



GEOGRAPHY at Parkside

Principles and Purpose of the Geography Curriculum

The purpose of the geography curriculum is to inspire curiosity and a fascination about the world and its people. Geography provides pupils with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum prepares pupils for each stage of their academic journey but also the world beyond the classroom, ensuring that young people can 'think like geographers'; to apply their geographical knowledge to make sense of the world around them.

The following principles have informed the planning of the United Learning curriculum across all subjects:

- **Entitlement:** *All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it.*
- **Coherence:** *Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.*
- **Mastery:** *We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts.*
- **Adaptability:** *The core content – the 'what' – of the curriculum is stable, but schools will bring it to life in their local context, and teachers will adapt lessons – the 'how' – to meet the needs of their own classes.*
- **Representation:** *All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.*
- **Education with character:** *Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, our co-curricular provision, and the ethos and 'hidden curriculum' of the school – is intended to spark curiosity and to nourish both the head and the heart.*

Here we explore these principles in the context of the geography curriculum:

- **Entitlement:** The geography curriculum meets and exceeds the requirements of the National Curriculum. It ensures that pupils develop a secure knowledge of a range of places, natural and human environments, with a deep understanding of the Earth's physical and human processes. The geography curriculum ensures that all pupils understand the world in which they live, regardless of their starting point in Year 7 or whether they take the subject onto GCSE.
- **Coherence:** The curriculum takes a thematic approach, where knowledge is acquired, developed over time, and finally applied to places via in-depth case studies. Regional units allow the content covered throughout a year to be revisited, therefore securing the knowledge gained over the course of a year in the context of a particular place/ region.
- **Mastery:** Prior knowledge is regularly revisited throughout the curriculum where it is built upon and applied to new contexts. The scheme of work document shows where each lesson fits within the entire curriculum and illustrates how geographical knowledge and skills are secured before moving on. An example of this is how pupils need to be able to explain physical processes before human and physical interrelationships can be accurately explored.

- **Adaptability:** Comprehensive teacher notes encourage individual departments to amend and change their curriculum resources, case studies etc. to meet the needs of their own classes, and to ensure that local geographical issues are considered.
- **Representation:** A diverse range of places, people and environments are encountered within the curriculum which helps pupils to develop a broad and balanced view of the world. The curriculum ensures a fair representation of the places studied to avoid a single story and to broaden pupil understanding of different people, places, and environments. Support materials allow teachers to adapt curriculum resources to best suit the context of the pupils and communities which they serve.
- **Education with character:** The curriculum provides opportunities for pupils to share, reflect and learn about the different lived experiences for people at a local, national, and global scale. It also engages pupils with the big geographical debates of today and the future. This develops a fascination with place studies and allows pupils to take part in informed geographical conversations beyond the classroom/ curriculum.

Roadmap of the Geography Curriculum

The roadmap diagram on the following page sets out the route that we expect pupils to take through our curriculum.

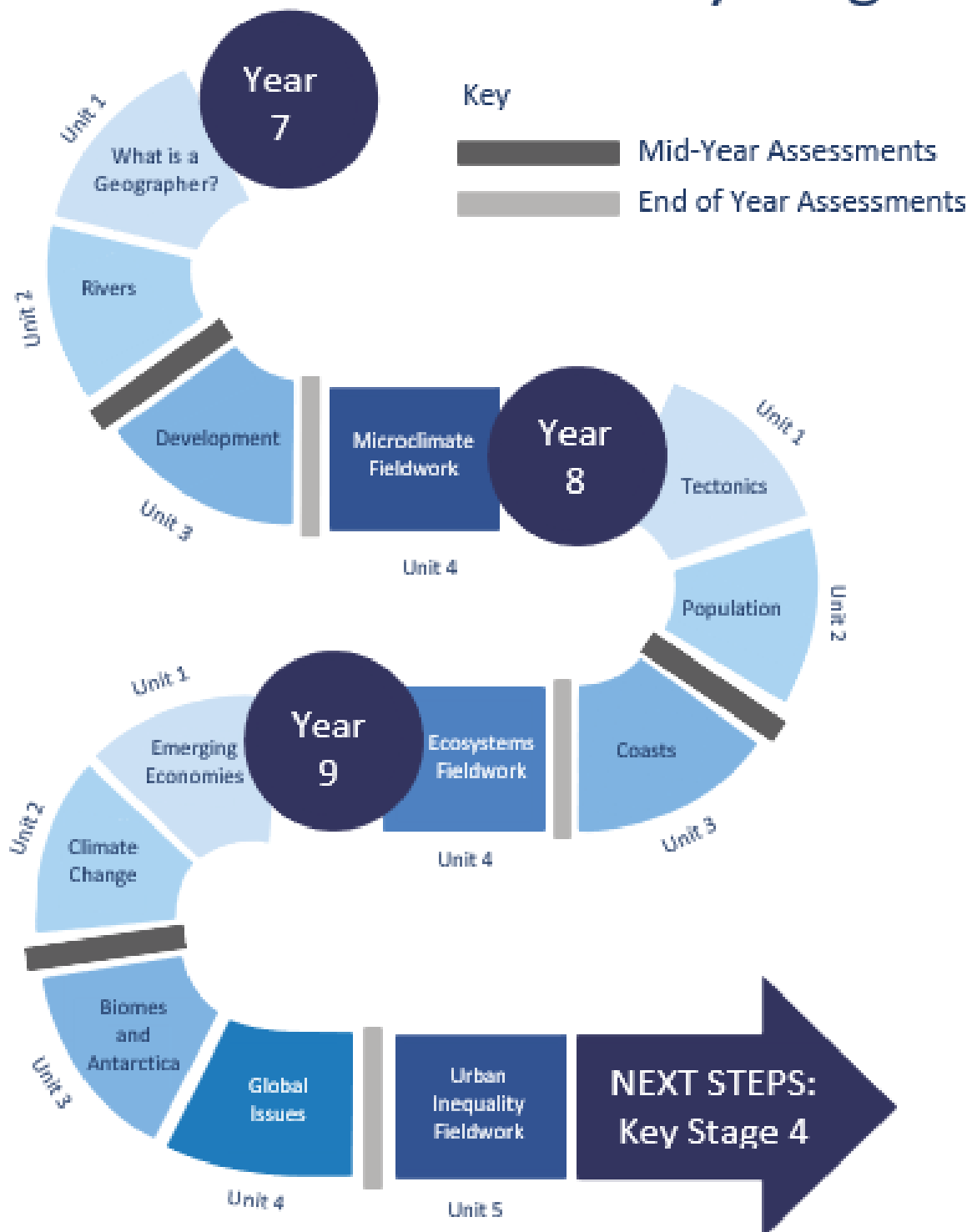
The roadmap shows the route that pupils take through our curriculum. In geography, as a United Learning school, we teach these core units in addition to units we have developed to suit our pupils. The core units as well as our additional units are designed to ensure that every pupil gets a geography experience that meet all the points outlined in the principles of the curriculum above. The core units are formally assessed at the end of each year, using the United Learning common assessments.

