








## A summary of our principles: ALNS Geography Curriculum

<p><b>ALNS Geography Curriculum</b></p> <p>The design of our Geography curriculum is to equip students with the knowledge and understanding to reflect on and problem solve the ever-changing geographical issues our world is facing. Across KS3 and KS4, key skills and concepts have been implemented and made accessible for all students to develop and progress in all the Geographical topics we cover.</p>	<p><b>Balanced</b></p> <p>Our curriculum is built upon the appreciation to explore and engage with a wide range of concepts and ideas, which not only enable students to understand their own local region but beyond their immediate environment. Our main concepts focus on both the human and physical worlds, time and scale, sustainability, and geographical skills. These concepts interlink.</p>	<p><b>Rigorous</b></p> <p>All topics and case studies are meticulously chosen to foster high levels of challenge, engagement, and enquiry within Geography for all students. Underpinning each case study is the appreciation of different cultures, inspiring a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</p>	<p><b>Coherent</b></p> <p>Our curriculum has been designed to work explicitly in harmony with a range of other subjects such as Science encouraging students to make connections and links between subjects and topics covered across both KS3 &amp; KS4.</p>
<p><b>A Chronological approach</b></p> <p>A secure mental timeline makes pupils' existing historical knowledge more secure, and therefore makes new knowledge easier to learn. Understanding the broad features or characteristics of historical periods also establishes a meaningful context for what pupils will go on to learn. When curriculum design does not take this chronological knowledge into consideration, pupils' understanding of the past is likely to be disconnected or episodic.</p>	<p><b>Appropriate</b></p> <p>Tasks are appropriately aged to build students confidence whilst also being accessible to challenge all students and model success for all. Challenging topics are introduced to engage and add depth for students with further knowledge and skills.</p>	<p><b>Focused</b></p> <p>We teach each unit to ensure there is a coherent delivery of knowledge and skills with a key focus on the concepts that are intertwined. The focus of the curriculum is to build on and refer to these key concepts and knowledge throughout KS3 &amp; KS4 using a wide range of resources.</p>	<p><b>Relevant</b></p> <p>The curriculum incorporates recent and topical case studies, allowing students to develop their own opinions and present critical thinking through oracy to challenge social, economic, environmental, and political issues. The use of current events builds cultural capital which allows students to understand the potential issues and solutions within geography in their future careers.</p>

### How does our Geography Department incorporate ALNS Teaching Principles?

<p><b>Fostering a love of learning</b> </p> <p>Our curriculum is designed to give students a broad, purposeful, and meaningful experience of a wide range of Geography</p> <p>In Geography we are focused in providing students opportunities both within and out of school that they may have not experience before, such as fieldwork, links to current events, previous case studies and wider reading.</p>	<p><b>Challenge for All</b> </p> <p>We have high expectations for our students and take a 'teach to the top' approach in mixed ability classes at both KS3 &amp; KS4 so that all students are challenged yet supported through scaffolding of skills required to reach 'the top'. Our choices of topics and tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities &amp; starting points across both key stages 3 &amp; 4 allowing very clearly for progression in key skills.</p>	<p><b>Feedback for Learning</b> </p> <p>Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.</p> <p>We build students' confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.</p> <p>Quick sixes, marked reviews, IT based quizzes and formal assessments allow pupils to develop an understanding of how they are progressing.</p>	<p><b>Literacy for Life</b> </p> <p>We expressively use tier 3 vocabulary and geographical concepts with students both vocally and through a range of texts. There are certain concepts that need an alternative method to explain their meaning rather than a definition. We use the Freyer model to ensure clarity of understanding of key terminology discussed in lessons.</p> <p>Reading is integral to students' learning and Guided reading tasks are a regular feature in KS3 and KS4 learning, developing students' comprehension &amp; metacognition as well as their oracy skills.</p> <p>This year Oracy will be developed further, and SOLs amended to provide ample opportunity.</p>
<p>We use a range of teaching strategies, resources and styles of tasks to ensure that all students are engaged and successful within Geography lessons. We are constantly reviewing schemes of learning to ensure it is topical as well as taking student feedback into consideration.</p>	<p><b>Modelling</b> </p> <p>We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.</p> <p>We take an 'I do – we do – you do' approach to the modelling and learning process to build confidence &amp; resilience. In addition we use the 'Be the teacher' activities to support exam skills, writing styles and understanding mark schemes</p>	<p><b>Responsive teaching</b> </p> <p>We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through 'Assessment for Learning' strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</p>	<p><b>Stickability</b> </p> <p>Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes, quick sixes, and dual coding to support the 'stickability' of students' learning. Learning is also supported by the social media @alnsGeog account where current events are shared.</p> <p>Our curriculum is enhanced by several linked topics with the science curriculum to encourage students to make links and to more deeply embed information and ideas into their long-term memory.</p>

