

# Real or Fake?



The original photo taken by Doreen Dalley on June 15 of an iceberg towering over a house in Little Harbour, a tiny community about 4km from Twillingate on Newfoundland's northeast coast.



# Have we lost sight of what geography is?

*“Once we decide that ‘anything is geography’, it starts to become clear therefore nothing is geography. Our subject became lost as it was turned into a vehicle to deliver learning around a range of social issues and soft skills to prepare pupils for the needs of an imagined 21st century.”*

Mark Enser Geography HMI



# Making every geography lesson count



*Six principles to support  
great geography teaching*

Mark Enser

Edited by Shaun Allison and Andy Tharby

# Powerful Geography

A Curriculum with Purpose in Practice



Mark Enser

A JOHN CATT PUBLICATION

Zoe & Mark Enser

FIORELLA & MAYER'S

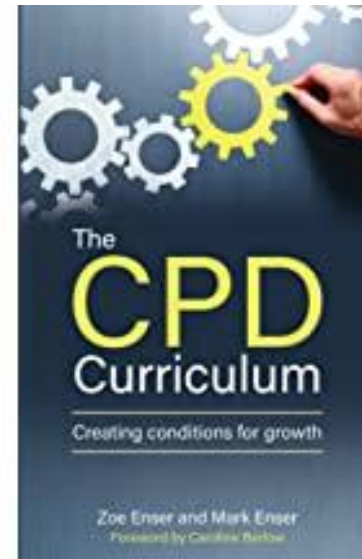
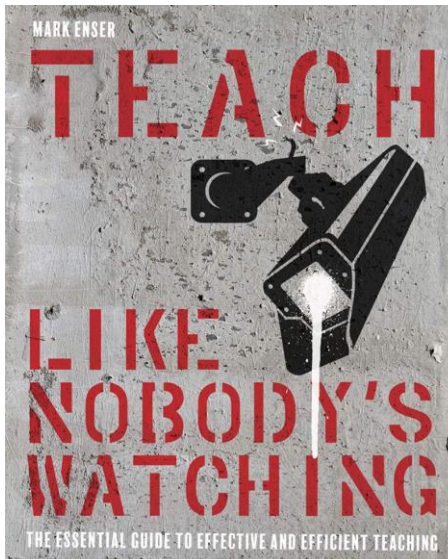
# GENERATIVE LEARNING IN ACTION



IN ACTION  
SERIES | EDITOR  
TOM  
SHERRINGTON

WITH ILLUSTRATIONS BY OLIVER CAVIGLIOLI

WALKTHRU'S  
PRODUCTION



## Aims

Curricula based on this framework should provide opportunities for... curiosity about the world; wonder, joy and passion; the key concepts, distinctive practices, skills and applications of the subject; dynamic links and interrelationships; addressing real world issues; promoting independent thinkers, informed, engaged citizens.

## Disciplinary knowledge

Features of the discipline significant for school geography\*

<i>Geographical key concepts</i>	<i>Geographical practice</i>	<i>Geographical application</i>
How geographers think and know – thinking like a geographer. Learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas. Clarifying the distinctiveness of geographical thought. Place, Space, Earth Systems, Environment Time, Scale, Diversity, Interconnection, Representation	How geographers find out – working like a geographer. The argumentation and analysis involved in confirming how we know what we know, as well as the more practical skills, methods and approaches of geographical enquiry. Qualitative and quantitative enquiry in classroom and field.	How geographers apply their knowledge to the world. Applying knowledge, understanding and skills to real world challenges and issues – living peacefully and productively with others and ensuring our future on the planet. Learning about application and learning to apply for themselves).

## Substantive knowledge

Lies behind and supports all disciplinary knowledge\*

The full range of contextual and specific knowledge of the world around us (often called world knowledge) including locational knowledge; tangible features such as rivers, mountains, cities, countries and landscapes; and also more abstract features such as economic systems, community beliefs, everyday practices and imaginative place representations.

All curriculum development requires a selection of substantive content to be made. At national level a minimum entitlement can be stated.

Criteria for selection initially derive from the discipline but later will be added to by curriculum developers to address other purposes at national, sub-national and school level.

## The key components in a framework for developing the school geography curriculum

The overall aims of this initiative are to produce an enduring, underpinning view of the nature of the school subject and to articulate what geography contributes to young people's education.

