Planning your coherent geography curriculum 11-16

An introduction to design tools

David Gardner
Consultant to the GA

Planning your coherent 11–16 geography curriculum
Intent, implementation and impact enacted to support pupil progress

David Gardner

Geographical Association eConference 2020
Saturday, April 18th  1.30-2.30pm
David Gardner

- Secondary school teacher for 28 years, and a deputy headteacher.
- Curriculum adviser at QCDA from 2005 to 2011.
- Lecturer in PGCE geography at UCL Institute of Education, Goldsmiths and the Open University from 2011 to 2018
- Freelance educational consultant
- Active member of the Geographical Association, and GA consultant
sessions on progression, and assessment beyond levels

GA CPD days x 18
Bespoke Days in schools x 4
School Improvement

Partner schools Goldsmiths & IoE 2011-18
United Learning schools project
NAHT/Frog – KS1 & 2 KPIs
300 schools +

https://www.hoddereducation.co.uk/progress-in-geography
Planning your coherent geography curriculum 11-16 book structure

**Curriculum design – Theory**

**Chapter 1**
School curriculum evolution in a centralized era
What is the curriculum?

**Chapter 2**
School curriculum planning
- Principles of design in geography
- Impact of hyper-socialized school environment
- Ofsted research findings leading to definition of curriculum

**Chapter 3**
Progression and curriculum design
- What is progression in geography – what does it look like?
- Concepts and geographical thinking
- The curriculum and progression

**Curriculum design – Guidance**

**Introduction**
Big picture of the curriculum design process.

**Chapter 4** Curriculum intent
Stages 1-3

**Chapter 5** Curriculum Intent
Stage 4 designing the curriculum

**Chapter 6** Curriculum
Stage 5 Implementation
The role of enquiry
Fieldwork
Assessment

**Chapter 7**
Curriculum Impact
Stages 6&7 evaluation

**Curriculum design – Practice**

**Chapter 8**
Schools explain their curriculum design process

**Fortismere School** 11-18 mixed comprehensive, Muswells Hill, London.
Kirsty Holder
Head of Geography

**Spalding Grammar School**, 11-18 Boys
South Lincolnshire.
Dr Aidan Hesslewood,
Head of Geography

**Harris Academy, Wimbledon**
Richard Maurice
Assistant Principal
Elizabeth Butler
Lead Geography Consultant
Harris Federation

**Graveney School 11-18**
Academy, Tooting, London
Caiti Walter,
Deputy Head of geography
Chapter 1
School curriculum evolution in a centralized era
What is the curriculum?

Chapter 2
School curriculum planning
- Principles of design in geography
- Impact of hyper-socialized school environment
- Ofsted research findings leading to definition of curriculum

Chapter 3
Progression and curriculum design
- What is progression in geography – what does it look like?
- Concepts and geographical thinking
- The curriculum and progression

<table>
<thead>
<tr>
<th>Geography national curriculum</th>
<th>Key features</th>
</tr>
</thead>
</table>
| 1991                          | The first national curriculum for geography  
A detailed document with five attainment targets, 114 key stage 3 statements of attainment and prescriptive programmes. Widely seen as content-heavy and unworkable. |
| 1995                          | The ‘Dearing review’  
A slimmer document which identified skills, places and themes. More inviting to teachers but still emphasised content rather than concepts and skills. |
| 1999                          | ‘Curriculum 2000’  
Greater distinction between concepts, skills and content. The ‘breadth of study’ overemphasised by many schools (and publishers). |
| 2007                          | Key stage 3 only (primary phase not revised)  
Emphasised key concepts and processes, providing only a minimal framework for content selection. |
| 2014                          | ‘Core’ curriculum  
Place knowledge, geographical processes and technical procedures (such as map skills) all given greater emphasis. Skeletal document. |
Curriculum design
Theory
Chapter 2
School curriculum planning
• Principles of design in geography
• Impact of hyper-socialized school environment
• Ofsted research findings leading to definition of curriculum


Identifies 13 control factors, which he states “exist in complex relations and balances”

Oates 13 control factors (Oates, 2010 p13)
1 curriculum content (national curriculum specifications, textbooks, support materials, etc.)
2 assessment and qualifications
3 national framework - system shape (e.g. routes, classes of qualifications)
4 inspection
5 pedagogy
6 professional development (levels and nature of teacher expertise)
7 institutional development
8 institutional forms and structures (e.g. size of schools, education phases)
9 allied social measures (such as that which links social care, health care and education)

Curriculum coherence across the system
A system is regarded as ‘coherent’ when the national curriculum content, textbooks, teaching content, pedagogy, assessment and drivers and incentives all are aligned and reinforce one another.”
One of the areas that I think we sometimes lose sight of is the real substance of education. Not the exam grades or the progress scores, important though they are, but instead the real meat of what is taught in our schools and colleges: the curriculum.

