



**Hampshire**  
County Council

Improvement and  
Advisory Service

AUTUMN 2024

# Secondary Geography News

## In this issue:

Good practice visit to Bishop Challoner Catholic Secondary School

Year 10 physical geography fieldwork at Henry Beaufort School

Good practice visit to Cantell School



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# Editorial



Welcome to the autumn edition of *Secondary Geography News*, I am delighted to share this edition's editorial with you. I extend my heartfelt congratulations to all our Year 11 and Year 13 geographers for their exam achievements. I hope that our leavers have successfully transitioned to further education and training, with many continuing their journey in geography and exploring exciting careers in the field.

## National GCSE outcomes 2024

GCSE results data released by the Department for Education (DfE) show that there has been no change in the rank order of the top 10 highest entry subjects. Geography was again ranked sixth, with an entry of 297,411 or 4.8% (5.0% in 2023). Geography saw a modest increase in entries (1.4% compared with 4.8% for all subjects). Outside the top ten subjects, business studies again grew most (+9.7%).

It is well worth reading the Geographical Association's (GA) reports on both A Level and GCSE entries this term which provide the national picture as well as the Ofqual data maps:

- [www.gov.uk/government/statistics/provisional-entries-for-gcse-as-and-a-level-summer-2024-exam-series/provisional-entries-for-gcse-as-and-a-level-summer-2024-exam-series](https://www.gov.uk/government/statistics/provisional-entries-for-gcse-as-and-a-level-summer-2024-exam-series/provisional-entries-for-gcse-as-and-a-level-summer-2024-exam-series).
- <https://geography.org.uk/gcse-results-analysis-2024/>.
- <https://geography.org.uk/a-level-results-analysis-2024/>.

Headline figures as of 2 September 2024 for Hampshire geography GCSE results are at 65.8% for grade 4+ and are marginally above national results by 0.8%. However, when comparing grades 7, 8 and 9 Hampshire results are marginally lower than national:

- grade 7+ Hampshire 23.9% England 24.5% (-0.7%)
- grade 8+ Hampshire 12% England 12.9% (-0.9)
- grade 9 Hampshire 3.7% England 4.8% (-1.1).

In 2019 Hampshire was above national averages for all grade increments. Furthermore, geography outcomes show little change in recent years as our subject consistently out-performs *all GCSE subjects* at grade 7 but under-performs at 4. Another aspect the GA highlighted in their results summary was that female students outperform males in geography, as they do in all subjects. However, when compared with females in all subjects, they under-perform in geography at grade 4 more than males do. I encourage you to delve deeper into the GA's reports and I look forward to hearing more from you about your results analysis and the work of your department and Key Stage 4 pupils this year.

## What's in this edition

This edition features a wide range of contributing schools, and I am delighted to have had such wonderful support from geography departments across the county and Isle of Wight in sharing their work. I would especially like to thank the geography teams at Bishop Challoner Catholic Secondary School, Basingstoke and Cantell School in Southampton for welcoming me to conduct a good practice visit. A summary of each department's approach and effective curriculum design has been captured in two articles.

You will also find a focus on fieldwork in this update as I am grateful to share the work of Year 10 geographers at The Henry Beaufort School during their coastal fieldwork investigation at Lee-on-the-Solent. At Cowes Enterprise College, the *maritime futures* focus of the whole school curriculum is used as a driver for fieldwork enquiry from the very start of Year 7. Pupils coastal defence investigations culminate in an oral presentation of their data and findings. I am also pleased to be able to share contributions from Robert May's School outlining their residential visit to The Netherlands and the Danebury School visit to the National Oceanography Centre.

In other articles The Clere School explains how a geography themed house competition inspired creativity and positive engagement with parents. I have also had the pleasure of working with the geography department at The Blue Coat School over academic year 2023/24. One of the team there describes their continuing work in developing the Key Stage 3 curriculum through planning a unit on biomes for Year 7. Whilst Jo Skinner at Noadswood School has summarised a successful visit by the Environment Agency. Members of the team involved in the Hurst Spit to Lymington coastal defence scheme spent time with students outlining the scheme using demonstrations such as through a wave tank.

## Secondary Geography Network and CPD events 2024-25

As last year there will be multiple Secondary Geography Networks over the academic year:

- Wednesday 22 January 2025, 1:30pm to 4:30pm
- Tuesday 17 June 2025, 9am to 12

Reflecting on feedback from meetings and your emails, the timing of the summer event will move to a morning session and will be in person. The January event will remain during the afternoon to ensure all four exam board advisers can facilitate a bespoke session. All meetings will continue to feature a significant workshop element with more time given over to supporting networking as overwhelmingly this is what attendee feedback requested. I continue to invite outside presenters so do get in touch with your suggestions.

Sign up via your Learning Zone account or email the team using the following email address if you require any assistance:

[htlc.courses@hants.gov.uk](mailto:htlc.courses@hants.gov.uk).

## GIS workshop, Wednesday 27 November 2-4pm, Park Community School

During the summer network held at the Ordnance Survey (OS) Darren Bailey canvassed interest in facilitating a free Digimap training session for geography teachers across the region. Sincere thanks to Sarah Coles, Head of Department at Park Community School for offering to host what will be a fantastic continuing professional development (CPD) event. Find full information about the training towards the back of this edition. Sign up is via Eventbrite here:

[www.eventbrite.co.uk/e/gis-workshop-for-geography-teachers-in-hampshire-tickets-976022518627](https://www.eventbrite.co.uk/e/gis-workshop-for-geography-teachers-in-hampshire-tickets-976022518627).



It can be a lonely job as the only local authority geography adviser in the country so do get in contact. It is wonderful to hear about the geography happening across the county so drop me an email this term or like Bishop Challoner Catholic Secondary School and Cantell School did invite me in for an hour! Alternatively, one of the most popular aspects of my commissioned work is in providing external evaluation of the curriculum and its implementation. I have had the privilege of working with nine schools this last academic year as they sought to review the curriculum and embark on an improvement journey. Email me for more information about what a visit could involve and cost.

With very best wishes for the remaining autumn term.

### **Kate Broadribb**

Secondary Inspector/Adviser and Subject Lead for Geography, School Improvement Manager for New Forest and Test Valley, HIAS

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# GIS and fieldwork workshop at Ordnance Survey

The summer Secondary Geography Network meeting was hosted by **Darren Bailey** at the **Ordnance Survey** offices in Southampton. Darren is the OS School Programme Delivery Manager, who facilitated a workshop promoting the use of GIS (Geographical Information System) within fieldwork.

The **2023 Ofsted subject report** reflected on findings from visits to 50 schools during 2022/23. Of the six recommendations for leaders to consider, two related to fieldwork and GIS:

- *“plan procedural knowledge into their curriculum in the same way as they do substantive knowledge, so that pupils make progress in their ability to use different geographical skills. In secondary schools, this should include the use of GIS*
- *teach pupils about fieldwork. Pupils should know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this should include first-hand experience of collecting data. Pupils should get better at carrying out fieldwork over time.”*

Source: Getting our bearings, geography subject report, 19 September 2023, Ofsted: [www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report](https://www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report).

