Lionheart Education Trust – Geography Curriculum

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.

We explored our shared values and created a vision for our common curriculum: *'To offer an up-to-date, relevant and issues-based curriculum with sustainable development at the core. The programme is designed to inspire awe and wonder about the world; we want our students to apply knowledge and conceptual understanding to new settings and through enquiry and problem-solving activities prepare them for life in 21st century. Our aim is that students think geographically about the changing world, becoming critical thinkers and knowledgeable, skilful and responsible citizens who care about the future of our planet'.*

We believe that students should have a sound understanding of the world that they live in and understand how our physical and human world interlink knowing that human action can have both a positive and negative impact on the physical environment. We want our young people to be prepared with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.
We cover the full breath of KS3 National Curriculum via our 'spiral curriculum model' and students further study OCR B syllabus at GCSE.

Our Geography curriculum has been evolving from 'thematic' to 'spiral' curriculum which offers the breadth and depth of geographical substantive knowledge (the content) and disciplinary knowledge (knowledge of relationships that allow pupils to understand the connections between ideas). Students' combined appreciation of both substantive and disciplinary knowledge can be described as geographical understanding. We have reviewed our KS3 curriculum carefully and identified areas where locational knowledge, place knowledge and understanding, knowledge of environmental, physical and human geography processes and geographical skills will be embedded and built upon. Concepts will gradually interleave and allow students to think geographically and synoptically.

The key stage 3 National Curriculum programme of study for geography talks about the 'key concepts' of place and space (e.g. the ways space is used and humanised to create meaningful places; recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns), scale (e.g. the ways in which people and places are connected from the local to global; the 'zoom lens' through which the subject matter is 'seen', and the significance of local, regional, national, international and global perspectives), interdependence (linking the physical world and human environments), physical and human processes, environmental interaction and sustainable development and cultural understanding and diversity.

We want students to build on other aspects and concepts such relational thinking (e.g. how we see the world depends on our perspective), proximity and distance (e.g. how technology has in some ways eroded the friction of distance – literally, shrinking distances). We want our students to learn geography that is directly relevant to people's lives and the world of work and change, so that they can recognise that the past helps explain the present but is current and futures oriented. We want to deepen their geographical understanding: many contemporary challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective. Geography serves vital educational goals: thinking and decision making with geography will help our learners to live lives as knowledgeable citizens, aware of their own local communities in a global setting. Our geographers will be using maps and mediated images of people and place, numerical data and graphical modes of communication and getting to grips with the geographic information systems that underpin our lives. These skills make geographers skilful and employable. Whilst specialist teachers

impart Geography knowledge, Key Stage 3 topics are taught as enquiry questions. Our curriculum has been designed with considered view of what makes our content the most appropriate and useful for pupils in the school; how we ensure continuity and how the sequencing of this content helps build pupils' knowledge, understanding and skills in geography over time; having clear expectations around what pupils will know and be able to do with their geographical knowledge and skills at curriculum 'end points' such as the end of a key stage. For example, what core knowledge we expect them to have by the end of Y9 and Y11.

Curriculum overview KS3 – KS4

Year 7	Topic 1 Introduction to Geography, UK and local place	Topic 2 How does weather and climate affect our lives?	Topic 3 Why is the Middle East an important world region?	Topic 4 What is the future of planet Earth?
Year 8	Topic 1 What is development?	Topic 2 How are populations changing?	Topic 3 What happens where the land meets the sea?	Topic 4 How is Asia being transformed?
Year 9	Topic 1 What is the future for the planet? (climate change)	Topic 2 Is the Geography of Russia a curse or a blessing?	Topic 3 What are the opportunities and challenges facing Africa?	Topic 4 Will we ever know enough about earthquakes and volcanoes to live safely?
Year 10	Topic 1 Natural Hazards	Topic 2 Changing Climate	Topic 3 Distinctive Landscapes	Topic 4 Sustaining Ecosystems + Physical fieldwork
Year 11	Topic 1 Urban Futures	Topic 2 Dynamic Development	Topic 3 UK in the 21st century + Human fieldwork	Topic 4 Resource Reliance

Key skills

Reading:	**Speaking:**	**Listening:**	**Writing:**
Interpretation and comprehension of a range of sources Analysis of sources Evaluation of sources Assessment of differing world views	Be able to articulate a point of view Use evidence to support an argument Use evidence to challenge an argument Provide an overall conclusion	Understand the views of others Respond to the views of others Question other people's points of view Respect others' viewpoints	Be able to express a point of view Use evidence to support an argument Use evidence to challenge an argument Provide an overall conclusion Explain ideas in detail Compare and contrast points of views

Vision/Aims Statement	Concrete Example	How this is assessed?
Exposure to modern day geographical challenges	Investigating the development of the continent of Africa and the causes of underdevelopment (KS3) Assessing the impacts of climate change globally and in the UK (KS4)	Reading and comprehension questions Low stakes testing Quizzes Mid and end of topic assessments Extended writing Debates
Questioning the human and physical geography of the world	Students investigate weather and climate of different regions and question the link between climate and development (KS3) Students investigate the natural and human causes of a changing climate and question which is most to blame (KS4)	Questioning Mid/End of topic assessment Extended writing Student debate

Geography on the timetable

- At Key Stage 3 – 2 x single lesson a week
- Y10: 4x 50-minute lessons per week.
- Y11: 3x 50-minute lessons per week.

