

## Geography at St Osmund's Middle School

This document is designed to give you an overview of Geography at St Osmund's in terms of expectations and routines, the curriculum intent, implementation and impact and guidance on possible questions during a monitoring visit.

### Expectations and Routines

#### **During Lessons**

- ✓ The date (ideally top left), title (learning question) and subtitle 'Starter/DNA' need to be copied into student books and underlined using a ruler.
- ✓ Focus on presentation - handwriting, underlining, drawing in pencil and labelling in pen and exercise book covers need to be free from doodling.
- ✓ Key words highlighted in the SOL to be written on the board each lesson
- ✓ Each lesson has a starter activity, you can use this or create your own. Make sure that regular key word activities are also part of your teaching.
- ✓ Purple pens, highlighters and dictionaries need to be accessible to the students each lesson.
- ✓ Students use highlighters to peer edit SPAG. They should be only used to highlight not to write with.
- ✓ Students use purple pens to self and peer assess, write spellings out three times in the margin and to respond to dialogue.
- ✓ Build in recall time of previously taught units to ensure learning is embedded in long term memory

#### **Assessment**

- ✓ Targeted questioning
- ✓ Use of mini whiteboards
- ✓ Regular routine quizzes, tests and exercises to build memory
- ✓ Live marking and use of a visualiser
- ✓ Peer and self-assessment
- ✓ End of unit summative assessment (should be handed back within a week where possible)
- ✓ Revision lesson including mind-mapping prior to each assessment task and used for students to revise from at home
- ✓ Use of knowledge organisers for recall and revision
- ✓ SA meetings and learning walks to complete book scrutiny and to moderate assessment tasks.

#### **Curriculum Development**

- ✓ Send the SL any resources that are created and have proved effective. The SL will incorporate them into the relevant SOL.
- ✓ Whole class and teacher evaluations at the end of each unit to effectively review the content and activities.
- ✓ SA meetings will promote the sharing of good practice

## Curriculum Intent

### **Subject design**

The Geography in KS2 is designed to inspire a curiosity and fascination about the world and its people. It is important to nurture their inquisitive thinking and questioning skills to help them interpret what they see.

Then KS3 Geography bridges the social sciences (human geography) with the natural sciences (physical geography). Geography is recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them.

The curriculum is scaffolded and knowledge rich to enable students to make progress through the concepts of location, place and human and physical Geography. Lessons should be active, engaging, motivating and students would have a sense of wonder about the world.

### **Reflecting our school values**

Geography in St Osmund's should inspire our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to empower students with knowledge about diverse places, people and environments, together with a deep understanding and love for our planet. Issues such as climate change help students understand the impact that people have on the sustainability of the earth and to see that there is hope for the future if we are all global citizens and stewards of the earth.

### **Progression through the curriculum**

The curriculum is rigorous in most areas. The KS2 curriculum is currently being reviewed to ensure greater depth as it moves from a literacy through Humanities approach to a discreet subject. The KS3 units include challenge of GCSE standard.

The curriculum includes regular opportunities to assess student progress. It is designed to build skills and knowledge and to recall previous knowledge to maintain progress of all aspects of Geography.

Success is a class who question the world, locally and globally, they have gained and developed skills and are becoming confident Geographers. Their books should demonstrate this progress. Moderation in DASP and subject meetings considering prior attainment should demonstrate that students at St Osmund's are in line or exceeding expectations of progress.

Knowledge Organisers are a valuable tool for regular home and class learning that is based on recall. Home learning menus have also been introduced half termly which allow students to choose tasks that can be creative or more formal but are all research based. A show and tell lesson at the end of a half term has allowed the classes to learn from their peers.

The aim of the Geography curriculum is for student progress to demonstrate their growing knowledge about the world and their deepening understanding of the interaction between physical and human processes and the formation and use of landscapes and environments. The emphasis is on knowing and remembering more which will give students a holistic approach to each stage of their learning in Geography.

## Curriculum Implementation

### **Equality of opportunity**

The curriculum has been carefully designed and can be accessed by all learners. SEN students are supported with literacy where necessary to ensure that they meet the same curricular goals confidently and successfully. Knowledge organisers have proven to be a useful tool to help all students.

All teachers are aware of the needs of their SEN pupils by reading their pupil passport. The seating of SEN pupils is planned for and clearly indicated on seating plans. Every lesson in KS2 includes adapted sheets to help students access the learning and to help them with structure. These sheets may have sentence starters, dual coded key terms, tier two word synonyms, partially completed tables and gap fill activities. In KS3 there are some adapted sheets, but these are carefully withdrawn as SEN students become more confident and develop into independent learners. Dual coded key term sheets have been developed for all year groups; laminated copies are distributed to SEN students when appropriate to further support their understanding.

Our curriculum helps to offer equal access as it includes different cultures through the study of place and locational knowledge along with global environmental, social, political and economic issues. The curriculum challenges stereotypes and includes topical examples of global inequalities. In our teaching and learning we address discrimination against any of the nine protected characteristics which are integral to our delivery of the Geography curriculum.

Our 'spiralled' curriculum develops the Geographical skills and knowledge through the 4 years. The National Curriculum for key stage 2 and 3 has been used to carefully and precisely map our Geography programme of study. It has also been developed considering the Geography taught at our main catchment schools and the year 9 curriculum and GCSE syllabus taught at Thomas Hardy School.

An example to contextualise this is that of locational knowledge:

The Geography programme of study begins in year 5 with a unit entitled 'A Sense of Place'. This unit develops students' locational knowledge as they build a map of the world including continents, oceans, major physical features, lines of latitude and longitude along with places familiar to individual students. Later in year 5 they locate a world biome and climatic zone leading to an investigation into the exploitation of the Amazon rainforest, they are already starting to make connections between human, physical and environmental Geography. Part way through year 6 students put the Geographical skills and locational knowledge they have learnt and apply it to another location, Greece, where they investigate the environmental and social impact of tourism. In the first year 7 unit the students investigate why Africa has both deserts and rainforests, to do this they create a labelled world map and produce an overlay of the world's biomes which they are already familiar with from the Amazon rainforest unit. They add to this further by including global circulation systems which deepen their understanding of climate zones. This is built on later in year 7 which looks at development and resources in inhospitable climates and environments such as the Middle East. In year 8 students study and compare the development of China and India which enables the students to make connections

between the physical and environmental Geography and the social, economic and political Geography of each country and to also make comparisons.

### Curriculum Impact

#### **Ensuring student progression**

Threshold concepts are integral to Geography teaching and learning. These range from the understanding of scale for map work, perspective for issues of development and sustainability for the future of young people today.

The curriculum is continually revised to challenge misconceptions and to ensure that concepts which are hard such as plate tectonics and changing river profiles are taught well. Topics are revisited and built on through the four years in a scaffolding approach to learning.

Underperforming students are identified in each class. Subject teachers offer support which is mainly in class along with peer support which is evident in seating plans.

#### **Additional opportunities to learn**

Fieldwork opportunities and trips are part of the curriculum; these include a year 6 local fieldwork trip to look at change to our urban environment, a year 7 fieldwork trip to Lulworth Cove and Durdle Door and a year 8 fieldwork trip to a local river.

Half termly home learning opportunities are research based offer the students more creative ways of demonstrating what they have learnt. These are then shared in a 'show and tell' which enables students to learn from each other. Geographical display including National Geographic magazines for children and other publications.