

Geography
DEPARTMENT
HANDBOOK

2022-23



"A place where students always come first"

Department Vision:

Curriculum Intent:

Learn, grow, achieve and the world is yours!

“To encourage pupils to develop as independent global citizens and provide them with the confidence to succeed and achieve in anything and everything that they attempt.” Geography provides an insight into the world including people and places and will allow pupils to develop an understanding of how their actions are important on a local, national and international scale.”

In Geography we aim to promote the vitally important role that Geography plays in understanding how the world works in an increasingly globalised society and economy. Key stage 3 Geography at Rockwood Academy is a springboard not just towards further study at GCSE but also to aid our pupils in their journey to becoming well-rounded adults who can contribute positively in their local and global community. Knowledge, application and skills are at the core of our 21st century curriculum. We will support the pupils to develop the essential employability, enterprise & transferable skills in information technology and data/resource analysis and interpretation through the curriculum content and how it is taught and delivered.

We want to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. To 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Our curriculum will both reflect and learn from the diverse cultural mix of our school and community and also help to enhance our pupil’s cultural capital through the extensive range of topics and themes it will cover. We will also tackle difficult issues which will give the pupils the opportunity to discuss and debate social, moral, cultural and spiritual questions.

‘Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them.’

Michael Palin, CBE

Former President of the Geographical Association

“We do not inherit the Earth from our ancestors; we borrow it from our children”

American Indian proverb

‘Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!’

Michael Palin

The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

Barack Obama

“You're off to Great Places!

Today is your day!

Your mountain is waiting,

So... get on your way!”

Dr. Seuss

CORE Values

COLLABORATION



Geography has made us neighbours. History has made us friends. Economics has made us partners, and necessity has made us allies. Those whom God has so joined together, let no man put asunder.

John F. Kennedy

Collaboration in Geography will allow pupils to develop as;

- Confident learners and independent young adults
 - Prepared to lead
 - Ability to make informed decisions
- Ability to communicate effectively
 - Ability to reflect and adapt
 - Independent and critical thinkers
 - Citizens of the world- understanding of the 'bigger picture' and British values such as diversity and tolerance

Some lessons will provide opportunity to do group work considering different stakeholders in a controversial topic for example or decision making exercise.

OPPORTUNITY

'Everything has to do with geography.'

Judy Martz

Geography provides opportunities to develop cultural capital through the topics taught and the field visit undertaken by pupils. Pupils are exposed to visual stimuli in the form of displays and models that they have created including a 'biome in a box' which allows them to understand the diverse and complicated world around them and how inter dependent we are on each other.

The displays highlight events and places from around the world including natural hazards, famous geographers and inspirational people our pupils can aspire to. In addition, the displays show pupils the economic benefits of geography and how they can reach their potential in anything and everything that they attempt. Pupils are challenged to debate and question the world around them and how they and others are impacted choices they make.



RESPECT



'Love, having no geography, knows no boundaries.'

Truman Capote

Geography promotes a sense of awe and wonder and aims to instil a fascination in the physical and human world and a sense of responsibility for the world around us.

Pupils reflect on and empathise with an ever increasing population and how different countries tackle the problems associated with this. Pupils will discuss the one child policy in China, education and empowerment of girls and women in parts Asia and Africa and how the UK and other countries in Europe are dealing with an ageing population and decreasing workforce. We explore issues of poverty in the UK as well as in poorer countries. Pupils study the causes of migration and tackle the issue of immigration in the UK. They develop an understanding of different cultures. This can include the small tribes of people living in the Amazon rainforest to the megacities of Asia.

EXCELLENCE

One of the many aims of geography is to increase the aspirations of our pupils and have a culture where everyone wants to succeed and achieve to the best of their potential. This is achieved through creating a positive and safe environment where pupils are empowered to be confident, creative and outspoken learners.

Curriculum:

Key Stage 3

Aligned with CORE Trust Academies

Geography at KS3 at Rockwood follows the same curriculum as other CORE Trust schools. It includes all the topics within the National KS3 Geography curriculum and lessons are designed to engage, contextualise and assess all pupils. The curriculum build the foundations for later study in Geography GCSE as it covers all of the key concepts found across human and physical geography topics which are visited in more details at GCSE level.