Parkside follows the recommendation of 2 periods per week of geography in Key Stage 3, as such we can include additional units to better support the development of fieldwork and awareness of global issues we feel our pupils need and benefit from in Key Stage 4 and 5.



Geography

Key Stage 3



Key Stage 4

At Key Stage 4 students study the AQA GCSE Geography specification. We have chosen this specification and these option topics to best relate to our context. For example, we study rivers and coastal landscapes, rather than glaciated landscapes, as this better relates to our pupil experience of living in the Southeast. The units studied in fieldwork integrated at Key Stage 3 supports the greater independence expected at GCSE level. The GCSE is externally assessed at the end of Year 11 in three examination papers, one of which (Paper 3) explicitly tests fieldwork skills.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	Urban issues and Challenges	Living World	Resources Management	Physical Landscapes <i>Urban and Physical Fieldwork (coasts)</i>		
Y11	Natural Hazards	Changing Economic World	Pre-Release and Final revision	Exams		

Key Stage 5

At Key Stage 5 students study the IB Diploma Geography course at either Standard or Higher level. Located in Cambridge, Parkside has a diverse and internationally minded intake for which the IB is well placed. This builds upon and broadens the study of places around the world developed in Key Stage 3 and 5. The course encourages critical appreciation of the global issues that support pupils engagement with the debates of today and tomorrow. The IB is externally assessed in Year 13 with two exam papers at Standard Level and a third at Higher Level. This is combined with their Internal Assessment or 'coursework'; a fieldwork investigation report, that contributes 20% of the grade at Higher Level and 25% at Standard Level.

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Y12 SL	Changing population		Global resource consumption and security		Urban environments
Y13 SL	Global climate - vulnerability and resilience		Second option TBC with students (choice of: Oceans & Coastal Margins; Extreme Environments; Geophysical Hazards; Leisure Tourism and Sport; The geography of Food and Health).		Exams
Y12 HL	Global interactions - power, places and networks		Global interactions - human development and diversity		Global interactions - global risks and resilience
Y13 HL	Third option TBC with students (choice of: Oceans & Coastal Margins; Extreme Environments; Geophysical Hazards; Leisure Tourism and Sport; The geography of Food and Health).		Revision		Exams

Our curriculum is carefully planned at Key Stage 5 to meet the demands of the International Baccalaureate Programme, supporting development of a critical appreciation of the knowledge presented to them through links to TOK and cultivating connections to the IB 'learner profile'.

