

Geography and ICT - Trouble Shooting Guide

Problem	Suggested Remedies
KS boundaries	<ul style="list-style-type: none"> - Strong links with ICT department to improve departmental awareness of ICT requirements and opportunities across each key stage. - Working in liaison with the ICT department to map progression in ICT opportunities across year groups. - Linked departmental in house CPD to ensure progression in the development, enhancement and application of ICT in Geography. - Working as families of schools, federations or networks.
Accessibility to network rooms.	<ul style="list-style-type: none"> - Block booking of network room at key periods for example the development of KS 4 coursework. (Perhaps in the future the internal examination of controlled assessment tasks.) - More precise and appropriate forward planning. - Ensuring the SMT / Geography line manager are/is aware of the board requirement (and GCSE criteria) to use ICT within KS4. For example the specific requirement to use Geographical Information Systems (GIS) - Continual inclusion of shortfalls in hardware access and software shortfalls within subject Self Evaluation Forms (SEFs) and subject improvement plans (SIPs) - Highlighting cross curricular opportunities – for example the opportunity for students to develop their geographical studies as part of their KS 4 ICT course.
Continuity of access to hardware.	<ul style="list-style-type: none"> - Encourage the school via SMT and link Geography governor to provide access to “traveling” laptops. - Provision of technical support for sorting out hardware problems / loading new programmes to the network. - Provision of subject area suite – using specialist school status budgets.
Inequality of opportunity.	<ul style="list-style-type: none"> - Strategic movement of classes between rooms fitted with laptop, projector and screen / whiteboard. - Opportunities for students without access to ICT at home to use Geography department facilities within school at agreed times. - Team planning of units of work for Key Stage 4 ICT implications sorted out at the planning stage. - Lead lessons to school communities to negate the shortfalls in access to ICT.

<p>Departmental expertise.</p>	<ul style="list-style-type: none"> - In house continuous Geography departmental training – as an agenda item at departmental meetings. For example review of Local Live versus Google earth. - Use of expertise within the department / faculty or across the school. Team teaching / unit teaching. Increasingly more strategic use of specific expertise within the Geography department. - Use or guidance materials on teacher websites including BECTA, GA and RGS sites – often with teaching aids. - Use of contemporary references such as E-geography- Using ICT in Quality Geography by Fred Martin, Geographical Association. - Greater use of student expertise – nominated ICT champions.
<p>Student expertise.</p>	<ul style="list-style-type: none"> - Liaison by Geography department with ICT team so aware of capabilities of individual year 10-11 students - Provision of support before school, lunch breaks and after school.
<p>Equipment – less than satisfactory maintenance of equipment.</p>	<ul style="list-style-type: none"> - Reporting regular breakdowns to technicians / line managers etc. - Systematic upgrading of hardware and software. - On call technician in school– perhaps a shared humanities faculty technician.
<p>Network managers.</p>	<ul style="list-style-type: none"> - Ensuring that network managers place software required by the department onto the school server. It is not their role to question the appropriateness of geographical resources. -Spread of broadband – ensuring high speed connections to the Geography department. -Ensuring that staff have appropriate log on codes and user numbers
<p>Software costs.</p>	<ul style="list-style-type: none"> - Grants use for example presently E Credits. - For ICT specialist status schools – ensuring that the Geography department receives support / funding. - Inclusion of costed requirements in subject development / improvement plan. - Extensive use of free items of geographical software obtainable online – opportunities for free add ons - Strategic purchasing of resources that can be utilized across key stages. -Sharing of appropriate items of software with other departments / faculties.

GIS resource issues	<ul style="list-style-type: none"> - Use of readymade on line GIS – these vary greatly in complexity. www.mulitmap.co.uk www.upmystreet.co.uk www.streetmap.co.uk www.geograph.co.uk etc. - use of www.local.live.co.uk and www.googleearth.com - Building on GIS used in Key stages 3 and 4 - In house training sessions for staff and students. -Remember the 2 strands (1)using and (2)creating GIS. - See Ordnance Survey mapping news for regular up to date articles on the use of appropriate GIS - GIS resources available from your district and county council – data is often held in the Planning Department.
Over use	<ul style="list-style-type: none"> -Over use of ICT- ensuring that a wide range of learning and teaching styles are used across the department. Using ICT to really enhance learning and teaching. - Team planning of new units of work for GCSE with ICT opportunities carefully noted.
Data Logging Equipment	<ul style="list-style-type: none"> - Purchase of recommended / good quality and long lasting data logging equipment. - Staff training related to the procedures for collecting data logging equipment. - Ensure progressive use of data logging equipment within KS3 and into KS4. - Use of school grounds to trial techniques to be used on fieldwork – saves time off site. - Production of departmental user guides for students and staff. - Co ownership with other departments helps the financial burden. - Use of local district council data logging equipment if possible.