Year 7:

Autumn 1: What is Geography and Map skills

Autumn 2: What is the UK like?

Spring 1: What is it like living in Birmingham?

Spring 2: What is the Geography of China?

Summer 1: What are the human and physical features of Russia?

Summer 2: Russia topic continued and country study

Year 8

Autumn 1: What are the opportunities and challenges in Africa?

Autumn 2: What is the geography of the USA?

Spring 1: What is it like to live in Brazil 1?

Spring 2: What is it like to live in Brazil 2?

Summer 1: What is life like in South East Asia 1?

Summer 2: What is life like in South East Asia 2?

Year 9:

Autumn 1: Oceania – Human and Physical features of Australia

Autumn 2: Oceania – Human and Physical features of New Zealand

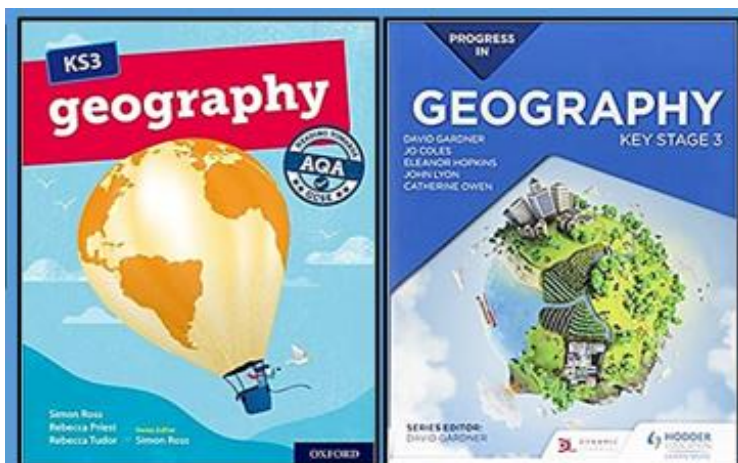
Spring 1: What is the bigger picture and Prisoners of Geography?

Spring 2: What are the mysteries in Geography?

Summer 1: How does water shape the land?

Summer: What is the geography of coasts?

These are the books we use at Key Stage 3



Year 10:

PHYSICAL TOPICS PAPER 1

Natural Hazards

Autumn 1: What are tectonic hazards?

Autumn 2: What are climatic hazards?

The Living World

Spring 1: How are ecosystems changing?

Spring 2: What are deserts like?

Physical landscapes in the UK

Summer 1: How are coasts changing the UK landscape?

Summer 2: How are rivers managed in the UK?

Year 11:

HUMAN TOPICS PAPER 2

Urban issues and challenges

Autumn 1: What is Rio and Birmingham like?

The changing economic world

Autumn 2: Why is the world unequal?

Spring 1: What is Nigeria like?

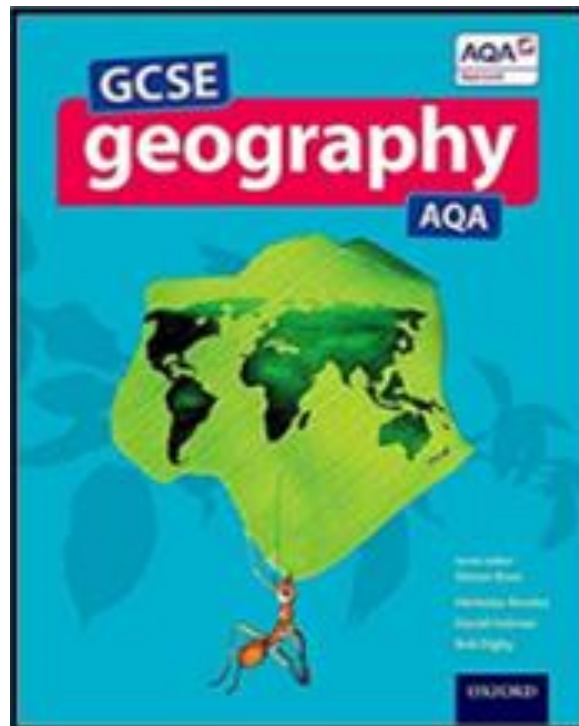
Spring 2: Why is the UK economy changing?