IB Requirements

Unit	Knowledge, concepts and skills	Learner Profile	TOK links	Connections to other learning	Connections beyond the classroom *
1: Population Distribution- Changing Population	Development gap, Demographic Transition model, demographic dividend triangular graphs, descriptive statistics; interpretive statistics (spearman's, pearson's product)	Knowledgeable Thinker Open-minded Reflective	How reliable are the methods available for gathering demographic data on hundreds of millions of people?	Foundational for all topics in geography. Maths- statistics.	Awareness of local, national and global issues such as ageing populations.
2: Global Climate- Vulnerability and Resilience	Adaptation and mitigation, adaptive capacity, atmospheric energy budget, enhanced greenhouse effect, albedo effect	Inquirers Knowledgeable Caring Principled	What scientific or social factors might influence the study of a complex phenomenon such as global warming?	Foundational for all topics in geography. Physics/Biology/Chem istry; natural systems.	Awareness of climate change at various scales.
3: Global resource consumption and security	Biocapacity, ecological footprint, nexus virtual water; resource security, sustainable development and SDG's, stewardship, spearman's rank	Communicator Open-minded Balanced Reflective	To what extent might possession of knowledge carry with it moral obligations?	Foundational for all topics in geography. Economics, negative externalities.	Awareness of local, national and global issues such as consumerism and lack of sustainable planning. Developed further through mini-fieldwork.
4: Power, places and networks	Globalisation, 'global village, superpower, hard and soft power, offshoring, outsourcing; FDI, TNC's, KOF index, flow diagrams	Inquirers Knowledgeable Thinker Open-minded Balanced Reflective Risk-taker Caring Principled	How has ready access to vast amounts of information, and the way in which the internet has contributed to our shrinking world, changed our understanding of knowledge?	Connections to development in Unit 1 Links to economics and History, factors that influence power relationships.	Awareness of global issues such as the opportunities and challenges of TNC's.
5: Human development and diversity	Civil society, cultural diffusion, cultural imperialism, diaspora, resource nationalism, protectionism, glocalisation	Inquirers Knowledgeable Thinker Communicator Open-minded Balanced Reflective	Does globalization increase opportunities to share knowledge or does it diminish diversity?	Builds on connections to sustainable development in Unit 3. Links to Anthropology and the study of cultures.	Awareness of local issues with Cambridge urban planning.

6: Global risks and resilience	<i>Geopolitics, reshoring, profit repatriation nationalism, Crowdsourcing, cyber security, transboundary pollution, agribusiness</i>	<i>Inquirers Knowledgeable Communicator Open-minded Balanced Reflective Principled</i>	<i>On what basis might we decide between the judgments of experts if they disagree with each other?</i>	<i>Strong connections to Unit 3, considering the environmental footprints of global flows; adds a global dimension. Links to History and the factors affecting geopolitics; links to Biology and ecology through agribusiness.</i>	<i>Awareness of geopolitical conflicts and opportunities and challenges of technological developments.</i>
G: Urban Environments	<i>Informal and formal processes, suburbanisation, counter-urbanisation, urban renewal, Eco, smart & circular cities</i>	<i>Knowledgeable Thinker Communicator Open-minded Caring Principled</i>	<i>To what extent does knowledge need to be quantifiable?</i>	<i>Strong connections to unit 2 and 3 through consideration of eco city design. Links to economics through urban renewal.</i>	<i>Awareness of the opportunities and challenges for urban areas.</i>
B: Oceans and coastal margins	<i>El Nino Southern Oscillation, Eustatic and Isostatic sea level change, advancing and retreating coastlines, global commons</i>	<i>Inquirers Knowledgeable Balanced Reflective</i>	<i>Is there a moral obligation to protect global commons?</i>	<i>Connections with global commons to Unit 3 and the use of resources, links to Biology and ecology as well as physics (sea level change)</i>	<i>Awareness of ocean based environmental and geopolitical issues.</i>
F: Food and Health	<i>Epidemiological transition, disease diffusion, HALE, Food security</i>	<i>Inquirers Knowledgeable Thinker Balanced Reflective Caring Principled</i>	<i>What roles do emotion and reason play in individuals' lifestyle choices?</i>	<i>Connections with Unit 1 and ageing and youthful populations. Links to Biology through the study of disease.</i>	<i>Awareness of global and local health issues.</i>
IA (Fieldwork Investigation)	<i>Map skills, descriptive and inferential statistics</i>	<i>Inquirers Knowledgeable Communicator Reflective Risk-taker</i>	<i>How is statistical data used differently in different areas of knowledge?</i>	<i>Links to the sciences through the investigative process; links to mathematics through statistics.</i>	<i>Opportunity to investigate local issues.</i>

*We support connections beyond the classroom with exploratory fieldwork in a number of areas at a local scale, including waste, air pollution and microclimates, as well as extended fieldwork for the IA in an urban context in Cambridge. To enable students to better understand these issues, they are always grounded at a local scale as well as a global one. Due to the interconnectedness of our contemporary world, many global challenges present inspiring springboards for CAS experiences. At Parkside our wide ranging co-curricular activities programme offers many enriching activities that provide pupils with opportunities to extend this. For example, Debate Club provides students opportunities to discuss topics of importance to them, on a practical level Student Action Group invites student led action to combat issues within our local environment.

‘Why This, Why Now?’

The curriculum has been carefully sequenced to introduce pupils to a variety of places, geographical concepts, processes, and issues. The thematic approach ensures that knowledge is acquired, developed over time, then applied via in-depth case studies. As pupils’ knowledge and understanding develop within a unit, there are opportunities to apply this

understanding via decision-making activities and geographical enquiries. This approach ensures that pupils are given every opportunity to apply their understanding and think like geographers.

