understanding of diverse places, people, resources, and natural and human environments, as well as a comprehensive awareness of the Earth's key physical and human processes.

Our focus on a knowledge rich curriculum, ensures that students are not merely gathering information but are deeply understanding complex key geographical concepts. This approach nurtures informed, responsible citizens who appreciate how interconnected our world is and who feel empowered to contribute positively to society.

Our curriculum supports all students so they can access a high-quality, knowledge-rich curriculum. Our geography department believes strongly in providing all students with a curriculum that enables them to reach the academic standards they are capable of. Our goal is to bring our young people into the big conversations of our disciplines, to bring depth of knowledge to our curriculum, so they can understand the world around them.

Knowledge is developed through a range of topics at KS3, these include; map skills, weather patterns, tectonic hazards, urbanisation and settlements, climate change, globalisation and various case studies locally and globally. This embeds the knowledge they need to know to further study at KS4.

Our geography curriculum is vocabulary rich through exposure to subject specific vocabulary in human, physical and environmental geography topics across KS3 and KS4 and applied in extended writing. The geography curriculum is aspirational through challenging knowledge and difficult geographical key concepts.

We strive to build character through study and evaluation of ethical and philosophical questions/issues contributing to social, moral, spiritual and cultural development. This is intended to produce students who understand and begin to make sense of the world around them as the geography curriculum is linked to real life themes & issues. Resilience & mental toughness is also fostered through the climate for learning in the geography classroom, with a can-do culture, learning from mistakes, and improving work based on quality teacher feedback. Deep human questions are tackled to engage and foster a love of learning. Challenge is promoted through deep learning to develop pride in achievement to develop confidence, self-belief, and inspiration to learn more.

Our Geography curriculum will be brought to life through engaging, informative, and dynamic lessons that employ a variety of pedagogical strategies to ensure deep learning is being taught. Teachers in our geography department employ the following approaches:

Sequential and comprehensive sequencing of the curriculum; Our programmes of study are carefully mapped out to build on students' prior learning and edge them progressively towards greater complexity and depth.

Incorporation of diverse learning materials; The use of maps, data analysis, field studies, case studies, and digital resources which vividly brings geographical concepts to life.

Field trips and experiential learning; Real-world experiences are integral, and students will partake in local, national and virtual field trips to observe and investigate geographical phenomena first-hand.

Assessment for learning; Ongoing assessments, including low stakes quizzes, review of learning, key assessed tasks, will all ensure that students' understanding and engagement with the knowledge covered are continuously monitored and supported.

The impact of our Geography curriculum at St Cuthbert's will be meticulously evaluated through various means to ensure the highest educational standards such as; lesson observations which will ascertain the effectiveness of teaching strategies and student engagement with the material. Observers will look for evidence of interactive and dynamic learning environments where geographical knowledge is expertly delivered and absorbed. Book Scrutiny will include regular review and analysis of students' exercise and assessment books providing insights into the depth and breadth of their knowledge and understanding, the quality of their work, and the progression of their skills over time.

The ultimate measure of impact will be the extent to which our students leave St Cuthbert's as knowledgeable, curious, and compassionate individuals who have a thorough understanding of the world around them and the skills to navigate and influence it responsibly.

Through our carefully structured and knowledge-rich curriculum, the geography department at St Cuthbert's is committed to delivering an outstanding Geography education. Our coherent approach ensures that all students develop a robust understanding of geographical concepts, are able to apply their knowledge critically, and are prepared to become informed and active global citizens.

## Research the curriculum is based on

### *Mark Enser: Powerful Geography: A curriculum with purpose in practice.*

In *Powerful Geography: A curriculum with purpose in practice*, Mark Enser breaks down the core elements of curriculum planning to empower teachers to design and deliver their geography curriculum effectively.

In recent years the emphasis has shifted away from a focus on pedagogy (the how of teaching) and towards curriculum (the what of teaching). Ofsted's revised inspection framework reflects this shift, and their plans to "deep dive" into subject areas, meaning that teachers and department heads now need a much greater understanding of curricular structures, leaving many educators having to think about their subject in new ways.

The first part of the book considers the issue of purpose by looking at the role of the school in society and then shows the place that geography occupies within it. It also considers the history of the subject so as to help geography teachers better understand where they stand today, and concludes by discussing how the concepts of powerful knowledge and GeoCapabilities can help them find their way again.

