

# GEOGRAPHY



Bishop Chadwick  
Catholic Education Trust

## Spotlight on Assessment



### WHY GEOGRAPHY?

The teaching of geography gives pupils an understanding of the world around them, its environments, places near and far, and the processes that create and affect them.

Former US president Barack Obama commented:

*The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.*

**Research review series: Geography (June 2021)**

Geography puts the understanding of social and physical processes within the context of place. We aim to help our pupils to recognise the great differences in cultures, political systems, economies, landscapes and environments across the world, and explore the links between them. Ultimately, we want our pupils to understand:

- their world
- their role in it
- the responsibilities that come with it

**We aim to inspire in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.**



# CURRICULUM DESIGN

The geography curriculum is designed to assess what children know and remember over time.

Establish prior learning to ensure that new learning links with and builds upon current knowledge of pupils.

Learning linked to the key threshold concepts.

Clearly defined endpoints.

Rationale for prioritised learning and how this prepares pupils for the next stages of learning.

	Curriculum Content	
What prior knowledge needs to be used? Pupils have sound knowledge of human and physical geography from units they have studied and can discuss similarities and differences locally and internationally. They know about seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Location and place knowledge is strong, using a range of geographical skills to access and record their learning.	<b>Location and Place Knowledge</b>	<b>Geographical Techniques</b>
<p><b>About the Unit</b></p> <p><b>What knowledge and procedures need to be learnt by the end point?</b> Children will understand what the word 'Biome' means and why different areas on earth have different climates and features. They will understand what the words <i>longitude</i> and <i>latitude</i> mean and will be able to describe the climates in different areas using geographical language. Maps and graphs will be used to compare/contrast tropical rainforests with temperate deciduous forests. Children will learn about the flora and fauna found within 2 contrasting biomes and be able to explain how and why these have adapted. They will be able to categorise and explain the importance of goods and services taken from the rainforest and understand what is meant by deforestation and its impact on the rainforest both from a physical and human point of view. They will learn how we can use the rainforest sustainably.</p> <p><b>Why are these important?</b> Children will understand the importance of a biome's proximity to the equator and the impact that this has on its climate, flora and fauna. They will begin to analyse graphs and maps in order to explain the points they are making. They will also understand the impact that human activity has on the environment (positive and negative).</p> <p><b>Which threshold concepts need to be emphasised?</b></p> <ul style="list-style-type: none"> <li>• Location and Place Knowledge</li> <li>• Geographical techniques (vocabulary)</li> <li>• Physical features and processes</li> <li>• Human interaction with the environment</li> </ul> <p><b>How will you assess if the knowledge and procedures have been secured?</b></p> <ul style="list-style-type: none"> <li>• Recap each lesson (3 questions - 3 minutes)</li> <li>• Understanding and use of geographical techniques throughout unit</li> <li>• Assessment piece at the end of the unit which will link all aspects taught.</li> </ul> <p><b>How will this create readiness for subsequent units?</b> Children will begin to develop geographical techniques (map, numerical and quantitative skills and geographical language).</p>	<ul style="list-style-type: none"> <li>• Tropical Rainforest: South America</li> <li>• Temperate Deciduous Forest: UK</li> <li>• Southern/Northern hemispheres</li> <li>• Equator</li> <li>• Climates in different areas of the planet</li> <li>• Flora and fauna found in different biomes</li> </ul> <p>(Including tier 2 vocabulary and tier 3 vocabulary)</p> <ul style="list-style-type: none"> <li>• Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> <li>• Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> <li>• Ask and answer questions using a range of methods to describe features studied.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</li> </ul>	
	<b>Physical features and processes</b>	<b>Human interaction with the environment</b>
	<ul style="list-style-type: none"> <li>• Physical features tropical rainforests (South America) and temperate deciduous forests (UK)</li> <li>• Differences between a rainforest and a temperate deciduous forest</li> </ul>	<ul style="list-style-type: none"> <li>• Human use of the rainforest</li> <li>• Economic activity (goods and services)</li> <li>• Trade</li> <li>• Deforestation</li> <li>• Sustainable management</li> </ul>
	<b>Curriculum Rationale</b>	

Through continuous dialogue and 'listening in' to pupils' geographical conversations, our teachers create opportunities to assess learning and offer feedback, as learners move towards clearly defined end points. These have been considered as part of the curriculum design for each unit.

