

The Coopers' Company and Coborn School

A Specialist Sports, Humanities and Training College

Geography Department Handbook 2009-2010

PCH July 2009

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Staffing

Mr P J Cornish (PCH)	Head of Geography
Mr K R Chapman (KCH)	Head of the Humanities faculty Director of Specialism
Mrs J P Reed (JRE)	Geography AST
Mrs S Veysey (SVE)	PT. In charge of Sustainability
Ms T Quinney (TQU)	Teaching Geography and History
Mrs K DeJong (KDE)	PT Geography and Technology

The Department Vision

The geography department has a shared vision. This informs our endeavours as a department and as geography teachers. The Geographers at The Coopers' Company and Coborn School aim to:

- Foster a spirit of enquiry and continual improvement.
- Draw on the rich variety of experience and views to support a coherent and collegiate approach to teaching and learning
- Nurture links with other schools and departments locally, nationally and globally
- Enable each person's continued personal and professional development
- Build a learning community that goes beyond the curriculum
- Use the latest ICT and GIS technology to move teaching and learning into the 21st Century.

For pupils we seek to engender:

- Knowledge and understanding of the planet and its peoples.
- Lasting awareness of the world around us.
- Sensitivity and empathy towards all others.
- Tolerance and independent thinking.
- Preparedness for an active citizen's role in a changing world.

In our department every person's opinion counts and is valued, the pupil voice is encouraged and listened to, improving and shaping teaching and learning.

The Importance of Geography

"The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet."

Geography Key Stage Three Program of Study 2008

'...suddenly it becomes more than a subject. Geography becomes the knowledge. The knowledge of the planet, how everything works and how it is all inter-connected. It becomes what geography has always been for me – a fusion of the power of the imagination and the hard truths of science. Geography is all about the living, breathing essence of the world we live in. It explains the past, illuminates the present and prepares us for the future. What could be more important than that?'

Michael Palin, London November 2007

'Geography is about places. It is not just knowing about places themselves, but understanding the interdependence and connectivity of places. It is about empowering tomorrow's adults to develop real global understanding and global citizenship so they have the intellectual understanding to participate individually and collectively in shaping the world around them. This knowledge and understanding of other places, cultures and societies underpin sensitivity and tolerance and contributes to good citizenship. Good geographers develop a range of skills which make them highly employable and which are relevant to any future workforce. They are able to understand the language of maps, which linked to competency in ICT and the application of statistics provides a wealth of geographical information which is frequently used by both business and government. Such information is best interpreted by geographers who are used to problem solving and decision making and who have built up and developed their expertise through geographical enquiry.'

David Bell (2005) from 'The Value and Importance of Geography' in Teaching Geography Volume 30 Number 1 Spring 2005 pp12-13

Importance of Geography at The Coopers' Company and Coborn School

Geography is concerned to promote an understanding of the nature of the earth's surface, the character of places, the complex nature of people's relationships and interactions with their environments and the importance in human affairs of location and spatial organisations of human activities. A very important aspect of the subject is the need to develop a sensitive awareness of the environment in order to help young people develop an informed concern about the quality of the environment and the future of the human habitat. This will encourage them to assume some responsibility for the care of the earth and its people. Additionally we wish to foster a sense of wonder at the beauty and quality of the world and promote interest in their surroundings.

We have taken steps to ensure we have an integrated and planned curriculum from year 7 to the end of A2 courses in year 13. In effect we have planned a seamless curriculum. Key stage 3 (Oxford UP Geog. 1,2,3), GCSE (EDEXCEL specification 'B') and AS and A2 (EDEXCEL specification 'B') complement each other. They have in common the following:

- Enquiry at the heart of teaching and learning
- A concentration on the issues of our time from both MEDCs and LEDCs
- A balance between physical, human and environmental aspects of the subject
- Students encouraged to think for themselves and make informed decisions based upon the evidence before them
- Understanding of problems and their sustainable solutions
- Use of GIS

Our schemes of work ensure we cover the concepts, ideas, skills and knowledge necessary to meet these aims. We would expect our students, with varying degrees of success, to be able to:

Geographical knowledge and understanding

- Understand the reciprocal relationships between physical and human aspects of environments and landscapes
- Understand the way in which the distinctiveness of a particular place is constituted and constantly remade
- Be familiar with the concept of spatial variation
- Have a critical awareness of the significance of spatial and temporal scale on physical processes, human processes and their interactions
- Have an appreciation of change as central force in the human and physical worlds
- Be able to conceptualise patterns, processes, interactions and change in the physical world as systems

Geographical skills and values

- Select and use a variety of techniques appropriate to enquiry
- Obtain, observe, record and represent data accurately and relevantly
- Use sources such as maps, photos, statistics, models, systems and diagrams to aid knowledge and understanding

- Interpret and analyse factual material, reasoning soundly, drawing conclusions and evaluating outcomes
- Make effective use of IT to access resources, generate images and annotate effectively
- Use GIS programmes such as Google earth to analyse and produce data to understand geospatial patterns and processes.
- Provide opportunities to enhance other skills such as communication (written and oral), apply number and work within teams
- Develop personal attributes and skills such as motivation, empathy and insight, intellectual integrity, awareness of responsibility as a citizen, and creativity
- Be aware of and have some understanding of various attitudes and values in economic, social and environmental issues
- Understand the role of problem solving and informed decision making for sustainable living.

Education for sustainable development

Developing students' knowledge and understanding of the concepts of sustainable development and interdependence, and the skills to act upon this understanding, including: skills of critical enquiry and the ability to handle and interpret information, as well as exploring values and attitudes about complex issues, such as resource use and global development. For older students particularly, it will be important to ensure they are aware that sustainability is a complex ideal – developments may follow sustainable principles but are hardly ever declared sustainable in absolute terms. The notion of futurity is a key one, in that development should ensure future generations will not be harmed by it. The idea that sustainability should protect the environment from damage is an important aspect too. The involvement of communities in decisions is an integral part of sustainability as is the notion of equity. Sustainability is to be taught as an integral part of learning about place, physical and human patterns and processes and should involve elements of the following seven principles:

- Interdependence – of society, economy and the natural environment, from local to global
- Citizenship and Stewardship – rights and responsibilities, participation and cooperation
- Needs and rights of future generations
- Diversity – cultural, social, economic and biological
- Quality of life, equity and justice
- Sustainable change – development and carrying capacity
- Uncertainty, and precaution in actions

The Geography Department's Profile

Geography is the lead department within the second specialism of Humanities. The Geography department maintains a high profile contributing to national developments in the subject and providing CPD and support for schools in the region. The plan for the next two years is to develop the department as a centre of excellence and a GIS hub.

In January 2009, the department launched the website thegeographer.co.uk to much acclaim. The website, featuring lesson materials, blogs, videos, G&T materials etc... has been featured on [geographyteachingtoday](http://geographyteachingtoday.com) and GA websites and has been praised for its innovative pupil friendly design, lesson resources and up to date geographical blogs. Currently (July 09) the website has had over 20,000 page hits from the UK and all over the world.

Within school, the department has a high profile as the lead subject within the Humanities specialism. Members of the department have held in-house VPD sessions open to all Coopers' staff on topics such as thinking skills, Flip Video, website design, GIS etc...

JRE, in her role as an AST is currently building a collaborative regional network of Havering Geography teachers with support from the RGS. The department has hosted CPD for local schools and partner schools. Geography teachers from the borough have come to Coopers' on numerous occasions throughout the last year to look at topics such as GIS, new GCSE specifications, the role of the RGS and the Ambassador scheme etc... JRE has also organised a collaborative session for G&T students from ST Martins and a Geography Transition Day for year 6 pupils from St Joseph's Primary School

PCH is currently working with The Cardinal Newhan School, Brighton and the University of Brighton to develop resources for the use of Iphones in geography education. In October the department will host 20 PGCE students from Brighton who will be teaming up with KS3 G&T students from Coopers' to test the fieldwork opportunities for Iphones. PCH has also delivered a well attended seminar at the 2009 SSAT National Humanities Conference in Cambridge on the use of Flip cameras to enhance teaching and learning. In July 2009, PCH was filmed for a day by Teachers TV for a programme which will be part of their 21st Century Curriculum ICT drive. As with the session at the conference, the focus was on Paul's innovative use of Flip Video cameras to enhance teaching and learning.

The department is also rated highly for its training by the Institute of Education having taken a PGCE student for placement in 2008-09. We hope to be a regular supplier of high quality teacher training for PGCE and or GTP students in the future.

The department was mentioned in the Evening Standard in late 2008 for the school linking project with the Elegeni Secondary School, Malawi.

The department has also forged strong links with charities such as Plan-ed and Tear fund. The department has group membership of the Geographical Association and the Royal Geographical Society / Institute of British Geographers.

Departmental Links

Scale	School	Reason for Link	Contact	Teacher
International	The Elengeni Secondary School, Muzuzu, Malawi	Collaborative link and sharing of resources through charity Plan-ed		PCH
National	The Cardinal Newham School, Brighton	G&T, Specialist Humanities, Centre of Excellence	Graham Goldup	PCH
	The University of Brighton	PGCE students' Iphone project.	Mel Norman	PCH
	The Institute of Education, University of London	PGCE placement training. JRE Masters in Geography Education.	David Mitchell Claire Brooks	PCH
Local	Kingswood Secondary School, Harold Hill	Departmental Support in 2008	?	PCH
	St Martins Secondary School, Brentwood	Collaborative G&T sessions on Fair Trade.	Jenny Coates	JRE
	The Chafford Secondary School, Rainham	Departmental support and consultancy.	Terry Wood/ Sandra Reeks	JRE
	St Joseph's Primary School	Year 6 Transition day. Year 4 fieldwork sessions	Mrs Ryan?	JRE
	Branfil Primary School, Upminster	Local Fieldwork Sessions	?	JRE

Curriculum Aims

Learning activities in geography at CCCS contribute to the achievement of the curriculum aims for all young people to become:

- Successful learners – who progress and achieve
- Confident individuals – who lead safe and healthy lives
- Responsible citizens – who make a positive contribution to society

The Geography Department endeavours to:

- Provide a rich curriculum for all years.
- Stimulate students by the work set to fulfil their potential.
- Emphasise student achievements.
- Prepare thoughtful schemes of work that demonstrate progression.
- Provide differentiated learning resources and situations.
- Provide creative and intellectually appealing lesson experiences for all.
- Provide opportunities for students to take responsibility for their own work and to work positively with others.
- Provide opportunities to learn about, discuss and reflect on moral issues and create an environment in which respect for others is evident in all conduct and relationships.
- Value each student and treat each as an individual.
- Have a clear equal opportunities policy.

Geography Across the Curriculum

By the very nature of being an integrative subject, topics studied will overlap with other subjects and thus Geography lends itself to a cross curricular dimension:

Literacy – Providing opportunities for students to express themselves correctly and appropriately and to read accurately and with understanding.

- Correct spelling and punctuation matters and students need to be encouraged to follow grammatical conventions and to organise their writing in logical and coherent ways.
- In oral mode students should be encouraged to convey their ideas and understanding with clarity and to listen carefully.
- It is important that students of all ages are taught to use the appropriate technical vocabulary of the subject, which they should be able to spell and pronounce properly, as well as use in familiar and unfamiliar situations and be able to define accurately.
- At key stage 3 the relevant subject vocabulary is signposted in the scheme of work. Students will need to be often reminded of the need to make effective and frequent use of the textbook glossaries.
- In the sixth form students will be expected to keep their own glossary of relevant terms.
- Teachers need to be particularly aware of the importance of literacy in years 7 and 8. This is vital to subject success at the end of the key stage.
- The new national strategy for literacy requires teachers to make explicit what previously they may have covered implicitly. For example, when expecting students to describe (such as what they see in a photograph) they should be encouraged to list nouns to record what they see and use adjectives to describe the nature of what they see.
- It is very important to ensure all students are made aware of the purpose of their writing, as set out in this table

Notes	usually for the student's own use – phrases not sentences and selective and brief
Reports	more substantial and formally written in sentences and designed to inform the reader
Explanations	clear, logical and sequential
Questionnaires	unambiguous, clear, precise and relevant to the task
Summary	synopsis, outline or overview
Analysis	interpreting the meaning, weighing up, scrutinising

- Students may need to be shown how to write in the manner expected. This may mean using examples of best practice and making use of 'writing frames' to guide students.
- Teachers should make very clear what students should be looking for so that they can take relevant notes when reading articles or watching videos. A precise focus, with sub-headings where there may be several things to look for, may be helpful.
- In the sixth form students need to be taught the conventions about essay writing and the use of bibliographies and referencing.

Application of number – Through providing purposeful and real-life contexts for the use, application and understanding of number, using maps, and collecting, recording, presenting and interpreting data, involving graphs, charts and statistical analysis.

- This is most obviously evident in our project and enquiry work such as the Rebranding Canterbury fieldwork investigation, year 9, GCSE coursework (Walton, year 10) and the environmental investigation (Barcelona, year 12), but is also apparent throughout many aspects of our courses, as indicated in the schemes of work.
- Fitness for purpose is a key issue to consider.
- Scale and graph type need careful thought.
- Examples of good and bad practice will help students to appreciate this more clearly.

Information Technology - The potential to use computer systems to help and engage pupils with their geography and to use geographical information to help them with their IT is enormous and includes: GIS (e.g. Google earth, Digital Worlds etc..) databases, simulation games (e.g. Stopdistastersgame.org), handheld GPS units, Flip Video Cameras and video editing software, research from the internet, word processing of reports, analysis and presentation of statistics etc. Lessons need to be carefully planned in order to use time effectively.