It will be published early 2023



# ...like a geographer



Making judgements, Problem solving, Creative thinking  
Considering different points of view, Justifying arguments & evaluation



# Ofsted subject research review

- The importance of a **broad and well-sequenced** curriculum, when choosing curriculum content, teachers consider pupils' prior knowledge and experiences.
- **Fieldwork** should be practiced regularly.
- **Disciplinary geography.** Pupils see that geography is a dynamic subject where **thinking and viewpoints change**. Teachers correct pupils' misconceptions through secure subject knowledge and effective teaching approaches.
- **Knowing where's where** helps pupils to:
  - ✓ Build their own identity and develop their sense of place.
  - ✓ Develop an appreciation of distance and scale.
  - ✓ Learn about the orientation of the world, including references, such as the continents and oceans, that they can navigate from.
- **The importance of 'place' knowledge in** bringing meaning to locations and processes that pupils are learning about.
- **Avoid telling 'a single story'** about a place or portraying stereotypical representations to tackle misconceptions



# GCSE Results Analysis: PMI

A LOT OF STUDENTS  
ARE FEELING POSITIVE...

The Student Room

 **luce**  
@tayswiftsgf13

aqa geography paper 1... a god send, absolutely amazing  
#gcsegeography #aqageography #gcses2022

SOME EVEN HAD TIME TO CATCH  
UP ON BEAUTY SLEEP...

 **Gugarz**  
@Gugarz

me after finishing the geography exam in 30 minutes  
#gcses2022 #edexcel #GCSE #geography



STUDENTS WERE SURPRISED  
NOT TO SEE ANY CASE STUDIES...

The Student Room

 **Milk fan**  
@SpicyMilkCarton

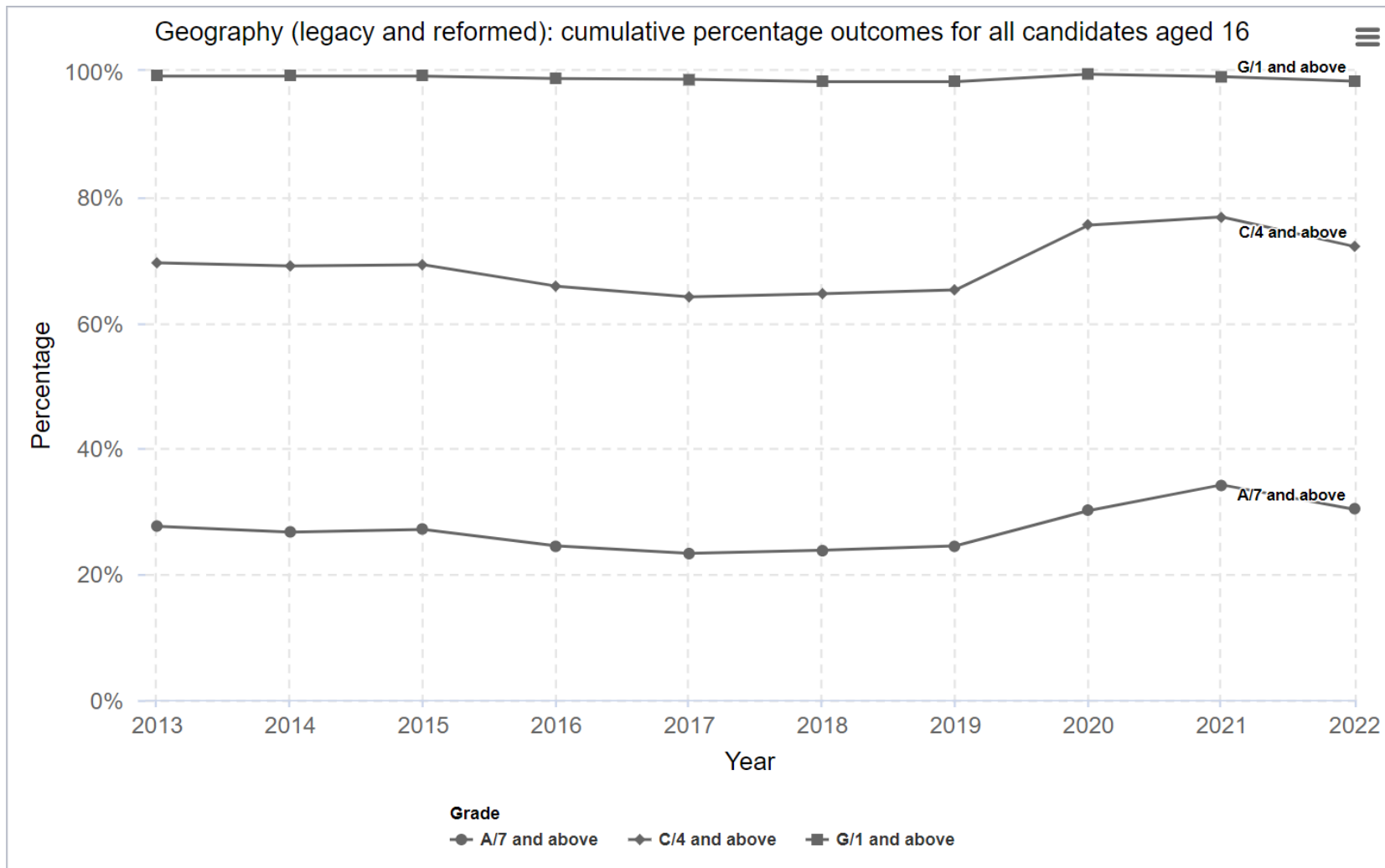
Edexcel making half the geography course about case studies just to not put any in the exam #gcse2022 #gcses2022