The Challenge of resource management

Summer 1: How are resources managed?

GEOGRAPHY SKILLS PAPER 3

Summer 2: Geographical skills



Assessment

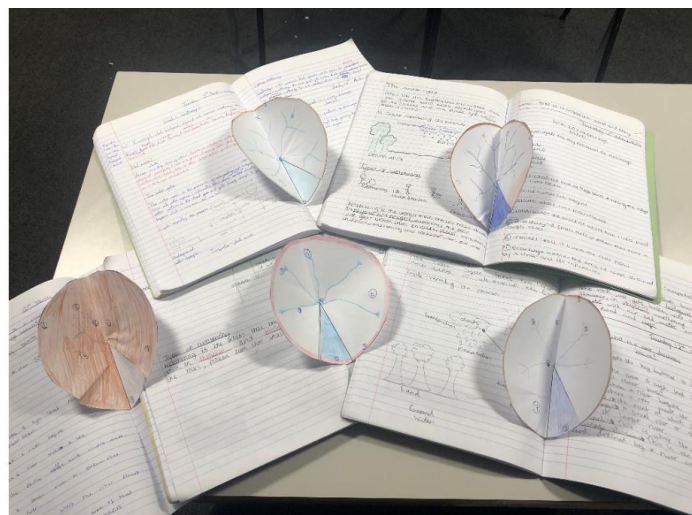
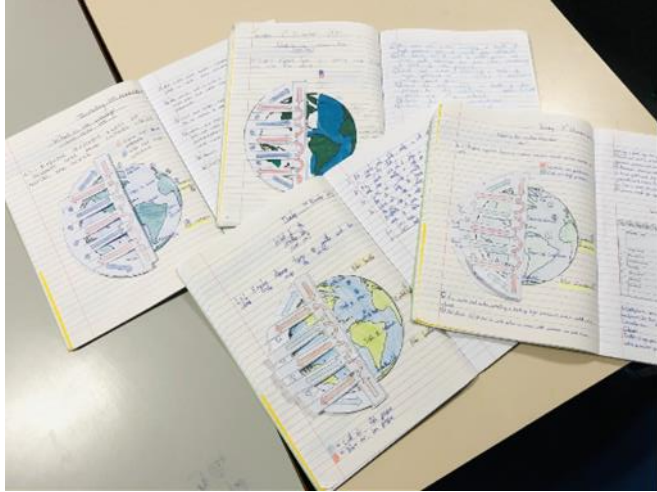
Assessment for learning

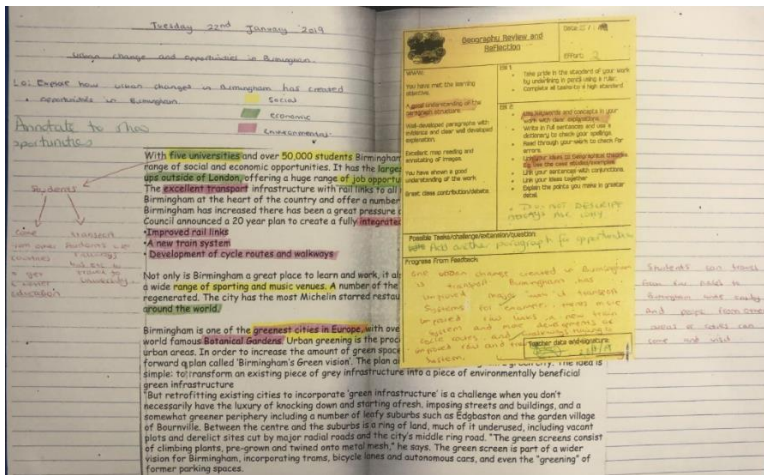
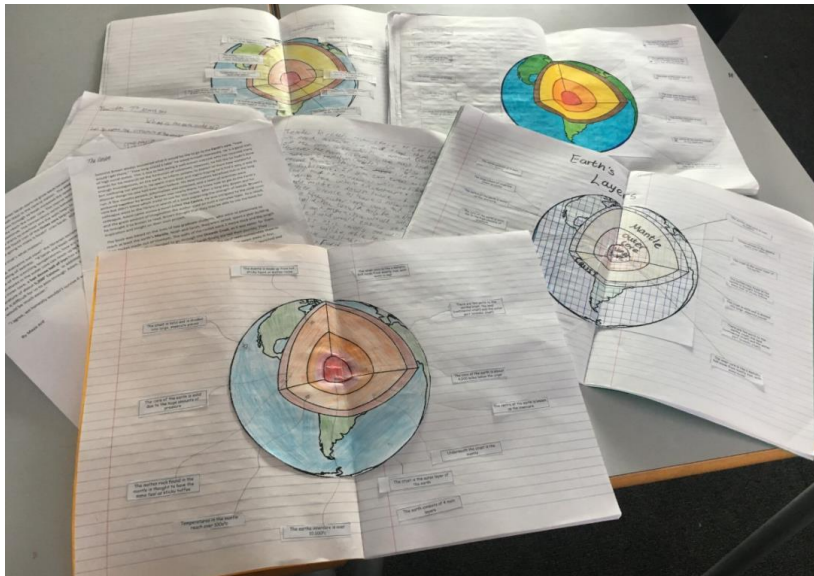
Pupils are assessed using a variety of different methods in geography including short and extended pieces of writing. Pupils will complete geographical enquiries into coastal and river flooding and will use a range of data to determine solutions and impacts. Pupils will describe maps and annotate photographs as well as draw diagrams, they will also self and peer assess.