## What is GIS?

According to the Geographical Association GIS comprises of:

*“Computer and specialist software that displays geographically referenced data on a map. GIS software enables the user to zoom in and out to appropriate scales, turn layers of information on and off and even add data. Put simply, we can think of GIS as a digital tracing paper overlay on a base map.*

*Many GIS can be accessed online, and GIS can often be shared and viewed on mobile devices, making them versatile and highly cost-effective tools for everyday life as well as education: one of the most widely used GIS applications is probably Google Maps live navigation data for route planning.”*

Source: Geographical Association, GIS: [https://geography.org.uk/support-and-guidance-with-gis/#:~:text=A%20Geographical%20Information%20System%20\(GIS,off%20and%20even%20add%20data](https://geography.org.uk/support-and-guidance-with-gis/#:~:text=A%20Geographical%20Information%20System%20(GIS,off%20and%20even%20add%20data).

## Why GIS?

Aside from its vital inclusion in the Key Stage 3 National Curriculum and in all Key Stage 4 and 5 specifications, pupils' ability to use GIS helps them explore and analyse different locations. It enables pupils to compare places, to learn about geographical patterns, to identify and problem solve geographical issues. Above all it provides students with visual data that provides a bridge to develop their understanding and skills through an enquiry-based approach. As Darren stated at the network meeting:

*“You shouldn't be simply 'doing' GIS, it should be an integral part of your curriculum.”*

## How GIS?

The advice from Darren was to first consider what GIS you currently use with pupils as well as what fieldwork enquiries are conducted. Popular suggestions included school grounds investigations during Year 7 such as environmental quality, favourite spaces, where to situate new picnic benches or where is the noisiest environment in school? All of these enquiries could utilise GIS tools. Next consider the topics and themes explored over your curriculum such as tectonics and local issues.



Source: [www.police.uk](http://www.police.uk).

There is a wealth of free access to GIS resources and one well known example is the crime data available on the [police.uk](http://police.uk) website. You can search via area postcode or district and access a wealth of data summaries such as the example in the image as well as geolocated map data for crime types. All this data can be downloaded if you know the 'lower super output area' code. This can be accessed online:

[www.ons.gov.uk/methodology/geography/ukgeographies/statisticalgeographies](http://www.ons.gov.uk/methodology/geography/ukgeographies/statisticalgeographies).

Darren shared good practice examples in using this data including developing an enquiry around where pupils would locate additional foot or vehicle patrols using area data. This style of enquiry utilises the need to problem solve and for pupils to justify their data analysis and conclusions for where additional patrols would be.

Another popular source of geolocated data is the **USGS** hazards mapping data. You can find recent data for earthquakes, volcanoes, forest fires, droughts, floods and landslides here. Like with the UK Police website all this data is downloadable.

Another fantastic and free resource ESRI (an international supplier of GIS software) provides a set of freely available GIS data sets through its **ArcGIS** Online platform.

## Digimap for Schools

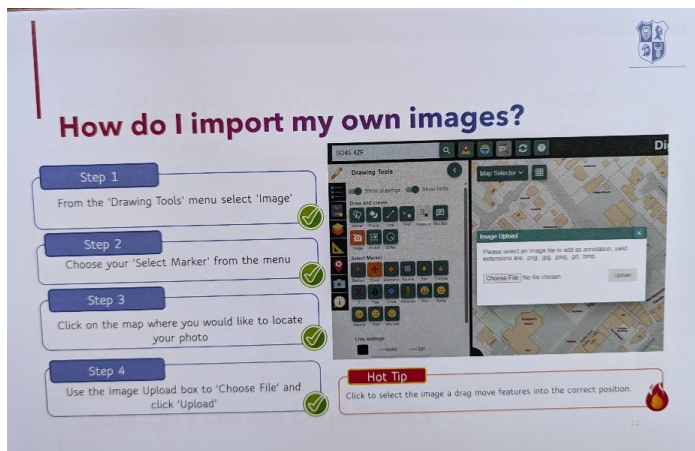
Digimap for Schools is an online easy to use resource providing high quality mapping to schools. One of its benefits is it does not require any downloading of software, it is simply accessed through a web browser. Digimap for Schools was created by OS and the University of Edinburgh's data and digital expertise centre EDINA providing teachers and pupils access to a wide range of OS maps such as the detailed OS MasterMap mapping or OS Explorer (1:25,000 scale). It also provides world maps including time zones, biomes and tectonic data and historic mapping from the 1890s and 1950s, brilliant for looking at change over time in urban as well as coastal areas.

Noadswood School geography department have been working with Darren to develop their use of Digimap for Schools and together they have created a fantastic introductory guide. This guide can be used by pupils as well as teachers and breaks down the steps in how to use Digimap and create amazing geolocated maps using data collected by pupils during fieldwork.

Laura Woods, Lead Practitioner at Noadswood School shared how the department had developed an enquiry at the start of Year 7 where pupils investigate where they feel safe in school.