And I have become ever more convinced of this, as a visitor to schools and as an observer of some of our inspections. In some of those, I have seen GCSE assessment objectives tracking back into Year 7, and SAT practice papers starting in Year 4. And I’ve seen lessons where everything is about the exam and where teaching the mark schemes has a bigger place than teaching history.

Most schools don’t think about curriculum enough, and when they think they do, they actually mean qualifications or the timetable.

Without a curriculum, a building full of teachers, leaders and pupils is not a school. Without receiving knowledge, pupils have learned nothing and no progress has been made – whatever the measures might indicate. This is why exams should exist in the service of the curriculum rather than the other way round.

A striking conclusion that we have drawn from the findings is that, despite the fact that the curriculum is what is taught, there is little debate or reflection about it. School leaders and inspectors discussed the timetable in each school. The timetable is important. It is, however, not the curriculum.
Lessons use Microsoft PowerPoint as a convenient way to plan, store and share the lesson between teachers, as well as a mode of presenting the lesson and resources to the class. Teachers “pull off” the PowerPoint lesson from the system (the shared network drive). PowerPoint serves to not only ‘deliver’ each lesson, but to plan, store and share it with other teachers of geography in the school (not all of them geographers) so the busy teachers can ‘deliver’ each lesson with minimal preparation from one year to the next. The internet is significant. Lessons are often sourced from websites and online support communities so we can rarely trace the original lesson author.

Regardless of the subject content learning is typically very active and broken into a variety of task styles and materials and mix of whole class, individual and group work. Lessons have an apparent energy and vitality, clearly supported by senior management. The vitality in the room comes from the nature of the activity itself which risks sidelining the intellectual vitality of developing subject knowledge, which is less easy for the passing observer to appreciate often manager a non-specialist or OfSTED.

Hyper-Socialisation describes the intensification of teachers’ curriculum work and how teachers cope (when the demands exceed their personal curriculum making resources) by ‘contracting out’ the curriculum making to others, particularly through internet reliance. This intensification is driven by late capitalist society, which tries to hold a contradiction of seeing the individual (including the student) simultaneously as a narcissistic consumer and competitive producer.
Ofsted Curriculum research 3 phases


knowledge is cumulative ..........

A curriculum that is cumulative, that has clear building blocks that builds in what pupils need to know for the next stage of the subject
This definition uses the concepts of ‘intent’, ‘implementation’ and ‘impact’ to recognise that the curriculum passes through different states: it is conceived, taught and experienced. Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that pupils know more and are able to do more. The positive results of pupils’ learning can then be seen in the standards they achieve. The EIF starts from the understanding that all of these steps are connected. P3
The Curriculum – Gallimaufry to coherence, 2018
By Mary Myatt | Publisher John Catt Educational Ltd

Our fascination with the world and the skies is linked to our seeking pattern and order. So, it is hard-wired into us to want to see how things connect. And this idea should be fundamental to thinking about a curriculum and its coherence. Coherence comes from the Latin ‘to stick together’, and when we think about the curriculum coherently, it becomes much simpler to teach and for pupils to understand. And the coherence comes from paying attention to the big ideas which underpin each curriculum area. These have not been written as a pretty piece of prose by way of introduction, but are the essential ‘meme’ through which the detail is expressed. The temptation is to go straight to the detail of what needs to be taught. And this is understandable when we are under time pressure. But in the long term, we waste time because we have not invested in two things: identifying the key ideas and concepts, and not sharing these with our pupils. This means we are denying them the chance to get the material to stick together.

When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge.
Hesslewood (2017) Teachers need to emphasise the purpose of geography to their students, not just as a discipline which helps provide solutions to global problems...... students need a clearer idea of what geography is, and how to become better geographers, not just how to move from one ‘level of progress’ to another, however articulated.

Biddulph (2017) It is impossible to engage in any meaningful curriculum decision making until you attend to aims and rationale; without some sense of what you are trying to achieve educationally and why, your geography curriculum will lack purpose.

Rawding (2015) Curriculum coherence is determined by the elements of connectivity within the curriculum and by the existence of clear threads of geographical thinking that run through the lesson sequences.

Lambert (2017) Future 3 is a way of conceptualising the curriculum – not a recipe or set of techniques to adopt. It enables the process of ‘curriculum making’ by focusing first and foremost on why teaching geography (or any other specialist subject) is important and following that what (therefore) is worth teaching. The question of how to teach this is then appropriate, with a strong sense of fitness for purpose.
What do we mean by ‘capabilities’?

Principles

A capabilities approach repositions the contribution of the discipline (geography) to the education of young people within a capabilities framework. It derives from the original work of Amatya Sen and Martha Nussbaum on welfare economics and is an attempt to take capability principles and locate them within a geography education context.

Powerful disciplinary knowledge (PDK) is fundamental to the GeoCapabilities approach, yet teachers in more challenging schools have been found to be constrained in their ability to enact a ‘powerful’ curriculum which may transform young people’s lives (see Mitchell, 2015).