Good geography planning should continually ask 'why this, why now?'. Below are some examples of the curriculum choices that have been made, particularly around curriculum sequencing:

- **Example 1:**

- Year 7 starts with a unit on geographical skills. This ensures pupils are equipped with the skills required (using maps, manipulating data, grid references etc.) to access other areas of the curriculum from Key Stages 3-5 and beyond. Learning how to use OS maps early in Year 7 means pupils are better equipped to tackle Rivers, Geology, World of Work units later in the year but also Coasts in Year 8.
- Should learners continue with Geography to KS4 they will be assessed in Paper 3 on their Geographic Applications, which focuses more closely on the geographical skills they will have learned in year 7 and honed throughout their 5 years of study at Parkside. In addition to Paper 3, they are assessed on their ability to manipulate data and read maps consistently throughout the KS4 curriculum and exams.
- The core skills that are taught in this unit will also support learners who continue to take Geography at KS5. With work done each year to build on the skills, learners will be able to understand increasingly complex maps, sources of data and GIS tools.

- **Example 2:**

- The Development unit comes early in Year 7 and although the unit is challenging, understanding this is essential for future units. For example, when looking at tectonic hazards (Year 8), pupils make links between the development level of a country and the range of impacts/ responses to hazards taken there. Also, when looking at issues such as population (Year 8) and climate change (Year 9) pupils will make links to the relationships and concepts covered from the Development unit.
- Development is a crucial theme throughout all the Key Stages and students will revisit this unit repeatedly in years 10 and 11, in most units, most notably in Urban Challenges and Changing Economic World, but it is also key to understanding Natural Hazards and Resource Management also.
- The theme of development will be explored on a much deeper level in KS5, particularly during the year 12 units Power, Place and Networks and Human Development and Diversity.
- This unit also helps to develop pupils as global citizens early in their secondary geography experience, by presenting them with an alternative to the single-story representation which they may have for certain countries and continents of the world. Therefore, pupils are better prepared for informed geographical conversations beyond the classroom and for considering alternative perspectives and knowledge paradigms in Theory of Knowledge in Key Stage 5.

- **Example 3:**

- Year 8 features the Coasts unit. This builds on the understanding pupils gained from the Year 7 Rivers unit, as key terms of erosion and deposition etc. are revisited. It also sets pupils up for future units such as Climate Change (Year 9), where pupils make links between sea-level rise and the threats to coastal areas globally. This unit ensures that pupils will know to apply their understanding to the Coasts units in Key Stage 4 and 5. Furthermore, for those that do not continue with the subject into the following Key Stage, it ensures that pupils understand the

geographical conflicts and debates associated with coastal areas.

- **Example 4:**

- The second unit in Year 8 is Population. This unit builds on the understanding that pupils gained from the Year 7 Development unit. Pupils revisit key development indicators and then begin to understand how development can influence birth rates, death rates, and population structure. It also sets pupils up for future units, such as Life in an Emerging Country, where pupils will look at how a large youthful population can bring significant economic benefits to countries, as well as the impact of population growth on climate change and to the development of wilderness areas in Antarctica. (both Year 9 units). As pupils move into Key Stage 4, the knowledge gained from the Population unit supports their understanding of units such as Resource Management, Urban Issues, Natural Hazards etc.

This unit especially encourages pupils to be global citizens, who can take part in informed geographical debates regarding the population issue beyond the classroom.

- **Example 5:**

- Climate Change is a core unit in Year 9. This unit builds on the knowledge gained from many earlier units within the curriculum, such as concepts and issues from the units of Development, Rivers, World of Work (Year 7), Coasts, Population, Ecosystems and Weather and Climate (Year 8). This unit also sets pupils up for future units, such as Life in an Emerging Country, Energy and Issues of Urbanisation, wherein the latter, focus on urban sustainability is linked to climate change.

- **Example 6:**

- Throughout the curriculum, important places are revisited between units. In the Year 7 Development unit, for example, pupils develop a sense of place regarding Haiti and the factors which have influenced its development. In Year 8, they revisit Haiti to look at the impacts of the 2010 earthquake, and in Key Stage 4, they return to Haiti again, where they apply this understanding to the response methods to the 2010 earthquake and the impacts of aid. Through this approach, pupils begin to develop an in-depth understanding of the place and can begin to look more closely and effectively at the complex interrelationships between the physical and human world, thus bringing geography to life.
- Haiti is also revisited in Key Stage 5 when looking at Power, Places and Networks due to their economic dependence on remittances, their knowledge gained from Key Stage 3 and 4 will support them in understanding the historical context of Haiti's current dependence on remittances and their geopolitical relationships with neighbors Dominican Republic as well as the global superpower, the USA.

Teaching the Geography Curriculum

With the nature of the subject, Geography lessons involve diverse activities. However, the following elements will be present over the course of a topic:

The geography curriculum uses the Rosenshine Principles of Instruction because cognitive research (e.g. [Kirschner, Sweller and Clark, 2006](#)) suggests that pupils need a large amount of subject knowledge in their long-term memory to become competent at any subject. In geography, pupils are far better equipped to apply geographical thinking to a problem if their working memory is not overloaded with basic memory recall.