 **loz**  
@iheartllauren

so we didn't even need case studies?? #gcses2022 #gcsegeography #edexcelgeography

# [www.gov.uk](http://www.gov.uk) (www.gov.uk)





## Geography:

Year	Entries	7+	4+	1+
2022	289,351	30.8%	72.7%	98.4%
2021	256,110	35.0%	77.4%	99.1%
2019	265,169	24.9%	65.8%	98.4%
Change 2019-22	+24,182	+5.9%	+6.9%	0%

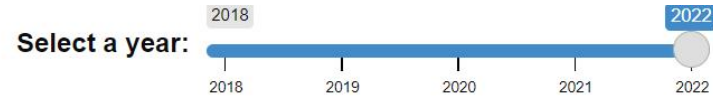
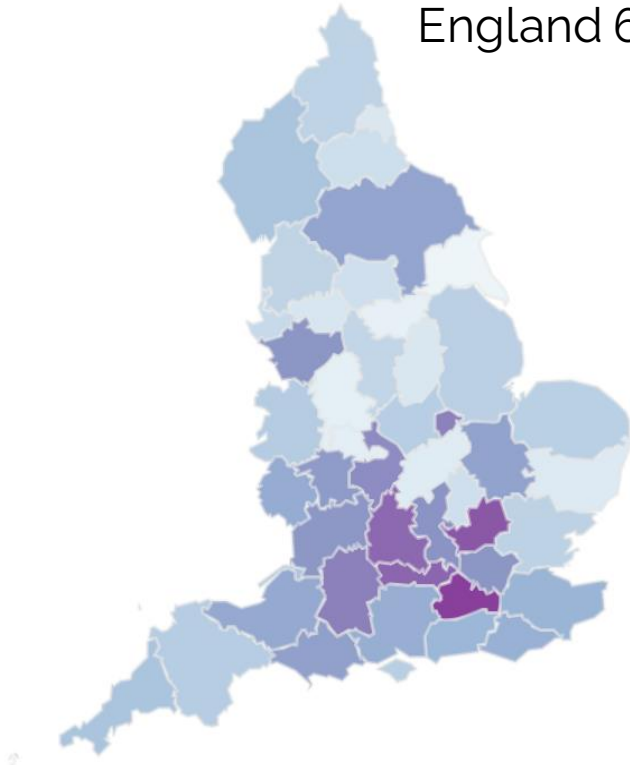
## All subjects:

Year	Entries	7+	4+	1+
2022	5,708,871	26.3%	73.2%	98.4%
2021	5,745,945	28.9%	77.1%	99.0%
2019	5,547,477	20.8%	67.3%	98.3%
Change 2019-22	+166,424	+5.5%	+5.9	+0.1%

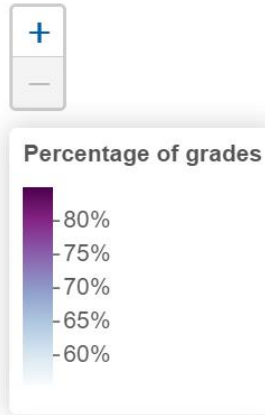
[Guide to GCSE results for England, summer 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