Pupils are assessed every half term at KS3 and more often at KS4.

Models of Excellence

Excellence in Geography looks like;





Marking and feedback policy

It is important as teachers we provide constructive feedback to students, both written and orally, focussing on success and improvement needs against learning intentions. This enables students to become more independent, reflective learners, helping them to close the gap between what they can do currently and what we would like them to do. As a result of effective marking and feedback, students will know more, remember and do more in their Geography lessons.

In Geography, marking and feedback should:

- Be manageable for the teachers and accessible to the students
- Relate to the driving question and learning intention
- Involve the teaching team working with the students
- Give recognition and praise for achievement and clear actions for improvement
- Allow specific time for pupils to read, reflect and respond to marking where appropriate
- Respond to individual learning needs – taking opportunities to feedback visually/face-to-face where appropriate
- Inform future planning
- Use consistent codes to improve literacy across the curriculum
- Ultimately, be seen by students as a positive approach to improving their learning.

Methodology of marking

Oral feedback:

It is important for all students to have oral feedback from members of the teaching team from time to time. This dialogue should focus upon student successes, areas for development and to set immediate targets/tasks to improve understanding and address any misconceptions. Oral feedback can be accompanied with visualiser work to demonstrate 'what a good one looks like [WAGOLL] examples.

Summative feedback/marking:

This is associated with closed tasks or exercises where the answer is either right or wrong. The students, as a class or group, should self or peer mark in red pen.

Formative Feedback/Marking:

Not all pieces of work can be quality marked and there is no expectation that teachers should quality mark every piece of work. Teachers should use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. Acknowledgment should always relate to the learning intention.

Marking and feedback given by support staff/teaching assistants:

Where a member of the teaching team, other than the class teacher, has been involved in the student's learning, the work should be initialled and comments on where appropriate.

Teachers Quality Marking [Yellow feedback sheets]:

Teachers will quality mark a significant piece of work or assessment once every 8-10 lessons. The work should be quality marked using a yellow feedback sheet with appropriately selected tasks. The feedback sheets are a form of whole class feedback, and therefore should not name any individual students.

Teachers should focus first and foremost upon the learning intention/driving question of the task and ensure feedback provided corresponds with the learning intention/driving question. The emphasis should be on successes against the learning intention and/or the improvement needs of the student.

When providing quality yellow sheet feedback teacher should:

1. Read a cross selection of work from the class OR mark the class assessments
2. Identify up to 3 examples of where the students have commonly met the learning intention [WWW – What went well]. Using these points devise a focused comment, which will help the student extend future learning
3. Identify up to 3 examples of where students have commonly not met the learning intention [EBI – Even Better If]. Using these points devise a focused comment, which will help the student improve their future learning.
4. Spelling, punctuation and grammar need not be marked in every piece of work. Teachers should take 2-3 spelling errors and ask students to rewrite them correctly 3 times.