- **Daily review:** Every unit has a knowledge organiser which supports the teaching of key vocabulary and terminology. Pupils are routinely tested on new vocabulary and terminology during 'Do Now' activities and are required to apply the terms in extended written tasks, and when explaining geographical processes or concepts.
- **Guided practice and check for understanding:** When introducing new concepts, processes, graphical data etc. this will be done by introducing material in small steps and checking for understanding by asking a range of questions, as well as the use of application tasks. For example, when introducing the physical processes that lead to the formation of a waterfall, the teacher could do so by drawing and labelling a series of diagrams, to show the processes taking place over time. The teacher can check for understanding by ensuring that pupils are labelling their diagrams accurately, and by asking questions such as: 'name the type of erosion which could be leading to the formation of X'. Similar methods will be used to guide practice when drawing graphs, maps and producing extended responses.
- **Models:** Pupils are required to apply new vocabulary and terminology in extended written tasks, and when explaining geographical processes or concepts. Such tasks in the United Learning curriculum resources are supported with model responses, which are annotated against the success criteria. Where appropriate, high-quality models of diagrams and graphical data will be present within lessons, with clear labels, and carefully sequenced explanations.
- **Independent practice:** All lessons provide an opportunity for independent practice. This could involve such tasks as explaining the formation of a physical landscape, to writing a report about a geographical issue/ concept in a particular place. Before completing such tasks, pupils will be introduced to the success criteria and with teacher guidance, mark a model response against the criteria. This process ensures pupils are clear about what to do, and as result, a higher success rate is achieved.
- **Scaffolds:** Where appropriate, scaffolds are provided to support pupil practice and help structure thinking. These can include the provision of essential terminology to use in writing, tabular frameworks to help structure longer response writing, and success criteria to inform self/ peer review during and after a task. In Key Stage 3, teachers will refer to 'chains of reason' and P-D-D structures to help support extended responses. In Key Stage 4, the **A** (application), **K** (knowledge), **U** (understanding) approach will help pupils structure their extended responses. At Key Stage 5, this approach is expanded to include **D** (definitions) and **E** (evaluation & critical perspectives).

So, When You Walk into a Geography Lesson, What Should We Expect to See?

In Key Stage 3 geography lessons we particularly expect to see:

- Activities that inspire awe and wonder in our world and its people, promoting questioning.
- Starter activities ('do now') that test core knowledge and promote fluency with key terminology and the use of specific location information (PLC, Place Located Content).
- The use of high quality, challenging Figures in every lesson, which pupils will engage with and use routinely to apply their knowledge. Figures can include graphs, maps, diagrams, photographs, data tables etc.
- Effective AfL, with a focus on pupils writing in 'chains of reason' (P-D-D) in Key Stage 3 and, by Year 9 pupils actively evaluating the geographical knowledge and understanding which they have gained as the

curriculum has progressed.

- Opportunities for independent practice that are supported with effective models. These models ensure pupils know how to apply the success criteria, but also to support self and peer assessment once the task is completed.
- Opportunities for pupils to think like geographers, for example making geographical decisions and reaching conclusions based upon the information which has been presented to them during a lesson, or over the course of a unit.

Note that geography knowledge is not linear due to the diverse nature of topic areas. Often a pupil may perform at a higher standard when engaging with physical geography when compared to human geography, or in skills activities compared to analytical writing. Regardless of this, over time we should expect to see a greater depth and complexity to the work completed in pupils' books.

In Key Stage 4 geography lessons we particularly expect to see:

- Starter activities ('do now') test core knowledge and promote fluency regarding key terminology and the use of place-specific information.
- The use of high quality, challenging Figures in every lesson, which pupils will engage with and use routinely to apply their knowledge and understanding. Figures could include graphs, maps, diagrams, photographs, data etc. Most lessons will have an opportunity for pupils to complete an exam question based upon a Figure.
- Effective AfL, with a focus on pupils writing in 'chains of reason', with developed explanation, and the AKU approach to extended responses.
- Regular opportunities for independent practice will focus on extended exam questions. These are supported by effective models so that pupils know how to apply the mark scheme before they start a task, resulting in a higher success rate.
- Pupils routinely using and interrogating geographical data and statistics. Where appropriate, pupils will manipulate data and will understand when to use modes of central tendency.

In Key Stage 5 geography lessons we particularly expect to see:

- Starter activities ('do now') test core knowledge and promote fluency regarding key terminology and the use of place-specific information.
- The use of high quality, challenging Figures which pupils will be able to analyse with greater complexity than Key Stage 4. Figures will be more complex and will include graphs, maps, diagrams, photographs, data and infographics. Students will be taught to interrogate the perspectives presented as well as the content.
- The length and complexity of independent practice will increase in Key Stage 5, with a continued focus on extended exam questions. The AKU approach will still be present however, it will be used with greater complexity (Including **D** (definitions) and **E** (evaluation & critical perspectives)).
- Pupils routinely using and interrogating complex geographical data and statistics. Where appropriate pupils will manipulate data and will understand complex statistical measures such as Spearman's rank, standard deviation, Chi-squared etc. Therefore, preparing pupils to introduce such methods into their IA and EEs.
- Opportunities for challenging, a high-quality discussion between pupils, as well as pupils referring to well-organised materials, notes, and work from previous lessons to support their learning.

The geography curriculum is designed to provide appropriate challenge for all learners. This curriculum is ambitious because it is designed to ensure that all pupils, regardless of background or ability, will succeed in the subject. Curriculum resources are designed to be inclusive with the use of pictures and easily read fonts. As teachers we adapt the content to account for all our pupils needs to support those who need it. For example, amended success criteria, alternative cloze exercises, writing frames as well as challenge tasks.