The intention of GeoCapabilities 3 is to support teachers in developing their curriculum making capacity and in so doing enable them to engage with important curriculum questions such as what kinds of geographical knowledge are taught in schools, who decides and why, and what kinds of pedagogies are needed to teach powerful disciplinary knowledge (PDK) to students.

Subject leadership is a key principle of GeoCapabilities and the project aims to develop the associate teachers as curriculum leaders who will support other geography teachers in similar contexts in their countries to use GeoCapabilities to enhance their geography teaching. Through developing curriculum leadership the project will generate a sustainable momentum, which will carry forward as the associate teachers work with other teachers in future, disseminating the GeoCapabilities approach.

1. Setting the scene ... GeoCapabilities (1.28-4.00)
2. Origins – Capabilities (4.30-9.31)
3. How do Capabilities relate to education & powerful knowledge (9.31-13.36)
4. What is Powerful knowledge? (13.36-16.13)
5. GeoCapabilities Project and the Anthropocene (16.14-24.11)
6. The human epoch (24.11-28.28)
7. Social inclusion and powerful knowledge (28.28-32.50)
8. Powerful knowledge and the GeoCapabilities Project (32.50-37.47)
9. A future 3 curriculum (37.47-41.12)
10. Concluding questions (41.12-43.20)
Curriculum design
Theory

Chapter 3
Progression and curriculum design
• What is progression in geography – what does it look like?
• Concepts and geographical thinking
• The curriculum and progression

Richard Daugherty (1996)
“If we did not hope that our students would, in some sense, progress we would have no foundation on which to construct a curriculum or embark on the act of teaching.

Bennetts (2005)
Progression focuses on intended or actual advances in students’ learning, over a period of time. It is a fundamental idea for the whole enterprise of education, having implications for key elements in curriculum planning and practice: the specification of learning targets; the selection of content and activities; the design of learning materials; the interaction between teachers and students; the assessment and reporting of students’ learning; and the evaluation and revision of teaching programmes and strategies.
## The geography curriculum 5–19: What does it all mean?

<table>
<thead>
<tr>
<th>National Curriculum 11–14 years</th>
<th>GCSE 14–16 years 14–16 years</th>
<th>AS/A level 16–19 years 16–19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge-led, emphasis on locational knowledge, a regional study in Africa and one in Asia, coverage of traditional physical and human topics, including rocks, weathering, weather/climate, population, urban development, economic activity, resources. Brief key stage paragraphs identify some aspects of progression. Not all aspects of geography present (e.g. people-environment). No mention of enquiry.</td>
<td>Detailed subject knowledge via headings: locational knowledge; place; human geography; people-environment; physical geography; maps, fieldwork, geographical skills (including enquiry). ‘Place’ includes ‘Geography of UK’ in overview and in some depth. Fieldwork strengthened – in two contrasting environments. Full statement about progression from key stage 3. Terminal examinations only.</td>
<td>Subject knowledge framed within clear rationale and structure (from A level Content Advisory Board [ALCAB] report). Core (60 %) content includes two human and two physical themes for A level (1 each for AS). Updated content especially in human geography – place meaning, identity, representation; and in physical geography – water/carbon cycles. Progression from GCSE stated. Independent learning and research stressed (student investigation 20 %).</td>
</tr>
</tbody>
</table>
Progression framework now in place

Opportunity to plan for pupil progress
# Progression KS3 to A level Geography 2016

<table>
<thead>
<tr>
<th>NC Key Stage 3</th>
<th>Contextual world knowledge of locations, places and geographical features</th>
<th>Understanding conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space</th>
<th>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aims</td>
<td>know geographical material</td>
<td>think like a geographer</td>
<td>study like a geographer applying geography</td>
</tr>
<tr>
<td>AO’s</td>
<td>AO1 Demonstrate knowledge of locations, places, processes, environments and different scales. 15%</td>
<td>AO2 Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes. 25%</td>
<td>AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues 35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AO4 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. and to make judgements 25%.</td>
</tr>
<tr>
<td>A level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AO’s</td>
<td>AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).</td>
<td>AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>investigate geographical questions and issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>interpret, analyse and evaluate data and evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>construct arguments and draw conclusions (20–30%).</td>
<td></td>
</tr>
</tbody>
</table>
A progression framework for geography

This revised *progression framework for geography* outlines what it means to make progress in geography and provides age-specific expectations for 7, 9, 11 and 14 years.

https://www.geography.org.uk/Assessment

How do pupils make progress in relation to these three aspects of achievement? The broad dimensions of progress show what it means to get better at geography; they help consider what progress looks like, and are essential support for planning for progression in the curriculum, as well as assessment:

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people’s attitudes, values and beliefs.
- Increasing the range and accuracy of investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

This Geographical Association guidance supports schools in planning for progression, achievement and assessment in geography. It is based on a clear vision of what it means to make progress in geography, anchored by age-specific national expectations for pupils aged 7 – 16 years.