Principles of teaching

We expect to see the following in each lesson or series of lessons. Our aim is to support teachers of geography (many are non-specialists) across Lionheart schools to constantly improve each of these aspects of their teaching within their own personal pedagogy so that every pupil receives expert geography teaching.

Challenge ('teach to the top')

- Appropriate challenge for all pupils with particular attention to the highest attaining and pupils at risk of underachieving. Allowing and encouraging pupils to struggle in order to move them on.
- A mixture of tasks some of which build pupils' confidence and others which stretch them academically.
- Raising pupils' expectations of what they can achieve by teaching to the top with appropriate scaffolding.

Explanation

- Teacher-led instruction is an important part of learning episodes, where complex ideas are communicated to pupils.
- Clear explanations include building on prior knowledge, breaking a concept into small steps, exposing misconceptions and the use of concrete examples.
- Deliberate and precise use of key geographical terminology, which is explained.

Modelling

- Carefully thought-out models used alongside explanations to secure and deepen conceptual understanding including concrete and pictorial representations.
- Use of worked examples to demonstrate techniques and model ideas and approaches.
- Practise of techniques leading to greater independence.

Deliberate practice

- Practice moves pupils towards independence and develops memory, which is the essence of learning.
- Pupils should have to think hard.
- Repetitive practice which can be completed mechanically but doesn't promote thought should be kept to a minimum.
- Integration of previous content into practice to emphasise links between concepts and to aid retrieval.

Questioning

- Questioning may be used to lead the learning on a topic, to key into prior knowledge, extend pupil's thinking and develop their metacognition.
- Questioning allows the teacher to get instant feedback from pupils.
- Pupils are encouraged to respond to higher order questions (e.g. give me another example, explain your reasoning, justify your answer) to help deepen their understanding
- The use of mini-white boards or other ways of capturing all pupils' responses is encouraged.

Feedback – also see Assessment

- Feedback is given throughout a lesson, over a sequence of lessons and following assessments.
- Feedback can take a variety of forms: verbal feedback, either individual or whole class; written feedback, often as live marking.
- As appropriate, pupils are given opportunities to respond to feedback by self-assessment, completing "narrowing the gap" tasks, making corrections and identifying next steps.

Scaffolding

- All pupils are encouraged to do their best and be resilient.
- Explanations, examples, and tasks are scaffolded to give all pupils access to the appropriate material with the aim of narrowing attainment gaps.

Assessment

At key stage 3 and 4 students are assessed every half term, which is reported to parents through the data snapshots. All students are given an effort level, which reflects their attitude and approach to their lessons and out of classroom learning. At key stage 3 the attainment level is based on the 'Beginning, Working Towards and Secure' model and reflects the students' attainment levels within the topics covered; at KS4 students are measured against 9- 1 grading system and at A level A* - E.

Level	Mastery Level
b	Working towards age related
b+	Working towards age related +
w	Working towards age related ++
w+	Working towards age related +++
s	Working at age related (child has achieved mastery)
s+	Working at greater depth within mastery

Schemes of Learning

These are centralised and available to all staff, who should be confident in adapting resources to meet the needs of their individual cohorts / and across Trust schools. The core knowledge (knowledge rich curriculum) and skills content is carefully planned in a sequential and interleaving manner. There are opportunities for extended reading, reciprocal reading strategies are implemented, extended writing, discussion, independent learning and the use of technology. SoL are underpinned by detailed Mid-term plans for each topic across KS3.

Homework

Students are set homework regularly using a variety of approaches to embed and further develop their learning, knowledge and independent study skills. More use of the VLE and 'Big Teach' as well as Beehive supports retrieval practice and gives students and teachers instant feedback on quizzes, self-marked pieces of work.

Beyond the Classroom

Key Stage 3

Geography teachers have taken responsibility for allowing students to gain experience of the subject outside of the classroom. For example, we have planned for 'outside the classroom' fieldwork experience for Y7 to do a local microclimate enquiry. We run a weekly Geography club for KS3 students – 'EcoClub'.

We work together with the librarian to ensure our library is well resourced with a variety of age and ability specific texts that cover the content covered. Students are inducted into the library in tutor time sessions and made aware of the resources available in lessons. Students are encouraged to read around the subject.

Key Stage 4/5

GCSE students are given the opportunity for fieldwork by going off-site to carry out a river study and to Leicester to investigate urban environments.

All students have the opportunity to engage in virtual fieldwork and GIS in lessons as part of the taught core content.