Key skills of communication, teamwork, personal learning and problem solving – A variety of different methods of communicating information and ideas is available in tables and charts, maps and diagrams, and in words both spoken and written. Through fieldwork and classroom group work students can learn to work with others and to appreciate the benefits of teamwork. Personal learning can be improved through target setting, reviewing achievements and identifying ways of making progress. Recognition of geographical problems and issues as part of the geographical enquiry process, along with identifying and undertaking sequences of investigation helps students develop important problem solving skills. Interpreting and explaining results, and making decisions about geographical issues are frequently practised throughout both key stages and in the sixth form.

Education for Citizenship – Geography can support the wider curriculum and enrich the delivery of citizenship education. In particular teachers should be aware of the responsibility to develop in learners a sense of fairness, social justice, respect for democracy and of diversity at a global level. Our issues approach to some of the topics studied will help develop understanding and tolerance. The concepts of ‘development’, ‘human welfare’ and the ‘use and misuse of the environment’ are important parts of our schemes of work. Developing students’ understanding of the world as a global community and the issues and challenges of global interdependence and responsibility should be high profile. Citizenship is signposted in our schemes of work.

Economic awareness - covered in our studies of Development, Globalisation, Agriculture, Industry and Trade.

Health education - covered in our lessons on the development, and in our courses on population. At A2 one of the options for ‘global futures’ is on health and welfare.

Key Geographical Concepts

There are a number of key concepts that underpin the study of geography, which pupils need to deepen and broaden their knowledge, skills and understanding: These concepts are:

Place

- Understanding the physical and human characteristics of real places.
- Developing 'geographical imaginations' of places.

Space

- Understanding the interactions between places and the networks created by flows of information, people and goods.
- Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Scale

- Appreciating different scales – from personal and local to national, international and global.
- Making links between scales to develop understanding of geographical ideas.

Interdependence

- Exploring the social, economic, environmental and political connections between places.
- Understanding the significance of interdependence in change, at all scales.

Physical and human processes

- Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

Environmental interaction and sustainable development

- Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- Exploring sustainable development and its impact on environmental interaction and climate change.

Cultural understanding and diversity

- Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

Key Geographical Processes

These are the essential skills and processes in geography that pupils need to learn to make progress.

Geographical enquiry. Pupils should be able to:

- ask geographical questions, thinking critically, constructively and creatively
- collect, record and display information
- identify bias, opinion and abuse of evidence in sources when investigating issues
- analyse and evaluate evidence, presenting findings to draw and justify conclusions
- find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space
- plan geographical enquiries, suggesting appropriate sequences of investigation
- solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.

Fieldwork and out-of-class learning. Pupils should be able to:

- select and use fieldwork tools and techniques appropriately, safely and efficiently.

Graphicacy and visual literacy. Pupils should be able to:

- use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data
- construct maps and plans at a variety of scales, using graphical techniques to present evidence.

Geographical communication Pupils should be able to:

- communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

Range of Content

The study of geography should include:

1. a variety of scales, from personal, local, regional, national, international and continental, to global
2. a range of investigations, focusing on places, themes or issues
3. the location of places and environments
4. key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today
5. different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development
6. physical geography, physical processes and natural landscapes
7. human geography, built and managed environments and human processes
8. interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

Curriculum Opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

1. build on and expand their personal experiences of geography
2. explore real and relevant contemporary contexts
3. use a range of approaches to enquiries
4. use varied resources, including maps, visual media and geographical information systems
5. undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team
6. participate in informed responsible action in relation to geographical issues that affect them and those around them
7. examine geographical issues in the news
8. investigate important issues of relevance to the UK and globally using a range of skills, including ICT
9. make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.

Teaching and Learning Strategies in the Classroom

The Department is committed to keeping variety in our teaching strategies. Making full use of this helps to:

- Develop and maintain pupil interest and involvement
- Gives access to learning to the widest range of students
- Develop a range of key learning skills

In general an enquiry approach is encouraged. Teachers are expected to facilitate a learning environment that helps students to think for themselves, weigh up the views of various stakeholders and analyse data with a view to reaching informed decisions. Variety and choice of teaching and learning approaches helps to ensure all students have the opportunity to learn to their full potential. The best teaching and learning will take place where classroom practice allows some degree of variety in approach so that different students with their different learning aptitudes and styles can be accommodated.

Classroom discussion and question and answer ensure maximum participation by pupils and it is a quick way to identify levels of understanding. There are occasions when it is appropriate to have mini debates; for instance the issue of how the Amazon rainforest should be managed would lend itself to this approach. Role-play and debates require pupils to empathise with the different interests involved. Educational games help learners simulate real life events to assist with their understanding of cause, effect and response, as in floods, tectonic events and famines for example. Group work is also very effective. Quieter and less confident students feel supported in a group. It also ensures a wide range of ideas are considered. Discussing in small groups is less intimidating for the reticent learners.

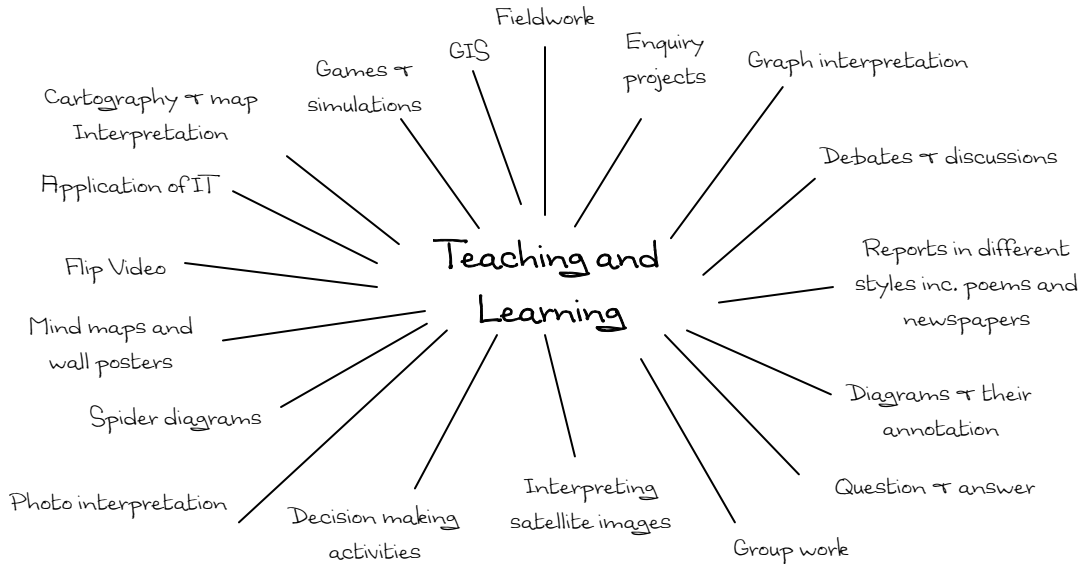
Mind maps and posters are used to good effect in both key stages and in the sixth form. They help learners identify the key points and if carefully compiled ensure an understanding of links. These are displayed in H8, H11, 22 and in adjoining corridors to celebrate excellence and good effort, as well as ensuring a wider audience is reached, helping others to learn as well.

It is important to encourage the right balance between detail and brevity, mindful that students will need to respond to a limited time period in exams. Conciseness and the selection of relevant and important content are to be encouraged. Students should not be expected to copy. Where content is wholly relevant students should be encouraged to learn from the textbook. Assessed tasks and assignments should test the ability to select, understand and apply.

We aim to ensure lessons are enjoyable, relevant and stimulating. We are keen to ensure skills, knowledge and concepts learnt can be applied in unfamiliar situations, including in other subjects. The Department endeavours to keep up to date with the ever-changing nature of the subject. Recordings of relevant television programmes are continually being added to our video and DVD library, new articles are cut out and stored for use and our subscriptions to the GA, and through the internet, GeoFactsheet, Geography Review and GeoNews enable us to keep up-to-date. The department website (started in Jan 09) has blogs of

geography related news and videos which are kept up to date on a weekly basis.

All teaching materials used in the classroom are stored in appropriate files. These effectively provide 'off the shelf' lessons but teachers need to be mindful of the fact some modification may be needed in order to reflect the needs of individual classes. Within the next school year, all schemes of work (including lesson plans and resources) will be placed on the department website and the VLE.



As a department within an academic school and as the lead subject within the Humanities specialism, we feel that we must be clear and rigorous in our approach to teaching. Listed below are the characteristics of Geography that we encourage at all times with our pupils in all key stages.

We encourage geographers to:

- Note and credit all sources.
- Feel their opinion is valued but it must be informed.
- Ask questions and keep asking questions.
- Be aware of the reliability and bias of all sources.
- Appreciate the nature of data, the need to use judgment and informed guesstimates.
- Be aware of stereotypes and generalisations.
- Avoid oversimplification of complex issues.
- Be aware of current issues and topical events.
- Appreciate that there isn't always a clear answer or one answer.
- Accept uncertainty.
- Appreciate that Geographers can and should change the World.
- Appreciate teachers do not have the answers.
- Develop empathy.

The KS3 Curriculum

Geography at Key Stage 3 aims to build on the geographical experience of pupils in Key stages 1 and 2. A range of units develop an appreciation of the world, and offer the chance to experience a range of activities. The department is heavily involved in the use of Thinking Skills, Assessment for Learning and innovative use of ICT. All members of staff are involved in resource development, and there is a culture of sharing and 'open door' classrooms. All lessons are taught using the structure laid out in the Secondary Strategy: a Starter, a developed main section to the lesson and a Plenary. This may not be rigidly applied – there is scope to adapt depending on the content of the lesson and the approach used e.g. the plenary does not have to come at the end!

KS3 Geography is currently being revised (2008-2010) for the new QCA KS3 curriculum with many new units of work. Over the next two years, our SOW will be evaluated and any necessary changes made. We have tried to maintain a balance of topics (local, global, physical human etc...) between the three years. Our units of work have been developed using materials from the geographyteachingtoday website, Plan-ed resources, our own ideas and units from the Oxford University Press (OUP) books Geog.1, 2 and 3.

Each unit will have detailed lesson plans and resources for each lesson available to download from the department website thegeographer.co.uk. Assessments will be provided for each unit of work. We have tried to get a balance of the type of assessment for each unit so that pupils are given a different type of assessment for each unit within a year. Some examples of assessments include, formal tests, oral presentations, baseline assessment, GIS project, reports, powerpoints etc... It is important that before pupils undertake an assessment, success criteria are given to pupils with clear NC level guidelines. Currently we are reviewing our assessment procedure to align it with the school's TRIPS data and the introduction of APP in 2010.

General principles of teaching geography at key stage 3

- Differentiated worksheets which should be used to accommodate different abilities and/or levels of confidence.
- Discussion to be well planned, focused & relevant.
- Recapitulation to be short and to the point.
- Incorporation of GIS into lessons in years 7, 8 and 9.
- The important thing is to keep the pupils involved, challenged and busy.
- Videos must be used selectively. Whole lessons used for videos should be rare. In the main we must select relevant 'shorts' of 5, 10, 15 or 20 minutes.
- We must give opportunities for pupils to interpret, analyse, discover and decide, not just to report and record.
- Copious sets of notes or answers to *all* exercises will not be necessary.
- ICT lessons must be planned well with instruction sheets to keep pupils on task.

The scheme of work will need to be reviewed periodically. It may be necessary to cut out some aspects in order to bring in new themes or focus on a relevant topic in the news.

level

knowledge and understanding. you can.....

3

- Begin to describe places e.g. *London*, features e.g. *rivers* and processes e.g. *flooding*.
- Suggest reasons why places are different, e.g. *UK and Bangladesh*.
- Start to use appropriate geographical vocabulary.

4

- Show that you know about different places in various parts of the world e.g. *the East coast of Yorkshire and the Sahara desert*.
- You can recognize and describe physical processes e.g. *longshore drift* and human processes e.g. *urbanization*.
- You understand that people can improve and damage environments.
- Use a range of appropriate geographical vocabulary.

5

- You can describe features, places and processes in more detail and start to explain them e.g. *'Death Valley has little rain because...'*
- You recognize that human activities cause changes to the environment and that different people will have different views about this e.g. *deforestation in Brazil affects different people in different ways*.
- You can explain your own views about geographical issues.

6

- Your descriptions of features, places and processes are detailed and you can give reasoned explanations.
- You can describe ways in which physical and human processes interact and lead to change in places e.g. *war and drought lead to increased poverty and migration from the Horn of Africa*.
- You can reach your own conclusions that fit the evidence.

7

- You understand that places and people can be affected by actions and events in other places e.g. *globalisation leading to production of trainers in S.E. Asia* and that many factors, including people's values and attitudes influence decisions made about places.
- You understand the concept of sustainable development.
- Your written work is detailed and you can reach well-argued conclusions.

B/ep

- You can explain how physical and human processes interact and understand that issues such as sustainable development are complex.
- You can assess the merits of different views concerning human and environmental issues and justify your own views.
- Your written reports include detailed examples, thorough analysis, and effective, accurate and justified conclusions.

geographical skills. you can.....

- Use atlases and globes and are beginning to show skills at using maps at different scales.
- Use ICT at a simple level e.g. word processing homework.
- You can carry out simple fieldwork such as traffic counts, filed sketches etc...

- Use more advanced map skills such as 6 figure grid references and contours to identify and describe places and you can draw labeled sketch maps.
- Make use of ICT to research a topic e.g. search the Internet.
- You can carry out a range of fieldwork techniques e.g. sketching and making simple maps.

- You have reached a high standard of map skills and are able to use other sources of evidence e.g. aerial photos and satellite images to describe places.
- You can use ICT to present evidence e.g. graphs using a spreadsheet.
- You can suggest ways of carrying out fieldwork e.g. you can design a questionnaire.)