Making progress is at the core of education, and as crucial today as it always has been:

*"The progress pupils make from their starting points and the standards they achieve are key measures of the quality of the education they have received and of the effectiveness of the leadership and management of the school"* (Estyn, 2019)

*"The idea of progression is implicit in any discussion of the nature of the learning we hope students will engage in. If we did not hope that our students would, in some sense, progress we would have no foundation on which to construct a curriculum or to embark on the act of teaching"* (Daugherty, 1996).

This guidance will support schools in planning a geography curriculum that is ambitious, coherently planned and sequenced, and leads to high standards for their pupils. It supports teachers in demonstrating how they connect the intent, implementation and impact of their geography provision.

Further supporting material is available on the GA website:

https://www.geography.org.uk/Support-Guidance

Follow us on @The_GA
Like us on geographical association
The GA has identified three aspects of achievement or the 'big objectives' of teaching geography:

- **Contextual world knowledge** of locations, places and geographical features.
- **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.
- Competence in **geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
The framework

**Contextual world knowledge** of locations, places and geographical features.

- demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>by age 7</th>
<th>by age 9</th>
<th>by age 11</th>
<th>by age 14</th>
<th>by age 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>by age 7</strong></td>
<td>I have simple locational knowledge about individual places and environments, especially in the local area but also in the UK and wider world.</td>
<td>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, the UK and wider world, and some globally significant physical and human features.</td>
<td>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</td>
<td>Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.</td>
<td>Have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.</td>
</tr>
</tbody>
</table>

**Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.

- extending from the familiar and concrete to the unfamiliar and abstract
- making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- working with more complex information about the world, including the relevance of people’s attitudes, values and beliefs.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>by age 7</th>
<th>by age 9</th>
<th>by age 11</th>
<th>by age 14</th>
<th>by age 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>by age 7</strong></td>
<td>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</td>
<td>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</td>
<td>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence these patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.</td>
<td>Understand the physical and human conditions and processes that lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.</td>
<td>Can a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.</td>
</tr>
</tbody>
</table>

**Competence in geographical enquiry** and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

- increasing the range and accuracy of pupils’ investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>by age 7</th>
<th>by age 9</th>
<th>by age 11</th>
<th>by age 14</th>
<th>by age 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>by age 7</strong></td>
<td>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</td>
<td>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</td>
<td>Be able to carry out investigations using a range of geographical questions, skills and sources of information, including maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</td>
<td>Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.</td>
<td>Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments that include elements of synthesis and evaluation of material.</td>
</tr>
</tbody>
</table>
Planning your coherent geography curriculum 11-16 book structure

**Curriculum design**

**Theory**

**Chapter 1**
School curriculum evolution in a centralized era
What is the curriculum?

**Chapter 2**
School curriculum planning
- Principles of design in geography
- Impact of hyper-socialized school environment
- Ofsted research findings leading to definition of curriculum

**Chapter 3**
Progression and curriculum design
- What is progression in geography – what does it look like?
- Concepts and geographical thinking
- The curriculum and progression

**Curriculum design**

**Guidance**

**Introduction**
Big picture of the curriculum design process.

**Chapter 4** Curriculum intent
Stages 1-3

**Chapter 5** Curriculum Intent
Stage 4 designing the curriculum

**Chapter 6** Curriculum
Stage 5 Implementation
The role of enquiry
Fieldwork
Assessment

**Chapter 7**
Curriculum Impact
Stages 6&7 evaluation

**Curriculum design**

**School case studies**

**Chapter 8**
Schools explain their curriculum design process

**Fortismere School** 11-18 mixed comprehensive, Muswells Hill, London.
Kirsty Holder
Head of Geography

**Spalding Grammar School,**
11-18 Boys
South Lincolnshire.
Dr Aidan Hesslewood,
Head of Geography

**Harris Academy, Wimbledon**
Richard Maurice
Assistant Principal
Elizabeth Butler
Lead Geography Consultant
Harris Federation

**Graveney School 11-18**
Academy, Tooting, London
Caiti Walter,
Deputy Head of geography
The new Education Inspection Framework – through a geographical lens

Here, Alan and Paula outline Ofsted’s new Education Inspection Framework and aim to help teachers and leaders of geography to understand some of its implications for their work.
Curriculum design process

1. Create a vision
2. Record your starting point
3. Set clear goals
4. Design your curriculum
5. Teach – assess pupil progress towards the curriculum vision
6. Evaluate and record the impact
7. Maintain, change or move on