**Curriculum Implementation**

The Geography curriculum has been designed to give students a broad and detailed knowledge of the world through key concepts that are revisited through a range of topics that are studied. This knowledge is taught through a range of real and relevant case studies, to expand and extend their locational and place knowledge and interlink this with key physical and human processes. This growing understanding of the world builds an appreciation and acknowledges different cultures, economic settings and environments, and how they change over time. Geographical key skills are developed to understand and use the knowledge, such as data analysis of climate change, making judgements on the severity of the impacts we could face and the evaluating the success of potential responses. To ensure that students can implement and use these fundamental and valued skills, scaffolding is in place throughout KS3 and KS4 to ensure that all students are successful.

Our focus is to inspire and motivate students to have a love of geography. We want to develop students into geographers who investigate real world issues through geographical enquiry to find solutions to the world's largest issues that we face today and in our future. We deliver a detailed and diverse curriculum so students can achieve and have the knowledge, understanding and skills to help progress in their future. We aim to foster confidence to become resilient learners who through positive and reflective feedback and next steps which allows them to make the progress they deserve.

### **Our principles behind our approach to Geography lessons:**

#### **We want to:**

- Use a range of skills to form a geographical enquiry approach to investigating new knowledge and content.
- Cultivate an interest and curiosity of the world and the human and physical processes that occur.
- Take an interconnected approach to information to interlink knowledge from different topics, prompting students to find similarities and differences between approaches.
- Use a range of resources, such as the use of chrome books to introduce images and videos alongside the use of written text, to supplement students learning.
- Have an understanding that there are multiple perspectives to debates and decisions and developing this through oracy to improve vocal and written arguments.
- Be able to construct arguments in a structured written format using key geographical evidence and vocabulary that is subject specific
- Use both historical and current events to assess the impact of human and physical factors on our world.
- Have an appreciation of social, economic, environmental, cultural and political areas of geography from around the world.
- Application of knowledge to manipulate maps, diagrams, numbers, graphs or images, using information technology to understand trends and impacts of geographical processes.
- Develop 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.
- Develop the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **How is the Curriculum planned?**

The Geography curriculum is planned to build a broad understanding of geographical topics. These topics incorporate a blend of different key concepts that underpin geography. This is through a range of material that allow the development of knowledge and skills to improve for all students. Lessons and assessments have been planned to build on previous knowledge and skills to develop understanding and link previous concepts throughout KS3 to KS4. GCSE success criteria has also been considered when planning lessons and assessments such as Geographical knowledge, understanding and application.

All students will gain these experiences through:

- Schemes of learning which, whilst focusing on key topics, will be enquiry based to ensure students are consistently questioning new information.

- Developing students' cultural capital, literacy and numeracy skills to become global citizens and a deeper understanding of geography.
- A continual approach to the curriculum and key skills that are needed for GCSE. Revisiting content and building on key concepts and skills to develop students understanding. Throughout KS3 and KS4, lessons are designed to challenge all, but be scaffolded so all students develop and progress.

