

Beauchamp College – Geography Department Seven Year Plan

Rationale

Our curriculum is based on igniting a passion for Geography through the development of subject specific knowledge and skills. We intend to lay the foundations of a secure knowledge base whilst embedding the skills required to thrive at OCR B GCSE Geography via the ten statements at each level of key stage three. We believe that students should have a sound understanding of the world that they live in and understand how our physical and human world interlink knowing that human action can have both a positive and negative impact on the physical environment.

We aim to teach a knowledge rich overview of British and worldwide geography, examining the key themes that shape the Physical and Human world. These include: map skills and mathematical skills, core aspects of physical geography such as global hazards and human geography topics such as development, settlement and urbanisation.

Whilst specialist teachers impart Geography knowledge, Key Stage 3 topics are taught as enquiry questions. This encourages a mind-set that students should question the world that we live in and lays the foundations for inquisitive geographers throughout all three key stages at Beauchamp. This provides the framework in which the knowledge sits and allows students to draw links between different themes, regions and events which makes the content more memorable. Furthermore, we will seek to embed a series of skills that will ensure our students make the best progress possible at GCSE. These skills include mathematical understanding of geography fieldwork, identifying key causes, impacts and management of key geographical events, identifying and analysing key points of comparison and contrast between different regions, and most importantly to be able to assess and evaluate the meaning of geographical concepts and theories.

Our aim is to enable students to become well-rounded citizens and ensure they have a deep understanding of the world that they live in. We want our learners to be securely understand that we that we do not live in a vacuum. Understanding the vast variety of development levels across the planet will lead them to empathise, engage in charitable enterprise and lead them to question different ways of life. We hope to create challenge in the classroom to make our learners inquisitive of the world that they live in and not accept everything as fact.

Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail; to be stored in our students' long-term memories so that they can later build on it forming an ever wider and deeper understanding of the complex world that we live in. This requires us to approach curriculum planning and delivery by building in spaced retrieval practice, opportunities for extended writing, formative low-stakes testing and plenty of repeated practice (such as linking events to the key themes) for fluency.

Curriculum overview

Year 7	Topic 1 Map skills	Topic 2 Urbanisation and settlement	Topic 3 Weather and climate	Topic 4 What is an economy?	Topic 5 Is the Geography of Russia a curse or a blessing?
Year 8	Topic 1 Why are rivers important?	Topic 2 What is development?	Topic 3 One planet, many people: How are populations changing?	Topic 4 What happens where the land meets the sea?	Topic 5 How is Asia being transformed?
Year 9	Topic 1 Will we ever know enough about earthquakes and volcanoes to live safely?	Topic 2 What are the opportunities and challenges facing Africa?	Topic 3 How does ice change the world?	Topic 4 Why is the Middle East an important world region?	Topic 5 What is the future for the planet?

Year 10	Topic 1 Global Hazards	Topic 2 Changing Climate	Topic 3 Distinctive Landscapes	Topic 4 Sustaining Ecosystems + Physical fieldwork (River study in the Peak District)
Year 11	Topic 1 Urban Futures + Human fieldwork (Economic Hub study on Oadby parade)	Topic 2 Dynamic Development	Topic 3 UK in the 21 st century	Topic 4 Resource Reliance
Year 12 PHYSICAL	Topic 1 Tectonic hazards and processes	Topic 2 Coastal landscapes	Topic 3 NEA	
Year 12 HUMAN	Topic 1 Globalisation	Topic 2 Regenerating places	Topic 3 NEA	
Year 13 PHYSICAL	Topic 1	Topic 2	Topic 3 NEA	

	The carbon cycle and energy security	The water cycle and water insecurity	
Year 13 HUMAN	Topic 1 Superpower Geographies	Topic 2 Migration, Identity and Sovereignty	Topic 3 NEA

Timetabling

At **Key Stage 3** students study in 2 x 50 minute lessons per week. These are usually single lessons.

At **Key Stage 4** students study in 3 x 50 minute lessons per week. The majority of groups get one double lesson per week.

At **Key Stage 5** students study in 5 x 50 minute lessons per week at year 12, where the curriculum is split into 3 periods per week for Human Geography and 2 periods per week for the Physical Geography topics. The Human Geography teacher uses the extra one period per week in order to introduce the NEA component of the A Level study from the start of the summer term in Year 12. All students get a double period on both sides of the course.

In year 13, students study 6 x 50 minute lessons, these are equally split between the Human and Physical sides of the course.

Tracking and Reporting

Key Stage 3

Students at KS3 are tracked using a tracker page on the inside of their books. These are used for students to record their grades on assessed work and to give them a chance to self-reflect.

KS3 students are also given 10 statements to work towards for each topic that is taught alongside 10 statements for the entire year in year 7. They are intended to reflect the challenging expectations we have for our aspirational students.

A student's level of performance will be measured by the percentage of expectations they meet, using the descriptors below.

