

Bournville Geography Department

During geography lessons students will learn to interpret the world spatially, whilst developing analytical and evaluative skills that facilitate the investigation of the underpinning interaction between the human and the physical. Budding geographers will have the opportunity to reflect on their learning using excellent English.

Intent:

Central to the geography curriculum at Bournville School is the sense of place, and that place is integral to our daily lives, and that place influences as in a myriad of ways.

This establishes itself in the day-to-day teaching of geography by teaching through real life examples that allow for concrete explanations of abstract concepts and ideas.

Without maps, place is itself an abstract concept, we have strived to place maps at the heart of our teaching, which also serves to underline the uniqueness of the subject.

In terms of logistics, we follow a two year curriculum at KS4 which allows for skills to be embedded, and for content to be explored in a variety of different ways, such as studying processes and landforms in the varied ways content can be assessed (writing about formation, annotating diagrams, annotating photographs and annotating sketches).

KS3 follows a broad curriculum that covers content from the National Curriculum and aligns broadly with units taught by the other Trust schools. Within this curriculum there are units that build on knowledge from year 7 to year 9, and within years.

Throughout all years the importance of the subject to the wider world is emphasised, be it through climate change, disaster management or international development. This enables a contribution to SMSC to be made whilst considering the moral implications of issues, and the wider world provides cultural information.

Implementation:

All lessons follow the teaching for excellence framework as we believe that the teacher is the expert in the room, and this gives them the opportunity to deliver this expertise in a calm environment during the explanation phase.

All 'Do Now' tasks are either a series of interleaved questions or a paragraph based on previous knowledge. Whole class live feedback will take place after this, with students 'green penning' their work.

Subsequently, the explanation phase will occur, with students often taking down notes to assist their deliberate practice.

A brief verbal feedback phase will follow, after which deliberate practice will occur, where students will be mostly or practising a geographical skill. During this task there will be sentence starters and keywords available and displayed, plus a challenge task. There is an emphasis on improving literacy through this and through explaining tier 2 and 3 vocabulary, being explicit about writing methods and techniques. The teacher will circulate the room, checking on students and offering live feedback.

Once this has been completed the teacher will feedback to the class, often using the visualiser or by live creating a model answer on the board for students to improve their work



with. There will also be a model answer for students to use. This cycle will often repeat (Do Now excluded) during the lesson.

When completing higher-tariff exam questions, students have the question deconstructed for them by the teacher. They will also be provided with guidance around structure giving them instructions on how to write the answer and suggests key words and connectives. As students gain more confidence, the structure and guidance is withdrawn so students have a greater experience of exam conditions and confidence in their own ability.

Students' work is assessed in line with the school marking policy of whole class feedback .

Formal assessments follow the school assessment calendar, with students at KS3 graded in the following way:

- Working towards age related expectations
- Working at age related expectations
- Working above age related expectations
- Exceptional performance

At KS4, students are graded using grades 9-1.

Lesson resources are available for teachers. These must be taken as a starting point for teachers to differentiate for their classes whilst meeting the learning objectives and outcomes.

Impact:

Impact to be measured by:

- Learning walks
- Faculty review
- Book scrutdinies
- Milestone results
- Exam results