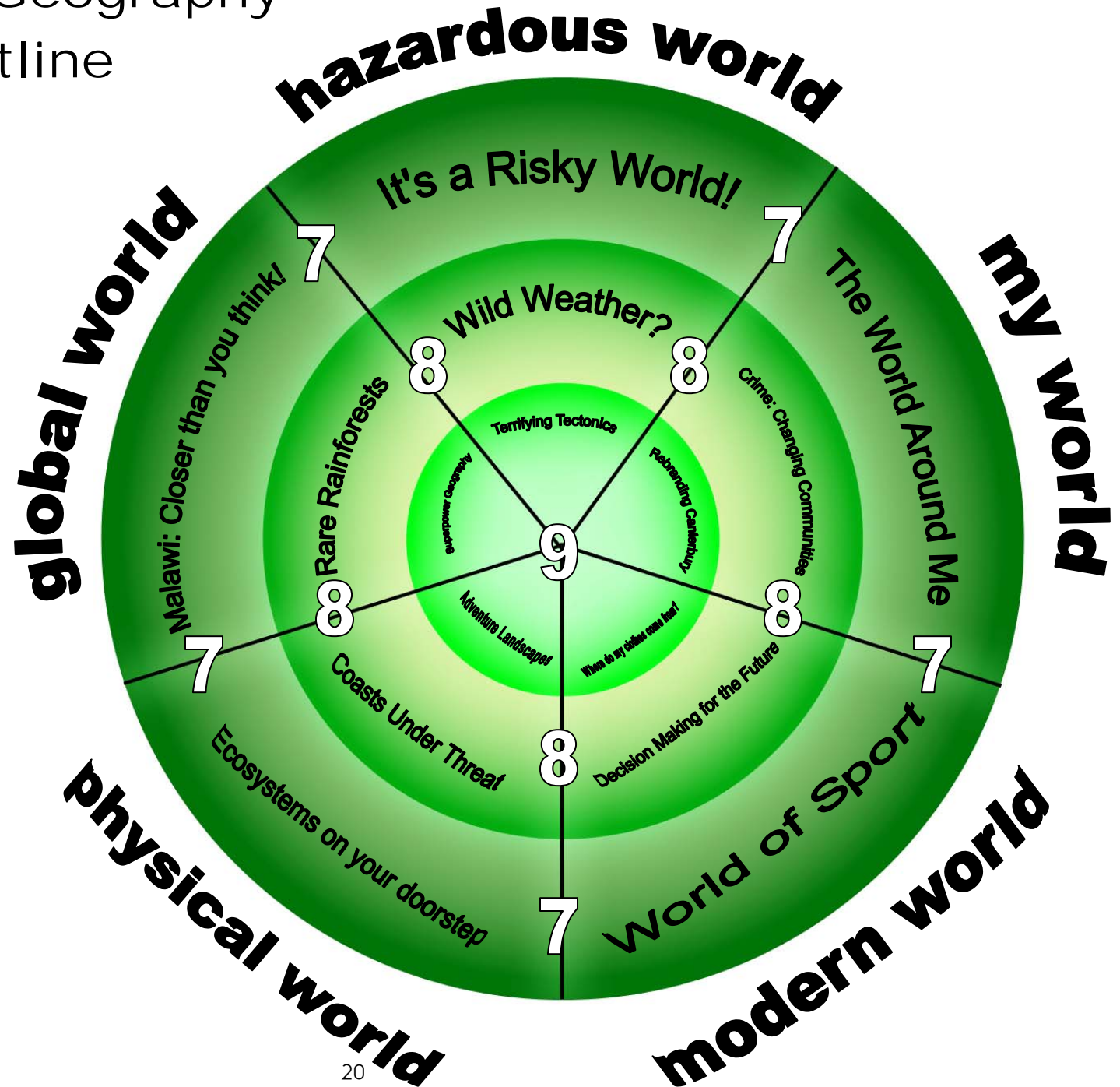
- You can use a wide range of map skills, including digital maps to describe and explain places and geographical patterns e.g. migration.
- You can demonstrate decision-making skills, including using ICT e.g. a spreadsheet to find the cheapest location.
- You can carry out fieldwork accurately using a range of equipment.

- You can select and use accurately, a wide range of skills.
- You can evaluate sources of evidence e.g. from web sites.
- You can start to plan your own fieldwork and investigations.

- You can plan and carry out fieldwork and investigations independently.
- You can evaluate your fieldwork and investigations, and suggest improvements.

The New KS3 Geography Curriculum Outline

	7	8	9
My World		Coasts	Canterbury
Malawi		Crime	Tectonics
It's a Risky World		Rainforests	Superpowers
Sport		Weather	Fashion
Local Ecosystems		DME	Adventure



Year Seven Outline SOW

Lesson	The World around me	Malawi: Closer than you think	It's a Risky World	A Question of Sport	Local Fieldwork
1	What is geography?	Where is Malawi? What do I expect Malawi to be like?	How can I measure risk?	How is sport linked to geography?	Rainham Marshes Fieldwork
2	What fieldwork techniques can help me find out about the school site?	How is our school linked to Malawi?	Are some places riskier than others?	What has been the effect of globalisation on football?	Rainham Marshes Fieldwork
3	What fieldwork techniques can help me find out about the school site?	What do photos tell us about Malawi? 1/2	How risky is it to live in the UK?	Is there a link between development and sporting ability? 1/2	Rainham Marshes Fieldwork
4	What are map symbols and grid references?	What do photos tell us about Malawi? 2/2	Why do floods happen?	Is there a link between development and sporting ability? 2/2	
5	How do you show height and scale on maps?	How developed is Malawi?	What were the causes and effects of the UK Floods of 2007?	Women and sport	
6	Assessment: Making and mapping connections	How can a DCR help me to ask questions about Malawi?	What causes droughts?	How sustainable will the 2012 Olympics be?	
7	What are my global connections?	What social issues are Malawian children Facing?	What are the effects of droughts?	How sustainable will the 2012 Olympics be? Acrostic Poem	
8	Why is the world special to me? Where the hell is Matt?	What environmental issues are Malawian children Facing?	Video News report: Drought (2 lessons)		
9	Peer assessment: My special places.	End of unit assessment: Plan-ed Elengeni Project	How can risk be reduced? Play stop disasters game on computers		
10		End of unit assessment: Plan-ed Elengeni Project	End of unit test Note question comparing MEDC/LEDC risk		

Year Eight Outline SOW

Lesson	Coasts Under Threat	Crime Changing Communities	Rare Rainforests	Wild Weather?
1	Why are coasts important to humans?	How is crime linked to location?	How do ecosystems work?	What is the difference between weather and climate?
2	How Can Coastal Areas be managed?	How do criminals map their targets?	What are biomes? PowerPoint presentation assessment on one biome other than rainforests.	How can weather be measured?
3	Assessment: Dream Developments decision making question using Google earth	What local areas are vulnerable to crime? Local fieldwork.	Where are rainforests located?	Microclimate school study mini fieldwork.
4	How does coastal erosion change coastal areas over time?	How can I use Google Earth to show local crime vulnerability?	Why are rainforests so biodiverse?	Microclimate school study mini fieldwork.
5	How does coastal erosion change coastal areas over time? 1/3	What are crime hotspots and why do they occur?	How are animals and plants adapted to living in rainforests?	Microclimate Google Earth
6	How does coastal erosion change coastal areas over time? 2/3	How can crime levels be reduced in our communities?	How sustainable are rainforest products?	Microclimate Assessment
7	How does coastal erosion change coastal areas over time? 3/3	Crime in Havering Google Earth Project.	What stakeholders play a part in the deforestation of the Amazon? Bruce Parry 1/2	How can I draw a climate graph?
8	How and why is the coast at Happisburgh under threat?	Crime in Havering Google Earth Project	What stakeholders play a part in the deforestation of the Amazon? Bruce Parry 2/2	How can climate graphs be brought to life? FLIP VIDEO
9	How can coasts be managed 1/2 Models made for HW	Crime in Havering Google Earth Project	Amazon soap opera puppet show 1/2	Wild weather 1 /2
10	How can coasts be managed 2/2	End of unit assessment: Report to the council using Google earth info.	Amazon soap opera puppet show 2/2	Wild weather 2 /2

Year Nine Outline SOW

Lesson	Rebranding Places	Terrifying Tectonics	Development	Where do my clothes come from?	Adventure Landscapes
1	What were my summer holiday memories? Understanding a sense of place.	Introduction to plate tectonics? Google earth GIS exercise.	What is development and how can it be measured? Photo exercise.	What is globalisation and how does it affect me?	How are extreme sports linked closely to geography?
2	How and why have patterns in tourism changed over time?	Why do earthquakes occur?	What do development indicators tell us about countries? ICT research.	How and why is fashion a global industry? Nike sorting exercise.	Are there patterns to where extreme sports occur in the UK?
3	What is rebranding? And why is it necessary?	What is the anatomy of a volcano?	Development indicator top trump game.	What are the working conditions like in India's Fashion industry?	What geographical conditions are needed for big wave surfing?
4	How has Benidorm been rebranded?	What happened during the eruption of Soufriere Hills Volcano, Montserrat?	How developed is India? Photo and video exercise?	Primark good or bad?	When can we go white water rafting? - Living Graph exercise.
5	Preparation for fieldwork- internet research about Canterbury	Montserrat hazard Management exercise	What is the cause of the rapid development in India?	How will fair trade fashion improve the lives of workers in the fashion industry?	Snow sports- What are the causes and dangers of avalanches?
6	Preparation for fieldwork	What was it like to experience the tsunami of 2004?	What are the effects of Rapid development in India? Slumdog Millionaire	Assessment- fair trade fashion. Essay- Would it be ethical for Primark to introduce a fair trade line of clothing?	What can be done to prevent, manage and survive avalanches? ICT- animoto presentation.
7	Fieldwork in Canterbury	How can buildings be designed to withstand earthquakes?	Mumbai written work- diary exercise.		What extreme sports use the urban environment? Mountain biking and parkour vimeo.
8	Follow up apprentice style group work	San Francisco Google Earth Hospital GIS Assessment			
9	Follow up apprentice style group work	San Francisco Google Earth Hospital GIS Assessment			
10	Assessment- Decision Making Exercise Write Up	San Francisco Google Earth Hospital GIS Assessment			

Example Lesson Plan from SOW

YEAR 7	TOPIC What do photos tell us about Malawi?	KEY CONCEPTS Place, interdependence, physical and human processes, environmental interaction and sustainable development, cultural understanding and diversity	
LEARNING OBJECTIVES <ul style="list-style-type: none"> • To be able to sort photos of Malawi into categories. • To use photos as a source of information about a country. 		KEY PROCESSES/SKILLS Geographical enquiry, graphicacy and visual literacy, geographical communication	
RESOURCES ****Computer room****		CROSS-CURRICULAR DIMENSIONS ICT	
ACTIVITIES On the shared area (or VLE) is a file of photos of Malawi for each year 7 class. The photos have been taken by pupils at the link school. <ol style="list-style-type: none"> 1/ Class discussion into what categories we could split photos into. 2/ Pupils make 5 new folders in their own area on the computer using 5 categories (examples: education, home, health, sanitation, family, environment, games/pastimes, music, transport, development, children, landscape). 3/ Pupils sort photos from main file into new files, discarding photos which they don't need. 4/ For each category one photo must be chosen which best highlights the topic. 5/ Explain what is needed for a good annotation of a photo- use example on the board. 6/ Each photo must be annotated around it in Word or PowerPoint, explaining what it tells us about Malawi. 7/ Pupils print off work and stick into book. Work will be used in a display. 			
DIFFERENTIATION Depending on ability, pupils choose number of categories they will sort into. More gifted pupils should be understanding bias.			
HOMEWORK Photo competition. Pupils choose one of the photos of Malawi and take a photo of their equivalent situation in the UK to show similarities and differences.	ASSESSMENT FOR LEARNING Visual learning, questioning. Sharing learning goals	ASSESSMENT OF LEARNING Marking of annotated photographs. Photo competition.	

Key Stage Four Geography Curriculum

From September 2009, we will be delivering the new EDEXCEL B specification to year 10 students. We use a wide variety of teaching and learning techniques including ICT, GIS, discussions, written activities, group work, presentations and video and photographic images. The table below summarises the four units from the course.

Unit	Unit title	Main Themes	Assessment
1	Dynamic Planet	This will give pupils a sound understanding of important physical processes such as geological processes, tectonics, ecosystems, the atmosphere and climate, and the hydrological cycle. These topics are interlinked and although pupils may study them separately, the unit is designed to show you how physical geography combines to create a 'life support system'. There is an option in unit one to choose to study some topics in more depth such as rivers or coasts, oceans or extreme climates.	Exam worth 50% of final Grade
2	People and the Planet	This focuses on human geography. In a similar way to unit 1, it links together to build overall understanding of human geography. Pupils will study how populations grow and change, where people live and work, and how they exploit and use resources. There is an option in unit two to choose to study some topics in more depth such as cities or the countryside, development or economic geography.	
3	Making Geographical Decisions	This is a decision making exercise, where Pupils study a specific topic, such as The Arctic, in detail. This is designed to teach you how to make decisions about a specific issue, based on sources of evidence studied. The skills you will learn in this unit will be valuable in all aspects of this GCSE in Geography, and in life.	Exam (with pre-release) worth 25%
4	Researching geography	This will involve undertaking research about coastal erosion management, carrying out fieldwork at a coastal location and then writing it up. The research and fieldwork can be undertaken out of class, but the writing up must be in controlled conditions in class time. This means from 2009, pupils will spend much less time doing their geography coursework.	Write up in Controlled Conditions based on fieldwork 25%

Pupils will be using the EDEXCEL Textbook which they will each have a copy of to use in lessons, take home and revise from. We also have 40 classroom copies of the OUP textbook for supplementary use.