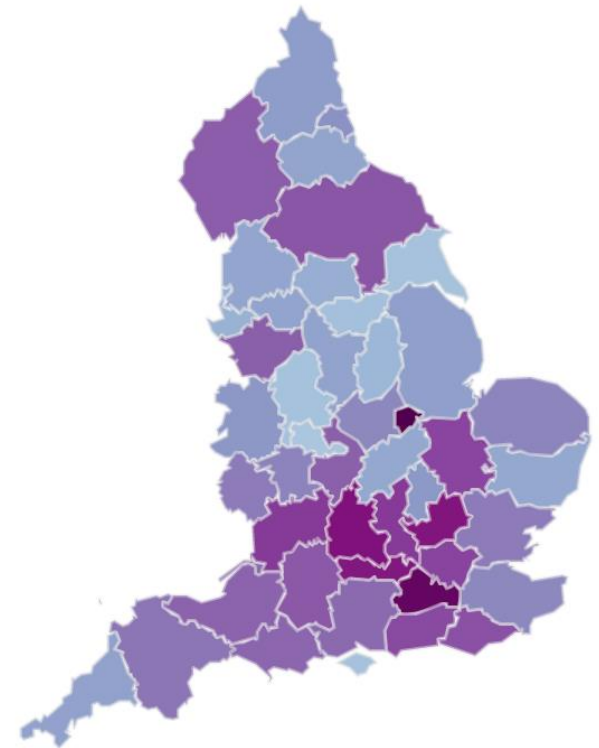
Hants 67.3%  
England 65.2



Select a year:



Hants 73.4%  
England 72.7%



<b>GEOGRAPHY</b>					
<b>Grade</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>Since 2021</b>
<b>9</b>	<b>4.8%</b>	<b>7.4%</b>	<b>9.7%</b>	<b>7.8%</b>	<b>↓</b>
<b>8</b>	<b>8.2%</b>	<b>9.9%</b>	<b>11.3%</b>	<b>10.1%</b>	<b>↓</b>
<b>7</b>	<b>11.5%</b>	<b>12.8%</b>	<b>13.2%</b>	<b>12.4%</b>	<b>↓</b>
<b>6</b>	<b>14.1%</b>	<b>15.0%</b>	<b>14.7%</b>	<b>14.9%</b>	<b>↑</b>
<b>5</b>	<b>13.9%</b>	<b>15.0%</b>	<b>14.2%</b>	<b>14.4%</b>	<b>↑</b>
<b>4</b>	<b>12.7%</b>	<b>15.4%</b>	<b>13.7%</b>	<b>12.5%</b>	<b>↓</b>
<b>3</b>	<b>16.4%</b>	<b>13.0%</b>	<b>11.5%</b>	<b>12.9%</b>	<b>↑</b>
<b>2</b>	<b>10.8%</b>	<b>7.5%</b>	<b>7.1%</b>	<b>8.5%</b>	<b>↑</b>
<b>1</b>	<b>5.9%</b>	<b>3.5%</b>	<b>3.7%</b>	<b>4.9%</b>	<b>↑</b>
<b>U</b>	<b>1.7%</b>	<b>0.5%</b>	<b>0.9%</b>	<b>1.6%</b>	<b>↑</b>

[GCSE results 2022: Geography \(schoolsweek.co.uk\)](https://schoolsweek.co.uk)



# Gender imbalance

- The gender imbalance for geography entries is unchanged from last year at 54:46 (M:F).
- **Or** on a scale of 1 to 49, where 1 represents the most popular subject with females and 49 the most popular with males, geography ranked 37, compared with a mid-point of 26 for all subjects. History ranked 20, so was chosen proportionately by more females.

Comparing UK outcomes for all subjects by gender, female students again out-performed males. Compared with (2019 results in brackets), the proportion of females achieving grades 7/A also increased more than males.