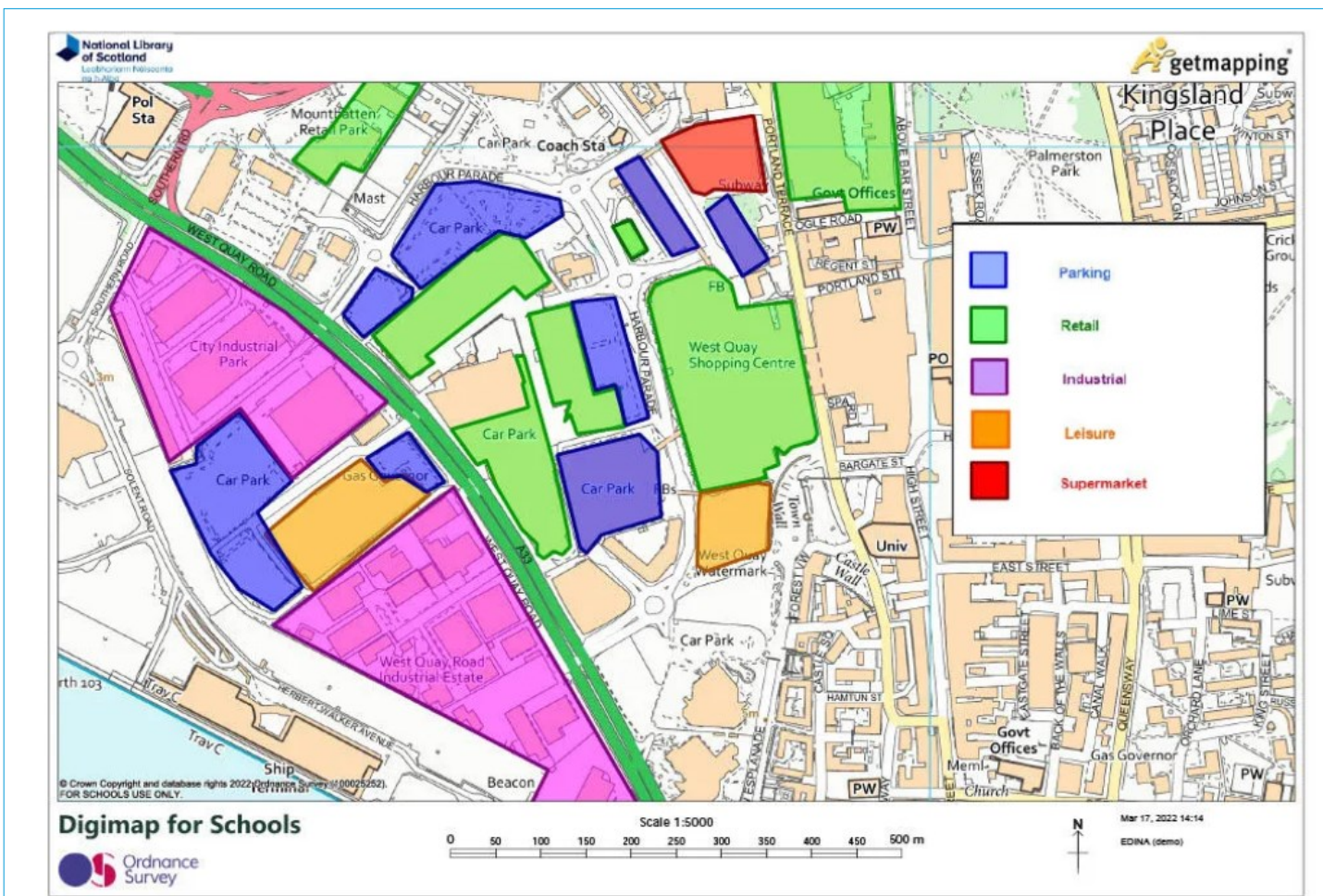
They geolocate the data and use emojis to record their findings. Copies of the guide were shared during the meeting and will be available from the OS website later this term.



Find out more about Digimaps for Schools including this image of example land use map: [www.ordnancesurvey.co.uk/news/digimap-for-schools-education-ofsted](http://www.ordnancesurvey.co.uk/news/digimap-for-schools-education-ofsted).

## GIS workshop

It was a lovely sunny day for the workshop and Darren was keen to get us out of the conference room collecting data outside. Before we could begin we were asked to download free data collection and grid referencing apps that would be used. The first was Gridpoint GB for iOS devices or Grid Reference OS for Android devices which would be used to pin-point our locations to ten-point grid references. The other app to find was a free decibel meter app. (I downloaded Sound Meter decibel from the Google Play Store for free which worked well during the activity).

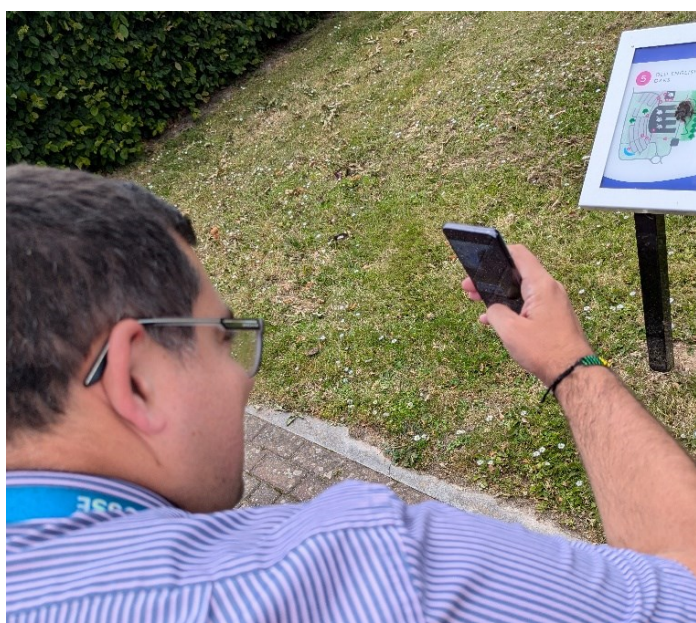




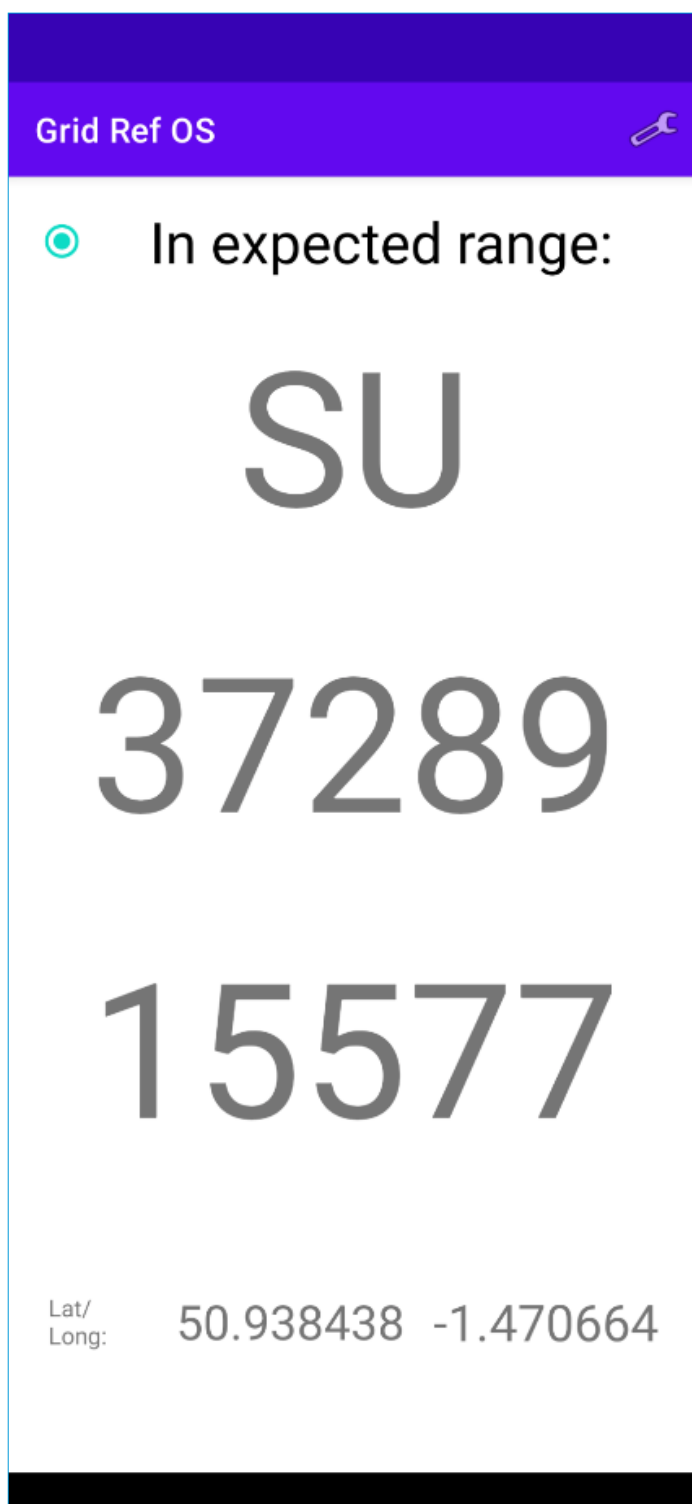
Once we had our apps we split into small groups to explore the OS site at Adanac Business Park. Our group decided to collect both sound readings using the decibel meter as well as take a photo of the cloud cover in the area seeking to agree coverage in oktas from the photo. At each site we first recorded our location using the grid reference app and took a screenshot.