Fieldwork will continue to be carried out on the coastline of Walton on the Naze in two consecutive days in May. Pupils will then carry out their write in controlled conditions in an allotted computer room, according to the detailed criteria from EDEXCEL. We are currently looking into the possibility of taking pupils on a residential trip at KS4 but currently this option is proving too expensive.

Key Stage Five Geography Curriculum

From September 2008 we have delivered the new EDEXCEL AS level Geography course. The units and topics complement the current and new GCSE which is also from the same board. The aims of the Edexcel Advanced Level GCE in Geography are to:

- develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world
- develop their awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global
- develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives
- improve as critical and reflective learners aware of the importance of attitudes and values, including their own
- become adept in the use and application of skills and new technologies through their geographical studies both in and outside the classroom
- be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

Each class at AS and A2 will be taught for a total of nine hours over a two week timetable. Students will have two teachers for four hours every two weeks. The other hour will be switched every two weeks between the two teachers at an allotted time. Each unit or topic is split into two and divided between the two teachers. Each pupil will be given an OUP textbook to supplement their studies.

Unit	Level	Information
Unit 1: Global Challenges	AS	Topic 1: World at Risk – includes an introduction to a range of global natural hazards which threaten some areas of the world more than others and then focuses on climate change and global warming, seen by many as our greatest environmental challenge. Topic 2: Going Global – brings together today's rapid economic changes which are impacting unfairly on people across the globe, and the related international issues of population change and migration.
Unit 2: Geographical Investigations	AS	Option Topic 2: Crowded Coasts reveals how increasing development is testing our ability to manage these valued environments. Option Topic 4: Rebranding Places focuses on how we need to reimagine and regenerate rural and urban places, using appropriate strategies.
Unit 3: Contested Planet	A2	Three types of contested resources are considered within three topic areas: Topic 1: Energy Security, Topic 2: Water Conflicts, and Topic 3: Biodiversity Under Threat. The inequality in resource use is reflected in consumption patterns. These issues are investigated through the study of Topic 4: Superpower Geographies and Topic 5: Bridging the Development Gap. The role of technology in overcoming resource scarcity, income inequality and environmental management is considered by investigating: Topic 6: The Technological Fix?
Unit 4: Geographical Research	A2	Students must select and study one research option from the six listed in the specification that reflects their geographical interests. Options in this unit range from those with a strong physical geography focus, to those concerned more with environmental, social and cultural geographies. Many of these will be unfamiliar in terms of context and content. Part of this holistic exploration will involve linking content and concepts from Units 1, 2 and 3 into students' research.

Fieldwork, research and practical work are all seen as a part of the wider investigation process. They form an intrinsic part of each of these topics and this will be reflected in their assessment by examining various parts of the geographical enquiry sequence. At AS level we will be carrying out coastal and rebranding fieldwork in Barcelona in early March 2010 to link with the Geographical Investigations unit.

KS3 Assessment

The department fully supports the school assessment policy and views assessment as an integral part of the KS3 curriculum. Assessment makes a constructive contribution to teaching and a variety of assessment techniques are used in geography from tests, PowerPoint presentations, decision-making exercises, poster presentations, videos, oral presentations and fieldwork reports. Self and peer assessment are employed and valued in the geography department as part of our AfL policy.

There are key assessed activities in each unit of study at KS3. These are identified in the scheme of work and focus on particular knowledge, understanding or skills. Within each year group, we have tried to assess pupils for each of their five activities using a different method. All students complete these tasks and work is assessed using a common mark scheme based on National Curriculum level descriptors. The levels are moderated between members of staff and recorded in staff mark books thus consistency of practice across the department is ensured. The department recognises that no single piece of work can test every aspect of the level descriptors. Assessments are viewed as pieces of evidence that together with other evidence from lessons, homework and discussion allow teachers to judge each student's overall performance and evaluate their 'best-fit' TRIPS level which is entered into SIMS.

Students will see and understand staff assessment of their work through:

- Written comments on their work or on assessment sheets.
- Oral feedback in lessons to individuals, groups or class.
- Grades and levels for assessments.
- School reports.
- Examination results and comments.
- Parents' Consultation Evenings.
- TRIPS Grades sent home 5 times a year.

Marking should always have a positive impact on student motivation and be constructive in its criticism. Marking involves reading and checking homework and classwork. It allows teachers to monitor progress in knowledge, effort, understanding and skills; offer guidance; give written and oral feedback; award marks and reward students. Marking is carried out on a regular basis. It must be noted that with the advent of end of unit assessments, peer/self assessment and the large amount of ICT work, the amount of book marking has significantly decreased in the past academic year. In Years 7 to 9, books are marked once every month if appropriate. In Years 10 and 11 work is marked when exercises are set. In Years 12 and 13 essays or practical exercises are marked when completed. All marking should be returned to students as soon as possible, preferably, by the next lesson. Teachers endeavour to write comments that:

- Praise good work and make clear exactly what is good about it.
- Identify areas for improvement and set targets and suggestions for action.
- Ask questions to encourage dialogue and understanding.

Learning objectives and assessment criteria are shared with students. Every student has the level descriptors in 'student-friendly' language in their books. These are referred to in lessons and thus students are familiar with the criteria against which they are assessed. The mark schemes and criteria for each assessed activity are made clear before the activity is begun and referred to again in feedback when the marked assessments are returned to students. Students identify and record a focus or target for improvement based on their performance and the level descriptors. Thus assessment is formative and criterion-referenced. Students keep assessed work with some examples being stored in exemplar portfolios (in Geography office) and/or displayed.

KS4 Assessment

Throughout GCSE geography, student's work will be assessed periodically by the class teachers. Teachers will mark exam style answers using criteria from the exam board but peer and self assessment using mark schemes also play an important part to play in AfL. Newspaper articles, exam questions, presentations and GIS work are all examples of assessed work at this level. Teachers should try and make sure pieces of work have been marked running up to the time that TRIPS data must be added to SIMS.

At the end of each topic, students will be given a test using exam questions from previous year's papers. At the end of year 10, students will sit an end of year test comprising of the whole year's material. Students will sit a mock GCSE Geography paper in January of year 11 where they will be tested on units 1 (depending on whether they sit it in yr 10), 2 and 3.

The EDEXCEL B Geography specification is modular but we are still to confirm whether we will give permission to enter pupils for the Unit 1 exam in year 10.

Units 1 and 2

Units 1 and 2 are assessed through a 1-hour tiered examination. Questions range from short objective items to longer responses worth up to 6 marks. There are 50 marks per unit. Questions are based on resources, with some opportunity for extended-writing answers which are not resource based but are based on prior knowledge and learning. How to use resources effectively is a key part of preparing students for exam success. Students will develop the following.

- Familiarity with maps, graphs, photographs, tables and diagrams.
- Careful observation of scales, keys, axes and labels.
- Ability to spot and describe patterns and trends.
- Ability to identify similarities and differences.
- More extended writing requires, among other skills:
 - use of examples and case studies as evidence to support descriptions and explanations
 - use of key terminology and geographical language
 - an ability to give an answer structure and logical sequencing.

The exam is sat in January and June. It is marked out of 50.

Unit 3

This unit is available in June only. Assessment will be through a 1-hour exam with common pre-release resources but tiered (Foundation and Higher) question papers. The process is as follows. The theme is released two years in advance of the exam.

The pre-release booklet is available online in January preceding the exam, to allow you to prepare. The resource booklet for students will be sent out to centers in printed form in February. Between 10 and 15 hours preparation time is recommended.

The exam is sat in June. It is marked out of 50.

The key to success in Unit 3 is to incorporate the knowledge, understanding and skills required for Unit 3 into the teaching programmes for Units 1 and 2, so that students are developing the requisite geographical skills throughout their course.

Unit 4

Unit 4 is the controlled assessment. It is externally set (via a 'task brief') and internally marked. Work is externally moderated. This carries a total of 50 marks.

KS5 Assessment

Throughout AS and A2 level geography, student's work will be assessed periodically by both their class teachers. Teachers will mark exam style answers using criteria from the exam board but peer and self assessment using mark schemes also play an important part to play in AFL. Essays, exam questions, presentations and GIS work are all examples of assessed work at this level. Teachers should try and make sure work has been marked running up to the time that TRIPS data must be added to SIMS. Both the class teachers should work collaboratively to assess the approximate exam grade and effort level that students are working at.

Examinations

Unit number and unit title	Level	Assessment Information	Number of Marks allocated
Unit 1: Global Challenges	AS	1 hour and 30 minute examination paper comprising of two sections and a resource booklet. Candidates will be asked to answer all questions in Section A and one question in Section B. Section A will make use of the resource booklet and consist of objective items, data response and short answer questions. Section B will also make use of the resource booklet and candidates' own ideas and consist of a choice of Going Global or World at Risk longer/guided essay questions.	90
Unit 2: Geographical Investigations	AS	1 hour examination including examination paper comprising of two sections and a resource booklet. Candidates will select and answer one physical question from Section A and one human question from Section B based on the topics they have studied for Unit 2. The questions require longer responses, each with three parts, designed to include data response, investigation and evaluation skills and related impacts/management issues. Candidates will be expected to use the resource booklet provided and their own ideas from relevant fieldwork and research that they have carried out. Candidates must not take materials into the examination.	70
Unit 3: Contested Planet		2 hour and 30 minute examination paper comprising of two sections and a resource booklet including synoptic resources. The synoptic resources only will be pre-released to candidates as advance information four working weeks before the examination via the Edexcel website. There is no restriction on the use of pre-released synoptic resources in teaching prior to the examination. Candidates must not take their pre-released synoptic resources into the examination as these will be reproduced in the resource booklet. Candidates will be asked to select and answer two questions from five in Section A and all questions in Section B. Section A will consist of a choice of two data stimulus essay questions from five each totaling 25 marks. The five questions will be based on five of the six topics for Unit 3. Section B (Synoptic investigation) will focus on the sixth topic unexamined in Section A. This topic will change in each exam sitting and will be revealed through the pre-released advance information. Section B will consist of one question in three parts. The total mark for the question will be 40. The question will make use of the pre-released synoptic materials reproduced in the examination resource booklet.	90
Unit 4: Geographical Research		1 hour and 30 minute examination. Research focus material will be pre-released to candidates as advance information four working weeks before the examination via the Edexcel website. Candidates will be given a list of questions based on the six options. Candidates will select and answer one question that relates to the option they have studied. They will be required to write a long essay in which they demonstrate and synthesise the results of their research. Each question is out of 70 marks. Candidates will not be able to take any pre-released or research materials into the examination.	70

Homework

This is very important and is set in accordance with the school homework timetable.

Learners must be told to enter the details in their homework journals. Homework instructions should be written clearly on the board. Homework should be done on the evening of the day it is set. Most assignments should be available for handing in or checking by the very next lesson. Longer enquiry projects or research tasks may be given longer at the discretion of the teacher or as agreed at department meetings. At the back of the journal is a page for communications to parents about behaviour, poor work, incomplete homework or failure to meet homework or coursework deadlines. Persistent offenders should be referred to the Head of Department. The school detention session once per week can be used for learners who have not done or completed work by the deadline.

- Key stage 3 classes have one homework per week
- Key stage 4 classes have two homeworks per week
- AS and A2 classes will be set work as and when necessary with a general target of about 3 hours a week. It is important for the two teachers teaching the class to plan work set so that it does not become excessive.

Teachers should try and use the department website and or the VLE to give clear instructions for longer projects. Website links and extra resources to assist homework can also be placed on the website.

AfL in Geography

The School has an AfL policy issued to all members of staff. The AfL working group is chaired by KCH and KPA.

Assessment **of** Learning

- The summative act of assessment carried out periodically.
- To judge how well the pupil is performing.

Assessment **for** Learning

- Takes place all the time in the classroom.
- Uses the information gained from assessment to improve learning.

'...the process of seeking and interpreting evidence for the use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment Reform Group 2002

AfL:

- Is part of effective planning
- Focuses on how pupils learn (VAK)
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Develops the capacity for self (and peer) assessment
- Recognises all educational achievement

Assessment for learning methods in Geography. Capel et al

Oral	Written	Graphic	Products
Questioning	Questionnaires	Diagrams	Models
Listening	Diaries	Sketches	Artefacts
Discussing	Reports	Drawings	Games
Presentations	Essays	Graphs	Photographs
Interviews	Notes	Printouts	Videos
Debates	Stories	GIS	Computer packages
Audio recording	Newspaper articles		Websites
Video	Scripts		
Role play	Lists		
Video recording	Poems		
simulation	Descriptions		

What must the teacher do?

- Share learning objectives at the start of the lesson
- Introduce peer and self assessment centered around the learning objectives.
- Make all written comments formative in nature
- Encourage students to reflect upon their own progress at the end of lessons and modules of work

Assessing Pupil Progress in Geography

"With the right assessment, the new curriculum makes measuring progress a breeze"
David Gardner

Geography makes a major contribution to developing successful learners, confident individuals and responsible citizens. However, as the new geography curriculum develops in secondary schools, how can you be sure that it has had a positive impact on your pupils?

The new programme of study places greater emphasis on the key concepts that underpin geography, and encourages teachers and learners to focus on placing learning in context. The new curriculum aims can be used as a starting point.

Assessment is at the heart of an effective curriculum. It means we can recognise achievement and make progress, and also allows teachers to shape and adapt their teaching to individual needs and aspirations.

Over the past year, the Qualifications and Curriculum Authority (QCA) has been working with schools and partners to develop ways of assessing pupils that put them at the heart of the process.