The second part is a practical guide which illustrates how to put this theory of curriculum purpose into practice. It explores the steps which must be taken to create a powerful geography curriculum by deciding on content and places to be studied, putting the components into a sequence and then using all this to do geography. It will also discuss the extent to which teachers need to consider the future and respond to the concerns of the wider world when planning the curriculum.

#### Key findings

- Procedural knowledge is sometimes confused with skills, but it is the knowledge of how to do things, which in practice, become skills.
- Geographical knowledge is powerful if it enables people to; discover new ways of thinking, better explain and understand the natural and social worlds, think about alternate futures and what they could do to influence them, have some power over their own knowledge, be able to engage in current debates of significance and go beyond the limits of their personal experience.
- Everyday knowledge can make an excellent starting point in the geography curriculum as it allows us to contrast what they already know or believe about the world with perspectives from elsewhere. We can then conclude that the purpose of schools is to teach the knowledge that students would not otherwise have access to.
- Questions around planning the curriculum that need to be asked are, are we teaching good geography? Are our representations of other places fair and balanced? Do our lessons enable students to appreciate the complexity of the world and the underlying mechanisms that shape and affect the world that we live in? Was the content of the resource used appropriate for this geographical issue?
- David Lambert suggests that we can see geography is a specialised discipline in its language and grammar the language is the content that is taught (the substantive knowledge) where as the grammar is the distinctly geographical way in which this content is approached. This grammar then is comprised of the concept and theories that helps us make sense of the world in a way that leaves us thinking geographically (the disciplinary knowledge). On top of that this we have the distinctive way in which geographers use procedural knowledge to investigate the world.
- Those planning the curriculum need to take into consideration, the students experiences.
- Richard Bustin adapts a model and at the centre of this diagram sits powerful knowledge which can be identified by asking the following questions. Does this take the learning beyond what they already know? Which learning activity should be used? Does this underpin the key concepts? Are they thinking geographically? These are the questions that every teacher should be able to answer about their curriculum and are the kinds of discussions that should be taking place in department meetings.
- The three GeoCapabilities discussed by Bustin are, the acquisition of descriptive and explanatory "world knowledge", the development of relational thinking that underpins geographical thought, and a propensity to apply the analysis of alternative social, economic and environmental features to particular place contexts.
- Academic disciplines create knowledge in distinctive ways. By teaching students, the disciplinary knowledge, we not only give them access to a vast repository of knowledge from previous generations but also teach them to see the world in distinctive ways.

### *Ofsted research review: Getting our bearings: geography subject report (Sep 2023)*

- Where geographical enquiry questions frame the topics and lessons this is where the greatest impact was seen and the topic were then framed around the question.

- In schools were the component knowledge (the individual elements that support the learning of more complex ideas) was identified teachers were able to assess student progress through the curriculum more accurately.
- Topics should not sit in isolation at both KS3 and KS4, students should build on their knowledge through each topic and use the knowledge to make links. KS4 curriculum not to be used as a de facto curriculum, curriculum design should be as ambitious in KS4 as it is in KS3 and have the same deliberate approach.
- Fieldwork was underdeveloped in almost all schools, as the curriculum did not consider how students would make progress in their ability to carry out fieldwork over time.
- Disciplinary knowledge (the knowledge of how geographical knowledge is formed, debated and contested) was a weaker area of curriculum thinking. Where it was stronger, leaders had identified geographical concepts that underpinned the curriculum and used them in their planning. This allowed them to decide what to teach about each topic and gave a stronger sense of purpose.
- Procedural knowledge (the knowledge of how to use geographical skills) was rarely planned for in the same way as substantive knowledge (established facts about the world). Leaders had not identified when to teach different aspects of procedural knowledge or how students would have the opportunity to practise using it to become more skilled in applying it. Geographic information systems (GIS) were not on most secondary schools' curriculums, despite being part of the national curriculum at this phase.
- Students were sometimes given too much information and not enough time to apply it. This was especially true when time for geography was very limited, particularly at key stage 4. Often, there was a culture of covering material rather than of learning. At other times, students were moved too quickly to activities that they did not yet have the knowledge to complete.
- Teachers of all phases received very little subject-specific continuing professional development (CPD). The areas where there was the greatest need for this were planning effective fieldwork, using GIS and teaching procedural knowledge.