	<b>7/A</b>	<b>4/C</b>	<b>1/G</b>
<b>Female</b>	30.0 (24.1)	76.7 (71.7)	98.8 (98.8)
<b>Male</b>	22.6 (17.6)	69.8 (62.9)	98.0 (97.8)

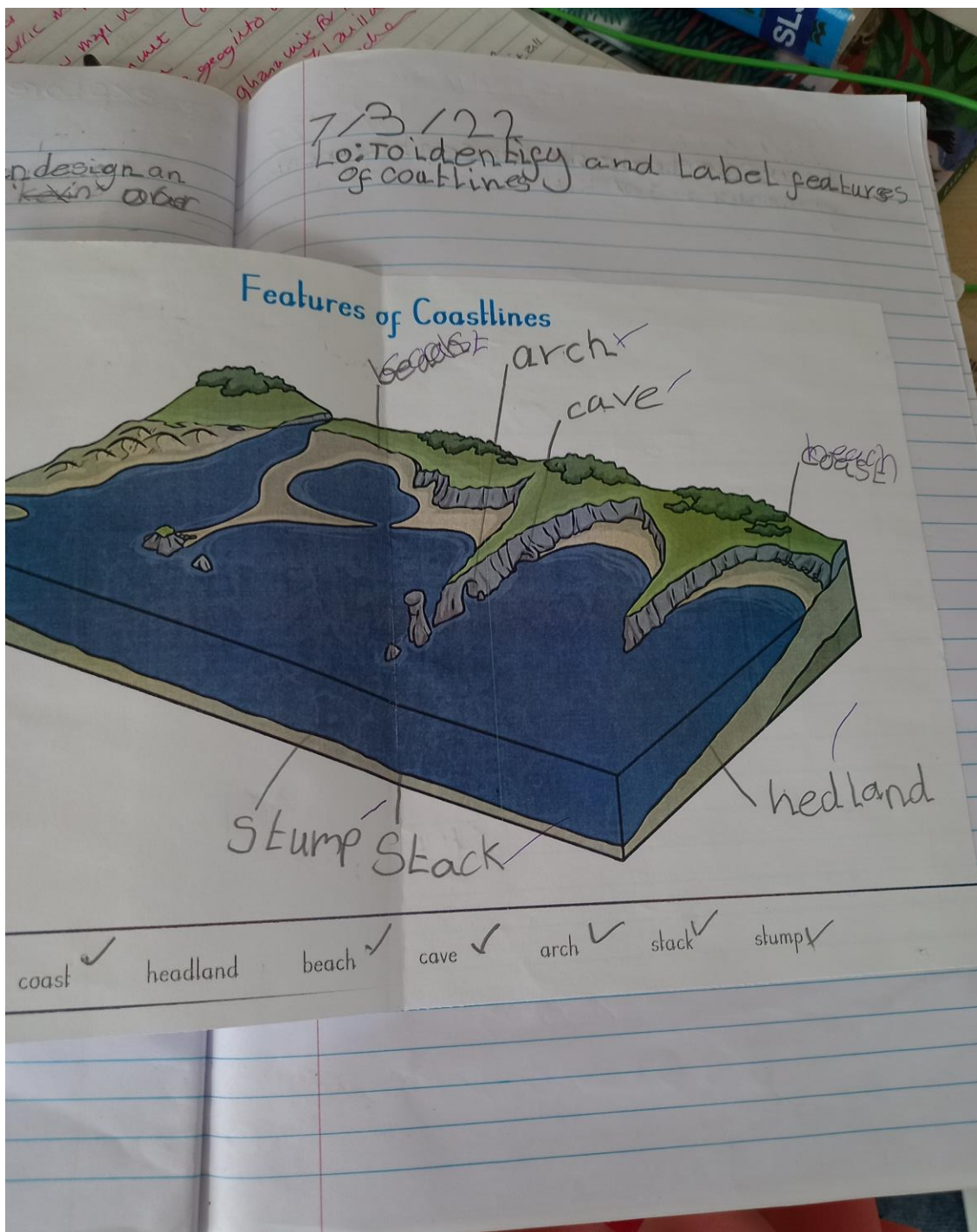


# Subject Priorities

- **Putting lockdown behind us:**
  - Appropriate geography topics and places
  - Combined use of skills, knowledge and application
  - Teaching methods that suit the learning of geography
- **SEN & Bottom 20%**
- See the curriculum as a **tapestry not a road map**. We need to think about **LINKS** and how we link and how we chunk knowledge, especially the vital knowledge like locational
- **Transition** - The numbers taking GCSE geography have significantly risen and EYFS and KS1&2 is the vital start of their geography journey.
- **Places** - local contexts, real stories