The wide range of Figures in lessons provide opportunities to engage all groups of pupils by providing a visual prompt to support their knowledge and understanding, as well as providing real-life examples of the concepts they are exploring. They also invite enquiry and questioning.

Furthermore, each unit is supported with a comprehensive Scheme of Work. Rather than simply describing what activities the pupils complete in each lesson, these documents outline the pedagogical thinking that has gone into the lesson. They provide an explanation for: 'Why this? Why now?' This allows us to connect the knowledge being delivered in an individual lesson to the wider curriculum, which should help deepen and challenge the knowledge and understanding of all pupils, and as a result, create a change in long-term memory.

Additional Subject Specific Skills:

- **Fieldwork:** This is an integral part of teaching and learning in geography at Parkside. Ofsted is clear on this matter: 'Schools should recognise the value of fieldwork for improving standards and achievement in geography.' We have designated units at Key Stage 3 in addition to the compulsory requirements at Key Stage 4 and 5 with coastal fieldwork and urban fieldwork respectively. In Key Stage 4 and 5, fieldwork skills are embedded into lessons frequently, so that fieldwork does not feel like a 'bolt on' to the subject. This can be through simple activities such as questioning when using photographs- such as 'If we were carrying out fieldwork here, what would we need to consider as part of a riskassessment?' to more developed mini-investigations of traffic, ecosystems or waste.
- **Thinking like a geographer:** At Parkside, pupils are regularly given the opportunity to apply their knowledge and understanding, so that they can take part in informed geographical debates of today and tomorrow. Therefore, at the heart of our curriculum is the aim that pupils have regular opportunities to 'think like geographers'. Throughout the units, there are opportunities for pupils to make geographical decisions, review stakeholder opinions, assess and evaluate different geographical issues etc.
- **Using maps:** Using maps is a fundamental skill in geography. At Parkside we regularly engage pupils with a range of different maps, both within the classroom and in the field. This includes the use of Ordnance Survey maps, topographical and other thematic mappings, and aerial and satellite photographs. Geographical Information Systems (GIS) are also used frequently to view, analyse and interpret places and data.

Homework:

- At Key Stage 3 and 4, core homework is set on 'Seneca', which helps to build a strong foundational knowledge of the key concepts, processes and located examples. The use of knowledge organisers to complete "look, cover, write, check" activities is encouraged as well as other self-quizzing strategies.
- In addition, at Key Stage 4, students are provided with opportunities to complete exam style questions and practice using digital data sources and GIS. In Year 11, students are provided with revision guides and regular retrieval practice with exam questions. These questions are marked as a class, with live marking examples by the teacher with model answers to guide students to

self and peer assess their work.

- At Key Stage 5 homework is based upon examination requirements, with essays, short-structured questions and infographic questions set regularly. With the greater degree of independence expected, students are also set wider reading and research tasks as a stepping stone to further study at University.

Assessing the Geography Curriculum

Formative Assessment in Geography

Each lesson provides regular opportunities for pupils to undertake formative assessments, allowing teachers to identify the specific things that pupils can and cannot do. Identifying gaps and misconceptions ensure that teachers know when to move on.

Lessons contain a mix of the following formative assessment opportunities:

- Quizzing e.g., at the start of lessons/ online quizzing platform.
- Regular (and as signposted via the teacher notes within lessons) use of mini-whiteboards is encouraged, as well as purposeful circulation, which gives teachers further opportunities to identify gaps and misconceptions.
- The use of clear, quantifiable success criteria.
- Lessons contain model answers, which are annotated. This allows pupils to apply the success criteria before completing independent practice. As a result, a higher success rate will be achieved.
- Live marking of selected students work projected onto the whiteboard, helps students understand where marks and lost and gained in real time.
- All tasks contain 'did you get?' feedback. This means that pupils can self/ peer assess their work as they go which they are encouraged to mark using green pen in their books.
- Whole-class marking is encouraged as an efficient and effective way of picking out key themes from extended pupil responses.

Summative Assessment in Geography

In Key stage 3, each unit has a knowledge check mid unit as well as an end of unit assessment which are completed before moving onto the next stage of the curriculum. This allows us to capture what the pupils know, as well as any misconceptions/ gaps in knowledge so that we can support students to close these gaps before moving on. They also support preparation for the mid and end of year assessments.

Parkside students complete a mid-year assessment in January/February on their first two units. In the summer term, students sit the United Learning end of year assessments. The layout and format mirror the knowledge checks used at the mid and end of units, which supports student development of examination technique.

What will be centrally assessed at the end of the year?

- **Year 7:** Development and Rivers.
- **Year 8:** Coasts, Tectonics and Population (only two units will appear on the paper. Population always appears. From year to year the second section alternates between Coasts and Tectonics).

- **Year 9:** Climate Change and Life in an Emerging Country.
- **Assessment duration for Years 7 to 9 – 60 minutes.**
 - NB: Geography skills will be included within each unit for each year e.g., map skills, graphical skills, data/ statistical skills etc.

Each unit is Key Stage 4 is assessed at a mid and end point using a section of a GCSE past paper for that unit. This allows students to experience the exact style of questioning of a GCSE exam paper and mark scheme to better help them prepare for their end of year 10 exam and final GCSE examinations.