We made sure to record it to a ten-figure reference to enable us to locate precisely on Digimap later. Once we had located our data collection point, we recorded the noise level on the decibel app and snapped a photo of the cloud cover.

### Images of data collection around the OS site



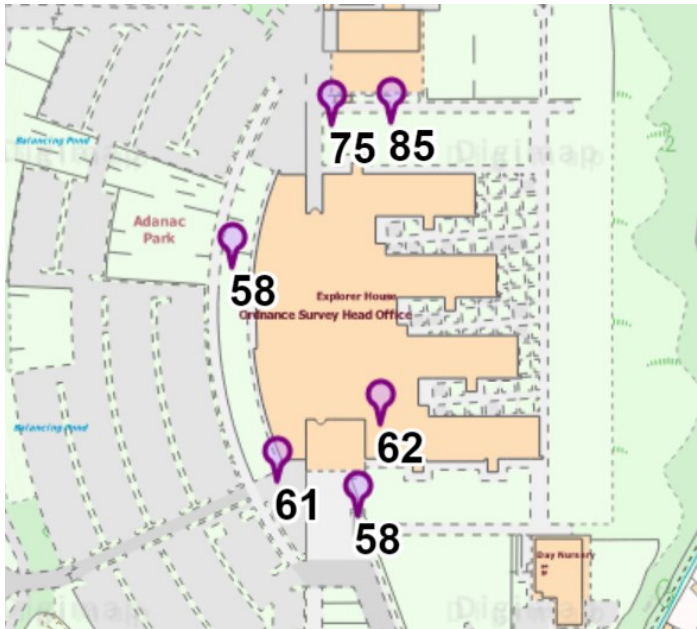
### Screenshot of our location using Grid Reference OS



Once we had finished our data collection (and enjoyed some scones and tea) Darren demonstrated how we could input this data into Digimap. First, we needed to create a data table which I did in Excel using the decibel readings. Darren advised us to call our data collected as *Label*.

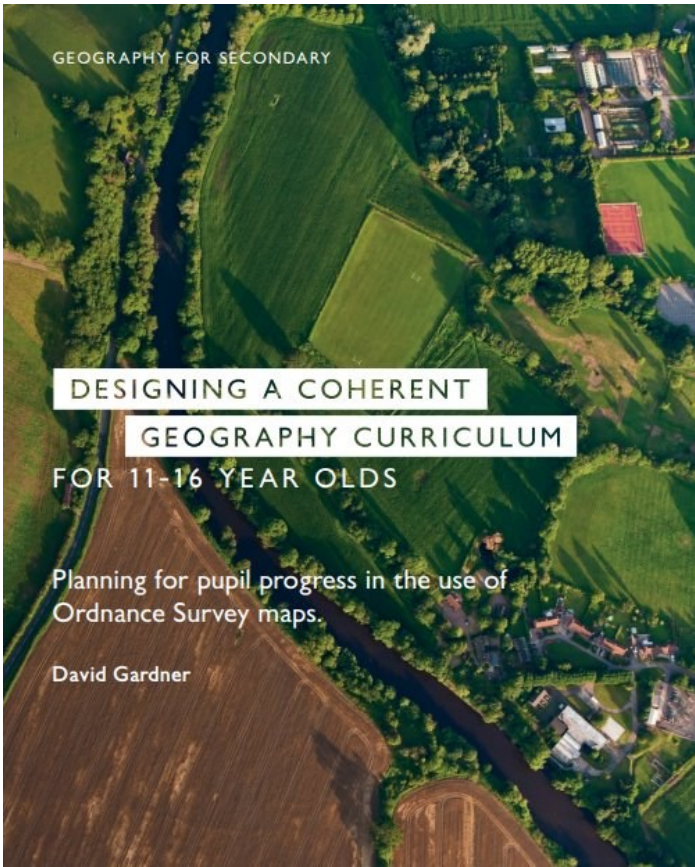
I then saved my spreadsheet as a csv file and uploaded to Digimap which populated the map as seen in the image.

Gridref	Label
SU3730915503	62
SU3730115471	58
SU3727315483	61
SU3725715558	58
SU3729215608	75
SU3731315609	85



Map created during the workshop using Digimap and noise level data collected.

Darren then demonstrated further examples of how to use Digimap all of which can be found on the Digimap for Schools YouTube channel here [www.youtube.com/@digimapforschools](http://www.youtube.com/@digimapforschools). The OS has also published a comprehensive guide to support curriculum planning in the use of OS maps. This guide provides a framework to support planning for progression in maps skills and sharing examples of curriculum planning. It also has a section on GIS sharing a seven part advice summary.



For further support and information from the Ordnance Survey to support the use of maps and GIS please see the references below.

## GIS next steps

My advice would be to start small and look at one to two simple data sets that could be geolocated such as the crime or hazards data. Explore your current use of GIS. Do you have a Digimap subscription and is it being effectively utilised?

**Darren will be hosting a free GIS workshop at Park Community School on Wednesday 27 November so do sign up to attend.** Further event details and a registration link:

[www.eventbrite.co.uk/e/gis-workshop-for-geography-teachers-in-hampshire-tickets-976022518627](http://www.eventbrite.co.uk/e/gis-workshop-for-geography-teachers-in-hampshire-tickets-976022518627).

Finally, you can register for the ArcGIS school's programme. One of the team who supports delivery of this programme from Esri UK will be presenting at a 2025 network event. If you have not already signed up for their free service:

<https://schools.esriuk.com/>.

