Beginning teacher pathway

- 10.00am – 11am Creative ideas from the Secondary Geography Quality Mark – Becky Kitchen

- 11.30am – 12.30pm Climate services in the classroom: from experts to education – Kit Rackley

- 2.00pm – 3pm Building a fieldwork toolkit for early career teachers – Janine Maddison and Becky Kitchen

- 3.30pm – 4.30pm Rex Walford Lecture – How to build a geographer – Gemma Collins
Creative ideas from the Secondary Geography Quality Mark

Rebecca Kitchen
Geographical Association
Why the Quality Mark matters

The Quality Mark is a powerful process which aims to engage, stimulate and support teachers to improve standards in geographical learning across their school.

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.”

Why should departments apply for the Geography Quality Mark?

• **Highly valued** by school leaders nationally and internationally

• **Powerful self-evaluation**: ‘What is geography like in our school?’, ‘How do we know?’ and ‘What can we do to improve standards?’

• **Raises the profile** of geography across the whole school community.

• **Impactful and rigorous CPD** which meets the 2016 standard for teachers’ professional development.

• **Proven track record** with over 1250 successful Geography Quality Mark schools forming an international network supported by the GA.
Curriculum Making

- Does this take the learner beyond what they already know?
- Which learning activity?
- Teacher choices
- Geography: the subject
- Underpinned by key concepts
- Thinking geographically
Geography classroom

Using the classroom as a resource to creating a positive and challenging learning environment.

- The key concepts from A level Geography
- Key words for GCSE Spec
- Challenge board for stretch and extension. Updated and linked to syllabus
- Frameworks for analysis, linking words and command words
- Community of Geographers. Society + drop ins + adverts/ events / trips
- Going Places with Geography. A level and beyond
- Challenging perspectives for open mindedness linked to syllabus. eg. Year 8 Africa unit

2 large noticeboards of student work
Shelves for models of student work + (extension) resources for students
Magazine rack of latest publications
A level work on display

Roedean School
Longshore Drift dance

Downlands Community School
## Factors affecting food game

<table>
<thead>
<tr>
<th>You have a summer of extreme temperatures and your crops fail - lose 2 points.</th>
<th>You have a winter with heavy rainfall which causes flooding and your crops are ruined - lose 2 points.</th>
<th>Climate change has led to more weeds and pests moving from the equator north which affects the crops - lose 1 point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your country has limited technology which keeps food yields low - lose 3 points.</td>
<td>Your country has lots of machinery and supports the development of agribusiness so can produce a lot of food - gain 3 points.</td>
<td>Your country has a lack of water and this makes it difficult to grow crops - lose 2 points.</td>
</tr>
<tr>
<td>You country is at war and crops are destroyed, and farmers have to join the army. Lose 2 points.</td>
<td>Your country is at peace and has a stable government so can invest in food supplies - gain 1 point.</td>
<td>Your country is in poverty and is unable to invest - lose 2 points.</td>
</tr>
<tr>
<td>Your country has a tropical storm and crops are destroyed - lose 1 point.</td>
<td>You receive investment for fertilisers - gain 2 points.</td>
<td>You are able to buy pesticides which allows you to kill new pests - gain 2 points.</td>
</tr>
<tr>
<td>Your country invests in a large scale computerised irrigation system to improve water supply for crops - gain 3 points.</td>
<td>Your country has moderate temperatures and rainfall so can grow a variety of crops - gain 2 points.</td>
<td>Your country invests in biofuel so less land is used to produce crops for food - lose 2 points.</td>
</tr>
<tr>
<td>Your country invests in a small scale irrigation system to improve water supply for crops - gain 1 point.</td>
<td>A TNC invests in technology to improve food processing and production - gain 2 points.</td>
<td>Climate change has affected the temperature of your country making it difficult to grow crops - lose 1 point.</td>
</tr>
</tbody>
</table>
Advantages and disadvantages

New drilling technology allowed deep water oil and gas reserves to be reached.

The risk of oil spills increases in Deepwater drilling. The BP oil spill in the Gulf of Mexico in 2010 covered an area up to 68,000 sq mi and cost the company over $50 billion.

Liquefaction of natural gas means it is economically possible to transport by boat rather than pipe allowing development of remote offshore gas fields.

The Arctic accounts for 13% of undiscovered oil, and 30% of undiscovered natural gas.

Development of Seismic imaging uses sound waves sent through the water to the rocks below to detect rock structures containing oil and gas.

The biome is Taiga.

Only 4 million people live in the Arctic circle but 40 different ethnic groups and important indigenous populations.

Cost of drilling a well up to $300 million. Chances of success are only 1 in 5 but if successful it could earn the company between $5 and $30 billion.

Gazprom, a Russian state oil company has spent US$4 billion on developing technology to search for oil and gas beneath the sea and ice of the Arctic.

Remote location with much of the area frozen. Global warming may change this though.