## Powerful knowledge

The geography curriculum is organised and taught through the development of five big ideas: space & place, Earth systems, the environment, interconnection and geographical interpretation.

### Space and Place:

- To gain knowledge of the ideas of location, space, and place and how this relates to the students' place in the world and their perspective of it.
- To develop a sense of where things are, what different places are like and gain deep knowledge of a range of places in the UK and the world which have been carefully chosen to help the students understand the variety in the world as well as the patterns which geographers regularly identify in the living world.
- To recognise the scale of different geographical features and be able to compare the features of places in the world from the very large, such as the continents of Africa and Asia, to very specific areas of cities such as the regeneration of Liverpool.

### Earth Systems:

- To gain knowledge of physical geography such as the geological processes which lead to earthquakes and volcanic activity as well as atmospheric processes which dictate the weather and climate for different regions of the globe.
- To know about the hydrological cycle and how this leads to rivers, their landforms and the changes which occurs within rivers.
- To know about the physical processes which occur at coasts such as erosion and deposition.

### Environment:

- To understand how human civilisation has developed in relation to the physical environment.
- To understand that humans react to the environment which is created by and changed by Earth systems but that they also create their own environment and this impacts on Earth systems such as the climate.

### Interconnection

- To know that the three branches of geographical study are: human; physical and environmental, and to know how the world is interconnected through these different fields of study.

### Interpretation

- To speak and write like a geographer and to develop the disciplinary knowledge and skills required for critical thinking about key geographical issues. To do this the students will draw upon a wide variety of data, collected through fieldwork conducted by the students and from geographical information systems.
- Students will know how to collect, present, and analyse data, and reach conclusions based on this data

# KS3 Curriculum Rationale and Sequencing

At KS3 we follow the KS3 National Curriculum. The aim of the KS3 curriculum is to start to develop students as geographers, most students will have not studied geography to a great detail at KS2 so the first topic students will cover is 'An Introduction to Geography' to help students understand what the subject is. From then on, we cover a balance of human and physical topics with the aim of giving students a broad understanding of the world they are living in. We are passionate that KS3 is not just to be used to prepare students for GCSE specification and we use this as an opportunity to explore a variety of geographical topics that help them understand the world whatever the next steps in their learning are. We also ensure that over the course of the KS3 curriculum students are given the opportunities to study a variety of places around the world. At KS3 we use enquiry-based learning to engage students in learning about the world, each of our topics is based around a key enquiry question, such as 'Is the geography of Russia a curse or a benefit?' or 'What happens when the land meets the sea?' Overarching this is the aim of engaging students in understanding and wanting to find out more about and develop a love of learning about the world they live in.

## Year 7

To start in term 1A our year 7 students, begin their learning at St Cuthbert's studying the key knowledge needed to master the geographical skills that will thread through their entire geography journey. This included the different in the 3 types of geography, why we study geography and OS map skills including grid references, direction, height and distance. Students will also investigate the power of aerial photographs and how they can enable us to view the world from a different perspective. To finish this topic the students will undertake and interperate their first geographical enquiry, collecting and analysing data then drawing out their conclusions.

In this topic of study in term 1B our year 7 students use their knowledge of maps skills to investigate their local area incorporating the theme of space and place. Students will understand the importance of their local area at a local, national and international scale, as well has how they fit in. Students will gain the knowledge of the economic and social aspects of St Helens and how this stem from the major coal and glass industries in the town. Finally, the students get to see how sport has had a positive impact on St Helens, and how all these industries have helped to shape the town into what it is today, and be proud.

The year 7 students now start their first physical geography topic on weather during term 2A. During this topic of study, the students will understand how major earth systems work and the impacts it has on people and society. Starting this topic by identifying the misconception and highlighting the difference in weather and climate. The students will study the hydrological cycle, studying this closed system within out planet. This then links to the factors that influence weather and climate across the globe. Then the students will investigate the three types of rainfall and the factors that create them. With this knowledge the students will now study their first two case studies of weather hazards in the UK, Beast form the East in 2018 and the Heatwaves of August 2020. With new knowledge on weather hazards the next step for the year 7s is to see how weather hazards can impact people, the economy and the environment. Using their first example outside of the UK the students will explore the formation of tropical storms and how Typhoon Rai impacted the Philippines in 2021 this is where students will start to see how different the world is around them and start to form their own viewpoints of these various places.