Curriculum making

Impact

Intent

Implementation
Curriculum design activity
Intent – create a vision activity

<table>
<thead>
<tr>
<th>PRACTICAL ACTION: Picturing the ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a cartoon pupil in the middle of a large sheet of paper.</td>
</tr>
<tr>
<td>Introduce this activity in the meeting.</td>
</tr>
<tr>
<td>Ask everyone to write words around the drawing to create a description of a well-educated geographer, using the ideas from your earlier discussion, and phrases from your whole school aims, identifying the distinctive contribution of geography.</td>
</tr>
<tr>
<td>You could draw the cartoon to bring the pupil to life by incorporating the knowledge, understanding and skills into the cartoon pupil.</td>
</tr>
<tr>
<td><strong>PRACTICAL ACTION: Clarify and share your vision</strong></td>
</tr>
<tr>
<td>Make a start on this activity, and then leave it pinned up in the department office for a few days, so members of the department can reflect, and then add their further thoughts to the cartoon.</td>
</tr>
<tr>
<td>You could develop two of these cartoon visualisations of intent for KS3 and GCSE.</td>
</tr>
</tbody>
</table>

Using these documents to clarify your vision for geography at KS3 and GCSE. Create a final cartoon or some sort of poster to show the vision, displayed in each geography classroom. It will be particularly important to share this vision with pupils, on a regular basis, once you begin implementing your curriculum. It provides a clear purpose for the learning, for the teacher to make clear how each unit of work is a stepping stone on the learning journey towards achieving this vision.
Planning for progress in geography

Creating a vision?

David shares ideas and approaches to planning for progress that have emerged from GA CPD events.
Curriculum design Tool

The GA believes that teachers should be accountable, but also that they are autonomous professionals driven by educational goals and purposes that are relevant to people’s lives and the world of work.

A curriculum is about change, it recognises that the past has shaped the present, but is current and futures orientated.

We need to understand geography in a new way - we need to make a curriculum that is relevant to people’s lives.

The grammar of geography is its big ideas, the subject’s jargon and the subject’s language.

Curriculum design Tool

subject matters

Teachers

Young People

big ideas

Curriculum design brings these three sources of energy together to produce successful learning.
Subject aims and learning outcomes

2. GCSE specifications for the discipline of geography should provide the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographical processes, illustrate the impact of change and of complex people-environment interactions, highlight the dynamic links and inter-relationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

3. GCSE specifications in geography should ensure students to build on their key stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global, and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationships between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources, and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

<table>
<thead>
<tr>
<th>Objective</th>
<th>requirements</th>
<th>weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Demonstrate knowledge of locations, places, processes, environments and different scales.</td>
<td>15%</td>
</tr>
<tr>
<td>AO2</td>
<td>Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.</td>
<td>25%</td>
</tr>
<tr>
<td>AO3</td>
<td>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.</td>
<td>35%: 10% applied to fieldwork contexts</td>
</tr>
<tr>
<td>AO4</td>
<td>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</td>
<td>25%: 5% used to respond to fieldwork data and contexts</td>
</tr>
</tbody>
</table>
Stage 4 – Design your curriculum
This stage involves planning how to organise the learning to achieve your vision and goals.

The key indicator of curriculum intent in Ofsted’s EiF is

the provider’s curriculum is **coherently** planned and **sequenced** towards **cumulatively** sufficient knowledge and skills for **future learning** and employment
<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a geographer?</td>
<td>Climate Change</td>
<td>Glaciation</td>
</tr>
<tr>
<td>Skills</td>
<td>Africa</td>
<td>Development</td>
</tr>
<tr>
<td>Climate Change</td>
<td></td>
<td>Local fieldwork</td>
</tr>
<tr>
<td>and Geography of crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter &amp; early</td>
<td>Natural resources</td>
<td>Coasts</td>
</tr>
<tr>
<td>Natural Hazards</td>
<td></td>
<td>Middle East</td>
</tr>
<tr>
<td>What future for the planet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit interconnected?**

**Progression been planned for?**

**Sequencing been considered?**

**Sequence**, in the context of the curriculum, is essentially about the order in which content and activities are introduced and organised. While a sequence of some sort is inevitable within any curriculum, progression in learning is not an inevitable outcome.

Bennetts, T (2005)
### How do you plan for progression?

#### Year 7

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
<th>Topic 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual world knowledge</strong> – how do you plan for opportunities for pupils to demonstrate greater fluency with world knowledge by drawing on an increasing breadth and depth of content and contexts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geographical understanding</strong> – how do you plan for opportunities for pupils to demonstrate that they can make greater sense of the world, organising and connecting, more complex information, about people, places, processes and environments?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competence in geographical enquiry and skills</strong> – how do you plan for opportunities for pupils to demonstrate increasing range and accuracy of investigative skills, with advancing ability to select and apply these with increasing independence to geographical enquiry?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 8

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
<th>Topic 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual world knowledge</strong> – how do you plan for opportunities for pupils to demonstrate greater fluency with world knowledge by drawing on an increasing breadth and depth of content and contexts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geographical understanding</strong> – how do you plan for opportunities for pupils to demonstrate that they can make greater sense of the world, organising and connecting, more complex information, about people, places, processes and environments?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competence in geographical enquiry and skills</strong> – how do you plan for opportunities for pupils to demonstrate increasing range and accuracy of investigative skills, with advancing ability to select and apply these with increasing independence to geographical enquiry?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 9