This can be achieved using the Assessing Pupils' Progress (APP) materials, which are being developed by the QCA. APP has been successfully used in reading, writing, maths, science and ICT. It is being developed for the foundation subjects at key stage 3. The aim is to provide a detailed picture of learners' strengths and areas for improvement, to give a reliable and consistent link to national standards, and contribute to productive discussions between teachers, pupils and parents. The progress tools for teachers include:

- The APP handbook to help teachers use the materials and implement the approach.
- Assessment guidelines for assessing pupils' work related to curriculum levels.
- Standards files, which are annotated collections of pupils' day-to-day work that exemplify national standards at different levels. These help teachers to reach consistent judgments about curriculum levels.
- The QCA is developing APP materials in conjunction with geography subject specialists, including the Geographical Association and Royal Geographical Society, as well as teachers.

The finished guidelines and handbooks will be trialled in schools, and any feedback will help refine the materials.

Finally, the QCA is working with schools to exemplify standards in the curriculum through examples of pupils' work and other evidence of their achievement. Some of these materials will be included in the standards files for APP, which will be available to all schools on the QCA website during 2010.

Within the Humanities department, BUS and DHU are leading the way with APP in RE. Their expertise will be invaluable in implementing the strategy starting in September 2010.

TRIPS and SIMS

The department uses the whole school Tracking, Reporting, Intervention, Planning System to monitor pupil attainment and effort throughout the academic year. Both attainment (KS3 Level, GCSE or ALEVEL grade) and effort (1-5) grades for each teaching group are required to be entered into SIMS on five occasions during the year. The schedule for entering grades and reports can be found in the staff yellow pages.

For years 7, 8, 9, 10 and 12 there will be 5 assessments, including the Annual Report. Years 11 and 13 will have 3 assessments including Annual Report as they will be off roll before Trip 4 comes along. Assessment and Effort will be required for all Trips, as usual, and full reports for Years 9, 11, 13, but only 2/3 line reports for Years 7, 8, 10 and 12, which will be generated and sent home in electronic format, designed to meet new Government regulations on reporting to parents.

What do the effort grades 1-5 mean?

Effort Grade	Description
1	Student always: <ul style="list-style-type: none"> • Hands in all homework on time • Completes all set tasks • Produces homework and class work of a high quality • Listens carefully to teachers and students • Makes a good contribution to group work and class discussion • Is ready to learn
2	Student Usually: <ul style="list-style-type: none"> • Hands all homework in on time • Completes all set tasks • Produces work of a variable quality • Listens carefully to teacher and students • Makes a good contribution to group work and class discussion • Ready to learn
3	Student sometimes does not : <ul style="list-style-type: none"> • Hand homework in on time • Complete all set tasks • Produce work of an acceptable quality • Listen carefully to teacher and students • Make a good contribution to group work and class discussion • Show a readiness to learn • Display behaviour conducive to learning
4	Student shows more than three instances of any of the features below: <ul style="list-style-type: none"> • Fails to hand homework in on time • Interrupts lessons • Slows down learning • Insufficient work in lessons • Produces work of insufficient quality • Arrives late • Distracts others and is easily distracted • Refuses reasonable requests
5	Student consistently: <ul style="list-style-type: none"> • Fails to hand homework in on time • Interrupts lessons • Produces work of poor quality • Challenges teachers and other students • Truants lessons • Shows no improvement despite help given

In SIMS it is possible to calculate underperformance and VA by referring to POT, PAT and target grades. As a department we write all of these grades into our mark books.

POT = Potential, and these target grades are based on Cats, Yellis and Alis
 PAT = Prior Attainment, and these are based on KS2, KS3 and KS4 results.

It is important that under performing pupils have some form of intervention. As part of the information given to form tutors and parents, it is important that as a department, we stick to the strategy.

Revised Intervention Scheme for TRIPS

Intervention Level	Criteria for this level of intervention	Action for Intervention	Comment
I1	Less than expected progress in two or more subjects at the point of data collection	<ul style="list-style-type: none"> • Interview with Form Tutor • Interview with teacher and HoD • Additional work and subject support initiated • Subject report procedure initiated • Mentoring with older student should be considered 	Essentially this is for subject areas to address themselves by whatever procedure they have. The Form Tutor to act as the person with oversight and give support and encouragement
I2	Less than expected progress in more than two subjects at the point of data collection	<ul style="list-style-type: none"> • As above for each subject • Parents contacted and discussion with HoY • Academic Alert card issued • Learning Mentor referral 	This now becomes a wider issue. The subject areas themselves should deal with the issue in their department but now the HoY will be involved with a wider overview.
I3	Effort grade of 3 in one or two subjects	<ul style="list-style-type: none"> • Interview with Form Tutor • Interview with subject teacher and HoD • Subject report procedure initiated 	Essentially this is for subject areas to address themselves by whatever procedure they have. The Form Tutor to act as the person with oversight and give support and encouragement
I4	Effort grade of 3 in three or more subjects	<ul style="list-style-type: none"> • As for I3 for each subject • Interview with HoY • HoY to send letter home • Academic Alert card issued • Learning Mentor referral 	Form Tutor offering support and encouragement again and the HoY now taking a wider view. Academic progress monitored in each subject. LM referral to support and direct work and organisation.
I5	Effort grade of 4 in any one subject	<ul style="list-style-type: none"> • Interview with Form Tutor • Interview with HoD • Subject report procedure initiated • Letter home from HoD • HoD/HoY to drop in on lessons • Additional work/Homework club/Mentoring with older student considered • Referral to Learning Mentor 	Form Tutor and HoY now aware and will support and monitor in addition to the HoD.
I6	Effort grade of 5 in a subject or two or more effort grades of 4	<ul style="list-style-type: none"> • As I5 for each subject • Interview with HoY/DH/Head as appropriate • Academic Alert card issued • Parents invited in 	This is serious behaviour that disrupts learning of others. Immediate referral needed but the question may need to be asked "Why was this not flagged up before TRIPS?"

In addition to this I am very aware that our "Positive Re-enforcement" strategies did not continue throughout the year. Certificates will be issued to all students who maintain 8 Effort Level 1's for two TRIPS cycles ie. at the end of each term. Also 5% of the year have certificates awarded for most academic progress. This to be decided by FT/HoY and DH of Key Stage. This would avoid the mechanistic approach that caused us difficulty (and a lot of work) last year.

Monitoring and Evaluation

	KS3	KS4	AS/ A2	Colle- agues
TRIPS Attainment and effort grades awarded five times a year and entered into SIMS	✓	✓	✓	
Use of POT and PAT grades to monitor attainment and progress and to identify SEN and G & T students. This will enable teachers to plan differentiated learning and to guide target setting in line with expectations.	✓			
Parent- teacher consultation and report writing.	✓	✓	✓	
Use of Target grades to monitor attainment and progress. Pupils two or more grades below their target grade will be monitored by HOD, HOF and HOY. Target grades at A Level are now set to be negotiable.		✓	✓	
Evaluation sheet filled in after assessments designed to ensure students are made aware of strengths and weaknesses, and know how to enhance the former and resolve the latter.	✓	✓	✓	
Performance feedback for evaluation purposes after end of unit tests and exams	✓	✓	✓	
Additional support via revision lessons and, where necessary, one-to-one teaching for those underachieving in their end of year 10 exams, and in the years 11, 12 and 13 mocks.		✓	✓	
Student-teacher maintained record to help track student progress and to make effective decisions about module re-sits in order to obtain the best possible grade ultimately.			✓	
Termly and Annual review of courses and lesson ideas to ensure there is continual improvement in teaching and learning.	✓	✓	✓	
Lesson observations throughout the department and faculty to encourage professional development and ensure best practice is shared for the benefit of teaching and learning.				✓
Annual review of key stage 3 grading to check consistency across the department and to inform the review process.				✓
Periodic checking of assessed work to monitor consistency with feedback to inform colleagues and encourage improved practice				✓

Options Numbers for GCSE and A Level

Year	GCSE	AS	A2
2001-2	66	29	19
2002-3	61	28	25
2003-4	53	42	20
2004-5	62	32	32
2005-6	78	23	21
2006-7	65	37	22
2007-8	56	29	30
2008-9	76	32	28
2009-10	85 tbc	37 tbc	22 tbc

KS3 Results

Date	% L8	% L7	% L6	% L5	% L4	% L8+7
2000-01	7	45	41	7	0	52
2001-02	8	47	38	7	0	55
2002-03	2	36	48	13	1	38
2003-04	3	44	38	14.5	0	47
2004-05	4	45	38	13	0	49
2005-06	2	44	42	12	0	46
2006-07	2	37	47	13	0	39
2007-08						
2008-09						

GCSE Results

Date	A*	A	B	C	D	E	F	A*-A	Total Entry
2000-01	19	24	28	24	5	0	0	43	59
2001-02	21	41	15	21	2	0	0	62	47
2002-03	31	32	22	13	0	2	0	63	66
2003-04	36	26	16	18	3	0	0	62	61
2004-05	21	28	40	11	0	0	0	49	53
2005-06	31	40	21	6	2	0	0	71	62
2006-07	24	33	20.5	20.5	0	<2	0	58	78
2007-08	34	20	23	22	1	0	0	54	65
2008-09	20	36	37.5	7	0	0	0	55	56

AS Results

Note that although here included as 2000-01 the results were not available until after January 2002 exams, when the coursework was submitted for assessment for the first time.

Date	A	B	C	D	E	U	A-B	A-C	Total Entry
2000-01	59	21	10	10	0	0	80	90	29
2001-02	45	28	14	14	0	0	73	87	29
2002-03	61	21	7	11	0	0	82	89	28
2003-04	57	24	14	2.5	2.5	0	83	95	42
2004-05	44	25	12	15	2	2	69	81	32
2005-06	52	38	10	0	0	0	90	100	23
2006-07	43	38	14	0	2.5	2.5	81	95	37
2007-08*	41	38	17	4	0	0	79	96	29
2008-09**									

* based upon two units (coursework not submitted until January 2009)

** new course with two exams taken in June and no coursework.

A2 Results

Date	A	B	C	D	E	U	A-B	A-C	Total Entry
2001-02	74	26	0	0	0	0	100	100	19
2002-03	40	28	16	12	4	0	68	84	25
2003-04	45	35	5	10	5	0	80	85	20
2004-05	28	38	28	6	0	0	66	94	32
2005-06	57	24	14	5	0	0	81	95	21
2006-07	59	27	14	0	0	0	86	100	22
2007-08	40	57	3	0	0	0	97	100	30
2008-09	52	33	11	4	0	0	85	96	27

What are the Characteristics of a G&T Geographer?

understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
they understand geographical ideas and theories, and apply them to real situations;

communicate effectively using both the written and spoken word

they communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, writing formal letters and reports, producing brochures representing particular groups). They learn subject-specific vocabulary, use it accurately and are able to define words;

reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences

they use and apply mathematical principles (such as area, shape, spatial distribution) and formulae (such as Spearman's rank correlation coefficient) to solve geographical tasks and problems. They identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments);

enjoy using graphs, charts, maps, diagrams and other visual methods to present information

they transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography -- aerial photographs, satellite images, maps of different types and scales, GIS systems and so on;

be confident and contribute effectively when taking part in less formal teaching situations

they take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork;

relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings.

they are willing to share their knowledge and understanding, and steer discussion;

have a more highly developed value system than most pupils of their age

they have well-considered opinions on issues such as the environment and the inequalities of life in different places;

have a wide-ranging general knowledge about the world

they have good knowledge of where places are in the world and of topical issues;

be able to transfer knowledge from one subject to another

they transfer their knowledge of physics, for example, to understanding climate. Or they transfer knowledge of the industrial revolution from history to help explain the location of industry in the UK;

be creative and original in their thinking, frequently going beyond the obvious solution to a problem

for example, if faced with the problem of storm pipes being unable to cope with sudden storm surges in an area, they might suggest taking measures like afforestation to reduce storm surges, rather than proposing technical improvements to the pipe system. If faced with the problem of congested roads, they might suggest taxing cars more heavily, improving public transport or changing land use patterns, rather than building bigger roads.

Geography Department G&T Plan

1) Scheduled

- Various worksheets and lesson materials kept on department file
- Aiming for A* at A Level

2) Enrichment

- Relevant OU modules e.g Tectonics
- RGS Evening public meetings for AS & A level
- World Wise Quiz. Yr 12's and current year 7's.

3) Links

- Work with yr 8 St Martins using "Trading Game" Potential for working with other schools in Havering. JRE to coordinate.
- Possible fieldtrip to Olympic site with schools including Marshals Park & St Martins.

4) Courses

- Villers Park if relevant
- RGS Summer School Fieldwork <http://www.rgs.org/NR/rdonlyres/>

5) Innovation

- Plan-ed Malawi Link. Video conference in early 2010
- Use of department website blogging.
- Use of Flip video cameras to produce film project "my world in 60 seconds"
- Competitions from charities, sustainability, GA, RGS etc...
- Sustainability group including G&T students
- Travel plan group includes G&T Pupils

KS3/4 G&T Termly Challenges

Autumn Term (set up before summer holidays)

Travel Journalism. Researched article and photographs on a location recently visited.

Spring term

Using the department website G& T section, pupils will be given a password and will be challenged to write a detailed response to an article on the website blog from a choice of 6 articles.

Summer

Students prepare presentation and questions for Plan-ed video conference with The Elengeni Secondary School, Malawi.

Geography Department SEN Plan

As the school's cohort changes, so inevitably will the numbers of pupils with special educational needs. Currently the school has a SENCO with six support staff. This number is expected to rise in the next few years. As a department we work closely with the SEN team and are in regular communication regarding the progress of specific pupils.