**How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?**

**Curriculum Links with Science**

<b>Year Group</b>	<b>Geography</b>	<b>Science</b>
KS3	Resources Oceans Tectonic Hazards Weather Hazards	<b>Autumn Term Year 7:</b> Earth, Genes, Evolution – Links to management of resources such as metals, Make up and uses of different rocks found within our earth. Climate crisis.  <b>Spring Term Year 8: Photosynthesis and Planet ecology –</b> Links to food chains, food webs, habitat, biodiversity
KS4	Ecosystems Tropical rainforests Hot deserts Weather Hazards & Climate change Tectonics	Biology: Ecology & disease: links to Decay and climate of tropical rainforests, adaptations, disease  Chemistry: Chemistry of the atmosphere: Links to greenhouse gases, climate change and the human and physical factors causing it to happen  Physics: Atmospheric Pressure, seismic waves

**How is the curriculum delivered?**

The geography curriculum is delivered through a range of pedagogical approaches with a focus on the development of knowledge, understanding, application and skills. The curriculum has been planned to ensure that each lesson will use elements of these approaches so that students acquire a full understanding of the topics being taught. The key concepts have been interleaved across the topics taught and consistently revisited to allow for deeper understanding and application of knowledge in alternative scenarios. Geographical skills are spread between Key stage 3 and Key stage 4, with students in year 7 starting their learning journey with our geographical skills topic "What is a Geographer". Following topics have then been chosen carefully to build and develop skills and knowledge for students throughout Key stage 3 and leading into Key stage 4. To promote the students' knowledge of their local area of Portsmouth there are a range of topics and case studies that incorporate the city itself and its position within the context of the wider world. In Key stage 4 we follow the AQA exam board specification which is follows three key areas Physical Geography, Human Geography and Geographical skills. Both physical and human topics are developed with geographical skills built in the schemes of learning to ensure students can apply their knowledge. Students will also undertake two enquiry-based fieldwork trips during Key Stage 4. One of these investigating Southsea sea defences in Portsmouth and the other investigation on the development of Gunwharf and its impact on the surrounding areas.

Geography lessons incorporate literacy skills in a range of forms including the use of glossaries in all students' books, skimming and scanning and extracting information from a variety of texts. Key Geographical words are focused on and explained to ensure that students understand the context and confident in using this new vocabulary in different scenarios. Vocabulary from other subjects such as science are encouraged to develop students understanding with several subjects. Sources are also analysed in line with GCSE exam questions and students are encouraged to present two-sided arguments and offer conclusions when looking at geographical issues. Numeracy skills are equally as important and are developed through data presentation and analysis and data manipulation such as calculating averages and percentages.

Students are regularly given skills specific feedback detailing how they can improve and time within lessons to reflect on this. Each scheme of learning has specific assessments with a range assessment options, set out within topics. These assessments have been chosen and designed to build on students' knowledge, understanding, application of skills that they have learnt throughout their geography lessons. Independent learning is used to further embed knowledge and skills through various mediums including research, revision tasks and use of Doodle to help with progression. Students are also encouraged to watch the news and read newspapers to keep up to date with any current geographical events or issues. These are also shared via the @ALNSGeog Instagram page to make students aware of topical geography.

### **Key Pedagogies**

The Geography Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below as well as more detailed in the Geography Handbook

#### **Teachers as the specialist**

We pride ourselves on being Geography teachers who are passionate about our subject and who have a wealth of knowledge and expertise to share and develop our students' knowledge and their own passion and interest in Geography. We are dynamic in our approach to our own reflective practice and we recognise the important role that the teacher has as a subject expert. Teachers ensure students receive quality first teaching by ensuring examples are well modelled e.g. using the **I do, we do, you do approach** and **'be the teacher'** marking opportunities making explicit the skills being used. Teachers understand that memory is a highly complex process and to build strong neural paths students must be exposed to new content more than once. The use of **spaced learning / interleaving** is common practice across the department, with the aim being to help students commit key concepts and knowledge into long term memory. This is done in a variety of ways including the use of **recall starters/ quick sixes, dual coding activities, low stakes quizzes and mind maps**. Students are also provided with knowledge organisers at the start of topics to help them prepare for new learning. Teachers understand that using academic language is essential. Understanding historical academic language gives students the skills they need to think about, talk about, and understand key concepts and ideas. When meeting new vocabulary teachers ensure key meanings are understood and explained in a student friendly way e.g. Using the **freyer model or dual coding**. Students are also encouraged to read questions carefully and underline key words when tackling problems in lessons and exams.