Task: Using the annotations on the map, complete a table of positives and negatives of drilling in remote places (social, economic and environmental)
Self-awareness

What influences shape who you are and how you see the world

I live in England: Brighton and Hove.
It is an amazing town that has a great community.

My interest in reading before I go to bed has helped me to relax and sleep better.
It has also showed me so many different types of stories.

My education at school has taught me to always have mutual respect for others.

My interest in sport, art and dance help to let me express myself and keep me relaxed.

All my family and friends are really supportive and have taught me to always see the best in things.

TV news shows and newspapers can often tell you things that aren't always true so I always like to look into things for myself to find the real truth.

I think it's good to have a lot of really good friends, not just one buddy.
Skill 4 - Use of GIS to track the movement of tropical cyclones

1. Go to the website [www.weather.unisys.com/hurricane](http://www.weather.unisys.com/hurricane) - you will need to do this on a PC, NOT your iPad.
2. From the ‘West Pacific’ column, click on ‘2013’
3. Scroll down to the individual satellite images of hurricanes – click on the ‘tracking information’ for the 4th one down – ‘Super Typhoon S – Haiyan’
4. This will then bring up a table. Highlight all the information in the table (not the top 2 title rows) and copy it into an Excel Workbook
5. In Excel, highlight the first column only and then click on the ‘Data’ tab and click ‘Text to Column’. This will then put all the data into separate columns
6. Save the workbook as a .csv file (v. important – the next step won’t work without this!) ON YOUR DESKTOP
7. Go to [www.arcgis.com/home](http://www.arcgis.com/home) and click on ‘Make a Map’
8. Click and drag the .csv file onto the map – this should produce a track of Typhoon Haiyan on your map

Once your map is created, experiment with different layers to produce a map showing a variety of characteristics of the typhoon such as windspeed, category etc. represented by different colours or different sizes of symbols.

When you have finished, print out the map and stick it in the space below.

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On the chart above, map the track taken by Hurricane Katrina. For each position, use a different colour to determine what type of storm Katrina had become, and use circles of different sizes to show the strength of Katrina when it reaches hurricane strength.
Potato contours

Downlands Community School
After a discussion on what the informal sector is and why it develops, students played the top trumps card game – a selection of the cards are shown above. They had to decide as a group what score to give each category and then they played the game. This led onto a discussion on the advantages and disadvantages of the informal sector.
Formation of a spit

Explain the formation of a spit

English Martyrs School
Sand pit sand dunes

Downlands Community School
Pyramidal peak hats

Pyramidal Peak Hats!

Make a Paper Hat!

1. Fold Newspaper in Half. (Like it comes.)

2. Fold top down to meet bottom.

3. Fold right and left sides towards the middle to form a point.

4. Open bottom, and fold bottom up on back and front.

5. You may use a piece of elastic to hold the hat in place, if needed.

Hitchin Girls’ School
**Linking hexagons**

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**Find the links between the key words connected by the following letters:**

**A:** The link between Tourism and Forestry is that tourists like to go for walks and have picnics in the forest, and woods of mature trees have been cut by human activity.

**B:** 23% of South Downs is forest, with a mixture of deciduous and coniferous trees. The peak of the park.

**C:** A home for animals to live and hunt in. However, if deforestation happens, those animals will have no habitat.

**D:** Around 12,000 people live there to look at the beautiful habitats and animals. Make room for houses lose.

**E:** The line between them is that 12,000 people live at South Downs, making it the most popular in England.

**F:** People probably live there because they grow rice, so the park is agriculture with cool bushes join (Pleaching).

**G:** People are mining the clay and chalk from the park. Both these two materials are perfect for plants to grow and pots in the plants for animals.

**H:** People who visit brings money into the park, that then money can be used for mining equipment.

**I:** Mining happens in South Downs to make money for the community.

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Cardinal Allen School
The Humanities’ Diploma

A research project which encourages you to think outside of the confines of one subject.

The focus for 2019 is Conflict.

• What? – An A4 size research project of no more than 2000 words.
• Who? – You will complete a project and can ask any of your relevant humanities teachers for guidance, if you have specific questions.
• When? – In the second half of the Spring Term, to be submitted straight after the Easter Holiday.
• Why?
  o To stretch and challenge yourself in thinking objectively and drawing together your ideas
  o To see the links between the subjects you study now (and those you may wish to study in the future)
  o To explore a topic which interests you
  o To gain the diploma, which comes with
    • A certificate
    • A badge
    • A place on the Humanities’ Diploma Roll and in the Head’s Review

The Questions

Your research project will answer one of the following questions:
1. To what extent should we engage in conflict to protect and defend human rights?
2. What, if anything, have humans learned from conflict throughout ancient and modern history?
3. Has there ever been an ethically justifiable war?
4. Is it true to say that it is ultimately Geography which starts wars, and Geography which defeats armies?