Year 3



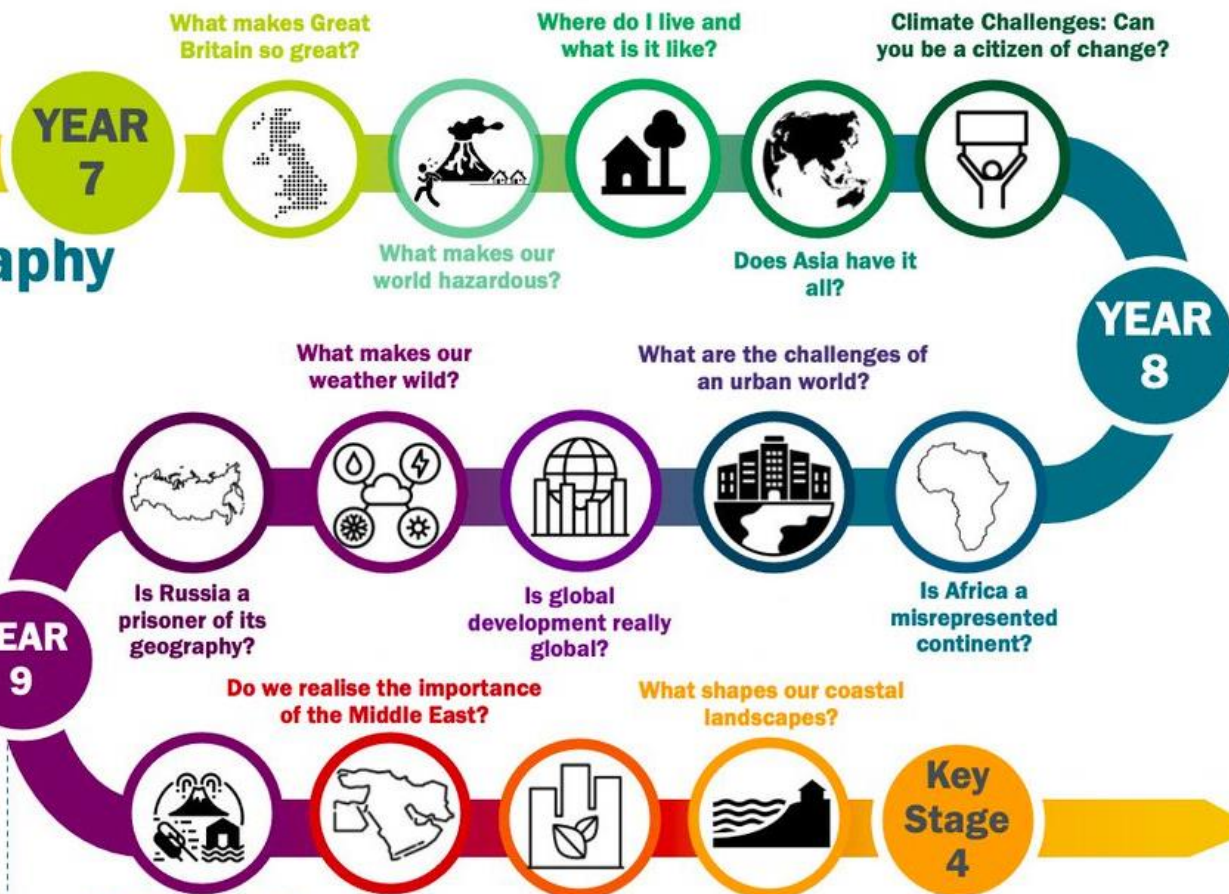
# 5-year road map



## KS3 Geography

2022-2023

Curriculum Outline



### Skills Learnt:

- Atlas skills
- Photographs & Maps
- Geographical and Statistical Skills
- GIS
- Ordnance Survey (O.S.) Map
- Reading Skills
- Numerical Skills
- Literacy Skills
- Independence Skills
- Evaluation Skills



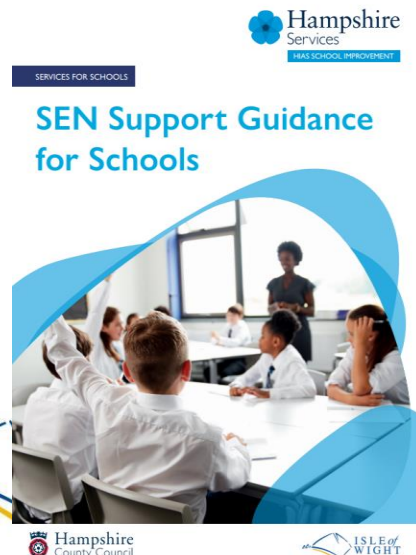
# Places and Case Studies





# Putting lockdown behind us

- Misconceptions... 'Africa is a country'
- Reduced geographical vocabulary
- Skills gap – analysis of figures, inference, GIS
- Writing stamina and lack of extended writing
- Command words