The Department's aim is to give pupils of all ability full access to the National Curriculum and enable them to achieve their full potential.

This will be achieved by:-

- 1) Identifying the needs of pupils at the earliest opportunity.
- 2) Ensuring that the needs of pupils are made known to those who teach them.
- 3) Links with Primary Schools to achieve smooth curriculum transition.
- 4) Giving consideration to curriculum differentiation, which meets the needs of pupils of all abilities.
- 5) Giving consideration to appropriate resources to support pupils, staff and the curriculum.
- 6) Regular reviews of pupil progress.
- 7) Appropriate assessment, recording and reporting so those pupils feel valued.
- 8) Appropriate consultation with parents to gain their support.
- 9) Liaison with Heads of Year and learning support staff.
- 10) Relevant Inset for each member of the department.
- 11) Ensuring that SEN pupils join in the general activities of the Department with all other pupils.
- 12) Ensuring that the Geography curriculum allows open access to pupils of all abilities including SEN.
- 13) Having Learning Support Assistance in classes at KS3 and 4, during Geography lessons when the timetable allows.
- 14) Developing worksheets for low ability pupils based on common resources.
- 15) Developing appropriate assessments for low ability students.
- 16) Involving a Learning Support Assistants in fieldwork where appropriate.
- 17) Acting on IEP information and applying this to the teaching methodology.

Rewards and Sanctions

Pupil successes and concerns are a standing item on the department meeting agenda and a matter for daily discussion between staff. Each case is dealt with individually according to pupil need. The department uses the school system of bad news slips.

Strategies for difficult pupils and situations include:

- Observations
- An oral warning from the HOD
- Geography report card.
- Removing pupils to other classrooms, usually to the Head of Department
- Written comments on report card.
- Appropriate responses to bad new slips by Head of Department
- Letter to parents, phone call, email or meeting if necessary, contact maintained if necessary
- Break, lunch or after school detention, as appropriate
- Support sessions
- Amended deadlines
- Differentiation as appropriate
- Consultation with Head of Year and tutor
- Monitor and support systems for important assessments in exam groups

However, the department strives to maintain positive relations with all pupils and reward and motivational strategies are used. Strategies for rewarding pupils include:

- Placing excellent examples of work on the department website's Showcase section.
- "Well done" postcards produced by the department.
- Formal letters of congratulation to parents, particularly for excellent test results or coursework.
- Award of prizes for competitions
- Nominations for whole school prize giving.
- Award of merits
- Oral and written comment
- Inviting senior team to visit lessons and see good examples of work
- Assembly announcements
- Information to tutors and Heads of Year

Fieldwork, Trips and Visits

Fieldwork is of great value in the study of geography because it provides opportunities for:

- Applying theory learnt in the classroom to the real world, enabling effective consolidation
- Stimulating interest in the environment of which we are all stakeholders
- Primary research for data collection and thereafter application of the key skills of IT, number, communication, teamwork and problem solving
- The enhancement of social skills

Fieldwork is compulsory for all studying Geography at GCSE and at AS-level. Additionally we include fieldwork in our schemes of work at key stage 3, but whole school constraints have in the past prevented us from including this in all years. However, this has been under review and it is anticipated that we shall have fieldwork in all years in the school as indicated below.

Scale	Year	Location	Purpose	Month/ Duration
Local	7	School site	Introduction to various fieldwork techniques	September/ 1 lesson
	8	Local streets around school	Crime survey	December/ 1 lesson
	7	Rainham marshes	Sustainability fieldwork day	July/ 1 day
National	9	Canterbury	Rebranding project	October/ whole year over 2 days
	10	Walton on the Naze	Year 10 coastal fieldwork	May/ 2 days
International	12	Sitges, Barcelona	Year 12 Field trip	Feb/March/ 6 days
	10-12	Morocco	Years 10-13 geography tour.	October 2008
	10-12	Egypt	Years 10-13 humanities tour.	October 2010 tbc

The head teacher has asked that to finance extra cover supervisors (due to "rarely cover" policy) a fee £50 per teacher per day will need to be accounted for on each trip.

Staff who can assist in trip planning:

MAS: trip finance

NCL: trip administration, taking in forms and cheques, parentpay etc...

JSH: trip risk assessment

NDA: Cover and forms

Fieldwork, Trips and Visits cont...

Taking groups of pupils out of school is one of the most potentially hazardous things that any teacher may be called upon to do.

With all school trips, staff in the department are expected to do the following:

- understand the importance of carrying out risk assessment for all school trips and outings
- provide the best off-site protection for staff and pupils
- ensure that identified procedures are correctly followed
- provide parents with reassurance that one of the prime interests of the school is for the health and safety of the pupils
- cover yourself legally and enable your school to consider legal requirements in relation to best practice
- ensure successful, enjoyable and stress-free trips and activities
- ensure high standard/high quality visits
- ensure your school has clear aims and objectives in relation to the trip or activity
- ensure adequate preparation
- identify the relationship of trips and other outside activities to the curriculum
- clarify procedures and lines of responsibility
- consider arrangements for children travelling safely to and from school
- include safety education as part of the curriculum
- identify the additional training needs of staff
- identify resource needs
- enable all costs to be evaluated and taken into account.

Teachers on any school trip:

- have a common law duty to act as a "reasonable parent";
- must ensure the meticulous planning and preparation of the school trip including a risk assessment of all activities;
- are responsible for all pupils in their care throughout the entire trip;
- must safeguard the health and safety of pupils both on the school premises and in authorised activities elsewhere;
- must maintain good order and discipline at all times.

Non-teachers

- must accept the normal common law duty of care to act as a "responsible parent" towards the children;
- are not held as accountable as teachers.

Planning a School Trip

Preparation and planning are the key to a successful and safe school trip. This depends to a large extent on the leader's ability to carry out an accurate risk assessment; to foresee all the dangers and difficulties and to make plans to avoid them. Advance planning could reveal that to allow a particular activity or the whole trip could expose children to unacceptable levels of risk. Although it is very disappointing to cancel a trip, it is the only responsible course of action to take.

Staff/ Pupil Ratios

The Secondary Heads Association (SHA) consulted one LEA who gave the following guidance on staff to pupil ratios (minimum requirements):

1:10 for trips abroad with minimum of 2 adults of opposite sexes if the group is a mixed party;

1:15 for other residential visits with minimum of 2 adults of opposite sexes if the group is a mixed party;

1:20 for day visits outside the walking distance of the school with minimum 2 adults of opposite sexes if the group is a mixed party;

1:25 for a short local visit (perhaps during a lesson) where one teacher might be sufficient even for a mixed party.

The Association of Teachers and Lecturers (ATL) recommends in general that a ratio of 2:20 is an absolute minimum. For some potentially hazardous activities it may be 1:5, or 1:10 or 1:12. A judgement can only be made when all the risks have been assessed. Teachers should keep a written record of that assessment and the reasons for the final decision. ATL also advises that "if in doubt, increase the number of adult supervisors" and in mixed groups have at least one male and one female teacher.

Information to parents

Although it may not always be necessary to have parental consent for short trips which are part of the school routine and children's normal work patterns, it is very important for parents and carers to be told when children will not be in the school.

For trips further afield, the school will require written consent of parents and in order for parents to give consent, they need all the available information - suitable for their own needs. Parents should also be given full details of the insurance cover you have in place to protect their children.

Parents are also a source of information for the school when a trip is being organised. Exchanges of information should, ideally, be done in writing. Where this is not possible, keep written records of details given orally. Sign and date them.

Insurance

No school trip can go ahead unless there is adequate insurance. The school has its own insurer for school trips. Trips within the UK are £2 per head and abroad are £5.

School Trip Checklist

- What is the purpose of the trip or visit? (Aims & Objectives) Is it linked to the curriculum?
- Where are you going and for how long?
- Do you need the governors' consent? Have you got it?
- Have you given in the relevant forms to JSH (Bursor) signed by a senior teacher?
- How big a group do you want to take? Who do you want to take?
- Do you know all the pupils you will be taking out of school? Who has special needs? Who suffers from travel sickness? Who can take responsibility? Who has special skills (e.g. first aid)?
- Do you have the DfCSF, LEA, school and other guidance on school trips? Do you need any further advice? Where from (Union, professional body)?
- Who are the leader and the deputy leader of the trip? Are they competent people?
- Do you need to make a preliminary visit? Have you been before? Do you know anyone else who has been to the same place?
- What activity/activities will be involved? Make a list.
- Have you done a risk assessment for all the activities? What are the significant hazards and risks? Have you planned to avoid them? Can you avoid them? Do you need professional advice?
- What are the travel arrangements? Have you done a risk assessment for them? Have you planned food and rest stops?
- What supervision levels (staff:pupil ratio) do you need and why? Have you recorded all details of your decision with regard to this?
- Have you got parental consent for each child? Have you given parents all the essential information? What, if anything, do you need to know from the parents?
- Is your communication network in place (now and for the duration of the trip)? Who will keep copies of all the details? Where will they be kept?
- Do you have adequate insurance to cover the trip?
- Are the financial arrangements in order? What protection of payments is in place? Do you need advice?
- What is the First Aid provision? Is the first aid kit in good working order? Who will look after the first aid kit? Is there a first-aid trained adult on the trip?
- Do any of the pupils require medication? Who will look after it? Who will administer it? Take advice.
- What are the emergency procedures if anything should go wrong? Does everyone know them? Have they been understood and practised?
- Is the programme for the trip now agreed by all relevant parties?
- How will you evaluate the trip? What is the follow-up work?

Risk Assessment

Risk assessment is taken extremely seriously by members of the department when organising trips and visits. The member of staff in charge of risk assessment is JSH (Bursar). The school has produced a booklet to assist teachers in the organising of trips and implementation of risk assessments. In the geography department we are starting to use the more thorough risk assessments produced by the local authority. The following information comes from the front page of the Havering risk assessment guidelines.

The purpose of a generic risk assessment is to assist those responsible for this activity. In essence, the education health and safety team have researched the most commonly perceived hazards, persons who may be at risk and the most commonly used control measures. The control measures are a combination of common school practices along with recognised acceptable standards. However, it is important to note that the guidance provided is not exhaustive and may require further research and tailoring to suit local circumstances.

The risk assessment pro formas have been developed using a range of control measures that may be appropriate to control the risks to pupils and staff on an educational visit. It is likely that a combination of control measures will be required. You may choose to use the generic form and make it specific by ticking those control measures listed that you already have in place or ticking to indicate they are not applicable. However, you may choose to use this as guidance and produce your own specific assessment.

In the risk assessment table, you must identify what control measures are already in place and are being implemented. Do not tick control measures that are not being used or not being used properly (e.g. if mobile phones are not used or meetings that should happen but do not take place, etc). You must indicate these as actions. If the control listed is not already in place and is required the Action box must be completed along with the priority for the action.

1. Use the table to estimate the existing risk with the current controls (if any) in place. Write down the risk rating score.
2. If the risk is estimated to be low no further action is necessary. If the risk is estimated to be medium or high additional control measures will be required.
3. Having identified the necessary additional control measures develop an 'Action plan for implementation' listing the control measures that need to be implemented, a date for implementation (taking account of resources etc) and the person responsible for ensuring implementation.
4. Once all the additional control measures have been implemented carry out a further evaluation of the risk. Write the risk rating score in the box. If the risk is estimated to be low no further action is necessary. If the risk is still estimated to be medium or high a further review and additional control measures will be required.
5. Control measures must be regularly monitored and reviewed to ensure that they remain effective.

ICT in Geography- The Research

Geography provides a rich and varied context for the use of new technologies to enhance both learning in the subject and to reinforce existing ICT skills (Ofsted, 2004a). ICT can help pupils investigate, organise, edit and present geographical information in many different ways. In geography, ICT can help pupils to:

- enhance geographical knowledge and improve geographical
- enquiry skills
- develop graphical, statistical and spatial analysis skills
- develop mapping skills
- experience alternative images of people, places and environments and how environments change
- simulate or model geographical systems and environments
- communicate with other pupils in contrasting localities by email, webcams and video conferencing
- improve the appearance of work by enhancing presentation
- increase awareness of the impact of ICT in the changing world.

Ofsted's report on ICT in secondary geography found there were inconsistencies in the quality and use of ICT across schools. In too many cases, the limited time spent in ICT suites is used well to reinforce ICT skills, but there is too little focus on enhancing the delivery of geography. Lack of access at required times is often discouraging geography departments from using ICT. (Ofsted, 2004a)

However, Ofsted has found that some of the best work in secondary geography is with Geographical Information Systems (GIS). The benefits of using GIS include enabling pupils to explore patterns and relationships, to test hypotheses, to analyse large quantities of data and to recognise that the interpretation of large quantities of data is complex and yields a range of possible answers. (Ofsted, 2004b) GIS has the ability to store, retrieve, manipulate and analyse a wide range of spatially-related data in order to produce maps. With GIS the user may ask questions of the data related to the map, search for patterns and distributions and investigate the underlying relationships between different sets of data. A computer-based GIS handles data quickly and efficiently, providing mapping facilities that would take a person many hours or even days to complete by hand.

