

GEOGRAPHY

Why is the study of Geography important?

‘Geography explains the past, illuminates the present and prepares us for the future. What can be more important than that?’

Geography underpins a lifelong 'conversation' about Earth as the home of humankind, and therefore contributes to a balanced education for all young people in schools, colleges and other settings.

In our opinion these are the outcomes all young people should have when they leave school. They should:

1. Have a fascination with the world
2. Challenge their own and societies beliefs
3. Have an appreciation of other cultures
4. Have an understanding of issues that affect the whole world
5. Have a responsible sustainable attitude towards the world
6. Think and question like a geographer (be a critical thinker)

What skills will the study of Geography teach you?

- Locate and describe places
- Demonstrate ability to use OS maps , grid references and direction, compare OS maps and aerial photos
- Interpret maps, graphs and statistics
- Decision making and critical thinking
- Fieldwork skills
- Written explanations and descriptions
- Use of GIS
- Problem solving and justifying
- Creative thinking
- Teamwork
- Independent learning
- Discussion

- Investigate controversial issues

What will you know and understand from your study of Geography?

- We will expand their world knowledge of places and locations
- We will allow them to investigate places at all scales, from personal to global
- We will ask them to consider what places are like and how the past helps to explain the present and predict the future
- Encourage them to appreciate the world and understand how physical and human landscapes are interdependent and interconnected
- Allow them to investigate issues affecting a diverse range of places and people, now and in the future.
- We will develop their understanding of the big ideas of Geography and how they interconnect
- Allow them to investigate the world through geographical enquiry
- Allow them to investigate and ask their own geographical questions
- Use different maps routinely with the students to develop their spatial awareness
- Allow them to make sense of people and places using a wide range of geographical data
- We will encourage them to expand their geographical vocabulary and use it to communicate their geographical ideas through discussion, debate and writing.
- Encourage them to identify and challenge bias when thinking critically about different viewpoints
- Allow them to strengthen their arguments by justifying their views when reaching conclusions and making decisions

How does your study of Geography support your expertise in other subjects?

Generic skills that we use all the time in geography apply to all other subjects; problem solving , creative thinking , teamwork, independent learning, discussion, justifying

GEOGRAPHY

Links between geography and maths in terms of statistics, graphs and data interpretation

Links between geography and Science in terms of processes and the natural environment.

Links between geography and English in terms of expressing ideas in a fluent manner both verbally and written.

Links between geography and history in terms of colonialism and urbanisation

How can you become an expert in Geography?

- Have a detailed subject knowledge
- Pay attention to current affairs and the news.
- Read geographical literature
- Enjoy being in the physical and human environment
- Keen interest in travel, other cultures and the physical environment.
- Have an enquiring mind

What opportunities are there to experience Geography beyond the classroom?

- Fieldwork in year 7 around the local area
- Holland/Belgium in Y8
- Fieldwork in year 9- Hornsea and Mappleton-coasts topic
- Fieldwork in year 10- urban regeneration
- Switzerland/Iceland end of year 10

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Geography?

- The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually.
- Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them for

example getting involved in fair trade fortnight and ethical issues in development.

- Social development is a focus in Geography and looks to enhance and develop students throughout KS3
- Throughout Key Stage 3 Geography looks at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result.
- **Costs vs benefits**

Key Assessment Objectives

- At KS3 we use the following assessment objectives closely linked to the progression through to KS4. These are tested in each topic studied throughout KS3 and 4.
- Know it – progression of breadth and depth of subject knowledge through the curriculum
- Understand it- Progression of understanding of key facts, concepts and issues
- Judge it- Progression of analytical skills such as evaluating, assessing and justifying
- Skill it- Progression of major geography skills across the curriculum.
- At KS4 we use the assessment objectives from the GCSE:
 - A01- subject knowledge and application of case study information.
 - A02 – Showing understanding of geographical processes and concepts
 - A03 – Application of knowledge and understanding to different contexts
 - A04- geographical skills

How will you be assessed in Geography?

At KS3 there are a variety of different ways of assessing:



GEOGRAPHY

- low stakes testing as interim tests/formative assessment
- Descriptions and explanations of processes and concepts
- Ability to make decisions and justify your opinions.
- Using group and individual presentations
- Summative tests/Decision making exercises.

At KS4 we would also use past exam questions/papers to look for gaps in knowledge or skills.

How can the study of Geography support students beyond school?

- Allows them to critically evaluate what they need.
- A clear understanding of world events
- Helps them to identify and appreciate important national and global events.
- Helps them to appreciate and make informed decisions regarding the world that they will inhabit
- Allows them to become informed global citizens.
- Enables them to have a familiarity and tolerance on different cultures and beliefs.

The Importance of Nurture for the Development of Wellbeing

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met (pastoral support - food, drink, emotional, physical support) . Therefore, the student is ready to learn (Maslow's Hierarchy of Need).

There are several schemes of learning that include the development of well-being and the

understanding of well-being in others including in Y7, challenges and opportunities in the UK and in Y8, Global Issues. At GCSE the study of economic development in the UK includes aspects of well-being.

All Behaviour is Communication

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support.

Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

The Importance of Transitions in Children's Lives

The Geography department supports student transitions in to y7 by liaising with our feeder primary schools and having an input in to the geography curriculum at those schools. Once they start in Y7 we recap basic skills from primary so that everyone is at the same starting point.

Y8 - KS4 transitions are supported by options PowerPoints being discussed with students to ensure they are aware of the course. We discuss the similarities and differences between our KS3 course and our KS4 course. Students get the opportunity to discuss it along with parents at options evening.

Post 16 transitions are supported by liaising with the geography department at the sixth form. We also discuss careers in geography and how versatile it is as a subject.



GEOGRAPHY

Transition from one set to another in geography is supported through discussion with other subjects we are set with and contact is made by the English department to parents after conducting meetings with HOY and SENDCo.

Language is a vital form of communication

Whole school focus on vocab in **Geography** we teach topic specific keywords and use glossaries for KS4.

In **Geography** key vocabulary is explored throughout topics such as 'sustainability' which is mentioned in all topics across KS3 and KS4.

In Geography we do presentations and verbal assessments which we differentiate to each student to encourage them to take part in group activities with other students.

"After you have taught your key word, you can give each student a template of the Frayer Model. Each quadrant will have a task in. This could be: - Definition - Word in a sentence - Synonyms - Antonyms - Draw it - Examples - Non-examples"

The classroom offers a safe base

In the **Geography** department we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Pupils feel safe in the predictability of whole school standards being upheld by all staff across the department.

Children's Learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. We use the SEN register

and my profile documents to plan lessons. At KS3 we use cloze passage work sheets to support lower ability students with note taking and dyslexia friendly strategies including the use of coloured paper and overlays. At KS4 we use structures to support students with exam questions and the structure of the course is such that it eases them into that way of working.