Level	Mastery Level
b	Working towards age related
b+	Working towards age related +
w	Working towards age related ++
w+	Working towards age related +++
s	Working at age related (child has achieved mastery)
s+	Working at greater depth within mastery

Key Stage 4

Students are measured against the 9-1 grading system and a culmination of attendance, effort, assessment grades and overall contribution are taken into account when tracking a student's performance and progress. Each student is given an effort, current and most likely grade every half term throughout the year.

Key Stage 5

Students are measured against the A*-E grading system and a culmination of attendance, effort, assessment grades and overall contribution are taken into account when tracking a student's performance and progress.

Schemes of Learning

All Key Stages

Schemes are organised into subsections of larger units. There is lesson-by-lesson guidance and the shared drive hosts a plethora of resources alongside the main structure for each lesson. All core content is stored either electronically or in paper format in classrooms. Teachers are encouraged to cover the content found in each lesson-by-lesson folder but are also encouraged to devise and create new and exciting resources and to teach in a style that suits them and their students.

We believe that only with extensive subject knowledge can teachers truly differentiate, we encourage gained time and CPD opportunities to be used to

deepen and develop subject knowledge through attendance of exam board training CPD sessions along with collaboration with other schools across the county including De Lisle school and other schools within the trust.

Our SOL have been produced as a department and then discussed/moderated in department meetings to ensure that all key content is covered and to also ensure that content can be delivered in a varied and informative way.

We are moving towards knowledge organisers to provide an overview of key information within sections of the schemes of learning in our year 8 curriculum in 2018-2019.

CPD

We continue to work across the trust and beyond to ensure an open approach to advancing teaching and learning within the department. We encourage staff to undertake accredited courses in order to deepen subject knowledge and share experiences within department to ensure best practice. This is conducted through several members of the department conducting exam board marking in the summer term along with attendance of seminars and lectures from the Royal Geographical Society.

As a department, we see departmental meetings as crucial for CPD. We use these sessions to standardise and moderate work across key stages and ensure consistency across the department. Meetings are also used in order to plan for progression in terms of intervention sessions for all students across the ability range. This ensures all members of department are involved and active in assessing work from all key stages. Further CPD occurs in the following forms:

- Two members of the department attend the middle leaders pathway, another has attended the pupil premium pathway, and another the more able pathway.
- Research pathways whereby the department has studied the impact of 'flip learning' on A Level students. This has enabled us to be as effective as possible with lesson time.
- Reading widely within our subject field to ensure we are constantly developing teaching and learning within the department and embedding new pedagogy such as the use of knowledge organisers to support students.
- Several of the department are active and long-term members of the Geographical Association and have long running subscriptions to the National Geographic which can be shared with our students to enhance knowledge and understanding and initiate debate.

Beyond the Classroom

Key Stage 3

Geography teachers have taken responsibility for allowing students to gain experience of the subject outside of the classroom. This includes an annual competition ran by the Royal Geographical Society for the 'Young Geographer of the Year Award'.

We work collaboratively within Humanities and with the History department, we are taking a joint trip to Chepstow Castle and the New Forest in Year 8. This gives students a chance to re-cap and relive the Geography covered in Year 7.

We work together with the librarian to ensure our library is well resourced with a variety of age and ability specific texts that cover the content covered. Students are inducted into the library in tutor time sessions and made aware of the resources available in lessons. Students are encouraged to read around the subject.

Key Stage 4/5

We are actively engaged in the holistic development of all Beauchamp's students having planned Life after Beauchamp sessions delivered by tutors across the whole college. International trips are also planned and in 2019 we are running a residential trip to Iceland for Key stage 4 and 5 students in order to see Geography in action and relate to the topic of Global hazards (something that is taught in both key stages).

All students also have access to meet one on one with members of staff by booking on to an online system that gives students a chance to discuss progress and gain more detailed feedback than could possibly be given on a piece of work. This improves the student/teacher relationship as well as developing students' knowledge and target setting strengths at both key stages.

KS5 students also have opportunities to attend revision sessions at the Royal Geographical Society in London in preparation for A Level exams. This gives students access to some of the country's most esteemed lecturers in the varying fields that A Level topics cover.

Wider collaboration

In refining our curriculum and vision we have worked with schools within the MAT and those outside the MAT. We sought advice from The Cedars Academy (MAT) as well as De Lisle School in Loughborough.

Prior to this, we had contact with feeder primary schools (of which, there are 20) and gauged where students were at with their Geographical skills and gained an understanding of what they had all previously studied. This has fed into our work on the 10 statements in year 7 and our starting point chronologically which is the basis for a lot of physical geography – Map skills. This has allowed us to upskill our students and provide a cogent starting point for all students.

The department has plans in the summer term to further work with other schools in across the LAT to reflect and refine our Year 8 provision as we move forward. We have met Geography teachers from The Cedars Academy to share best practice regarding KS4 assessment and to aid in their setting up of KS5 A-Level Geography. Furthermore, we moderated our A Level NEA work produced by Year 13 students with colleagues from De Lisle in order to quality control the marking of this piece of work worth 20% of the A Level.