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
<th>Topic 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual world knowledge</strong> – how do you plan for opportunities for pupils to demonstrate greater fluency with world knowledge by drawing on an increasing breadth and depth of content and contexts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geographical understanding</strong> – how do you plan for opportunities for pupils to demonstrate that they can make greater sense of the world, organising and connecting, more complex information, about people, places, processes and environments?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competence in geographical enquiry and skills</strong> – how do you plan for opportunities for pupils to demonstrate increasing range and accuracy of investigative skills, with advancing ability to select and apply these with increasing independence to geographical enquiry?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If... we want pupils who can use maps, at a variety of scales, as a matter of routine to develop good spatial awareness and become secure in their ability to locate the places they are studying.

then they need to...

• introduce a range of mapskills.

• provide planned and sequenced opportunities to progress these skills in meaningful contexts, when investigating different themes and places across the units of work, in our long-term plan.
The national curriculum in England Framework document

Planning for pupil progress in KS3 using benchmark statements

What are we trying to achieve?

Dimensions of progress in geography to consider in planning for pupil progress in your KS3 curriculum

The needs of the pupils in the school and the local community

Thinking geographically

Living Geography

Investigating and exploring geography the ‘real world’ curriculum making

Planning a new key stage 3

The 3 aspects of pupil achievement in the National Curriculum

Contextual world knowledge of locations, places and geographical features.

Understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

By the age of 14 pupils should:

Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.

Understand the physical and human conditions and processes which lead to the development of, and changes in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.

Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.

Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of contexts.

Extending from the familiar and concrete to the unfamiliar and abstract. Making greater sense of the world by organizing and connecting information and ideas about people, places, processes and environments. Working with more complex information about the world, including the relevance of people’s attitudes, values and beliefs.

Increasing the range and accuracy of pupils’ investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

Benchmarks

By the age of 11 pupils should:

Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

Understand in some detail, the nature, extent and uses of places and data. How and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography. The conditions, which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.

They can express and explain their opinions, and respect others’ views.
Planning for pupil progress
Zooming through the scales

Strategic vision – the global view – a shared vision
A Key Stage plan that provides the big picture, beyond a list of topics for each year group, provides the overview of planning for the geography progression strands. It is composed of a sequence of units of work.

A medium term plan – a chunk of the vision – a stepping stone to progress.
Each unit of work can be assigned responsibilities for chunks of the vision for each progression strand. A Y7 unit on Natural Resources, for example, could be responsible for introducing the concept of sustainability. A Y8 unit on development could be responsible for progressing understanding of this concept at a global scale by introducing the UN Sustainable Development Goals. Each unit plan is composed of a sequence of lessons.

A Lesson plan – one of a sequence of lessons
Each phase of a lesson provides a chunk of geographical learning, each providing a stepping stone in a learning journey that culminates in a reflection stage that brings learning together. Each lesson in the sequences can make a contribution to the unit responsibilities for progression.
National Curriculum KS3 skills & content

The building blocks for progression 11-16

Collect, analyse, conclusions from geographical data

Interpret OS maps
Interpret aerial and satellite photographs
Fieldwork
GIS

Population & urbanisation
International development
Economic activity
Use of natural resources

Russia
Middle East
Asia incl. China & India
Regions in Africa compared with India

Geological timescales & plate tectonics
Rocks, weathering & soils
Weather & climate incl. climate change
hydrology
coasts
 glaciation
The place of regional geography

Alex Standish

What are the inter-relationships among phenomena for a particular set of features?

Introduction

is the place of...

Geographical phenomena in layers

Regional geography

Systematic geography

- Atmosphere
- Biosphere
- Hydrosphere
- Lithosphere
- Population/culture
- Settlements
Interweaving geography: retrieval, spacing and interleaving in the geography curriculum

Key Stage 3 example of interweaving
In a Y8 unit of work on Africa pupils progress understanding of development studied in Y7, as well as world climate and biomes. They begin to look at how these elements interact in this continent.

This approach has allowed us to show our students that geography is a distinct discipline where different elements of the subject are studied for a purpose. They now know that what they study in one lesson will be important for what comes later and that there is an expectation that they remember it so that they can apply it again.
### KS3 Curriculum planning grid

<table>
<thead>
<tr>
<th>Units of work</th>
<th>Physical geography</th>
<th>Human geography</th>
<th>Physical human interaction</th>
<th>Geographical skills</th>
<th>Fieldwork</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Consider how your curriculum clearly supports the intent**

- **Think about** Sequencing with progression in mind toward cumulatively sufficient knowledge and skills
- **Consider where and what skills are introduced and progressed in meaningful contexts**
- **Consider where and what concepts are introduced and where progressed**
- **How you make clear the intent and progress to pupils**

**The three aspects of pupil achievement in the National Curriculum**

- **By the age of 11 pupils should:**
  - Have a framework of knowledge of the world, including Europe, North and South America, and the local area, including significant physical and human features and places in the news.
  - Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global, including Russia, Asia, Africa and the Middle East.
  - Understand what a number of places are like, how and why they are similar and different and how and why they are changing. Know about some spatial patterns in physical and human geography, the conditions which influence these patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments.

