



# SFA Geography Department



## Geography at SFA

*“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 exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”*

Barak Obama

### Vision Statement

In the Geography Department at St Francis we strive to promote a curiosity about the world for our students, we look forward to stimulating an interest in and a sense of wonder about places and people, from the local to the global.

We are constantly aiming to inspire students to become global citizens by exploring their own place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet.

## About the geography Department at SFA

### The geography department is made up of 5 specialist geography teachers

- Mr D. Ford BSc (Hons) Geography and Geology. Mr Ford is the head of department
- Mrs E. Chapman BSc (Hons) Geography
- Mrs L. Staciwa BSc (Hons) Geography
- Mr A Griggs BA (Hons) Geography. Mr Griggs is an Assistant Headteacher at SFA
- Mr C Barnes



# 1. Curriculum Design - see slides 9-13

We decided, as a team, after a curriculum re-modelling that all students needed to develop an in-depth understanding of the world in which we live, so that they become global citizens. They need to understand how humans live and how interrelated we are with the natural environment. As citizens, they learn how people can look after one-another and develop a sense of global stewardship.

We decided to move towards a more thematic approach across the 3 year groups.

For example - the first theme during the Autumn term is “Quality of Life” whereby;

In year 7 In year 7, students learn how people live in different country’s at different stages of development. For example, they learn how Grace survives in rural Ghana in comparison to Amber living in Beverly Hills and Tong living in Beijing. It also allows students to learn sense of place early in their SFA career, and should provide a suitable bridge from KS2 geography.

In year 8, students learn about development across different countries, this enhances work completed in year 7.

In year 9 we look at how Urbanisation has a link with development across the world.

We decided as a team that these would provide a suitable foundation for students to learn global geography because it is particularly case study based, and develops students sense of empathy and geographical writing skills



## 2. Curriculum Intent.

We want every student to know how humans live worldwide, and how the earth was formed and the physical processes that impact quality of life globally such as coastal erosion, river and glacial processes, flooding and natural hazards.

Whilst developing our curriculum we used the NC to ensure we develop student's sense of place, space and geographical skills within each year group and that we build upon this sequentially each year. For example,

### Place Knowledge

□ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. There is coverage of this in the first unit of year 7, 8 and 9.

Another example is the physical geography sequencing from coasts in year 7, rivers in year 8 and mountains in year 9.

Our priorities this year are to constantly review and increase the ramping up of workbooks from one year to another to maximise challenge for all students and ensure smooth transitions to GCSE. We must also ensure appropriate scaffold and dual coding to ensure our teaching is explicitly clear. We are also building a bank of retrieval tasks to ensure our students are never allowed to forget because knowledge is key.



### 3. Curriculum sequencing and coherence...

We have carefully sequenced learning to ensure geographical concepts and themes are learnt before students build on them for a greater depth of learning. For example, students learn about quality of life indicators in year 7 but consider the impact of trade, GDP and political factors in year 8 that lead to barriers to development. This, in turn will lead to how development had led to an increase or decrease in the amount of people migrating to cities.

Every lesson begins with a revisiting phase linked to their forthcoming learning so that students create synoptic links in their brain. This is also another opportunity to close any covid gaps in learning and plan for re-teaching to accelerate learning further still. Our curriculum is a thematic one which covers global children, UK geography and physical processes across years 7, 8 and 9 that requires students to build on their previously learned knowledge.



## 4. Key groups in the curriculum ....

We have developed a highly inclusive curriculum that meets the needs of learners. Our 7 phased approach to learning ensures no stone is left un-turned and that there is no ambiguity, and students have had plenty of live feedback by the time they get to the testing phase. We have planned out approach to T&L around phased learning, including key word definitions, big and small questions, taught knowledge with an appropriate consolidation and application. This in-turn gives the opportunity for success in a testing phase.

We pitch high and don't water knowledge down for students because they are all entitled to be challenged. We do however support students in different ways, with more support provided to SEND students, we priorities PP students in our targeted questioning and live feedback and ensure we praise students where possible.

At times LSA's involved in adapting resources to meet the needs of less able students and support their learning.



## 5. Curriculum implementation and evaluation...

T&L in geography at SFA is of a good consistent standard. All teachers are experienced and their subject knowledge is sound. We co-plan and we are continuing to develop and focus on retrieval, explicit knowledge, cold call questioning, live feedback and modelling for success. Students all use their green pens to self correct and know how to be successful due to our WAGOLLS. It is easy to quality assure my department's practice because I know the planning is of an excellent standard due to workbooks so now we can focus on best ways to deliver our content.