Benefits for pupils

- Geographical Information Systems (GIS) simplify many geographical concepts and present large amounts of non-sequentially related data in simple and readily accessible formats, allowing pupils to concentrate on interpreting and analysing data (West, 1999)
- Using GIS software enhances spatial awareness and decision-making skills (Audet and Paris, 1997; Taylor, 2003; West, 1999)
- Using simulations and modeling tools can lead to enhanced understanding of geographical topics such as erosion and agriculture (Cox and Abbott, 2003)
- ICT enables higher level thinking skills, especially for pupils using GIS (West, 1999)
- Using digital photography in a classroom mapping activity helps develop recall, reflection and self assessment skills (Storey, 2002)
- Interactive ICT such as email enables the exploration of a sense of place, through communicating with people as well as through pictorial features (Storey, 2002)
- Using emails alongside postcards to make comparisons of places helps pupils to gain a better appreciation of other cultures (Storey, 2002)

Benefits for teachers

- Using GIS can significantly enhance geography teaching and learning environments (Audet and Paris, 1997)
- Digital photography allows teachers to record pupils' work undertaken on field trips and other learning outcomes not readily recorded in traditional ways (Storey, 2002)
- ICT enables teachers to engage and motivate pupils about geographical concepts to a greater degree (Halocha, 2002; Taylor, 2003)
- Using GIS software to produce and manipulate maps at a range of scales can save lesson time and give better quality results (Taylor, 2003)
- The internet increases access to authentic geographical data and information sources (Taylor, 2003)
- GIS software can enable teachers to focus more closely on teaching geographical skills, in addition to developing a sense of location and place (Keiper, 1999)

Factors for effective use

- Training for teachers on manipulating GIS helps them to integrate it effectively with their classroom practice (Audet and Paris, 1997; Johannson, 2003)
- Teachers make more effective use of GIS data and software when given guidance in locating suitable internet sources.
- Easier access to ICT resources enables geography departments to concentrate on development of geographical skills rather than ICT itself (Ofsted, 2004a)
- GIS activities can be more effective when coupled with the use of local data, in the context of authentic, real life geographical issues (Keiper, 1999)

Use of ICT within the Geography Department

ICT is seen as a real strength of the department around the whole of the school. PCH has seen it as a priority for the department and has implemented the development of a department website and embedding of GIS and digital video into each Key Stage within the school year 2008-09. ICT is used within the department both to motivate and help enhance teaching and learning. Some of the impacts of ICT on the department have been to:

- Give access to a greater variety of information, including topical material
- Use a department website to blog, store and display resources, videos, photos, fieldtrip information etc...
- Give opportunities to explore processes through the use of models and simulation
- Help with revision and exam techniques
- Make use of vertical air photographs and satellite imagery
- Carry out searches for data on databases
- Give an improved capability to graph data
- Carry out mapping, including the use of GIS
- Capture images using a digital camera, e.g. during fieldwork
- Use digital video in lessons and during fieldwork.
- Use handheld GPS systems
- Develop uses for new technologies such as mobile phones and Iphones.
- Make links with experts and children in other schools

As you can read in the accommodation and facilities section, we are delighted to have been given the go-ahead to turn H11 into a GIS computer suite. This development will help in our delivery of high class geography lessons using ICT and new technologies.

The Department Website

www.thegeographer.co.uk was set up in January 2008 by PCH in conjunction with String Monkey Media www.stringmonkey.co.uk (Ross and Ben Spearman). The idea was to provide pupils and staff with a cutting edge website to interest and motivate pupils and to provide staff and pupils with a platform to share and view lesson resources, photos, video, news articles etc... In June 2009 the first major addition to the website was made with the launch of the G&T blog, a page where all KS3 G&T geographers from Coopers' plus other schools around the country can discuss and debate topical geographic issues.

The year group section allows teachers to upload lesson resources and assessment tasks as well as important links for topics and pieces of work. As a department we prefer to use the website rather than the VLE for this purpose so that other schools can share in our development of high quality resources.

The video and geo-news blogs are all updated on a regular basis with any relevant material relevant for secondary geography.

The Malawi Section contains information and photos about our link school in Muzuzu, Malawi. Over the next academic year, we hope to add examples of pupils work and videos from our friends in Malawi.

The Staff section will contain the handbook and schemes of work to download, plus any CPD resources produced by members of the department.

GIS

Over the last academic year, we have embedded Geographical Information Systems into all of our Key stages and now see the use of GIS as an important and integral part of teaching geography. Most of our GIS work is using Google Earth although there are an increasing number of websites which use GIS which can be incorporated into SOWs. Below are some examples of topics where pupils use GIS:

Year 7: Local Area study

Year 8: Police crime maps, mapping crime in the local area, Microclimate study.

Year 9: Rebranding Canterbury, Comparing levels of Development, San Francisco Project.

GCSE: Location of power station, Greenfield and Brownfield development, coursework on coastal erosion.

A Level: Priorat Rebranding, El Raval Rebranding, Coastal land use and management.

We plan to continue to expand our development and use of GIS over the next year, especially seeing that we have been given the go-ahead to turn H11 into a 30 computer GIS suite. JRE has been working hard with networking local teachers so we are hoping to deliver GIS CPD sessions to our partner schools acting as a GIS hub.

The VLE

The school bought into the Fronter VLE package at the beginning of the last academic year. As a department we are able to upload resources to Fronter but prefer to use the website as they can be seen by the wider community. Fronter has the excellent ability to allow pupils to upload their work for online marking. This will be integrated into the new KS3 SOW for certain projects eg. Biome PowerPoint presentations.

Digital Video

In March 2009 the Humanities Specialism funded the purchase of 16 Flip Mino Digital Video cameras. PCH has developed various lesson resources using them and has been the focus of a programme by Teachers TV looking into the innovative use of digital video in lessons. PCH has also delivered a training session of Flip Video at the National Humanities Specialism Conference 2009.

IT Support

The problem with ICT applications are that they depend on effective and efficient use of the hard and soft ware as well as on suitable technical support. We are assisted by three ICT technicians who offer high quality support to our department. The ICT support office is on the lower floor of the 6th Form Block.

Every Child Matters – A Geographical Perspective

A new OFSTED Inspection Framework (Section 5) came into effect in September 2005. It is a process of two days of Inspection rather than up to five days, as in the past. It will focus on Whole School aspects rather than Subject focussed ones. One of the significant elements will be the five Every Child Matters (ECM) outcomes. These are:

- How well do learners enjoy their education?
- How well do learners adopt safe practices?
- How well do learners adopt healthy lifestyles?
- How well do learners make a positive contribution to the community?
- How well do learners develop skills that will contribute to their future economic well-being?

Each of the outcomes has criteria that the Inspectors will be evaluating and brief extracts of the grade descriptions for 1 (Outstanding) are stated below. The other three categories are 2 (Good), 3 (Satisfactory) and 4 (Inadequate). In bold underneath, are some suggestions of how Geography might contribute to the outcomes. Some of the outcomes are more appropriate for geography than others. This is raising awareness of the potential for the subject.

Enjoy

"Nearly all learners have first-rate attitudes, exemplary behaviour and high levels of attendance. They co-operate extremely well with staff and others, readily demonstrate initiative and do not feel intimidated."

Geography students actively participate in a range of engaging approaches to learning (decision-making exercises, role plays and debates).

Safe practices

"Learners have a very well-developed capability for assessing the range of risks they might face and responding very sensibly to them."

Geography Students develop their skills outside the classroom either within the School grounds and/or on fieldwork investigations under supervision.

Healthy lifestyles

"Learners have and display an outstanding understanding of how to live a healthy lifestyle. They learn very effectively how to recognise personal stress and to how to manage it."

Students have an understanding of their health, diet and exercise lifestyle and make a comparison with a LEDC in a Development Scheme of Work.

Community

"They express their views with much confidence, while listening very well to the opinions of others, and through this make an important contribution to decisions about how the school runs. They are confident in managing changes in their lives and are developing very well the knowledge and understanding that will enable them to become informed citizens."

The first two examples would also be appropriate for this section.

Economic well-being

"Learners make impressive progress in literacy, numeracy and ICT and in other qualities required for work. They demonstrate by their active involvement in lessons and other activities a strongly developing but not overwhelming self-confidence that empowers them to take the initiative and also to work constructively with others."

Geography students, through an Economic Activity module, could research the balance of renewable and non-renewable resources and discuss the outcomes.

There will be further guidance in the future on the above but this is a starting point to make geographers aware of the ECM outcomes in respect of the new OFSTED Inspection Framework. The School has to produce a School Evaluation Form (SEF) and it is recommended that it is 20 sides. The SEF is about measuring impact within the School. "We did X and it led to Y..." The ECM outcomes have a significant part to play in this process. There are over 15 subjects taught at KS3 and more at KS4 and 5. Therefore subject specific examples will obviously be focussed.

Pupil Voice

The pupil voice is valued in the department and strategies are used to gain the pupils' views on a range of matters. Pupil opinions on the implementation of the revised National Curriculum were obtained and used to inform planning. Pupil opinion of lessons and teaching, courses and field trips are often sought and used. Reasons for taking, or not taking, geography at GCSE and A-level are often sought.

Departmental strategies for determining pupils' views include:

- Open and informal discussion in class
- Discussion groups of selected pupils
- Open-ended written feedback
- Questionnaire (sometimes anonymous).
- Survey Monkey online questionnaires on department website.
- Ongoing pupil feedback and comments in exercise books
- Pupil observation of lessons.
- Pupils asked what they think about geography, what they would like to change, what they would like to happen and so on.

Members of the department also work with KAR to implement pupil voice throughout the whole of the school. Careful thought is given to these strategies and how and when they are used. The aim is to generate manageable and useful information to help improve the geographical experience of pupils at The Coopers' Company and Coborn School.

PLTS and SEAL

Personal Learning and Thinking Skills (PLTS) and the Social and Emotional Aspects to Learning (SEAL) will be a priority at our school in the next academic year. Geography is in a strong position as these aspects are already there! Having said this, the department will need to change the language used when teaching and make more explicit the links.

The geography programme of study provides a rich and exciting range of opportunities to develop PLTS as an integral part of subject teaching and learning. Explicit and implicit opportunities are present in the key concepts, key processes, range and content, and curriculum opportunities.

Independent enquirers. Learners can develop as independent enquirers when they are provided with opportunities in geography to:

- structure their own geographical investigations, researching answers to different kinds of questions, issues or problems that they have identified for themselves
- explore issues from different and personal perspectives by gathering, analysing and evaluating evidence to reach their own, well-reasoned decisions and conclusions
- apply what they have learned to new and more challenging contexts, investigating, with increasing independence, issues at different scales and of greater conceptual complexity.

Creative thinkers. Learners can develop as creative thinkers when they are provided with opportunities in geography to:

- explore geographical imaginations and alternative futures for places, people and for themselves
- try out new ways of applying and adapting knowledge and skills to different contexts to deepen and extend their understanding
- question their own and others' ideas of the key concepts of environmental interaction, sustainable development, cultural understanding and diversity to find imaginative solutions to issues or problems
- develop their confidence to challenge assumptions and reach outcomes of value.

Team workers. Learners can develop as team workers when they are provided with opportunities in geography to:

- experience the benefits of working collaboratively to complete tasks in the classroom and in fieldwork, for example in conducting a large-scale land use survey
- recognise their own strengths and those of others by allocating roles and tasks, and taking responsibility for their own contribution, for example in planning for a presentation or a debate
- extend their work with others to improve their understanding of different people and places, for example by using modern communications systems to work with different schools, regions and countries
- provide and respond to constructive feedback, taking account of different views and developing the confidence to resolve issues and achieve their identified goals.

Self-managers. Learners can develop as self-managers when they are provided with opportunities in geography to:

- take personal responsibility for organising their time and resources, prioritising actions and managing risks to carry out and successfully complete a task, for example a fieldwork investigation carried out over several weeks
- address challenging tasks that require application of perseverance, initiative and creativity, for example applying skills or concepts to a new or unfamiliar context
- respond positively to new or changing priorities, for example actively embracing the challenges of investigating new places, ideas or issues.

Effective participators. Learners can develop as effective participators when they are provided with opportunities in geography to:

- explore and question their own values and responsibilities to other people, to the environment and to the sustainability of resources to develop their own views about their place and role as global citizens
- engage personally with issues of concern relevant to their own lives locally, nationally and globally
- participate in responsible action in relation to issues that affect them and those around them using well-reasoned decisions and judgements
- review alternatives, negotiating and balancing diverse views to understand how workable solutions to geographical issues might be achieved.

Reflective learners. Learners can develop as reflective learners when they are provided with opportunities in geography to:

- invite and reflect on feedback from others to monitor and improve on their own performance
- identify and plan for their own realistic goals, recognising how adapting and refining their ideas as work progresses can make for enhanced outcomes
- communicate their understanding of processes and concepts, selecting ways appropriate to different audiences, for example through maps, graphs and geographical information systems (GIS)
- continuously monitor their own progress, identifying criteria for success and making changes to further their learning.

SEAL. Social and emotional skills underpin effective learning by helping all pupils to do the following.

- Learn to manage their impulses, helping them settle quickly, concentrate and not disrupt others.
- Build warm relationships, which help them to care what others (e.g. staff and peers) think and to respond positively to them.
- Manage strong and uncomfortable emotions such as anger and frustration, and become more resilient, which helps them rise to the challenges of the learning process and stick at it if things get tough.
- Learn to feel good about themselves, which reduces the likelihood of disruptive behaviour and increases capacity for independent learning.
- Manage anxiety and stress, including around tests and examinations.
- Learn to empathise, for example with other pupils' desire to learn, which helps them contribute to a positive learning environment.
- Reflect on longer term goals, which helps them see the point of learning, raise their aspirations and become more able to resist negative pressure from others.
- Feel optimistic about themselves and their ability to learn, which improves their motivation to work hard and attend regularly.