**'Just because a child can do something today doesn't mean that they can still do it in a week ... two weeks or a term's time. However, if they can't do it today then there is virtually no chance that they will be able to do it at a later date.'**

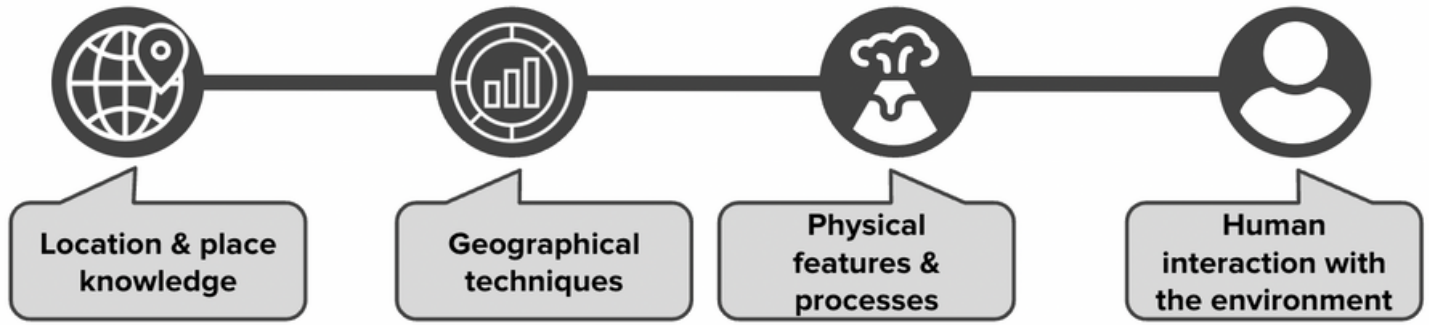
Our curriculum design enables teachers to create a learning environment where a series of check points are built in to lessons to ascertain the level of pupil knowledge and understanding.

Underlying principles that allow this include:

- **active geography:** our pupils DO geography, rather than just listen to it, by being engaged in practical activities in and beyond the classroom.
- **geographical voice:** our pupils have many opportunities to engage in discussion, debate and oral presentation, rather than just writing about the geography they are doing (so that it is geographical knowledge and understanding, not literacy, that is being assessed).
- **a planned end point:** all learning end points are planned against expectations and with continuous formative assessment of progress in mind.

# A THRESHOLD CURRICULUM

Threshold Concepts are carefully interleaved within the curriculum from EYFS to KS5 so that they are revisited and reinforced with different content and context attached to the concept over time.



Concepts are important in geography as they draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation.

**Whilst location and place knowledge is concerned with location, it is not just knowing where a place is in the world. In relation to locational knowledge, it includes world countries, regions, environments, continents, physical features. Place knowledge includes understanding of similarities and differences between places (physical and human), cultures, cities, capitals. Solid map literacy is also key to this concept.**



Geographical techniques involves developing techniques such as fieldwork but also plans for the use of terminology and geographer traits including, map literacy, numeracy & graphicacy, literacy and core skills.



#### Map literacy

OS Maps  
Grid references  
Lat & Long  
Atlases  
Globes  
GIS (Google maps)  
Aerial photos



#### Numeracy & graphicacy

Manipulating data  
Interpreting graphs & tables  
Constructing graphs



#### Literacy

Using key terminology  
Constructing arguments  
Writing persuasive arguments



#### Core skills

Annotating diagrams/photos  
Using case studies  
Causes, effects, responses  
Processes > landforms  
Inferring information & judgements

**Physical features and processes look at the natural landscapes, features and the processes which create them. This is done in two stages:**

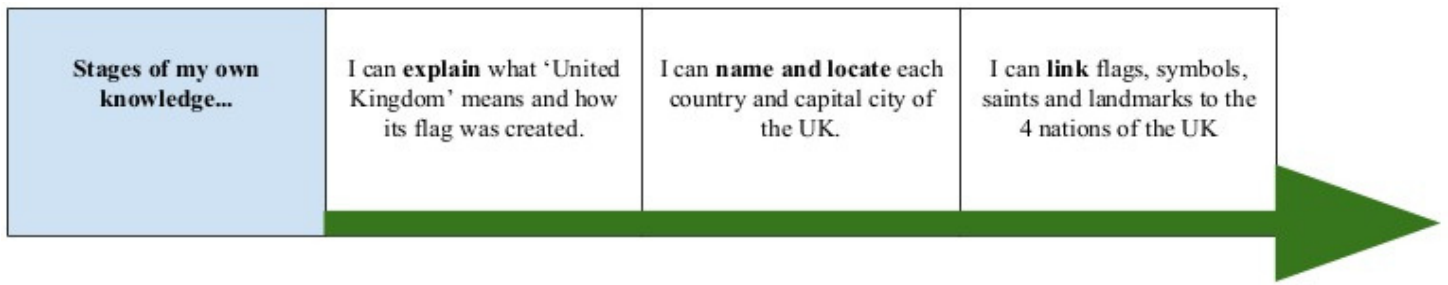


- 1. Characteristics (describe) What does the feature look like? What makes it unique? What are its dimensions? Observations (figures, photos, diagrams).**
- 2. Processes (explain) Why does the feature/event occur? Step-by-step formation, directly link how the processes create the characteristics.**



Human Interaction with the Environment develops pupils' understanding of land use, types of settlement, economic activity including trade links, distribution of natural resources and human impacts on the natural environment, it also develops understanding of how humans respond to natural hazards.

