DIXONS KINGS ACADEMY

Geography
Curriculum Principles

Geography faculty vision

We develop the geographical knowledge and skills required to prepare students for future learning and employment to empower them to change their world for the better.

By the end of their all-through education, a student of geography at Dixons Kings will:

- Know a wide range of geographical concepts about our human and physical world and how these change over time in significant places at local, national and international scales.
- Understand their place in the wider world through thinking, writing and speaking like a geographer.
- Be able to better explain and understand the natural and social worlds, be equipped with the knowledge and understanding required to engage in current debates of significance and go beyond the limits of their personal experience (Richard Bustin in Powerful Geography by Mark Enser).

Topics within geography have been intelligently sequenced with the following rationale:

- At Key Stage 3, the Year 7 and Year 8 curriculum is aligned with the Trust's Curriculum Principles. A common specification is taught to ensure all students study topics that instil curiosity and fascination about our planet, as well as allowing learners to access the powerful knowledge needed in our increasingly connected world. The combination of physical and human geography topics equips students with a range of perspectives of the world and to develop thinking and knowledge beyond their everyday experience, as well as preparing learners for GCSE study. The curriculum is also designed to allow students to link geographical concepts through synoptic thinking with multiple opportunities for retrieval practice.
- In Year 7, students are timetabled two geography lessons a week. The Year 7 Cycle 1 topic Geographical introductions is taught first. It is assumed that students have not had experience of discrete geography lessons at primary school so fundamental principles and skills, such as map skills, are covered before introducing other concepts in depth as these ideas can be applied to all future topics. For example, it is essential for students to understand the geographical cycles (the rock, nutrient and water cycles) as this knowledge underpins the GCSE topics of tectonic hazards, ecosystems and river environments. Place is a key concept in geography therefore students are expected to develop their awareness of globally significant locations before moving on as knowledge of place, through detailed case studies and examples, is another key element of GCSE geography.
- Students in Year 8 are timetabled one lesson of geography a week. The Risky Earth unit introduces the geographical ideas of cause, effect and response, and categorising effects into social, economic or environmental, another important theme that runs throughout the GCSE specification. The Dynamic landscapes topic teaches students how the physical processes of erosion, transportation and deposition create glaciated landscapes. Learning new physical geography terminology at this stage is important because the same processes are taught in the GCSE Paper 1 coastal and river environment topics with similar vocabulary.
- In Year 9, all students start the GCSE Geography and GCSE History courses and are timetabled two lessons a week for both subjects before choosing their option subject at the end of Year 9. We teach the AQA GCSE Geography specification. The Paper 1 physical geography topics Coastal environments and River environments are taught first in Cycle 1 of Year 9 so that complex knowledge and terminology can be revisited regularly throughout the course through spaced learning. These physical geography landscapes are often unfamiliar to the children of our community which may make it difficult for students to commit learning to long-term memory due to little real-life experience of these places. The coasts topic is also supported through fieldwork to Hornsea on the east coast in Year 10 Cycle 3 to connect learning in the classroom to real-life contexts. The Paper 1 climate change topic is taught in Year 9 Cycle 3 to ensure all students have access to this powerful knowledge before they choose their options.
- In Year 10, students are timetabled three hours of geography a week. The Paper 2 human geography topics of Urban issues and challenges and Changing economic world are taught in Year 10 due to the

detailed case study knowledge, and therefore increased cognitive load, required for our chosen case studies. Due to the high-volume of place-specific facts and knowledge necessary, Do Now quizzes have been developed for each case study to allow opportunities for regular retrieval practice and embedding knowledge in students' long-term memory.

- Year 11 students are timetabled three hours of geography a week. The curriculum is designed to allow for the teaching of the final Paper 2 topics of Resource management and Energy in early Cycle 1 before the first set of mock exams so students have the opportunity to sit two full papers. This allows for time within the curriculum to reteach topics from Year 9 as well as lessons or gaps identified as areas for improvement from the mock exam QLAs. Lessons in late Cycle 2 are allocated to the Paper 3 Decision Making Exercise (DME) as the pre-release materials are not available in schools until 12 weeks before the Paper 3 exam.

The geography curriculum is influenced by research, pedagogical approach and theory:

- Rosenshine's Principles of Instruction – Do Now retrieval practice quizzes are used every lesson to review previous learning. Clear explanations & analogies are planned through faculty CPD and work with the DAT Geography cross-cutting group. Teacher modelling shows students how to clearly write explanations and how to structure answers to exam-style questions.
- Ofsted Research Review series: Geography (June 2021) – effective explanations relate teaching to what students already know to build a strong schema (concrete to abstract).
- Hopeful Geography (Alcock) is a more recent idea that our faculty have been considering by ensuring that we teach a balanced view of key national and international issues, so learners understand progress, believe in humanity, and help to create a better world.