Now in term 2B the year 7 students will begin their second location topic however they will now venture further afield and investigate the geographical processes and systems at work in Russia. This topic allows students to see how the interconnection between the physical, human and environmental aspects of geography work together. Using prior knowledge from term 1A and 2A the students will be able to answer the question "is the geography of Russia a curse or a benefit?" Knowledge taught will be the physical factors in Russia including the rivers, mountains and weather in various location across the country, as well as the characteristics of biomes. Students will then explore the various major cities and Russia's economy, this is where students will continue to see how different the world is around them and start to form their own viewpoints of these various places.

Within this next term 3A students delve into tectonic hazards, and the impacts they have on people, the economy and the environment. This allows students to apply their cartographical knowledge from previous topics of study in term 1A as well as their knowledge of hazards from term 2A. This topic allows the students to understand key earth processes of continental drift and how volcanos and earthquakes are distributed around the globe. This then links to the processes happening at each tectonic plate boundary/margin. Students will now travel to Iceland and be able to state primary and secondary effects of a tectonic hazard in contrasting locations of wealth (Eyjafjallajökull Iceland 2010/Haiti 2010). This is where the students will start to interpretation how the same hazard may affect different countries. Following on from the this the students will discover how countries respond to these natural disasters immediately and in the long term.

Finally, in term 3B key knowledge and processes of rivers are visited, an important basis for physical landscapes and how they impact the human and environmental aspects of our world. Students will gain knowledge on major earth systems of rivers and how they change as they move from their source to mouth. AS rivers move downstream student will get the opportunity to map these changes and understand the processes involved. Rivers are a powerful force of nature, students will recognise this when they study flooding in the UK and using prior knowledge from term 1B, 2A and 3A, students can start to see how humans will try and combat nature. Through the study of hard and soft engineering students will understand the battle between nature and humans.

## Year 8

In term 1A key knowledge and processes of rivers are visited, an important basis for physical landscapes and how they impact the human and environmental aspects of our world. Students will gain knowledge on major earth systems of rivers and how they change as they move from their source to mouth. As rivers move downstream student will get the opportunity to map these changes and understand the processes involved. Rivers are a powerful force of nature, students will recognise this when they study flooding in the UK and using prior knowledge from term year 7 1A, 2A and 2B, students can start to see how humans will try and combat nature. Through the study of hard and soft engineering students will understand the battle between nature and humans.

In this topic of term 1B our year 8 students will understand a key human topic in geography of development. However again, this will also allow student to see how geography is not a single strand that all aspects interconnect with each other as many aspects of development can fall down to a country's physical attributes. Students will understand the 4 different jobs sectors and how countries sectors may be different from each other and what this will mean for development. At this point students will take a look at how the UKs economy has changed through time, from pre-industrial revolution to present day. As our economy and many around the world is vastly different today, students will investigate how, technology, transport and trade have changed the world.

In term 2A students will study their first location topic of the year and explore the continent of Asia with a focus on China. In this topic of study students will get to explore the dynamic and diverse geographical aspects of this wonderful country. This is another point where students will continue to see how different the world is around them and start to form their own viewpoints of these various places. Using prior knowledge from year 7 term 1A, 1B and 2B as well as previous learning in year 8 term 1A and 1B. students will understand how China relies on the climate and why the floods seasons is so important but the impacts it has on people lives. Students will see the struggles some remote/rural areas of China face and how people adapt to the mountain biome. The next steps in the year 8 learning journey is studying the diverse and dynamic natural of China's population including the history of the one child policy.

In term 2B key knowledge and processes of coasts are visited, an important basis for physical landscapes and how they impact the human and environmental aspects of our world. Students will gain knowledge on major earth systems of coastal processes and how they change. As coastal processes impact the coastline students will get the opportunity to map these changes and understand the processes involved. Waves and coastal processes are a powerful force of nature, students will recognise this when they study coastal erosion in the UK and using prior knowledge from term year 7 1A, 2A and 2B, students can start to see how humans will try and combat nature. Through the study of hard and soft engineering students will understand the battle between nature and humans.