# AQA Paper 3 pre-release

## **Slowing recycling rates blamed on a lack of understanding**

Waste company Biffa has asked for more clarity about recycling, saying that inconsistency and confusion in labelling, sorting and collecting are preventing waste being recycled. The government's Resources and Waste Strategy aims to recycle at least 65% of all waste by 2035, but currently the rate is just over 45%, largely because of a lack of investment in recycling plants. The Chief Executive of Biffa said, "We need a system that is easy to use and cost effective, with increasing use of recyclable packaging and clearer labelling for consumers."

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# Command words

- Which command words do your students struggle with the most and why?
- What strategies are you using to tackle this?

Higher demand command words (4, 6, 9 marks)

Command words	1	2	4	6	9
Suggest		X	X	X	X
Explain			X	X	X
Examine				X	
Assess				X	X
To what extent				X	X
Evaluate					X
Discuss				X	X
Justify					X

# Key opportunities, support and subject development:

## 1. Steering group

- All HoD emailed at the start of term inviting them to join
- Focus on key themes including strategies to support vocab development, reading and extended writing

8. Give one example of a time you might use an OS map.



2 o'clock because you might want  
to go different places to explore.

(1)

## 2. SENK Research Project

- Arose from work with the Fareham and Gosport cluster during Spring
- Brookfield and Crofton schools are involved with a feeder primary
- Aims to identify *high impact* strategies to ensure an inclusive classroom, making geography accessible to students with SEN.
- To use research to explore approaches for teaching geography that can be embedded through subject pedagogy in order to remove barriers to learning for students with SEN needs at the support level in the classroom.



## 3. Virtual Teachmeet

- 12 presenters from 10 schools: Burgate, Crist the King, Crofton, Frogmore, IWEF, The Vyne, Thornden, Warblington, Wildern, Yateley. 27 schools attended
- Sharing of strategies such as Literacy, memory & recall, thinking hard, virtual fieldwork, inference skills, starter booklets, revision sow
- All resources on Open Moodle



