

Think Piece

Planning and Developing the Curriculum Part 2

PGCE Activities 8 - 13

NB. Activities 1 – 7 and Figures 1 – 7 were related to Planning and Developing the Curriculum [Part 1](#).

Activity 8 – Using concepts as a planning aid

First, read Trevor Bennetts' (2008) analysis of the key concept 'environmental interaction and sustainable development' at <http://www.geography.org.uk/journals/journals.asp?articleID=487>. In pairs, choose one of the other KS3 geography concepts and produce a list and some notes about the significant ideas and generalisations that are essential to understanding of this concept. To test out its value as a planning aid, you can consider applying these ideas to a specific topic (e.g. migration, climate change, managing natural hazards). Compare notes with other groups.

Activity 9 – Planning for progression

Using [Figure 4](#), second column, as a starting point for KS3, plan for progression in relation to cultural understanding and diversity by producing suggested teaching/learning experiences for key stages 2 and 4 to complete the sequence. Work in small groups, and then compare with the proposals from other groups.

Activity 10 – Progression from KS3 to GCSE

Follow the link given above to Bennetts' (2008) article and read the section on 'progression in students' geographical understanding'. In small groups, choose a topic which appears both in the KS3 curriculum and the GCSE curriculum in one linked school, (e.g. weather and climate, urban settlement, people and natural hazards). Drawing on insights from Bennetts' article, consider what might be different about teaching the topic to 13/14 year olds and 15/16 year olds. What different teaching and learning experiences and resources might be used? What different knowledge, understanding and skills might be expected of pupils? Present and compare the work of all groups.

Activity 11 – Creating a progression map

In small groups consider [Figure 8](#). What are the advantages of carrying out an analysis like this? Could you do a similar exercise for your school, perhaps including AS/A level as well? What about expected pupil performance? Would you add to or amend the row headings to include this or anything else?

Activity 12 – Progression and level descriptions

- A. In small groups choose to work with one phase - KS3 (11-14) or GCSE (14-16) or AS/A level (16-19). Using [Figure 9](#) as a guide, gather examples of each level of outcomes-based statements for the phase you are dealing with. Note that in some cases you may have to develop a statement from existing requirements (e.g. KS3 phase criteria don't exist but the PoS has a statement about the importance of geography at this level). Bring the groups together and compare the lists. Is it possible to recognise progression across as well as within each phase? Are the outcomes expressed in a similar way or differently for each phase? What are your comments on carrying out this exercise?
- B. Refer to 'Progression and Assessment in Geography at KS3' (Rawling and Westaway, 1996). Gather examples of work from one KS3 pupil in your school, preferably a pupil whose work you know. Using the process described in the article, look at individual pieces of work and also consider the whole range of performance. Referring to the level descriptions in a best-fit way, reach a judgement about the level demonstrated. Work in pairs and explain your judgement to a colleague.

Activity 13 – Is a diagrammatic and dynamic way of envisaging progression helpful?

Examine [Figure 10](#). You might like, individually, to consider whether you find this diagram helpful.

Compare notes with other students. What are its strengths and weaknesses? How would you use it in a departmental meeting when planning for progression is being discussed?