### **Kate Broadribb**

Secondary Inspector/Adviser and Subject Lead for Geography, School Improvement Manager

### **References**

- [www.ordnancesurvey.co.uk/documents/resources/designing-a-geography-curriculum-secondary.pdf](http://www.ordnancesurvey.co.uk/documents/resources/designing-a-geography-curriculum-secondary.pdf).
- [www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report#recommendations](http://www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report#recommendations).
- <https://geography.org.uk/support-and-guidance-with-gis/>.
- <https://apps.apple.com/gb/app/gridpoint-gb/id314445598>.
- [https://play.google.com/store/apps/details?id=uk.co.torvusconsultants.gridreferencefree.OS&hl=en\\_GB&pli=1](https://play.google.com/store/apps/details?id=uk.co.torvusconsultants.gridreferencefree.OS&hl=en_GB&pli=1).
- [https://play.google.com/store/apps/details?id=com.sweetvrn.tools.soundmeter&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.sweetvrn.tools.soundmeter&hl=en_GB).
- <https://digimapforschools.edina.ac.uk/>.
- [www.ons.gov.uk/methodology/geography/ukgeographies/statisticalgeographies](http://www.ons.gov.uk/methodology/geography/ukgeographies/statisticalgeographies).
- [www.police.uk/](http://www.police.uk/).
- <https://schools.esriuk.com/>.

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[www.nationalarchives.gov.uk/doc/open-government-licence/version/3/](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/).



# Good practice visit to Bishop Challoner Catholic Secondary School

Bishop Challoner Catholic Secondary School is an 11-16 school in Basingstoke, Hampshire. The subject leader has been in post for three years and has used that time to assess and redevelop the geography curriculum with her team of specialist teachers. This article is a reflection of why changes were made and what the changes have focused on.

Emma Allsopp has been the Head of Geography at Bishop Challoner Catholic Secondary School since September 2021, after joining the school in the April. There are four other department members, one of whom is a senior leader and another who is the Early Careers Teacher (ECT) co-ordinator. The department follow the AQA GCSE specification. Students continue to achieve very successful outcomes with them achieving approximately 20% above the national average for grades 9-4 (83.3% in August 2024).

## Envisaging our future

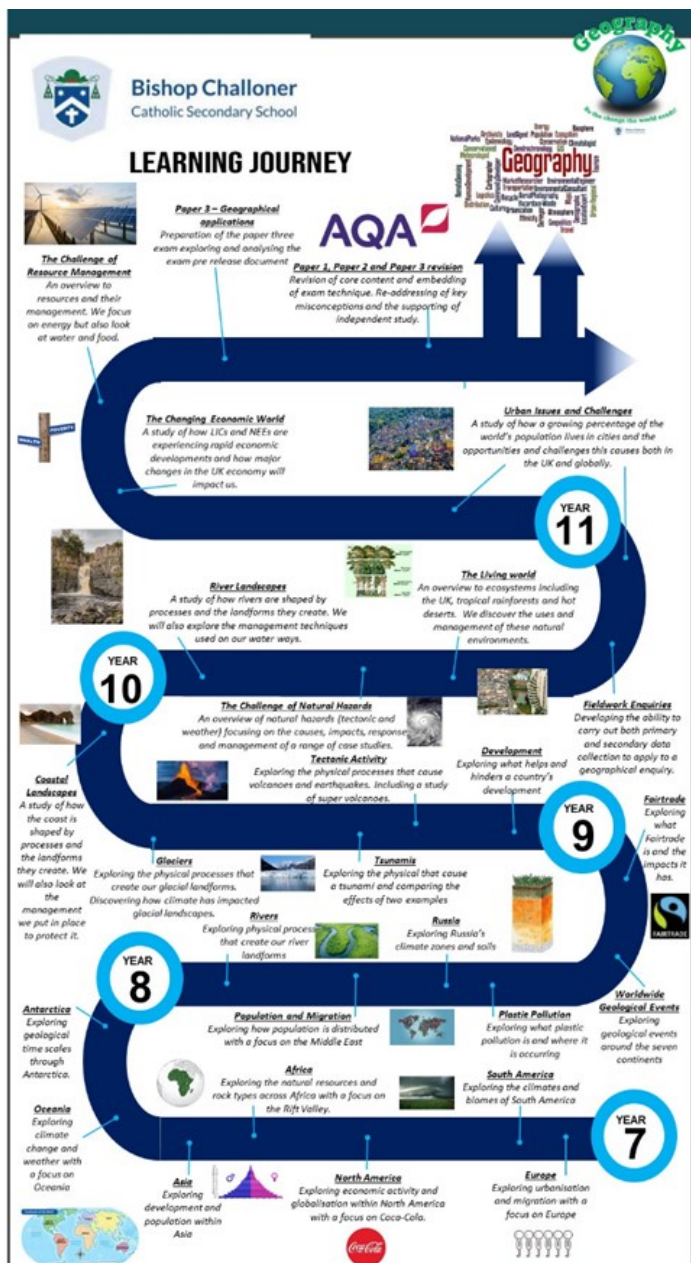
We had entered a different world of education at the time of Covid when online learning was king. More interactive lessons which enabled students to develop academically as well as socially had been diminished, across the country. When we returned to classrooms and in person teaching there were still rules and regulations which limited how interactive our lessons could be.

Since taking on the role of Head of Geography in September 2021 we, as a team, felt there was room to develop a new vision and direction for our curriculum. We started making small adjustments with changes of lessons, implementation of whole new units during the academic year of 2021/2022. However, by the start of the 2022/2023 academic year the want for change and redevelopment grew stronger.

## Curriculum vision

Academic year 2022/23 was a year spent identifying our vision for our students at Key Stage 3. As a team we identified our expectations of what geographical knowledge, understanding, skills, places and processes we wanted our students to know. We also identified where our students came from with regard to Key Stage 2 geography and what they would move on to should they study it at GCSE and beyond. We came from the standpoint that at the end of Year 9 some of our students would no longer be studying geography, but as an entitlement curriculum what fundamental understanding of our world did we want them to leave us with.

Additionally, we have a diverse community of students at Bishop Challoner Catholic Secondary School and we wanted our curriculum to not just reflect that but also be strengthened by it, so analysis of our cohort began. We were able to come up with a wide range of ideas which we knew we needed to hone and so we developed our curriculum so that our students should understand the local and global challenges whilst creating active citizens who are empowered to make change. Once we had identified this we were able to then identify which knowledge/topics, skills and places we wanted taught in each year and how we wanted to build upon the more complex concepts. This enabled us to start developing our Year 7 curriculum.



**Year 7-11 learning ladder showing our new curriculum topics.**

## Literacy and extended writing

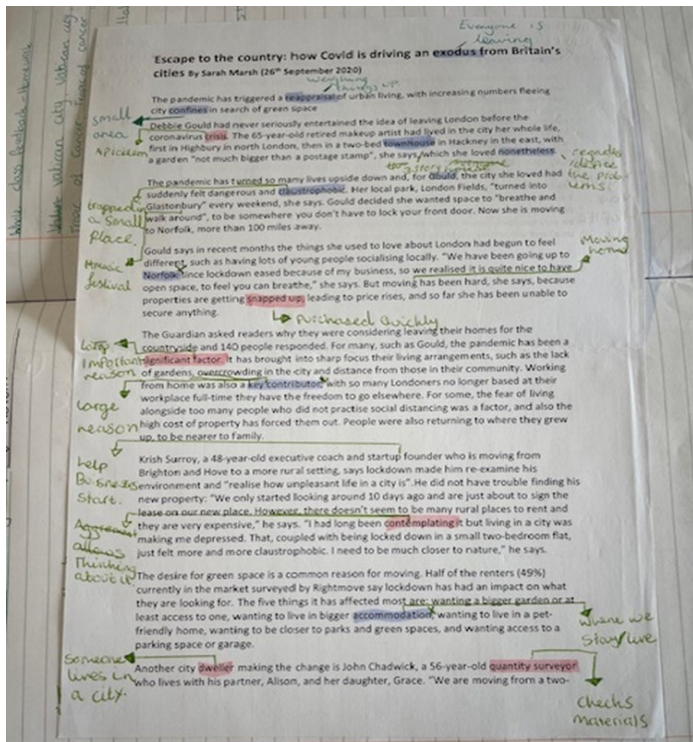
Whilst attending AQA feedback meetings it became clear that literacy was an issue for students nationally which was limiting their comprehension of sources and therefore their application of knowledge and understanding.