How the geography curriculum is designed to meet the need of pupils with SEN and disadvantaged pupils:

- The use of analogies to clearly explain abstract concepts and enhance explanations. For example, using the example of a blanket to explain how the layer of greenhouse gases in the atmosphere trap some of the sun's escaping heat leading to climate change.
- Providing multiple opportunities for retrieval practice by using Do Now quizzes at the start lessons to ensure students recall key information by topic.
- Spaced learning – revision homework tasks are planned in advance for each cycle to encourage students to recall previously learnt information.
- Dual coding – images are often used in lesson slides to reinforce key concepts and deliver clear explanations.
- Short videos - students are exposed to knowledge and places they do not experience in everyday life. For example, news footage after a natural disaster may be used to illustrate the damaging effects on people and the environment.
- Fieldwork – Opportunities to connect classroom learning to real-life contexts through on-site fieldwork and a visit to a rural area at Key Stage 3, and a coastal fieldtrip in Year 10.
- Whole school strategies – live marking of SEN books, student strategies on seating plans.
- Modelling – teachers in the Geography faculty model what good answers look like, how to use connectives to extent answers (AO2), and the difference between L1 Basic & L2 Clear answers.
- Scaffolding – visible differentiation and use of independent Pathfinder tasks support students where appropriate.

Powerful Knowledge in Geography

- Our curriculum is influenced by Michael Young's work on powerful knowledge which can 'enable students to acquire knowledge that takes them beyond their own experiences'. Our curriculum follows the Trust's definition of powerful knowledge: *'Everyone is entitled to powerful knowledge: we grasp it through hard work, it takes us beyond our everyday experiences and is the best truth that can be known.*
- In Powerful Geography: A curriculum with purpose in practice (Enser, 2021) the author states that schools 'aim to teach geographical knowledge which should transform the way our students see the world' and allow young people to see the way the world was shaped and how it continues to be shaped

by human and physical processes. In addition, 'pupils should develop disciplinary knowledge to be able to interrogate geographical claims, or claims about geographical issues, and not take assertions on face value'. Ideas on powerful knowledge in geography from Maude (2016) have also been considered: Does knowledge provide a greater understanding of the natural and social world? Does knowledge provide ways of thinking about alternative futures and how students can influence these? Does knowledge take students beyond their own personal experience?

- Examples of powerful knowledge in our Geography curriculum that transforms the way our students see the world and takes them beyond their own experiences: students learn about the causes, effects, and responses of wildfires (Y8 Risky Earth), terminology used when studying tectonic hazards in Year 9. The processes of erosion, transportation, and deposition (taught in Y8 Dynamic landscapes) gives learners the platform to understand coasts and rivers taught at GCSE. In addition, different topics are taught at KS3 and GCSE to ensure students experience a broad curriculum and do not miss out on powerful knowledge e.g. glaciation is taught in Year 8, and coasts/rivers at GCSE, wildfires is taught as a natural hazard in Year 8, earthquakes/tectonic hazards are taught at GCSE.

How the geography faculty develop the subject knowledge of staff

- Faculty CPD since 2021 has focused on use of analogies and clear explanations, effective questioning, level marking and applying AQA mark schemes, and powerful knowledge.
- Using specialist knowledge – for example, staff who have marked for AQA have delivered sessions on their experience of marking for the exam board which has led to an increased in accuracy when marking Cycle assessments and more reliable data.
- Cross-cutting meetings and annual conference – all staff in the faculty have read and discussed key issues relating to hopeful geography and powerful knowledge.
- Subject knowledge/revision videos on Stream – staff in the faculty have written scripts and recorded videos for all GCSE topics which are accessible to all staff and students across Dixons Academies Trust.

Students in geography remember long term content and integrate new knowledge into larger concepts

- Do Now quizzes can be used across a week to monitor improvement across a class.
- Sequencing – retrieval practice for coasts/rivers topics taught in Year 9 takes place over a long period of time.
- Homework – Carousel Learning (Y7) & Seneca Learning (Y9-Y11) provide online opportunities for students to recall previous learning.
- Larger concepts such as extended writing questions that involve great cognitive thinking (mix of AO1, AO2 and AO3) is taught through modelling and a focus on using connectives to extend answers (AO2). A significant amount of time is spent on this in Year 11 through exam-style questions set as homework and model answers.
- New knowledge is presented in small steps with MWB quizzes to check for understanding before moving on e.g. students must understand the process of longshore drift before learning the formation of a coastal spit.

Assessment in Geography

- Formative assessment – questions chosen are often based on cycle assessment QLAs (but it is acknowledged this risks missing some areas of learning).
- Cycle assessments provide a summative assessment of student progress twice a year. However, not all content can be assessed. At Key Stage 3, there is a skills focus with opportunities for extended writing. In the Year 9 Cycle 2, students are assessed on learning from the coasts and rivers topics taught in Cycle 1, while the Cycle 3 common assessment includes a Decision-making Exercise and pre-release booklet studied in lesson to mirror this section on the GCSE Paper 3 exam. Year 10 students sit a Cycle 1 internal exam based on Year 9 Paper 1 learning, but Cycle 3 is the first time students sit a full GCSE paper (Paper 1 is compulsory but students at DKA also sit part of Paper 2 – internally shared data only). In the Year 11 Cycle 1 mock exams, students sit full past papers for both Paper 1 & Paper 2. C1 is a common assessment.