Lesson Observation

There are two approaches to lesson observations:

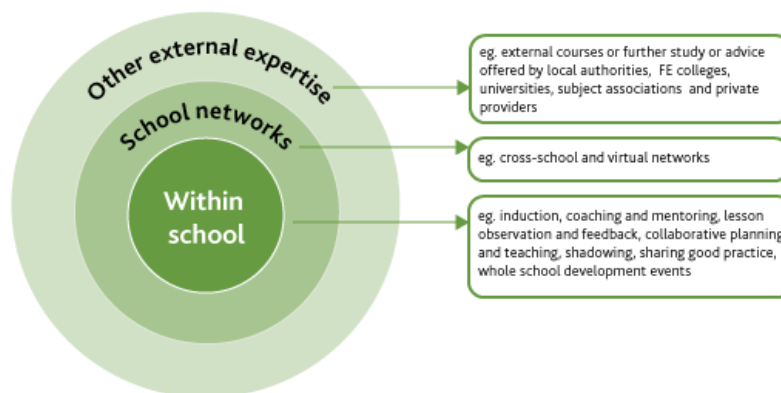
- 1) The formal approach using a 'closed' feedback proforma (available to download off of the shared area) for purposes of performance management or teacher training. This is line manager led (see next page for line management) and should occur at least once a year per teacher. Observations should be focused on teachers' development targets in the performance management document.
- 2) A more 'open' approach where the criteria for observation are less formal and specific. This approach is across the faculty and is to encourage regular lesson observations for general professional development and the sharing of good practice.

Performance Management

With the exception of NQTs, very member of staff in the department has to have a performance management appraisal once a year. This is carried out using the school proforma in the autumn term by line managers (see next page). Targets should be remembered and used during the year for lesson observations.

CPD

Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice. There are many possible sources of CPD, as shown in the diagram below. Some forms of CPD may encompass elements from more than one of these sources.



Members of the department regularly attend external courses run by the GA, RGS and EDEXCEL. JRE runs CPD sessions as part of the Havering schools geography network. In-house school VPD (voluntary professional development) is also well attended by members of the department.

Members of the department are encouraged to run their own VPD sessions or CPD as part of the Havering network or at the GA or Specialist Schools Conferences.

Line Management

Mr K Chapman (KCH) is Head of the Humanities Faculty and Specialism.

Mrs K Pack (KPA) is Assistant Deputy Headteacher line managing humanities

Mr D Threadgold (DTH) is Deputy Headteacher line managing humanities.

Mr P J Cornish (PCH) is line managed by KCH

Mr K R Chapman (KCH) is line managed by KPA and DTH

Mrs J P Reed (JRE) is line managed by KCH

Mrs S Veysey (SVE) is line managed by PCH

Ms T Quinney (TQU) is line managed by PCH

Mrs K DeJong (KDE) is line managed in technology by JZT

Meetings

Department meetings normally follow the five Faculty meetings scheduled for the academic year. In addition the department team meets as and when necessary. Agendas and minutes are circulated to department staff, KPA, DTH and the Headteacher.

Informal Geography meetings are also scheduled throughout the year.

As a department, one of our strengths is communication. We share new ideas and resources on a daily basis and often have impromptu informal meetings to discuss future initiatives.

Staff Absence

In the event of a known absence from school the teacher is responsible for filling in the appropriate paperwork, informing the teacher in charge of cover (NDA) and checking with a senior manager to be sure the absence will be approved. Work must be set and left on the cover table or given to classes when possible. Where the latter applies it is still a good idea to leave a copy of the work on the cover table for the cover teacher's reference.

In the event of unknown absences such as for illness teachers should leave a message on the cover answer phone (see 'yellow pages') and let the Head of Department know what work is to be left. One effective way of setting and leaving work is via e-mail to pch@cooperscoborn.co.uk with details of work, preferably set out to make it relatively easy to print and distribute as necessary. However, don't make this the only contact because e-mails will not necessarily be seen first thing in the morning. PCH needs to be alerted to the fact that an e-mail has been sent. Where it is difficult to set work please let PCH know in good time so that tasks can be planned before the start of the school day.

Initial Teacher Training

Since the school received Training College status in 2009, as a department we have been expected to provide ITT for prospective geography students through the PGCE or GTP placements. Because of our strong links with the Geography department at the Institute of Education we would prefer to offer placements to only PGCE students from their highly rated course.

Currently PCH is the subject mentor and is in charge of observing, coaching and assessing PGCE students. Other members of the department play a huge role in offering support and feedback, suggesting ideas and observing PGCE students.

PGCE students are expected to slot quickly into the every day running of the department. They will be given access to all of the resources and expertise within the department, but are expected to use initiative in coming up with innovative lesson ideas. PGCE students are also encouraged to help the department in other ways too, by putting up displays, adding examples of work to the level portfolios and developing pages on the department website

As a department, we aim develop the professional skills and attitudes that are needed to teach geography and promote the critical understanding of contemporary issues in geography education. We are committed to resource-based learning and believe that geography makes a vital contribution to citizenship and environmental education. We believe that the practical competence of PGCE students should be matched by a spirit of intellectual enquiry, focused on the question of how to stimulate and support effective learning for all pupils. We expect exceptionally high standards in terms of presentation skills, planning and preparation.

Adapted from the Geography Department, IOE

Plan-Ed School Linking

Year 7 pupils now have the opportunity to learn directly from pupils at the Elengeni Secondary School Mtwalo Malawi as part of a Plan-ed school link. The school link is managed by the charity Plan-Ed and sponsored by the Evening Standard Newspaper.

All year 7 pupils will study the unit "Malawi- Closer than you think" in which pupils here at school learn about the culture, people, economy and environment of Malawi, while at the same time, pupils in Malawi learn similarly about the UK. The project will involve the exchanging of letters, photos, videos, surveys and class work. As part of the unit of work, pupils produced DVDs explaining to their partners in Malawi all about the school and the local area.

In July 2008 we sent 20 disposable cameras to one class at Elengeni with the aim of them taking photos of their lives using a number of themes. We had some amazing results when the cameras were returned to us in September. In the summer of 2009-10 we hope that year 7 pupils will have the opportunity to reciprocate the project and produce their own excellent portfolio of photographs. We also hope that we will be able to hold a public display of some of the photos in Upminster library. News of the second part of the project will appear on thegeographer.co.uk.

We also hope to send out two Flip Video Cameras so that pupils at The Elengeni School can produce their own video so we can learn all about their school. Within the next two years we will be arranging a visit for the link coordinator of The Elengeni School to Upminster and hopefully a visit for PCH and teachers within our department to go out to Malawi. PCH will look into the TIPID international teacher development fund to try and provide sponsorship for exchanges.

Timetable and Rooming

Teaching time allocation

Facilities and Resources

Accommodation

Geography is predominantly taught in three large specialist rooms within the humanities block; H5, H8 and H11. When more than three teachers are teaching at the same time, some KS3 lessons are held in the lower school block.

We are delighted that we have been given the go-ahead for H11 to be developed into a 30 computer GIS suite ready for use in September 2009. The project has been funded through the Humanities specialism and is a result of the need for more computer access due to changes in the curriculum (introduction of GIS), and the high profile and large number of ICT initiatives currently being developed within the department.

The room has 30 workstations and a teacher's machine, which when not required, can be electronically lowered by the teacher to form flat desks for usual classroom activities. The computers are high-spec machines; fast enough to deal with rapidly changing technology, GIS applications and video editing. We are also hoping to use the room for Geography teacher's networking events, video conferencing, controlled assessment, internal and external VPD/CPD.

H11 has been timetabled for KCH, but we are planning to have a rolling system where all members of the geography department can book and swap rooms with KCH when it is necessary to use the room. H11 will be available to geography teachers first, and then if still free, to other departments within the humanities faculty. To keep disruption to a minimum, members of the department who wish to use the room should do so only if H11 is free or one or more of the following criteria are fulfilled:

- Pupils will be using Google Earth (or another piece of similar software) to carry out GIS work.
- Pupils will be video editing.
- The lesson involves some time needing flat desks and some time with computers.
- There are no other computer rooms available and KCH is happy to swap rooms into H11 or H5.

A whiteboard will be placed outside the geography department office to record H11 room changes and bookings. For day to day web or MS office-based work, other computer rooms such as H13, H4 and the lecture theatre should be booked using the blue booking folder in the staff room.

H8 is the specialist teaching room. It has three stock rooms for the storing of textbooks (back), office supplies (middle) and videos/DVDs (front). It also has four map chests, two to store large format paper and two for maps, wall charts and other large format resources. All rooms have IAWB's, VCR and DVD players, visualisers and curtains suitable for moderate blackout.

The geography department office is located next to the stairs, between H11 and H8. PCH has a desk and there is also space for another teacher to work. All department files are kept in the office, along with lesson resources in the new filing cabinets and artifacts on the shelves. There is a large safe in the office cupboard where valuable electrical items such as Flip cameras, GPS receivers, Magic Planet etc... should be stored.

Audio-Visual Resources

- IAWB's in each room.
- DVD and video player in each room
- CD player
- Visualisers in each room
- Magic planet with laptop.
- Projector.

ICT Equipment

- PCHs Asus Laptop with full Adobe CS package and various other programmes
- Laptop for use by SVE
- 8 Garmin GPS Receivers (Geography, ICT, PE departments)
- GPS receiver
- Palm computer with GPS and data logging.
- Olympus underwater digital camera
- Digital Camera
- JVC Digital HD Video Camera, Tripod, and accessories (Humanities Faculty)

GIS Software

- Google earth 4 (will hopefully be updating whole school to GE5 by September)
- Digital Worlds 2. Unsuccessful in loading onto network. Will try and install onto machines in H11.

Fieldwork Equipment

- 9 Santo Clinometers
- 20 Silva Compasses
- 8 Soil Augers
- 7 Tape Measures
- 10 Ranging Poles
- 4 Quadrats
- 1 Flow meter for fluvial studies, and 4 pairs of Waders
- 2 sound meters
- 1 temperature probe
- 2 electronic pH metres
- 1 hand held anemometer

Meteorological Equipment

RainWise 2000 Electronic Weather Station which will need updating to give a permanent display on the wall of the newly refurbished H11. (We also have the following but not in current use: rain gauge; anemometer; wind vane; various maximum and minimum and wet and dry bulb thermometers; a thermograph and a barograph)

Classroom Equipment

- Blank globe (for use with whiteboard pens)
- 3 Globes - one large and two small
- Blow-up globe
- Black board Protractor (x2) and Compass

OS Maps and Photographs

- The department has 4 sets of map drawers. There is a large collection of maps mostly at 1:25,000 or 1:50,000 scale. The majority are exam extracts. These are kept in the filing cabinet at the back of H8.
- We have form sets of local maps at 1:25,000 and 1:50,000.
- We have a large collection of photographic resources, mostly as exam resources. These are kept in the filing cabinet at the back of H8.

We also have a large selection of wall maps and satellite images.

Videos

The department has its own video library of over 200 tapes and DVDs, which cover most aspects of Geography applicable to all three key stages. It is being continuously added to and updated. All members of the department have their own copy of the videotape inventory. Most titles are now entered onto a computer database for easy retrieval. Others are being added continuously. SVE has the ability to record onto DVD from her Sky+ box so contact her if you know of a programme which needs recording.

Textbooks

Key stage 3

Years 7, 8 and 9 are use the OUP "Geog." Series. This has been written to reflect the changes to the National Curriculum. See relevant section on schemes of work.

GCSE

All students in the GCSE classes starting in September 09 will have their own copy of the EDEXCEL B geography textbook. We also have a set of 40 OUP GCSE textbooks for classroom use. Current GCSE students have their own copy of "It's a World Thing", OUP.

AS

All students have their own copy of the new AS Geography for EDEXCEL textbook. It is advised that all students also purchase the EDEXCEL textbook by Warn to supplement their studies, especially for A* students.

A2

All A2 students will have a copy of the new A2 Geography for EDEXCEL textbook. It is advised that all students also purchase the EDEXCEL textbook by Warn to supplement their studies, especially for A* students.

There are class sets of a number of different GCSE, AS and A2 titles which can be used in class.

Teacher Resources

We have teachers folders, CDs and resources for most of our KS3, 4 and 5 textbooks available to teachers. They can be found outside the Geography department office.

General resource books

We have a substantial library of resource books used by teachers when preparing lessons and by students when they need additional learning resources.

Specialist Magazines and Periodicals

- A-Level pupils are encouraged to subscribe to Geographical Review; we get a group reduction.
- The Geography department is a corporate member of the GA. and we receive Teaching Geography Magazine, Primary Geographer and various other newsletters.
- The Department also subscribes to Geo-Factsheet and Geo-News - resources suitable for A-Level
- The Geography department is a corporate member of the RGS. and we receive Geographical, and other periodicals.

Atlases

- Collins-Longman Student Atlas
- Third Atlas of the Environment (Bartholomew)
- EDEXCEL Examination Atlases; second edition
- Oxford Student Atlas (2002 edition)

Stationery

This is ordered annually. The main suppliers are GLS, whose catalogue is kept in the school office. Stocks of necessary stationery and general supplies are kept in the stock cupboards of H8.

- Key Stage 3 classes use A4 sized exercise books.
- All GCSE students use exercise paper supplied by the department as required.
- AS and A2 students are given a half ream allocation of paper at the beginning of their courses. If they run out they must supply their own.

The Geography Department Web Site

Please see the ICT section for more information.

Future ICT Developments

If the new development of H13 is a success, we are hoping to roll out the same model in H8 and H5.

We would like to set up a regular video conferencing link with our link school in Malawi.

We are planning to develop the use of new technologies such as iPhones. In the coming year, PCH will be working with PGCE students from the University of Brighton to trial innovative uses for the phones.

We would like to have Google Earth 5 on all school computers and IAWBs.

We are planning to improve our use of GIS for AS and A2 students especially with the analysis of data from the Barcelona fieldtrip.