Additionally, in November 2023 I attended the Hampshire Secondary Geography Network meeting where Mark Enser offered some inspirational ideas for curriculum development, from using similar/the same locations across a range of case studies at Key Stage 3 and Key Stage 4 to build location knowledge, starting fieldwork in the classroom to students' application and understanding of key concepts. These meetings lead us to adapt further our vision for the future and look at how literacy could be further developed. We identified the needs of our students and our curriculum to enable us to develop students' literacy, extended writing and reasoned explanations to support both the geographical understanding and our whole school aims.

We made the decision that we needed to further support our students to be able to write reasoned explanations, as our GCSE students did, but now from the start of Year 7. We knew this could be hard for us as practitioners and for our students. However, we also knew the benefits of this with our support and guidance given to our students would enable us to help develop students who not only utilised sources well but were able to understand them and give reasoned explanations for their choices when asked to make a decision. We started small getting our students to give reasons for their choices but by the end of the first term our students were answering explain and assess exam style questions with great depth and accurate use of sources.

As part of the Year 7 Europe topic we were investigating urbanisation and migration including both rural to urban migration and counter urbanisation. This saw students reading a challenging article from The Guardian newspaper. We ensured that students were learning from the start to track the reading with both teacher and students using rulers/reading rulers to follow the text, something which we have now established across the years. With use of a visualiser this article was read, highlighted (positives and negatives) and annotated as a class with a focus on explain words they did not understand, students were at the centre of this, with questions directed by the teacher to help develop their understanding of vocabulary.

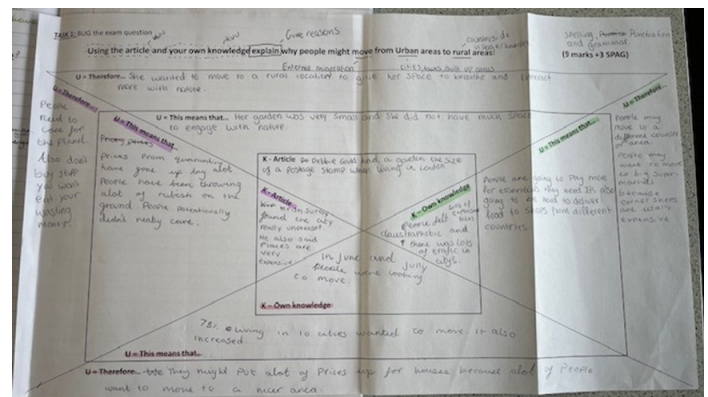




**Example of a student's annotated article.**

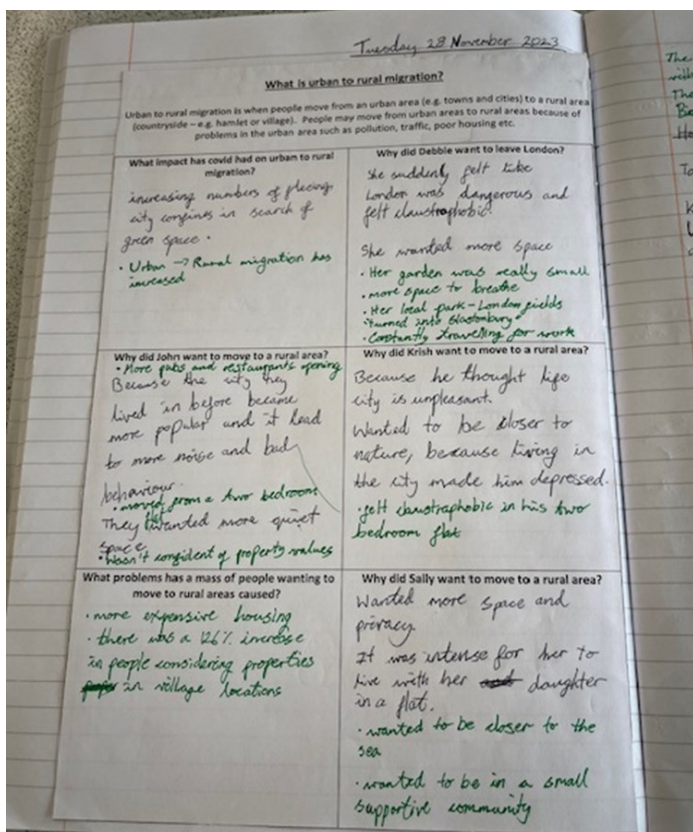
Once this had been completed students worked in pairs to complete a summary of the main findings, which we then reviewed as a class.

It was then that students were introduced to their extended assessment style question and given a planning sheet to help them develop their answers. This started as a class where we bugged the question so students understood command words and how the article could be used. We then built up the first KUU (knowledge, understanding, understanding – a method we use at Key Stage 3 and Key Stage 4 to answer exam style questions) planned answer together. This meant that students had to identify knowledge from the article which they could use as evidence to support one side of the argument and then they would use *this means that...* and *therefore...* sentences to develop clear reasons as to why this supported what they were saying.



