



Reflection on how CPD has developed your teaching in geography

I have had two main areas I wished to focus on this academic year- KS3 provision re: evaluation and wider reading and engagement for KS5. The GA resources have been able to support me in bringing ideas to department meetings and also giving me a framework that I had thought was a rather daunting task of addressing the KS3 curriculum in our department.

The GA conference this year- a triumph online- really helped. By discussing how 'geography really matters' it helped me to reflect on what had been changed in the department review of KS3 and whether we had made sure we were answering this question in our curriculum. It has also provided me with excellent resources as I move to start my A level students on their NEA at the end of this year- a new responsibility that I have been given this year.

- **What did you do?** After reflecting on the idea of curriculum intent I looked into some literature and other sources of information to consider how we could review our curriculum without reinventing the wheel. I made sure I was well read- not only on GA and RGS content on curriculum but in wider reading and that that continued as new literature was published. For example, Tom Sherringham's "Rosenshine's Principle in Action", Michael Childs' "The CRAFT of Assessment" & "The Secondary curriculum Leaders Handbook" edited by Roy Blatchford amongst others. I then approached the head of department to be able to use some of our department time and INSET allocation to be able to put across my ideas based on the literature to the department and for us to work towards the curriculum review.
- **What did you learn?** I needed to firstly consider what was important to us as a department and a school- what did we want the students to come out of our department with in terms of skills, knowledge and outlook. This concept needs to be in place before you can move forward in going through your schemes of work and lessons. Reading 'Making every geography lesson count' was refreshing and I took away from this book many ideas for my own classroom teaching. With regards to our curriculum I drew on the ideas of making sure students see the big picture for each topic- this may be drawing on previous knowledge and experience- how this topic links to others. Or the future significance - for example why they need to understand the 4 erosional processes in rivers to understand river and flood management later on. This fits in well with the whole school CPD that has focused on interleaving and low-stakes quizzing.
- **Why does it matter to you as a geography teacher?** At the start of this process I wanted myself and the department as a whole to feel confident that they know why we taught each topic, how the topics linked not only to support the exam specifications later but our own school rationale and ethos. I wanted topics to be relevant to our students building on the inclusion of topics such as fashion that I added last year- topics that cover our main themes, under an accessible heading. As part of our distance learning provision I have already put together the middle east topic that is attached and I am now putting together an Antarctica SoW that also brings those themes together- physical systems, risk & vulnerability, sustainability, globalisation.

- **What was good and bad about the experience?**

This will be an ongoing project- not something that can be done in a couple of terms, and with the added complications of a pandemic there are many new areas for us to look at- from closing new gaps to balancing face to face and remote learning. It was my plan for us to apply for the GA quality mark- although with the workload that Covid-19 I think this would best be undertaken in the year 21/22.

The second strand of focus for this year was my KS5 provision. This was my first year of not sharing a physical geography class and so I wanted to take the opportunity to decide how I wanted to teach at KS5. I read a lot around the subject, and appreciated that the demands of the students different A level courses meant they were unlikely to pick up each of my book recommendations so I began to do reading of chapters in class with guided discussion, then independent reading with guided questions. Then pizza after school watching lectures from the geological society and the RGS Monday night lectures. As the student engagement increased I looked to make the resources part of my SoW rather than ad-hock. This led me to contact authors and collaborate to produce resources that I could share with other teachers with support of the RGS via my own website. I hope this means that what started as a route to improve my own classroom practice is now a way of supporting the wider geography teacher community and something that will lead to other projects with the authors and academics I have reached out to.

Attachments

<Geography department intent >

<geographical lens - Ofsted>

<Curriculum rationale – KS3 whole school>

<KS3 Curriculum rationale>

This teacher had identified clearly two foci for development – KS3 provision and KS5 wider reading – and engaged in a range of CPD experiences, both subject specific and more generic, to develop their teaching in these areas. The moderators were particularly pleased to see that they had taken some of these more generic texts and applied them to their own context. The prompts from the GA Professional Passport also supported their detailed reflections in this area and this was particularly effective for the moderators to understand what they did, what they learnt and why this matters to them as a geography teacher. However, because they had chosen to focus on two aspects of their practice it wasn't always straightforward to unpick these from the mixed narrative.



Evidence of development of your geographical knowledge or professional practice

When working on the curriculum for KS5 I had compiled numerous resources linked to books and talks that I had read as part of my own CPD but also for enriching the A-level curriculum. I have also engaged with the speakers via Skype, Twitter and linked in to be able to discuss their own visions for how their work can be adapted and utilised and to collaborate on providing teaching resources for teachers based on wider reading- hopefully enabling me to share with the wider geography teacher audience. I have therefore launched my own website for me to be able to compile my thoughts on different resources, how they can be applied to the geography curriculum and also share my own resources where applicable
<https://fwcgeography.wordpress.com/>

It has been a big step for me to move from having my own ideas on what may work for my students- to testing those out and then contacting authors and academics for discussion, their approaches with their students and ultimately collaboration to make sure my students have access to the best information and data. I want to be able to share my resources and discoveries with other teachers in a way that means it is not labour intensive and they know that the resources will link to and support the secondary geography curriculum.