Now in term 3A the year 8 students will begin their location topic, they will venture further afield and investigate the geographical processes and systems at work in Russia. This topic allows students to see how the interconnections between the physical, human and environmental aspects of geography work together. Using prior knowledge from year 7 and year 8 term 1A and 1B the students will be able to answer the question "is the geography of Russia a curse or a benefit?" Knowledge taught will be the physical factors in Russia including the rivers, mountains and weather in various location across the country, as well as the characteristics of biomes. Students will then explore the various major cities and Russia's economy, this is where students will continue to see how different the world is around them and start to form their own viewpoints of these various places.

Finally, to finish year 8 in term 3B students will delve into the topic of climate change. Students will get to discover the theories behind the major geographical phenomenon and identify how geographers and scientists have evidence the changes in our world climates. Students will then explore the ways in which climate change is happening naturally and how it is accelerated by humans. Using prior knowledge from their hazard topics in year 7 and physical landscapes topics in year 8, students will now be aware these geographical processes will have consequences on people, the economy and the environment. Using this knowledge students will make links to the impacts of climate change around the world using a case study of Tuvalu and in the UK. Also using knowledge of how people have responded to physical hazards the students will make the connection to understand ways in which climate change is mitigated and adapted to.

## Year 9

The start of year 9 in topic 1A key knowledge and processes of glacial landscapes are visited, which students able to feed on prior knowledge from year 7 and 8 physical processes topics and how they impact the human and environmental aspects of our world. Students will gain knowledge on major earth systems of glacial processes and how they change. As glacial processes impacted areas in the UK in the past during the last ice age and other areas around the globe today, students will get the opportunity to map these changes and understand the processes involved. Glacial processes are a powerful force of nature, students can start to see how humans will try and combat nature. Through the opportunities and challenges of glaciers students will understand the battle between nature and humans and the impacts it can have.

In this topic of term 1B our year 9 students will understand a key human topic in geography of development. However again, this will also allow student to see how geography is not a single strand that all aspects interconnect with each other as many aspects of development can fall down to a country's physical attributes. Students will understand the 4 different jobs sectors and how countries

may differ from each other and what this will mean for development. At this point students will take a look at how the UK's economy has changed through time, from pre-industrial revolution to present day. As our economy and many around the world is vastly different today, students will investigate how, technology, transport and trade have changed the world.

Now in term 2A the year 9 students will begin their second location topic however they will now venture further afield and investigate the geographical processes and systems at work in Russia. This topic allows students to see how the interconnection between the physical, human and environmental aspects of geography work together. Using prior knowledge from year 7 and 8 the students will be able to answer the question "is the geography of Russia a curse or a benefit?" Knowledge taught will be the physical factors in Russia including the rivers, mountains and weather in various locations across the country, as well as the characteristics of biomes. Students will then explore the various major cities and Russia's economy, this is where students will continue to see how different the world is around them and start to form their own viewpoints of these various places.

In term 2B students will delve into the topic of climate change. Students will get to discover the theories behind the major geographical phenomenon and identify how geographers and scientists have evidence the changes in our world's climates. Students will then explore the ways in which climate change is happening naturally and how it is accelerated by humans. Using prior knowledge from their hazard topics in year 7 and physical landscapes topics in year 8, students will now be aware these geographical processes will have consequences on people, the economy and the environment. Using this knowledge students will make links to the impacts of climate change around the world using a case study of Tuvalu and in the UK. Also using knowledge of how people have responded to physical hazards the students will make the connection to understand ways in which climate change is mitigated and adapted to.

In topic 3A the students will begin their final location study of their KS3 journey. Students will identify and understand the physical geography including relief, climate, wildlife within the Middle East using prior knowledge from year 7 and 8. Students will also explore the political and administrative makeup of the region using knowledge from their development topic, as well as understanding the role of the British Empire in shaping the Middle East. Students will identify locational reasons why the region is important linking it to its physical factors and political ties such as the geographical benefits of the region such as the oil. Prior knowledge from term 1A allows the students to understand why tourism is a growing industry for some countries and the benefits and challenges it poses, this can be applied as we look at the growing tourism industry in the Middle East.