Materials and resources used to deliver the geography curriculum

- We do not use textbooks with students as geography is a dynamic subject so lessons often require updating, but we have access to digital textbooks to create resource sheets.
- The faculty have a central bank of lessons to minimise workload although staff are expected to adapt and tailor lessons to their classes.
- All GCSE students from Year 9 – Year 11 have an internally produced GCSE revision guide that they must bring to all lessons.
- Online homework tasks are used to reduce staff planning time – Carousel Learning is used at Key Stage 3 and is based on Knowledge Organisers while Seneca Learning is used for GCSE classes.

Geography contributes to the personal development of students at Dixons King by:

- All students have the opportunity to experience fieldwork which develops powerful knowledge and connects geographical theory to real life outside the classroom and takes students beyond their everyday experiences to transform the way they see the world.
- Fieldwork in Year 7 takes place at the end of Cycle 3 on the school site. Students are taught the fundamentals of the fieldwork enquiry sequence and experience primary data collection for the first time in geography.
- In Year 8, students have the opportunity to visit the village of Malham in the Yorkshire Dales National Park at the end of Cycle 3 to experience the spectacular landscape that is taught as part of the Dynamic Landscapes topic in Cycle 1 and Cycle 2.
- In Cycle 3, Year 10 GCSE students visit the town of Hornsea on the east coast to complete their compulsory physical and human fieldwork investigations which is assessed in Question 5 of the Paper 3 GCSE Geography AQA specification.
- In 2021/22, Geography-themed line up speeches were planned in each cycle to promote the subject and increase awareness of global issues. Students learnt about themes such as Fairtrade, the Tonga volcanic eruption and renewable energy. Extended lineup assemblies in 2021/22 also provided an opportunity to teach all students key geographical themes, including those who opted to study History from Year 10. This included the COP26 climate conference and 'Globalisation and you', which linked international trade to the use of cobalt in the manufacturing of smartphones, and the impact on children in the DRC.

Developing fluency in reading in geography and ensuring teachers are responsible for disciplinary literacy

- Keyword focus – retention of new terminology is embedded through retrieval practice Do Now quizzes. Knowledge Organisers & GCSE revision guide clearly indicate the new terminology required.
- No textbooks - but most lessons use an information sheet. Teachers read (to model) or can ask students to read. An area for development for geography to ensure a consistent approach.
- KS3 – some homework reading required e.g. suitable BBC News links.
- Use of the PEEREEL structure (PEE paragraph followed by a rebuttal paragraph and conclusion/link back to the question) to help students answer extended answer questions with command words such as 'assess', or 'to what extent' that require a balanced argument.

Opportunities to build an understanding of spiritual, moral and social and cultural issues (SMSC) are developed in geography alongside links to the wider world, including careers:

- Geography is a subject that naturally explores SMSC issues. Students are exposed to a range of cultures from around the world to promote British values by developing mutual respect and tolerance. Learning about other cultures provides opportunities for students to understand their role in society by considering different viewpoints, values and attitudes different from their own. For example, when teaching about tropical rainforests a video of a hunting scene featuring indigenous tribes is shown to students.
- All students in Year 9 watch the documentary Before the Flood (2016) at the end of Cycle 3 to improve their understanding of climate change, and their role in this global issue. This ensures all students have the opportunity to improve their understanding in this area before making their final GCSE option choices.

- Geography lessons are linked to current issues and events in the news to demonstrate to students that 'geography is everywhere' and is relevant to their everyday lives.
- Links to other subject areas are referred to in lessons to demonstrate the cross-curricular nature of geography. In Year 10, students learn about colonialism as a historical cause of uneven development which is covered in Year 8 History lessons. When learning about human causes of climate change in Year 9, reference is made to the moral issues and personal choices made by individuals – both key themes studied in RE lessons. There are many links to Science lessons including carbon footprints, Earth's resources, fieldwork, atmospheric pollutants, biodiversity and deforestation.
- Careers in geography are discussed in lessons when appropriate which allows our students to see geography outside of the classroom and in their future. Year 7 booklets include a page featuring a specific geography career which is used during Careers Week alongside a careers Do Now quiz – the careers are climatologist (C1), urban planner (C2) and cartographer (C3). At GCSE, we link lessons to topical issues that will become more prominent in the future such as renewable energy and climate change, resource management and the quaternary sector.

Further information can be found in:

- Long term plans
- Dixons Kings Geography Padlet website https://padlet.com/dixonska/resources
- Internally produced GCSE revision guides (Y9-Y11)
- Year 7 & Year 8 Knowledge Organisers