**Contextual world knowledge of locations, places and geographical features**

- Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places, physical and human processes are interdependent and interconnected. They can make connections between different geographical phenomena they have studied.

**Understanding conditions over time and space**

- Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Pupils can express and explain their opinions, and recognise why others may have a different point of view.
# KS4 Curriculum planning grid

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Units of work</th>
<th>Locational contexts</th>
<th>Physical geography process-landform</th>
<th>Human geography process</th>
<th>Physical human interaction</th>
<th>GCSE Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Stage 4 Plan**

**AO1 know geographical material**
Demonstrate knowledge of locations, places, processes, environments and different scales.

**AO2 think like a geographer**
Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes. 15%

**AO3 applying geography**
Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues 25%

**AO4 study like a geographer**
Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings, and to make judgements. 35%

**GA age related expectations**
By the age of 18 pupils should:

- Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations, and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.

- Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.

**GA age related expectations**
By the age of 14 pupils should:

- Have extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.

- Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.

- Be able with increasing independence to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.
Intent

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life

- the provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary
Implementation

- Teachers have **good knowledge of the subject(s)** and courses they teach. Leaders provide **effective support** for those teaching outside their main areas of expertise.

- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select—in a way that does not create unnecessary workload for staff—reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards **cumulatively sufficient knowledge** and skills for future learning and employment.

- A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge.
1. Create a need to know
- Be curious
- Speculate
- Use imagination
- Generate ideas
- Make links with existing knowledge
- Identify issues
- Ask questions
- Plan how to research

2. Use data
- Locate evidence
- Collect evidence
- Select evidence
- Sort data
- Classify data
- Sequence data

3. Making sense and make connections
- Relate existing knowledge to new knowledge
- Describe
- Explain
- Compare
- Contrast
- Analyse
- Interpret
- Recognise relationships
- Analyse values
- Classify values
- Research conclusions

4. Reflect on learning
- Data sources
- Skills and techniques used
- Criteria for making judgements
- Opinions
- What has been learnt
- How it has been learnt
- How could the enquiry be improved
- How could the enquiry be further developed
- The value of what has been learnt

Using the Examiners’ Reports from GCSE 2019 to improve future performance

Importance of curriculum design

Inevitably much of this analysis of the examiners’ reports has focused on the terminal examinations: how to prepare students for the exam, and developing coping strategies for them. However, the reports do contain pointers for how you plan and teach the curriculum: ‘... when describing resources such as maps and graphs, candidates should make use of the information provided. Accurate reference to data, scale, compass directions will gain credit’ (Eduqas A, 2019); ‘Rehearsing how to respond to statistical data, different types of graph and a range of maps at different scales is important prior to taking the exam (AQA, 2018, repeated in 2019); ‘Teachers should practise using a variety of different graphs with candidates throughout the geography course’ (Edexcel B, 2019).

However, practising for the exam should not take the place of designing a coherent GCSE geography curriculum. The curriculum should be planned at a strategic level to enable students to know geographical material, think like a geographer, study like a geographer and apply what they have learnt. In this curriculum experience, using geographical data is embedded and progressed in each unit of work, rather than rehearsed for the exam.
Contents

Preface 04
Acknowledgements 06

Chapter 1 Learning through enquiry: some frequently asked questions 07
Chapter 2 Why adopt an enquiry approach? 17
Chapter 3 The role of the teacher in an enquiry approach 26
Chapter 4 Creating a need to know 34
Chapter 5 Encouraging students’ questions 43
Chapter 6 Using source materials: an evidence-based approach 51
Chapter 7 Representation and misrepresentation 60
Chapter 8 Making sense of geography through reasoning and argumentation 70
Chapter 9 Developing conceptual understanding through geographical enquiry 81
Chapter 10 Teachers’ talk in the enquiry classroom 93
Chapter 11 Discussion, dialogic teaching and Socratic questions 103
Chapter 12 Controversial issues in geography 114
Chapter 13 Intelligent guesswork 128
Chapter 14 Five Key Points 135
Chapter 15 Mind maps 141
Chapter 16 Concept maps 148
Chapter 17 The layers of inference framework 155
Chapter 18 Public meeting role play 160
Chapter 19 Directed activities related to text 168
Chapter 20 Using questionnaires 175
Chapter 21 Using the World Wide Web: web enquiries 181

Appendix 1 Mauritius public meeting role play cards 188
Appendix 2 Planning an enquiry-based unit of work 195
Appendix 3 Activities and strategies referred to in Geography Through Enquiry 197

Bibliography 199
Index 200
Transitional assessment – baseline new Year7 to identify whether your new Yr7 pupils have achieved the expectations for an 11 year old, so you can begin to develop a framework and KS3 plan to assess the progress they make later.