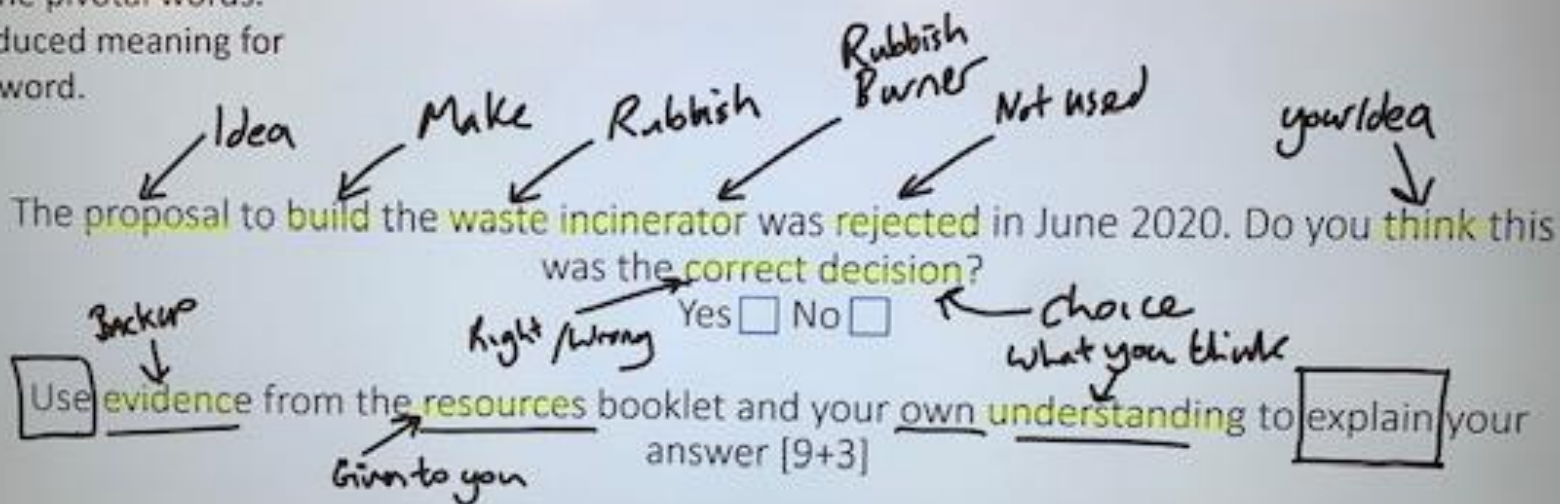


# TEARDOWN

If something is pivotal, it is very important because other things depend on it:

Task:

- 1: BUG the question.
- 2: Highlight the pivotal words.
- 3: Write a reduced meaning for each pivotal word.



What does it actually mean? Should the rubbish burner idea, have been not used?  
Backup your idea with information from the book



# Geog Your Memory

1. What is a megacity? (1 mark)
2. Identify **one** push factor of migration. (1 mark)
3. Describe **one** pull factor of migration. (2 marks)
4. Explain the challenge zones such as those i

**Excellent Geographer C!**  
Explain the link between circulation and large-sca (6 marks)

**Odd One Out – Highlight the c**

A	B
Attrition	Abrasion
Biological	Hydraulic Action
Bay	Arch
Longshore Drift	Traction
Meander	Oxbow Lake
Headland	Stack
Discharge	Sediment Size
Gabions	Sea Wall

**Key Word Recap...**  
Using either the image or the definition, can you work out which key word is being described?

managing the environment in order to preserve, protect or restore it.	actions taken to adjust to natural events such as climate change.		The variety of life in the world or a particular ecosystem.	
		a long, continuous period of dry weather.		
	tectonic plate margin where rising magma adds new material to plates that are moving apart.	relatively flat area forming the valley floor either side of a river channel that is sometimes flooded.		
permanently frozen ground, found in polar and tundra regions.				employment sector that includes farming, mining and other related activities.
an area which is <u>vulnerable</u> , or easily damaged.		actions that meet the needs of the present without reducing the ability of future generations to meet their needs.		

**Challenge:** What topic would the key word be most commonly used? Which paper?

Beach  
headland are types of longshore drift  
because it starts of quite large but get smaller as deposits  
Channel Width  
because gabbion and seawall stops erosion  
Groynes

**Task – do now:**  
All 6 images link to the image of the megacity in the centre of the hexagon.

Annotate each image to **explain** how they are either a push or pull

**Natural disasters**  
**Health care**  
**Housing**  
**Jobs**  
**Money**



response to what has happened?  
**Link** – do you think this is a rich or poor country? Why?

**What parts of the world are vulnerable to this type of disaster?**

## 4. SL Network meetings

**Autumn** term focus – GCSE, intervention strategies, vocab

**Spring** term (virtual) - GCSE (AQA and EdExcel to present) intervention strategies, writing

**Summer** term – SENK project sharing, reading & HMI report review



## 5. Further support

- Autumn and Spring term **news updates**
- Monthly **subject email updates**
- **Moodle** and Moodle +
- Outreach

**Grids of inference**

What else do you know about the UK's extreme weather that will help you to answer the exam question?

What can you infer are the SEE impacts of extreme weather?

Figure 2



Suggest how extreme weather events can impact the economy of the UK. Use Figure 2 and your own knowledge. (6)

# One more thing...

## Natural History GCSE

[Green light for 'game-changer' GCSE in Natural History \(ocr.org.uk\)](https://ocr.org.uk)

The model specification, which suggests what the qualification should look like, outlines how pupils would be able to understand “specific organisms and the setting in which they live”. They would also learn about the human impact on the environment and how this has evolved.

Oates said it was “very carefully developed” to ensure that overlap with other subjects such as sciences and geography “wouldn't be a problem”.

The specification says natural history has a “unique mix of scientific, geographical and ecological knowledge, skills and approaches”, with learning outcomes “very different” to those of biology or geography.

For example, while those two subjects include knowledge of habitats and components, natural history would expect “first-hand experience” of habitats through observation and research.

[The inside story of the new natural history GCSE \(schoolsweek.co.uk\)](https://schoolsweek.co.uk)



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