When students receive quality yellow sheet feedback, they should:

- Spend time assessing what they did well and then look at the task set by the teacher to extend their thinking or attempt the task to show improvement from their original work. Consequently, they should be able to 'know more, remember more, do more'
- Students' must respond to the DIRT in red pen. Self-marking and evaluation: when required, students should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided (as appropriate)
- Students should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Students should be encouraged, where appropriate, to respond to any additional written feedback, either verbally or by writing a reply.

Monitoring and evaluating this policy:

The policy will be monitored through further consultation with staff and through planned reviews. Pupils' workbooks will be monitored by the SLT, TLR holders and Head of Department, during QA visits and book scrutiny; with written and verbal feedback given to individual members of staff.

Literacy in Geography

'Within the context of geography teaching, the use of language and development of literacy are central to our students' ability to cope with increasing cognitive demands, the creation of new understanding, and the ordering of thoughts.'

Graham Butt, GTIP Think Piece, 2006

The use of language is an integral part of learning geography and literacy skills are important for geographical understanding. It is through language that students develop their ideas about geography and communicate them. Several of the Teaching Geography articles referred to below give examples of how geography teachers can plan for literacy in lessons:

- Biddulph, M., Lambert, D. and Balderstone, D. (2015) Learning to teach geography in the secondary school: A Companion to School Experience, 3rd edition. London: Routledge. Pages 153-5.
- Jones, M. (ed) (2017) Secondary Geography Handbook. Sheffield: Geographical Association. Chapter 15: 'Literacy' by Nicola Walshe p 98.

Promoting literacy is a responsibility for all teachers and The National Curriculum (2014) also makes it clear that: *'Teachers should develop students' spoken language, reading and writing and vocabulary as integral aspects of the teaching of every subject.'*

In 2019 the Education Endowment Foundation made seven recommendations for practical ways to improve literacy in secondary schools (see reference below). These are to:

- Prioritise 'disciplinary literacy' across the curriculum
- Provide targeted vocabulary instruction in every subject
- Develop students' ability to read complex academic texts
- Break down complex writing tasks
- Combine writing instruction with reading in every subject
- Provide opportunities for structured talk
- Provide high quality literacy interventions for struggling students

Teaching Geography articles about literacy

- Dolan, A.M. 'Geoliteracy: an approach to enquiry-based learning for Junior Cycle Geography students in Ireland', *Teaching Geography*, Spring 2019.
- Owen, C. 'Developing literacy through key stage 3 geography', *Teaching Geography*, October 2001
- Rawding, C. 'Literacy across the curriculum: some options for geography' *Teaching Geography*, July 2002
- Rider, R. 'Using literacy to enhance a scheme of work on rivers', *Teaching Geography*, October 2001
- Thompson, L., Roberts, D., Kinder, A. and Apicella, P. 'Raising literacy standards in geography lessons', *Teaching Geography*, October 2001

Geography vocabulary

Geography has a specialist vocabulary i.e. words that students may not meet in everyday life that are used to name features, processes and concepts. Geography also uses everyday words but gives them a special meaning, e.g. relief. Introduce students verbally to new geographical vocabulary, so they hear the words used and how to pronounce them. When students are contributing to whole class and group discussions encourage them to use geographical vocabulary, as well as in their written work.

Ways of supporting vocabulary development

- Identify new vocabulary in schemes of work.
- Plan opportunities for students to hear, speak, read and write the new vocabulary.
- Make use of vocabulary that students already know by ask them for ideas of words to use.
- Draw attention to new vocabulary they will meet in resources such as texts or videos.
- Discuss the meaning of new vocabulary relating it to similar words and what students already know.
- Draw attention to the spelling of new vocabulary.
- Use lower case letters on worksheets or displays – students learn to read words not only by reading the letters but also by recognising the shape in lower case letters.
- Encourage students to use dictionaries or glossaries to look up words that they have forgotten.
- Encourage students to use new vocabulary in discussion activities.

- Encourage students to use new vocabulary in their writing.
- Use new vocabulary in context when discussing work with individuals and groups.
- Reinforce the use of new vocabulary by using it frequently in subsequent lessons.
- Use new vocabulary in displays.