Year 11s sit two mock exam windows, the first in November where students are assessed on 4 of the 6 units and fieldwork and a second in March where they will sit both Paper 1 and Paper 2 exams. This is followed by the final externally assessed exams in Year 11.

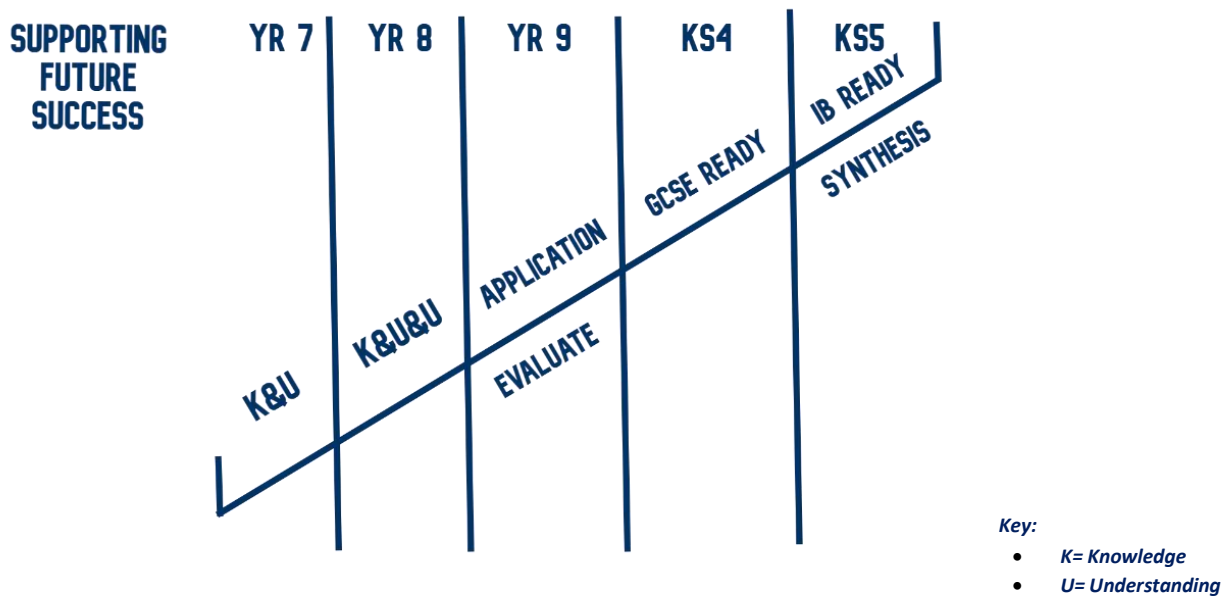
Key Stage 5 units are assessed at the end of each unit using a mixture of short knowledge recall questions and longer exam questions taken from, or closely modelling, those found in the IB Exams. In year 12 pupils sit an internal spring and summer exam. In Year 13 pupils sit two mock exam sessions. This allows teachers and students to have a greater understanding of where each learner sits in terms of their subject knowledge, as well as their essay writing technique, and how best to fill in any gaps or misconceptions.

Progression in the Geography Curriculum

Progression between Key Stages

The curriculum has been sequenced to encourage increasing cognitive demand from Year 7 onwards. As pupils progress through the curriculum, expectations around understanding and application increases. Pupils acquire knowledge and the foundations of the subject in Year 7, but in expectations of written responses, the depth of understanding increases year on year. Therefore, by the end of Year 9, pupils should be able to apply their knowledge and understanding, think like geographers, take part in geographical debates, and be able to engage with enquiry in the subject.

Figure 1: Expectations regarding writing in geography.



As can be seen in [Figure 1](#), in Year 7 pupils will show a basic understanding of their geographical knowledge. By Year 8, this understanding will become more developed, and will be consistently presented in the form of ‘chains of reason.’ By Year 9, pupils will be ready to use their in-depth knowledge and understanding to begin evaluating geographical issues. At this stage, pupils are ready to progress to Key Stage 4, but for those that discontinue their geographical studies, they will still be able to engage with geographical debates and futures outside of the classroom.

The curriculum is progressive, flexible, and provides an opportunity for challenge by depth rather than accelerating through the curriculum. For example, units do not sit neatly within half terms but finish naturally when the teaching cycle and learning process draws to a close.

Progress between Key Stages

Primary to secondary:

- Although the National Curriculum in Key Stages 1 and 2 provides a foundation for pupils studying the United Learning curriculum, the coverage and quality from primary can be variable.
- Therefore, when pupils join Parkside school in Year 7, they will complete the bridging unit of Geography Skills. This should ensure that all pupils have the basic skills to access other areas of the curriculum.

Key Stage 3 to Key Stage 4:

- The Key Stage 3 curriculum ensures that pupils have the knowledge and understanding of the traditional pillars of the subject so that by the time they reach Key Stage 4 they can apply this knowledge to begin to tackle some of the complex questions, and inter-relationships explored. For example, if pupils did not have knowledge of sea defenses from Key Stage 3, then they would struggle to evaluate their effectiveness in Key Stage 4.
- We have a focus on writing in all Key Stages, particularly to ease the transition from Key Stage 3 to 4. If pupils write in ‘chains of reason’ fluently and can begin to evaluate different geographical issues by the

time they enter Key Stage 4, they will be better prepared to tackle the complex extended questions which play a significant role in Key Stage 4 assessment.