Finally, in term 3B, to finish off year 9 the topic of conflict. Students will understand what is conflict and the causes of conflict such as resources, religion, power, land. Students will be able to map out where in the world are most conflicts happening and see the patterns that may emerge and the reasons for these. An investigation of how past conflicts have impacted the UK and our community still to present day. Students will explore conflicts that have had impacts on other parts of the world such as the Heroin trail affecting Afghanistan and what effects it is having on farmers and police in that country. Students then look at conflict caused by one of the more valuable resources- water. Water conflict on the Tigris river, this leads the students up for debate- should the dam be built? Finally, a conflict more close to home in Europe- Russia/Ukraine. Students will look at the socioeconomic benefits and what it is like 3 years on.

## Key Stage 4 Rationale and Sequencing

### Examination Rationale AQA GCSE 8035

The AQA specification enables a variety of teaching and learning approaches. It is an exciting and relevant course that studies geography in a balanced framework of physical and human themes and investigates the link between them.

This specification was chosen for a variety of reasons. Having analysed different specifications offered other exam boards the department feels that this specification offered the best coverage of content of geography and would be most engaging for our students. The format of paper 3 in which the fieldwork is assessed seemed to be the most thought through and the decision-making pre-release material in the paper on a geographical issue will be engaging for students alongside developing this skill. In addition, all three members of the geography team have worked as examiners in many previous exams series over the years ranging across papers one, two and three.

For the optional topics in the UK geography unit we choose to study coasts and rivers and not glaciation. Firstly, this is because we cover these topics and KS3 so students can build upon their knowledge here, also our department have greater subject knowledge on these two topics having taught this previously to this AQA GCSE spec. Secondly due to the location of our students in St Helens most students will have been to coastal or river environments, but not all will have visited glacial environments, this makes choosing coasts and rivers preferable as students will have experience of these environments. Glaciation can also be a challenging topic for students as unlike coasts and rivers they can't see it in action first-hand which can make it a more difficult concept to grasp.

For the resource management topic, we choose to study Energy ahead of Water and Food. This was because it is the resource that is most relevant to students in terms of the challenges and questions around energy in the UK and its links to climate change and as such felt it would be the most engaging, useful and impactful topic for students to study.

For the fieldwork element of the course we run two trips, one to Liverpool and one to the River Douglas to undertake the fieldwork sessions that need to be run to meet the specification demands ahead of being assessed on this in Paper 3. We choose Liverpool as it allows us to cover our human enquiry question and the River Douglas to cover our physical enquiry question.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level A Level Geography or Environmental Science. Unsurprisingly there are plenty of career opportunities should you choose to pursue Geography studies. Were you to eventually study Geography at university, you could go on to Geography jobs and work as a Cartographer, Environmental Consultant, or Town Planner among others. Geography is also useful in tourism, astronomy, nature conservation, sustainability and recycling, and architecture.

The subject content is split into four units:  
Living with the physical environment,  
Challenges in the human environment,  
Geographical applications, and  
Geographical skills.

## Year 10

Physical Geography topics  
Natural hazards (tectonic and weather),  
Climate change,  
Ecosystems, including tropical rainforests and hot deserts,  
UK landscapes, specifically rivers and coasts.  
Fieldwork- One trip for physical geography- River Douglas, one trip for human geography - Liverpool

## Year 11

Human Geography topics  
Urbanisation looking at Rio de Janeiro and Liverpool  
The changing economic world, looking at Jamaica, Nigeria and the UK  
Resource Management, looking at food, water and energy around the world with a specific focus on energy.

# Teaching and Learning

*Every teacher needs to improve, not because they are not good enough, but because they can be even better.”*

**(Professor Dylan William)**

*A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement”.*

**(Professor Rob Coe)**

## All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning
- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.
- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources

## All Teachers will:

### Understand the content they are teaching



- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching
- Be clear and precise about the knowledge and skills they want students to learn in every lesson. *What will students know, understand or be able to do by the end of the learning sequence?*
- Make Key Learning explicit to students in every lesson
- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:

1. *Where are the students starting from?*
2. *Where do I want them to get to?*
3. *How will I know when they are all there?*
4. *How can I best help them all to get there?*
5. *What may be the common sticking points in this content?*

## **Maximise opportunities for all students to learn all of the content**

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.
- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

## **Activate hard thinking for all students through a range of high quality teaching and learning strategies**

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

## **Structuring**

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs

- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.
- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

## Explaining

- Plan instruction and exposition with awareness of demands on students' cognitive load, by presenting new material in small step
- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

## Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

## Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

- Ensure that If learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

## Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions
- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

## Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

## Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

## Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students
- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as “not there yet”, “Who still doesn’t understand?”
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door  
Use positive framing to remind students of expectations and learning routines  
Use meaningful praise and rewards as much as possible
- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.
- Aim to use the least invasive behaviour correction strategies such as: Non Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightning Quick Public Correction (**LQPC**)

# Assessment in Geography

## Assessment Rationale

Our geography department at St Cuthbert's use assessments that are designed to check that the intended curriculum has been covered and that identify how secure students' knowledge is. Research has found that this kind of assessment flags any areas that may need further teaching and highlights any misconceptions that students have. Equally, it identifies aspects that students quickly grasp.

Formative assessment is used throughout lessons, well-planned questions that helped students to identify misconceptions and check for understanding.

Summative assessments are well designed and have a mix of shorter questions to check that component knowledge had been learned and then longer tasks in which students needed to apply this knowledge. Summative assessment is also used to assess procedural knowledge.

### KS3

Students will be assessed in a variety of ways across the three years at KS3. ALF and formative assessment in lessons will take the form of questioning (verbal, low stakes quizzes, ROL) and feedback in lessons and peer/self-assessment of student's classwork. This allows the class teacher to 'close the gap' between a learner's current situation and where they need to be in their learning and achievement based on their prior attainment/pathway. These strategies employed by the teacher will directly linked to improvements in student performance in summative tests and examinations.

Our summative assessments are planned through the year at various points to measure student attainment at the end of a period of learning. These take the form of knowledge tests (KT) and key assessed tasks (KAT).

Each year group is as follows.

#### Year 7

Term 1A – KT 1

Term 1B – KT 2

Term 1B – KAT 1 How has an industry based in St Helens made an influence at a local, national and global scale?

Term 2A – KT 3

Term 2A – KAT 2 Discuss the social, economic and environmental impacts of hazardous weather in the UK using an example you have studied.

Term 2B – KT 4

Term 3A – KAT 3 'Primary effects create more destruction than secondary effects.' Do you agree? Explain your answer using case study information.

Term 3B – EOY exam

#### Year 8

Term 1A – KT 1

Term 1A – KAT 1 Using the figure, you have been given assess the effectiveness of the management strategies for river flooding.

Term 1B – KT2

Term 1B – KAT 2 Discuss the advantages and disadvantages of globalisation.

Term 2A – KT 3

Term 2B – KAT 3 Using a UK case study, assess how management strategies have protected the coast.

Term 3A – KT 4

Term 3B – EOY exam

#### Year 9

Term 1A – KT 1

Term 1A – KAT 1 Do you think cold environments offer more opportunities of challenges to the people living there? Use examples in your answer.

Term 1B – KT2

Term 2A – KT3

Term 2A – KAT 2 "The physical landscape of Russia has hindered the countries progress." How can do you agree with this statement?

Term 2B – KAT 3 "Humans are the main cause of climate change." Give evidence to back up this statement

Term 3A – KT 4

Term 3B – EOY exam

## KS4

Students will be assessed in a variety of ways across the two years at KS4. ALF, CFU and formative assessment in lessons will take the form of questioning (verbal, low stakes quizzes, MWB and ROL) and individual feedback in lessons and peer/self-assessment of student's classwork. This allows the class teacher to 'close the gap' between a learner's current situation and where they need to be in their learning and achievement based on their prior attainment/MEG. These strategies employed by the teacher will directly linked to improvements in student performance in summative tests and examinations.

Our summative assessments are planned through the year at various points to measure student attainment at the end of a period of learning. AT KS4 assessment will include short tests of specific knowledge (KT), more developed enquiries to assess conceptual understanding and skills (KAT). The KAT has been planned to be a past paper section that the students have covered, familiarising them with the format and language used in their GCSE spec.

Assessments focus on the extent to which students can apply skills, link ideas together and move from the particular to the general, so demonstrating their progress as geographical thinkers. These assessment opportunities will draw upon the benchmark expectations. Assessment in geography is effective as it considers a broad range of evidence that shows what students can do independently.