There is an open-door policy and all staff welcome drop-ins. We regularly share good practice during department time, as well as additional resources such as YouTube clips on relevant units of study. This is particularly useful as we are all aware of the stages of learning we are each at on a weekly basis.





## 6. Wider Curriculum...

We have developed our curriculum with cultural capital in mind. Student are exposed to the most up to date and challenging case studies and are regularly quizzes and questioned about world affairs based on what is relevant in the news. For example, last week students needed to evaluate Britain's global influence post-Brexit and decide whether our significance is diminishing.

Students in all years are exposed to recent global climate change developments such as the COP26 summit in November 2021.





<u>Theme</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
1. <u>Quality of life</u>	<u>Global Children</u>	<u>Development</u>	<u>Urbanisation</u>
	Life in a named ACs	The meaning of <b>development</b> and know how it can be measured	Changes in amounts of people living in <b>Urban</b> areas
	Life in a named LIDCs	Classify countries by level of development	Names and location of world cities
	physical geography and quality of life.	The development gap and how it is changing	Effects of Rural to Urban migration in LIDCs
			Effects of Urban to Rural migration in ACs
<b>Summative assessment / DME (exercise books)</b>	<i>Mid-topic test – where are they at?</i>	<i>DME - Sudan</i>	<i>Faisal – Cairo</i>
<b>End of Topic Test</b>	End of topic test –	End of Topic Test	End of Topic Test



<u>Theme</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<b><u>2. Physical processes</u></b>	<b><u>Coasts</u></b>	<b><u>Rivers</u></b>	<b><u>Plate Tectonics</u></b>
	Processes that occur at the <b>coast</b>	Locate major world and UK <b>ivers</b>	Features caused by <b>Tectonic processes</b>
	Processes and features of coastal erosion	Label a diagram of a drainage basin	Features of different types of mountains
	Processes and features of coastal deposition	Features of the upper course of a river	Processes occurring at mountains
	Reducing the effect of coastal erosion	Features of the middle and lower courses of a river	Location and features of major volcanoes Power of the Planet
<b>Summative assessment / DME</b>	Happisburgh DME	Flooding DME	Volcanic eruption exercise
<b>End of Topic Test</b>	End of topic test	End of topic test	End of topic test



<u>Theme</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<b><u>3. Our Place in the World</u></b>	<b><u>Location</u></b>	<b><u>Globalisation</u></b>	<b><u>The role of the UK</u></b>
	<i>Location</i> of the UK, West Midlands and our local area. (Erdington Road)	<i>Trade</i> can connect the world	UK membership of major international <b>organisations</b>
	Measure distance, direction and recognise symbols on a map	Globalisation is changing	Trade with other countries
	4 and 6 figure grid references accurately. Show height on a map.	Advantages and disadvantages of globalisation for LIDCs	UK relations with other countries due to migration
	Describe places using maps and photographs	Advantages and disadvantages of globalisation for ACs	Migration
<b>Summative assessment/DME</b>	Erdington Road exercise (fieldwork)	Distribution of TNC's exercise	Yemen DME
<b>End of Topic Test</b>	End of Topic test	End of Topic Test	End of topic test



<u>Theme</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<b><u>4. The Environment</u></b>	<b><u>Weather and Climate</u></b>	<b><u>Rainforests</u></b>	<b><u>Hazards in the UK</u></b>
	Difference between <i>weather and climate</i>	Ecosystems Location of the world's <i>rainforests</i>	Climate change as a hazard
	The UK weather changes so much	Threats to the rainforests	Storms in the UK
	Know how the summer and winter vary across the UK – weather as a hazard	Protecting the rainforests	Heatwaves and drought
	Climate change in the UK	Causes of global warming and climate change in the rainforests.	
<b>Summative assessment</b>			
<b>End of Topic Test</b>	End of topic test	End of topic test	End of topic test



<u>Theme</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<b><u>5. UK features</u></b>	<b><u>Places and Tourism</u></b>	<b><u>Population</u></b>	<b><u>The future of the UK</u></b>
	Locate the main <b>UK</b> cities and nations	Location of people in the UK	Transport e.g. HS2
	Locate the UK's physical features	UK <b>population</b> change	Energy – renewable and non-renewable
	Tourism	Birth and Death rate affects <b>population</b>	North-South Divide
	Know why people migrate to the UK or emigrate from the UK	Ageing population on the UK	Employment changes, high street future
<b>Summative assessment / DME</b>	National Parks DME	DME	DME
<b>End of Topic Test</b>	End of topic test	End of topic test	