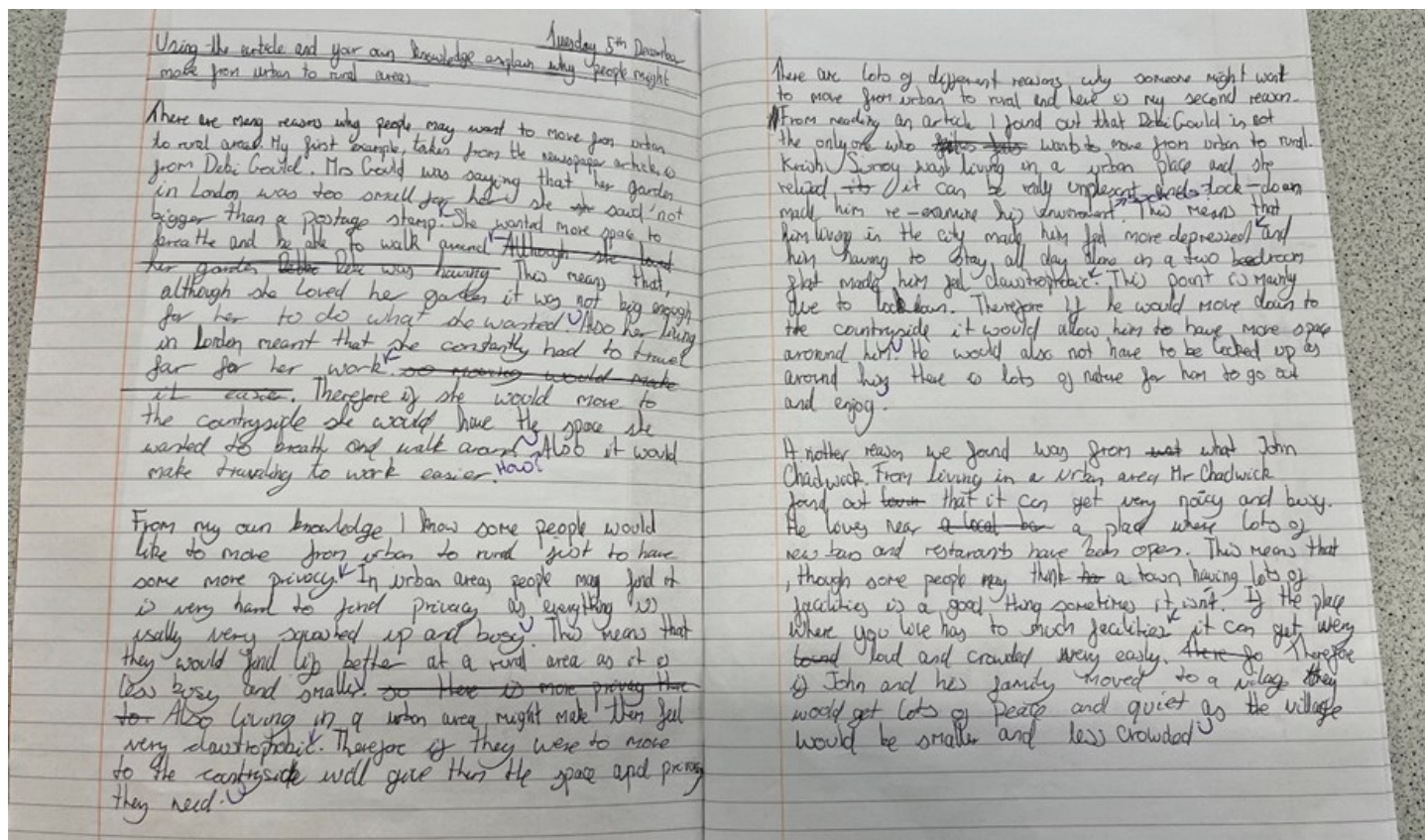
**Example of a student's planning sheet.**

Once students had completed their planning sheet, they were then able to use this to help them complete an extended answer to the question. Students were given learning ladders so they could clearly see the expectations and they were able to reflect on how they believed they had done after completing the question. Students produced detailed and thorough extended answers which could rival that expected in GCSE exams.



**Example of a student's article summary sheet.**





Example of a student's extended answer.

Europe Assessment – STUDENT ASSESSMENT

Using the article and your own knowledge explain why people might move from urban areas to rural areas.

(9 marks +3 SPAG)

Student Self Assessment

Task 1: Complete the table before you plan your assessment to show what you think you will achieve

	Criteria	Tick
Significantly above expected progress	I use at least two specific facts (including dates, names etc) from the article about urban to rural migration (K)	
	I use more than one fact from my own knowledge about urban to rural migration (K)	
	You give a detailed statement explaining why the article facts means people move from urban to rural areas (UU)	
	You give a detailed statement explaining why your facts means people move from urban to rural areas (UU)	
Above expected progress	Use a wide range of detailed geographical key terms	
	I use at least one specific fact (including dates/names) from the article about urban to rural migration (K)	✓
	I use one fact from my own knowledge about urban to rural migration (K)	
	You give a clear statement explain why the facts means people move from urban to rural areas (U)	
Expected progress	You attempt to develop your reasoning further (e.g. therefore statements) (U)	
	Use a clear range of geographical key terms	
	I use one specific fact from the article (K)	✓
	You give a simple statement explain why your fact means people move from urban to rural areas (U)	
Use a limited range of basic geographical key terms.		

Task 2: Complete the www and ebi comment straight after you finish your assessment

What went well...	Event better if...
My knowledge in now more used and facts from the article, including dates and facts.	Explain more reasoning and give more clear statements and detailed ones.

Example of a student's learning ladder and self-assessment.

The decision to develop this practice with Year 7 students has meant that they know the expectations. Whenever students are making a decision or needing to explain an answer they must give reasons for their choices, typically using *this means that...* and *therefore...* sentences, which means that our students are becoming more able to articulate and even verbalise their choices and thought patterns. We are developing students who make decisions for themselves and know why they are doing so.

I will be exploring the redevelopment of the geography curriculum more in the spring edition of this publication where I will be focused on homework and feedback.

Emma Allsopp

Head of Geography, Bishop Challoner Catholic Secondary School

# Bringing biomes to life for Year 7 students

The Blue Coat School located in Basingstoke has approximately 1,000 students on roll. The geography department have worked with the HIAS geography inspector/adviser through three visits over academic year 2023/24. In September 2023 the school implemented a significant change to the structure of the day with the introduction of 100 minute lessons. This provided the team with the opportunity to further refine and develop Key Stage 3 curriculum planning.

At the Blue Coat School, Year 7 students are keen to impress. When we start to study biomes in geography, many students can recall learning about tropical rainforests in primary school. Some students remember the four levels of vegetation and can name animals found in deserts, but they are less confident when describing the location of biomes. This is a good place to begin. As a result, we have started to use the acronym **CLOC** (continent, lines of latitude, oceans and countries) with great effect in our classrooms. Students expect to see it in all lessons when we introduce new locations. Consequently, we have seen student confidence flourish when using compass directions.

When devising the new Key Stage 3 scheme of work on biomes, the geography department agreed that we would individually be responsible for preparing new lessons on the topics of climate, adaption, challenges and opportunities found in different biomes. We agreed to complete the unit exploring the future sustainable management of one biome in particular; a tropical rainforest.

Each lesson needed to fit into one hundred minutes, giving students ample time to apply their learning and show progress in their books. This is a measurement frequently monitored by the school leadership team. In one hundred minutes we must incorporate a variety of activities to keep students 100% engaged in learning.