#### **Guided Reading**

This strategy provides an opportunity for pupils to develop their knowledge and understanding in a structured and focussed way. It allows for a focus on literacy and oracy.

#### **Flipped Learning**

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson. (It is important to have strategies in place for students who have not completed the task for IL).

### **ABC: Add, Build, Challenge.**

To avoid the 'table tennis approach' to whole class discussion (back and forth between teacher and individual student), students are encouraged to use 'ABC', the 'basketball approach', enabling discussion to go across the classroom between students.

### **Metacognition**

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

This metacognitive approach is evident through our use of modelling, including live and shared writing. Students are also encouraged to reflect on the strategies that they have used and what has worked for them. They are given tasks to carry out such as transforming text into pictures, summarising full texts into 20 words and explaining how specific approaches have supported or hindered their learning. They are also encouraged to evaluate their own (and others') learning.

### **Chromebooks**

Chromebooks are consistently used so pupils can easily access all lessons resources

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments. Chromebooks can be used in all lessons to access PowerPoints and lesson resources.; Chromebooks can be used by students for all research purposes. Students with exam access will be able to use Chromebooks for all classroom assessments.

Chromebooks are used for the reading of academic texts to support learning; Students use Chromebooks for self-marking assessment and for interactive quizzes including group quizzes when the opportunity is provided within the scheme of Learning; Chromebooks may be used for independent learning tasks, when relevant, which can then be submitted electronically. Specific uses of Chromebooks include: Blookets for knowledge retrieval / Some assessments as appropriate, Mentimeter for class voting and inclusivity of giving answers / Directed internet research / Google forms – e.g., multiple choice activities when watching video clips. We ensure that students are not disadvantaged by not having a Chromebook.

### **How is the curriculum assessed?**

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

#### **Assessment Types**

- Questioning (written and verbal)
- GCSE style questions
- Marked reviewed
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

#### Feedback types

- WWW and next steps stickers
- Group / whole class feedback
- Mark scheme feedback
- Quick self / peer assessment

#### ALNS Geography Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark exercise books <b>twice a unit of work</b> using purple pens.	Students use <b>pink pen</b> to take their next steps and feed forward, including where there has been a specific therapy following whole class diagnostic assessment	Students use <b>green pen</b> to peer and self-assess.
Focus <b>on one piece of work</b> to mark. For example a PEEL paragraph or an exam question.	After marking always <b>allow time in next lesson</b> for students to take their next steps.	There should be an opportunity for self or peer assessment in <b>most lessons</b> .
Use a <b>“Next Step Sticker”</b> to outline what went well and how the student can make further progress from their piece of work.	Students <b>answer any questions</b> you have asked them on the content.	Students use <b>SPAG code</b> to mark each other’s or their own SPAG.
Feedback on the sticker should be focused on <b>skill development</b> or knowledge – as appropriate.	Students <b>take their next steps</b> outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a <b>“What went well”</b> comment and an <b>“even better if comment”</b> under their peers or their own work.
Feedback should allow students to show <b>progress</b> by responding to your feedback.	Students improve on <b>SPAG</b> using code to tell them how to improve	Students <b>WWW</b> and <b>EBI</b> comments should be <b>skill specific</b> and should help the peer/themselves progress.
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	If necessary give <b>further verbal/written feedback</b> so that answer can progress further.	Allow time for feedforward from next steps if peer assessment has taken place.
Develop student’s knowledge of content by <b>asking questions within their piece of work</b> (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g “How could you extend your answer here?”, “What other example might be better?”		