Day to day assessment – in each lesson, linked to learning objectives. The benchmark expectations are of no use in making day to day assessment

Periodic assessment - Pupils should have the chance to demonstrate their achievement through more formal periodic assessment, a major piece of work, typically towards the end of a unit of work.

Transitional assessment - occasional synoptic assessment such as problem solving or decision-making exercises at the end of a year or key stage.

Planning for assessment

<table>
<thead>
<tr>
<th>The 3 aspects of pupil achievement in the National Curriculum</th>
<th>Contextualised world knowledge of occasions, places and geographical features.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes shared with students</td>
<td>Understanding the conditions, processes and interactions that affect geographical features, systems and places.</td>
</tr>
<tr>
<td>Peer and self-assessment</td>
<td>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</td>
</tr>
<tr>
<td>Immediate feedback and next steps for students</td>
<td>They can express and explain their opinions, and recognise why others may have different points of view.</td>
</tr>
<tr>
<td>Broader view of progress for teacher and learner</td>
<td></td>
</tr>
<tr>
<td>Using national standards in the classroom</td>
<td></td>
</tr>
<tr>
<td>Improvements to curriculum planning</td>
<td></td>
</tr>
</tbody>
</table>

By the age of 14 pupils should:

- More extensive knowledge relating to a wider range of places, environmental features at a variety of appropriate temporal scales, extending from local to global.
- Understand the physical and human condition processes and interactions that affect geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical aspects they have studied.
- Be able to use a wide range of tools to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.

Planning a new key stage 3

Benchmark

By the age of 11 pupils should:

- Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
- Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some topical patterns in physical and human geography, the conditions which affect those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

- Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.

They can express and explain their opinions, and recognise why others may have different points of view.
Impact

6 Evaluate and record the impact
This can be done periodically to identify and report the differences between your pupils between your starting point and the current situation. Are they on course to achieving the long-term vision for the curriculum? Tools to support this stage are provided in chapter 7 – using the tools developed by OfSTED – deep dive, work scrutiny etc.

7 Maintain, change or move on
Reflect on how successful your new curriculum is in helping pupils to develop detailed knowledge and skills across the curriculum, and as a result achieve well.
Impact

- **learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.** Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- **learners are ready for the next stage of education**, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.
### A big picture of curriculum making from the national curriculum for geography 2014

#### Intent

1. **What are we trying to achieve?**

   - **NC Curriculum aims**
     - Develop contextual knowledge of the location of places, seas and oceans
     - Understand the processes that give rise to key physical and human geographical features of the world
     - Are competent in the geographical skills

   - **Geographical thinking**
     - Be able to apply knowledge and conceptual understanding to new settings: synthesise information from different sources and use geographical skills to help them enquire about and interpret what they find out.

   - **3 aspects of pupils’ achievements in geography**
     - Contextual world knowledge of locations, places and geographical features
     - Understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space
     - Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information

2. **How do we organise learning?**

   - **Curriculum making – planning for progression**
     - A range of approaches eg enquiry, active learning, practical and constructive
     - Pupils make sense of a wide range of geographical data as a matter of routine
     - Living geography – real & relevant
     - Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development

   - **Pedagogy and assessment**
     - Does this take the learner beyond what they already know?
     - Underpinned by key concepts
     - Does this integrate geographical skills within the learning activity?
     - Thinking Geographically

3. **How well are we achieving our aims?**

   - **Assessment fit for purpose**
     - Is integral to effective teaching and learning
     - Draws on a wide range of evidence of pupils’ learning
     - Promotes a broad and engaging curriculum
     - Maximises pupils’ progress

   - **Assessment that evidences**
     - Pupils are fascinated by the world
     - Pupils have a developed locational framework
     - Understand and recognise the interactions and processes of the world
     - Pupils can describe and explain geographical patterns
     - Pupils can use a range of geographical skills independently

#### Implementation

- **To make learning and teaching more effective so that learners understand quality and how to make progress**
  - Embraces peer- and self-assessment

- **Impact**
  - So that pupils have progressed, and are ready for their next stage of education, employment or training
  - Including all learners with opportunities for learner choice and personalisation
  - Using a range of audience and purpose
  - Living geography – real & relevant
  - A range of approaches eg enquiry, active learning, practical and constructive
  - Fieldwork embedded
  - Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development
  - Using a range of audience and purpose
  - Including all learners with opportunities for learner choice and personalisation

- **Curriculum making – planning for progression**
  - Year 7/8
    - Topics: 1, 2, 3, 4, 5, 6, 7, 8, 9
  - Year 9/10
    - Topics: 1, 2, 3, 4, 5, 6, 7, 8, 9
  - Year 11
    - Topics: 1, 2, 3, 4, 5, 6, 7, 8, 9