- The Key Stage 3 curriculum ensures that pupils have a deep understanding of the world around them, at a range of scales. This should ensure that pupils who decide to discontinue their geographical studies will do so as globally aware citizens, able to engage in the geographical debates of today and tomorrow. This is the entitlement that we believe the curriculum should bring for all pupils.
- There are many reasons to take GCSE Geography, such as:
 - Due to the multidisciplinary nature of geography as a science, the curriculum has strong links to the wider school curriculum. For example, the subject provides many cross-curricular opportunities with links to maths (numeracy, data handling, data presentation), English (literacy, decision making) and major science concepts (climate change, tectonics, ecology, geology).
 - The curriculum focuses on aspects of being a good citizen, through issues such as sustainability.
 - Geography allows pupils to engage with contemporary global issues of the present and the future.
 - Due to the multidisciplinary nature of the subject, geography provides a good basis for pupils who wish to study subjects such as economics, sociology, psychology, anthropology, archaeology etc. in Key Stage 5 and beyond.
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Key Stage 4 to Key Stage 5:

- The Key Stage 4 curriculum ensures that pupils have the knowledge, understanding, and critical thinking skills to be successful at Key Stage 5. For example, pupils will be well versed in creating well-formulated extended responses, with running assessment.
- Regular fieldwork at Key Stage 4 ensures students are familiar with the core concepts and process of an investigation. Our Key Stage 5 curriculum is planned to ensure that pupils are exposed to some of the complex statistical procedures through day-to-day teaching before starting their IA e.g. Spearman's rank, measures of central tendency and standard deviation.
- Many learners also choose to write their Extended Essay in Geography, which is another large undertaking that is a departure from the writing style and depth of Key Stage 4. This will build on some of skills that are developed through the course and IA; however, they also have more freedom to explore an area of their choosing in greater depth.
- There are many reasons to take IB Geography, such as:
 - Geography is a subject that will appeal to people who are interested in pressing global issues and enjoy learning about people and their societies, economies, cultures, and the environment.
 - Geography has strong links with other subjects across the natural and social sciences, as well as the humanities. This means that geography can open doors to a range of degrees at university, including subjects such as economics, sociology, psychology, anthropology, archaeology etc. Geography is well- placed to be studied as a joint or combined degree for those who wish to take geography beyond Key Stage 5.
 - A 2019 IFS report placed geography among the top subjects for graduate earnings.
 - Geography allows pupils to complete an IA on an issue in which they are interested. This requires spending time collecting data in the field and producing a report on the findings.

Progression to University and Careers

There are many reasons to take geography on to a university level such as:

- At this level, there is more encouragement from the second year onwards to narrow the focus of study to the aspects of the subject that most resonate with individual pupils. For example, beyond physical and human geography you may choose to study environmental management, oceanography, urban planning etc.
- Geography is a subject that can be combined with other subjects at a degree level. Examples of combined courses include geography and: politics, geology, economics etc.
- People with geography degrees are amongst the highest earnings for graduate earnings.
- Due to their wide ranging skills and ability to synthesise, Geography graduates are attractive to employers and the qualification gives opportunities to embark on a range of different careers.
- For more information on different career opportunities, go here <https://www.topuniversities.com/pupil-info/careers-advice/what-can-you-do-geography-degree>
- For more information about geography at university, go here <https://www.ucas.com/explore/subjects/geography>

At Parkside, we have high expectations of our Key Stage 5 pupils when it comes to independent learning. We regularly emphasise the importance of reading beyond and around the content studied in class, sharing recommendations for reading for pleasure, and encourage greater independence with extended research tasks that keep our pupils engaged in global affairs.

Progression beyond University

- Geography has strong links with other subjects across the natural and social sciences, as well as the humanities. These strong links mean that geography is well-placed to be studied in a joint or combined degree. Geographers are often engaged with pressing global issues and enjoy learning about people and their societies, economies, cultures, and the environment.
- The benefits of a geography degree continue well beyond graduation. A 2019 IFS report placed geography among the top subjects for graduate earnings. The data, derived from Department for Education statistics, showed that female geography graduates earn over 10% more than the average female graduate, while male Geographers are more than 2% above the average.
- Supplying students with systems thinking and understanding of sustainability, Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society. These include areas such as: climate change, natural disasters, overpopulation, urban expansion and inequalities.
- Due to the broad base of this academic degree, geography as a discipline offers a wide variety of employment prospects.



Click on
the careers to
learn more!

Where will
Geography
take you?

Cartographer

Landscape Architect

Transport Planner

Surveyor

Aid Worker

Tourism Officer

Drone Pilot

Countryside Officer

Sustainability
Consultant

Geoscientist

Social Researcher

Town Planner

Climate Scientist

Planning and
Development Surveyor

Nature Conservation
Officer

Political Risk Analyst

Environmental
Consultant

Market Researcher

Energy Engineer

Water Quality
Scientist