In terms of the KS3 curriculum review I have taken many opportunities in my reading to go back to basics, so to speak in terms of curriculum planning. I have read numerous books such as, 'Making every geography lesson count' by Mark Enser, supported by online webinars and teach meets such as that run by Seneca on curriculum planning. Both of these have led me to consider what the threshold subjects are within our geography curriculum- sequencing topics so that development is taught in advance of tectonics to enable students to get the most out of the more challenging topics and make wider connections between subjects (as a result of reading and using Mark Enser's book I contributed to the page to practice podcast on how I had used the book within the department <https://podcasts.apple.com/gb/podcast/episode-10-making-every-lesson-count/id1478303084?i=1000464493763>)

Also to consider the themes and the skills that students need. It has given me a framework to use in department meetings and school INSET for us to discuss strengths and weaknesses in different topics. Some of these reflections can be seen in our KS3 rationale.

I have also focused on assessment of the students. I have completed several modules of the OU geography assessment course and read books such as the CRAFT of assessment by Michael Childs. Pre lockdown as part of our review we took each assessment- many were long winded and were equivalent to short exam papers. I wanted to make sure each assessment was stream lined so that for each assessment topic we discussed as a department what we actually wished to assess- for example a skill, (geographical or exam) or knowledge. Once the 'what' was identified we looked at the how- considering a maximum benefit for the student from our time marking and also the feedback we provide. we have taken for example two longer exam questions as the assessed work we will mark and provide feedback on and then the shorter questions students self or peer mark- the scores then combined for data drops and other school data.

Attachments

<Disaster by choice PowerPoint>

The evidence of development of this teacher's own geographical knowledge and professional practice was comprehensive and strong. There were a number of examples which they presented where they had taken ideas and used them to make practical sense in their context. Taking 'Making every geography lesson count' and identifying how they have used this with their department was a good example of this. The moderators particularly enjoyed the blog and the podcast and felt that these had the potential to demonstrate development of others' knowledge or practice, which is a criteria for the GA Enhanced Professional Award.

Evidence of impact on the quality of teaching, curriculum or outcomes for students

<https://www.youtube.com/watch?v=mMJZ3vg4Sx4&t=75s>

All details of the remote learning topic for the Middle East is attached as evidence- hopefully this focus on skills is clear from the tasks and the sources provided. This is a series of lessons that I have put together from scratch so that the lessons can be used to be able to update our current lessons as this was a topic identified for improvement. The feedback from students and parents was very positive- the work was varied, and with it having a focus on skills the students benefited from the extra time to take over the tasks and hopefully this means I was able to take advantage of the difficult educational situation we find ourselves in.

KS5 wider reading.

Although I have been using articles, talks (such as the public lectures by the Geological Society) in school for a couple of years- it is only this year I have purposefully planned in the reading and watching into the lessons rather than ad hoc as I came across resources. During lockdown this has been incredibly useful as these resources have been useful for remote learning and also as transition work for year 11 students to prepare them for A level. I have provided examples of some of the resources (lessons and knowledge organisers) and student work- developing connections using a framework. When students have used a wider reading resource there are often more questions from students and they feel more confident in their class discussions as they can refer directly to the text or take notes that they have been guided through. This also filters through in to a wider breadth of examples in their longer answers. The feedback for my students had been that they have found the texts provided engaging and feel like they are not learning about 'historical geography'. they felt up to date. I have also added the RGS financial times essay competition into

my planning- I did this for the first time and in year 12 I was pleased that they felt confident in putting across their views and using current material in their references.

Across both focus areas, both during our in school time at this period of remote learning, the curriculum now has more clear focus- many of the links were already there but now each member of staff and ultimately each student knows what we are studying and why and how it links into the wider geographical framework.

As we moved into the period of remote learning I had feedback from staff that it was easier for them to plan as they could look back at our curriculum and know what the key knowledge and skills were to include- the things we know we did not want students to miss out on and that we had already streamlined out idea of assessments. I could not have predicted a pandemic, but as a department we were in a good place to confront the challenge.

From September I would want to look at the actual lesson structures- and focus more on assessment and feedback and how that becomes more consistent in the department and more beneficial for our students.

Attachments

<Examples of A level knowledge organisers>

<KS3 curriculum rationale>

<Example of student work based on lesson 5.2>

<Year 8 geography – cycle 1>

<Year 8 geography – cycle 2>

<KS3 mapped to the NC>

The moderators felt that, in a strong submission, this was possibly the strongest section of all. There were reflective and confident explanations and evidence to demonstrate that a number of stakeholders – students, parents and staff – had responded positively. Increased student confidence ran as a theme throughout this section and it was also interesting to see their perceptions about geography; that the subject was relevant and contemporary rather than historical. This teacher's development as a professional doesn't stop and so it was really encouraging to see that they have already identified ways in which they can take their learning forward in the next academic year.