The Structure

Your research project must follow this structure (use sub-headings):
1. Selected question
2. Introduction
3. Presentation of evidence, examples, analyses and evaluation
4. Conclusion
5. List of sources and bibliography
6. Reflection – why you chose the source, examples and evidence you used. Which skills you used from your humanities subjects and how/where.

The Mark Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Diploma with Distinction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Follows the structure closely and successfully.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not exceed 2000 words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills and knowledge from different humanities subjects have been applied successfully.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sources and examples are varied, come from different perspectives and are well placed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A range of interpretations of evidence/ sources are clearly stated and evaluated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence is given to support claims.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis and evaluation takes place throughout the project, not just in the conclusion.</td>
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<th>Grade</th>
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<tbody>
<tr>
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<td>Follows the structure closely.</td>
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Knowledge planes

Knowledge Test

Make a paper aeroplane using the piece of paper on your desk.

Write a question on your aeroplane about the information learnt so far in the lesson.

Throw your paper aeroplane across the room when told to.

Collect another paper aeroplane from near to you and answer the question posed about today's lesson. Sign your name next to your answer.

Write a new question on your aeroplane and get ready to throw it across the room again.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are the 4 types of employment sectors?</td>
<td>Air pollution: have pollution ever increased?</td>
<td>How can industry affect the physical environment?</td>
<td>New railway across the capital that links Reading to Heathrow?</td>
<td>Thought on wider world?</td>
<td>How does this affect the UK?</td>
</tr>
<tr>
<td>2</td>
<td>How can industrial development be more sustainable?</td>
<td>What is your case study for quarrying in the UK?</td>
<td>What are the economic effects of the UK changed over time?</td>
<td>What are the economic effects of a growing population in Cambridgeshire?</td>
<td>What are the benefits of the South-West “super highway”?</td>
<td>How does this affect the UK?</td>
</tr>
<tr>
<td>3</td>
<td>Decline in manufacturing industry: resultant growth in services.</td>
<td>Science Park is a group of scientific based businesses located on a single site.</td>
<td>What are the social effects of a growing population in Cambridgeshire?</td>
<td>What is the Lancashire LEP?</td>
<td>What type of jobs are in the service sector?</td>
<td>Why is there a North South divide?</td>
</tr>
<tr>
<td>4</td>
<td>What are the social effects of population decline in the Outer Hebrides?</td>
<td>Why is the location of the Cobalt business park beneficial?</td>
<td>How will the North South Divide be solved?</td>
<td>Companies that specialise in research.</td>
<td>What were the causes of the population growth in Cambridgeshire?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Trading &amp; cultural links: There are also spatial connections (Olympics)</td>
<td>Why will HS2 benefit the North of the UK?</td>
<td>What government policies were introduced in 1945-1979 to improve industry in the UK?</td>
<td>World Wide Web?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guess the place

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Dover Grammar School for Girls
Designing urban models

North London Collegiate
These are examples of some of the cards used in the ‘Home or away’ game. This was used as an introductory activity on the topic of development at GCSE but can be used as a plenary activity. Students worked in teams of two against another team and could choose a HOME question (1 point, blue) or an AWAY question (2 points, yellow).

<table>
<thead>
<tr>
<th>List these countries in order of wealth</th>
<th>DEFINITION: A composite indicator that is more effective than GDP at measuring development as it also includes education and health provision</th>
<th>What is Malawi’s access to safe water as a %</th>
</tr>
</thead>
<tbody>
<tr>
<td>China (2)</td>
<td></td>
<td>A 78%</td>
</tr>
<tr>
<td>Brazil (4)</td>
<td></td>
<td>B 35%</td>
</tr>
<tr>
<td>India (5)</td>
<td></td>
<td>C91%</td>
</tr>
<tr>
<td>USA(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UK (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women having children later in life and following a career would lower which development indicator?</th>
<th>What is the relationship (is it positive or negative?) between GDP and birth rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth rate</td>
<td>Negative – as GDP goes up, birth rate comes down</td>
</tr>
<tr>
<td></td>
<td>Positive – as population per doctor increases, infant mortality increases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A developing country has an ageing or youthful population?</th>
<th>How will inequality within a country change as the country develops?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youthful</td>
<td>decrease</td>
</tr>
<tr>
<td></td>
<td>Death rate decreases as a country develops. However the USA has a higher death rate (8.5 per 1000) than Brazil (6.7). Why might this be?</td>
</tr>
<tr>
<td></td>
<td>Lifestyle related diseases e.g. obesity and diabetes</td>
</tr>
</tbody>
</table>

| Is maternal mortality per 1000 live births higher in Brazil or China? | |
|---------------------------------------------------------------------| Brazil = 69 per 100,000 China = 20 per 100,000                        |
Virtual reality

HBK Geography 🌎 @HBKGeog · Mar 6
Year 12 visiting the #GreatBarrierReef

Hinchinbrooke School
Acting plate boundaries
Type the name of your favourite resource or idea from the session in the chat box…