Our threshold concepts relate to different aspects of disciplinary knowledge, and substantive knowledge is vital to all of them, for example, when 'thinking like a geographer' pupils need a depth of substantive knowledge in order to properly approach enquiry questions. They need knowledge about where geography originates and how to apply the practices of geographers.



Each lesson clearly identifies the intended stages of knowledge, with a strong foundation of substantive knowledge prioritised and used to develop solid disciplinary knowledge.

### Assessment 'embedded' within the design

**Opportunities to know where pupils are with their learning and to identify and address any gaps.**

Each lesson allows for new knowledge to be placed in the context of previous learning, as well as providing an opportunity to highlight any learning still to come. Allowing time to explain this to pupils will enable them to see the purpose of their learning in the 'bigger picture' of the geography being studied.

Sequential components of learning	Features of settlements	What is land use and how does it differ?	How and why has land use changed (local)	How and why has land use changed (Shenzhen)	Impacts of land use change (local)	Has Hebburn become a Clone Town?	Cities of the Future
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Each unit includes regular low stakes quizzing to check for understanding and identify gaps. These gaps can be swiftly addressed to enable secure foundations for new learning.

### 3 Questions - 3 Minutes

1. Describe a **hamlet**?
2. What is a **village** like?
3. How is a **town** different to a **city**?

*Task*

You are going to write paragraphs about natural resources in Britain using the four headings, **Food, Water, Energy and Minerals**. Begin by writing an introductory paragraph explaining what a natural resource is.

**Food**

**Water**

**Energy**

**Minerals**

**Word bank**

natural resources  
underground farming  
geological agricultural  
oil gas coal groundwater  
river ocean livestock  
crops soil wind lakes  
iron copper sand clay  
abundant not abundant  
scarce

**Success criteria:**

- Name the natural resources under each category.
- Describe where they can be found.
- Are they agricultural or geological natural resources?
- What are their uses?
- Are they abundant or not abundant in Britain?
- Problems around resources not being abundant?

Knowledge Test: 6.2 Settle Down		Total mark: / 12
Name:	Date:	
<i>Part A) Draw a circle around the letter that corresponds to the correct answer</i>		
Q1) What is the definition of a city?	Q2) What is the definition of a village?	Q3) What is a linear settlement?
A Larger than a village with lots of houses	A Small settlement with a few houses	A The shape of the land
B Small settlement with few houses	B A very small settlement with just a group of houses	B Settlements organised in a long line
C A very small settlement	C Larger than a village with lots of houses	C Buildings close together around a central point
D The largest settlement with lots of buildings and people	D The largest settlement with lots of buildings and people	D Buildings spread out and scattered
Q4) What is a nucleated settlement?	Q5) What does industrialisation mean?	Q6) What does deindustrialisation mean?
A Settlements organised in a long line	A People changing their tastes	A A decline in heavy industry in an area
B Buildings close together around a central point	B The growth of heavy industry in an area	B Better technology
C Buildings are spread out and scattered	C Better technology	C The growth of heavy industry in an area
D The shape of the land	D A decline in heavy industry in an area	D People changing their tastes
Q7) What is a clone town?	Q8) What is the definition of sustainability?	Q9) True or false: Your home town is a clone town.
A Towns are unique	A People can do an activity for a long time	A True
B Towns that has lots of shops that sell the same things	B A place cannot maintain its resources now and in the future	B False
C Towns lose their identity and become the same as each other	C Something that is sustainable	
D Towns with lots of different shops	D A place can maintain its resources now and in the future	
Q10) True or False: Your home town is sustainable.	Total: / 10	
A True		
B False		
<i>Part B) Using your geographical skills</i>		
Q11) Label the countries of the United Kingdom(1)	Q12) Add a suitable annotation to the photograph (1)	

Throughout the design of the curriculum, and within each lesson, consideration has been given to the multiple opportunities for teachers to draw valid conclusions about pupils' knowledge that they can then act on. Assessment in this way, is able to check knowledge of specific components and allow teachers to identify specific misconceptions or knowledge gaps. Strategies are evidence based and embedded within high quality pedagogy.

As well as ensuring that formative assessment and feedback is effective at moving learners forward, pupils' disciplinary knowledge can also be assessed by their response to outcomes tasks, such as our 'writing like an geographer' task, where pupils are encouraged to respond to a historical question. These tasks are a powerful learning tool; they require pupils to connect and transform knowledge to form arguments. This develops pupils' substantive knowledge of a location or place but also their disciplinary knowledge of how enquiry can be carried out and geographical insights reached.

The geography curriculum is designed to avoid distortion that may result from teaching to a test. Instead, it focuses on developing the range, depth and security of pupils' knowledge by using a range of different assessment approaches that together, assess pupils' knowledge.