

GEOGRAPHY at Elemore Hall School

Rationale

We believe that our pupils should develop a sense of place and make sense of their surroundings, so that they can gain a better appreciation and understanding of the variety of physical and human conditions and their interconnectedness. We believe that helping our pupils to see the geography in everyday life, and how it affects humankind, will widen their world view and appreciation for their planet, equipping them to become more responsible citizens. Geography, as a subject, has a distinct advantage in developing a more holistic understanding of global environmental challenges, therefore represents an important vehicle to help our pupils understand the complexity of the sustainability goal and what can (and should) be done to achieve a more sustainable future.

INTENT

We aim to help pupils understand the awe and wonder of geography and have a fascination and a passion for the subject. The Geography curriculum at Elemore Hall School enables pupils to have an understanding of the world they live in, with a focus on the North East. It aims to enable pupils to have a knowledge and understanding of places in the world, to learn graphical skills, including how to draw, use and interpret maps and graphs and to be positive citizens in a multicultural country.

The main aim of Geography at Key Stage 3 is to broaden the worldview of our pupils, by introducing them to new places, phenomena, and cultural diversity that they may not have encountered in their wider lives or at primary school. We aim to develop pupils' major skill areas, including map and fieldwork skills; as well as cross-curricular skills such as IT, literacy, and numeracy. We aim to foster critical evaluative thinkers who can engage with problems and think deeply around geographical topics. We regularly alternate between human and physical topics, but also local features and global features. We ensure pupils are aware of the threats that humans pose to the physical environment, and help them to become socially responsible and environmentally sustaining citizens.

Our Key Stage 4 curriculum has a range of physical and human topics. Links are made to local areas and a working curriculum to ensure pupils get a wide understanding of the world around us. In an effort to develop an updated Key Stage 4 curriculum, we started the OCR A GCSE in Geography with year 9 pupils. (The course we had been running was BTEC Level 2 Countryside and Environment, which ends in 2023. Pupils in year 11 (2023/24) will therefore be focusing on life skills, such as independence, CV writing and reading, as well as revision for upcoming GCSEs. They will have opportunities to cover a range of exam techniques, how to revise and any topics they might have issues.)

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	What is Geography? Physical / Human	Geography in the North East / UK	Rivers	Megacities	Oceans	Map Skills (& field trip)
8	Weather & Climate	Ecosystems	China	Natural Hazards	Climate Change	Map Skills

9	1.1 Landscapes of the UK		1.2 People of the UK	1.3a UK Environmental Challenges	
10	1.3b UK Environmental Challenges		2.1 Ecosystems of the planet	2.2 People of the Planet	
11	2023/24 Revision, Exam Techniques, Life Skills				
	2024/25 Environmental Threats to our planet		Geographical Skills & Fieldwork	Revision and exam prep	
M	Destructive World Hazardous Flooding	Destructive World Plate Tectonics	Our World How the UK is changing	Resourceful World Rainforests	Resourceful World Where Our Food Comes From

IMPLEMENTATION

Pupils are baselined on their knowledge and skills in a pre-assessment in year 7 or when they join Elemore Hall School.

A lot of the learning is motivated by teacher presentation, images and videos. Debating, discussing and listening are core skills that we use frequently and develop. Whilst pupils are encouraged to take a critical stance to the views of others, they are aided in taking an interest in and respecting the opinions of others. Pupils also learn how to come to an informed conclusion while taking on board a range of different viewpoints. Pupils are prompted and taught to critique and approach topics analytically.

Pupils are introduced to lesson topics through five questions, which are visible on the board at the start of lessons. Some questions are linked to the current topics and some are from previous topics and previous years.

Each area of study involves an investigation task, where the findings are collated and presented to the class as a final assessment. Measures of development go from presenting basic knowledge to recall of knowledge, to demonstrating understanding through explanation, to being able to apply and link knowledge to other areas/subjects. Most topics last one half term.

Pupils are encouraged to read and we also aim to develop extended writing within all study areas. The Elemore Writing Wall, developed by our English Department, is available to assist with sentence structure and the inclusion of key geographical terms. Pupils learn how to spell key words. Numeracy is implemented into our curriculum wherever possible, including looking at the Richter scale and graphs during data collection and presentation.

In written responses, pupils progress from simple descriptions to detailed explanations. In both verbal as well as written responses, pupils are guided to use key geographical vocabulary.

Specific equipment is used at certain times to collect data such as an anemometer to collect the wind speed.

Verbal feedback is continuously given in class and written feedback is in the pupils' books.

Pupils often choose to continue their education at home, usually watching documentaries about a topic they are studying at school and talking about it with parents and/or carers.

Reading Development in Geography

Pupils are encouraged to read out loud from the board instead of it being read out to them by members of staff. We also promote reading using the following methods: comprehension tasks; key words/difficult terminology highlighted in bold and italics on presentations; assisting pupils with words they find difficult to read; spacing out letters into phonemes; using overlay and prompting pupils to identify synonyms for the context in order to help expand their vocabulary.

Additional/Adapted Support & Stretch/Extend/Challenge

An LSA is always available to provide support to pupils, if required. All pupils' abilities are taken into consideration during lesson planning and alternative activities and differentiation are available for those who require it. Challenge work is available for pupils who are performing at a higher level to stretch them further, as well as extension work for those who finish work before others in their class. Adaptations are made to the curriculum in order to make it accessible for the M Group. From September 2023, we will be running the Entry Level Geography curriculum in order to complete an accreditation which is more accessible to pupils in that group.

Enrichment

Pupils will have the opportunity to go on field visits, including to a river, a waterfall and to Wear Dale, as well as to parts of the local environment which they may otherwise never visit. In addition, we make use of films & videos/clips – to enhance understanding and encourage discussion.

Links with evening activities

The 24-hour curriculum is the social curriculum that permeates all that we do in the school. Key staff working with pupils beyond the school day will continue to broaden minds and encourage discussion around current world issues and model inquisitiveness outside the walls of the classroom.

Starting in January 2024, there will be a Geography club run on an evening at the Elemore Site - to further engage pupils in learning outdoors, using different skills, such as map reading and using different geographical equipment, such as the anemometer.

Steps and Assessment

Pupils are assessed through written class-based, as well as outdoor, assessments. These tests are presented determine geographical skills and to gauge interest.

Pupils complete end of topic assessments (written or verbal) and this is then recorded on Classroom Monitor, which also contains evidence of how steps were met and progress made.

IMPACT

Through observation and assessments, our curriculum should show that:

- pupils make progress from their starting points
- our pupils succeed in Geography and outside of the school
- reading in Geography improves and pupils' learning is enhanced because of this
- pupils develop transferable skills and knowledge
- pupils achieve to the best of their potential

Our teaching should:

- develop the resilience, confidence and independence of pupils

- have an impact on the ability to access BTEC Countryside and Environment Level 2
- reduce barriers to improve the chances of pupils to access further education and engage in the world beyond school life
- promote a love for learning

Accreditation

OCR A GCSE Geography
Entry Level Geography