We base our assessment around the AO objectives in the AQA specification so students are familiar with what is required of them

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

### Assessment plan

#### Year 10

Term 1A – KT 1  
Term 1A – KT 2  
Term 1A – KAT 1. Paper 1 section A 2018  
Term 1B – KT 3  
Term 1B – KT 4  
Term 1B – KAT 2. Paper 1 section B 2018  
Term 2A – KT 5  
Term 2A – KT 6  
Term 2B – Mid year exam. Paper 1 section A & B 2019  
Term 2B – KT 7  
Term 3A – KAT 3. Paper 1 section C 2018  
Term 3A – KT 8  
Term 3B – EOY exam. Paper 1 2020. Paper 3 section A 2019

#### Year 11

Term 1A – KT 1  
Term 1A – Mock series 1. Paper 1 2023. Paper 2 section A and B 2023.  
Term 1B – KT 2  
Term 1B – KAT 1 Paper 2 section A 2018  
Term 1B – KT 3  
Term 2A – KT 4  
Term 2A – Mock series 2. Paper 1 2024. Paper 2 202. Paper 3 Section A 2021 & Section B 2024  
Term 2B – KAT 2 Paper 3 section B 2018  
Term 2B – KT 5  
Term 3A – KAT 3 Mock pre-release 2025  
Term 3A – KT 6

## Assessment Strategies in Geography

Examples of assessment strategies in geography include

Live feedback, questioning such as hinge question, cold call, teacher led questioning in a range of open/closed questions and low/high order questions, whole class response, review of learning in every lesson, self-assessment, peer assessment, low stakes testing/quizzing, CFU using MWB, summative assessment such as knowledge tests and key assessed tasks.

## Cultural Capital

At St Cuthbert's we believe that Geography can inspire children with a curiosity and fascination about the world in which they live. Geography naturally allows children to pose and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of the world and their place within it.

Geography is a topic that lends itself well to developing cultural capital. We are excited about delivering key knowledge and making educated citizens who learn from the events, people, ideas we study. Through trips, visits and discussions of current affairs, children become engaged with the world around them, at a local, national and international level.

A lot of thought has gone into our geography curriculum to support the needs of our students. Within our geography curriculum, there are high-quality geographical trips and fieldwork opportunities which enable students to gain a wider context to their unit of study. Children are then able to apply their knowledge to a more 'concrete' experience and bring their learning to life. Where possible, we use our local environment to enhance learning and bring learning to life.

Through teaching geographical knowledge, our learners develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and can be used to promote children's spiritual, moral, social and cultural development. We want our children to develop geographical skills; collecting and analysing data, using maps, globes, atlases and digital mapping to name and identify countries, continents and oceans as well as communicating information in a variety of ways.

We want children to enjoy and love learning about geography by gaining knowledge and skills, not just through experiences in the classroom but also with the use of educational visits, visitors in school and fieldwork.

Through teaching geography, we can also develop children's spiritual development. Essentially, geography is about studying people; where they live and our relationship with the environment. This involves providing children with the opportunities to reflect on their own values and beliefs and those of others. Children may explore what it would be like to live in a squatter settlement, or as a victim of an earthquake or other natural disasters.

Most geographical issues provide opportunities for distinguishing a moral dimension; for example, should deforestation be allowed in a rainforest? Such issues are explored activities, where students understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

Fieldwork and classroom opportunities that the geography curriculum provides, enhances social development as students develop a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful. Geography also teaches an understanding of citizenship, where debates and discussions teach students about the planning process in a town or city; they learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.

An essential component of Geography is place knowledge. By understanding the features and characteristics of their local area, children understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad. This understanding ensures children are aware of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

## Catholic Social Teachings

The Geography department celebrates God's world and people. In our curriculum we investigate key events and people from all over the world no matter what social class or background. There are many examples of how our students are given the opportunity to connect with the world and to understand how communities have overcome challenges such as natural disasters, including weather and tectonic, development and conflicts in order to survive. We teach about the dignity of the human person through investigating the key geographical concepts such as development, through our work on conflict in Year 9 we teach students to explore issues sensitively and ethically. We consider all those who are less fortunate than us in HIC/NEE/LIC countries and how natural disasters and conflict have impacted their lives, the economy and the environment and how economic developments have affected dignity of work in areas across the world. Finally, we look at how humans have interacted and used the land God created to suit their needs through the study of climate change and sustainability and how we can use the earth's natural resources sustainably for the good and stewardship of our planet.