Marzano's six step process

This is a strategy for teaching vocabulary. It involves the following steps:

1. Description – provide a description, explanation, or example of the new term.
2. Restate – ask students to restate the description, explanation, or example in their own words.
3. Drawing – ask students to construct a picture, symbol, or graphic representing the word.
4. Activities – engage students in activities that help them add to their knowledge of the terms.
5. Discussion – ask students to discuss the terms with one another.
6. Games – involve students in 'games' that allow them to play with terms.

In this approach the teacher does not offer a textbook definition of a new term, but they describe it in their own words or tell an anecdote that illustrates its meaning. Then, in steps 2 and 3, students try their hand at explaining the meaning of new vocabulary and they draw an image depicting what they think it means. Later on, the teacher reviews the new term. Steps 4, 5 and 6 do not need to be in this sequence.

This outlines some good practice for introducing and using new geographical vocabulary in the classroom. Try out some of these to develop students' accurate use of geographical words:

- *Taboo*: a thinking skills activity to encourage students to define terms and develop vocabulary.
- *Word walls and flash cards*: to develop the learning of vocabulary. These approaches visualise words in current use and help students to memorise the word and its spelling.
- *Banned words and heavenly words*. This is an idea from David Rogers who made a wall display listing words that are not to be used in written or oral answers e.g. 'stuff', 'things', and 'up', 'down', 'left', 'right' (instead of map directions). Heavenly words are geographical vocabulary that it is important for students to use at GCSE; these vary from topic to topic. (He described them as heavenly because he displayed them on the ceiling!) With your mentor identify banned and heavenly words for your classes.
- *Bipolar adjectives* are useful to help students make comparisons.

- *Hot seating:* (See Biddulph et al (2015) p 115) You can use this activity to test understanding of key words.
- *Verbal rally:* (See Jones (2017) p 200).
- *A definition game:* see Briggs, (2003).

Teaching Model

Teaching and learning in Geography:

It is important to have a classroom routine pupils can count on every day. Having the same procedures every day cuts down wasted learning time significantly.

Our classroom routines promote a positive environment where all pupils can learn.

Our daily routines include:

- High classroom expectations.
- Meeting and greeting pupils at the door.
- Having the date, title, driving question and “**DO NOW**” activity on the interactive whiteboard as pupils walk in and settle.
- Well planned and sequenced lessons which promote positive engagement from all pupils and lead to clear progress.

Example of what a typical Geography lesson would look like at Rockwood:

Pupils settle into a silent **DO NOW** activity at the beginning of the lesson which assess prior knowledge or involves consolidation:

Pupils transition into an “**I DO/ WE DO**” part to the lesson where the teacher delivers new instruction/theory or ideas. At this stage a practical demonstration may be carried out or pupils may watch a video link followed by a discussion and Q & A:

Pupils will then apply the skills they have acquired to a (**YOU DO**) mini-plenary/ progress task/assessment for learning (AfL) task either independently (if instructed) or with their work partner. This is usually time restricted and instant feedback is provided where pupils will then self/peer assess in red pen.

Finally, pupils will end the lesson with a plenary task which allows them to test their newly learned skills in novel, unfamiliar contexts. This helps further strengthen and develop knowledge, understanding and application.



References:

1. Roberts, M. (2013) *Geography Through Enquiry: Approaches to teaching and learning in the secondary school*. Sheffield: Geographical Association
2. Marzano, R. J. (2004) *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: ASCD.
3. Briggs, H. 'Key Terms and Definitions: a revision game', *Teaching Geography*, October 2003.
4. Quigley, A. and Coleman, R. (2019) *Improving Literacy in Secondary Schools*, Education Endowment Foundation.
5. Rogers, D. (2017) *100 Ideas for Secondary Teachers: Outstanding Geography Lessons*, Bloomsbury Publishing. Ideas 18,19.

BBC Bitesize – <https://www.bbc.com/education/geography>
www.aqa.com/geography
www.kerboodle.com
<http://www.bbc.co.uk/schools/gcsebitesize/geography/aqa>

Staffing:

Roles and responsibilities:

Mrs K Dharni – Head of Department
Ms S Taj – Teacher of Geography and Head of Year
Mr S Mn – Teacher of Humanities
Miss F Zahra – Teacher of Humanities
Mr. S Hetherington – Assistant Headteacher