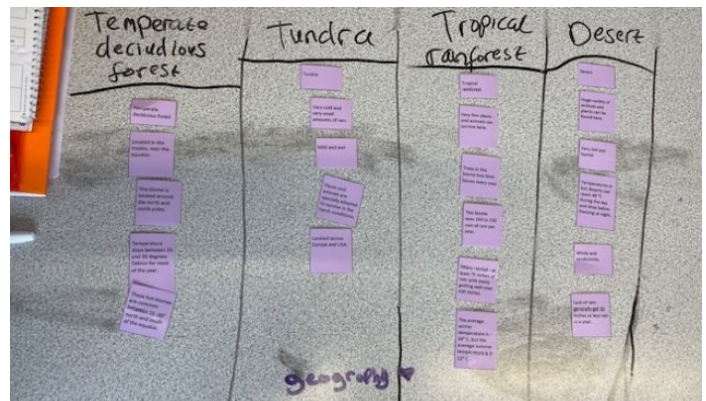
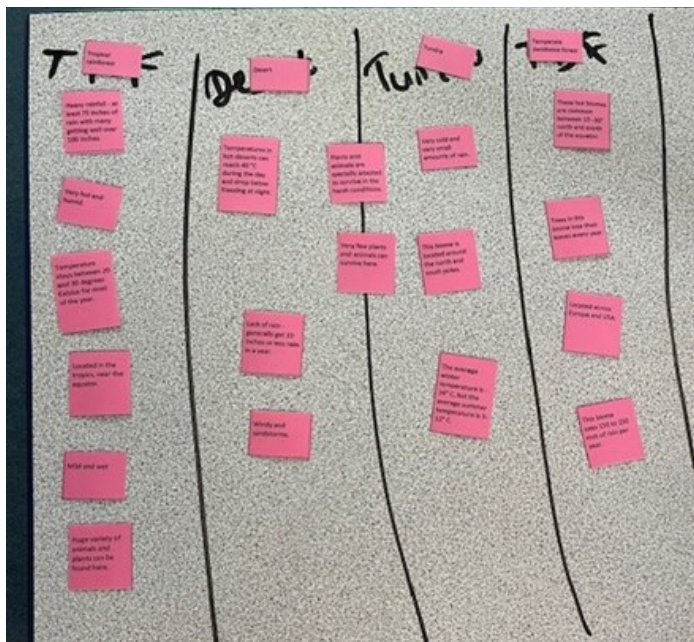
At the beginning of each lesson, three key objectives are shared to illustrate what the lesson will cover; to know, to understand, to use evidence to make a powerful argument.

My task was to devise the lesson on adaption. The first priority in any of our lessons is to spend five to 10 minutes getting students to recall what they have learned in previous lessons. We use low stake quizzes which the students answer using mini white boards. For this lesson, I devised a *pick the odd one out* quiz. Most students got the questions right but there was some confusion about what a climate graph measured. I took note of this and made sure to include the question at the beginning of the next lesson.

As I was not clear if the students knew the word adaption, I shared a blank Freya Model with them. The students were instructed to copy the model into their books. A short discussion followed about what they thought the word meant. We agreed a definition and this was written down for everyone. Using a think, pair, share exercise, students provided characteristics and examples of adaptations. Providing non-examples proved more difficult. Scanning the room for confused faces, meant that I could address any misconceptions during the lesson.

The second activity of the lesson was a card sort. Students were directed into groups of three and provided with an envelope of environmental conditions associated with four biomes: tropical rainforests, tundra, desert and temperate deciduous forests. The students were allowed to draw on their desks and sort the cards into the correct biomes. The activity was well received and lasted 20 minutes with many students getting the conditions right. On a PowerPoint slide, the correct answers were shared and students given time to complete in their books.





The third activity involved the students watching two short BBC Teach videos on how camels have adapted in the desert and how the bearberry plant has adapted in the tundra. Before showing the videos, I checked students' prior learning by instructing them to create mind maps in their books on what they knew about camels and the bearberry plant. I clarified with the students that they needed to actively listen and add to their mind maps when watching the video clips.

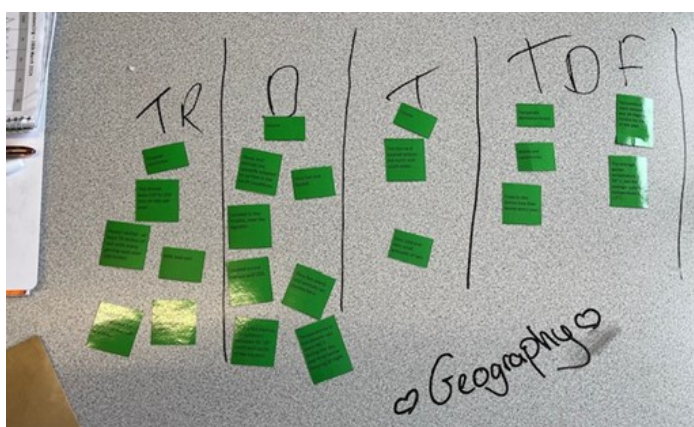
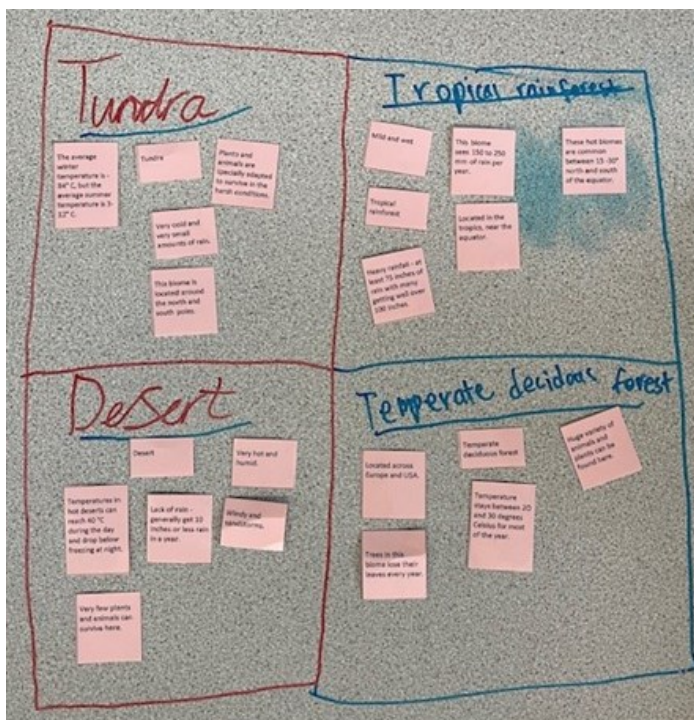
The final activity was an Exit Ticket. The question posed was: *Why is adaption important to survive? Use the examples of the bearberry plant and the camel and write a compelling argument for the importance of adaption in biomes.* Students had five minutes to write their answers in complete silence. I encouraged students to look through their notes to write a better answer. Walking around the classroom, I supported students who found it difficult to start. Once they had one sentence complete, they could see the progress they had made. I provided a model answer for students to write in their books.

In conclusion, the card sort activity with envelopes was a particular success as it added excitement to the lesson. The regular application of CLOC is a great basis for describing locations which I'm using with all of my classes now. Sharing a model answer is a good technique to show students what they need to strive towards.

Creating a one hundred minutes is challenging, however when students are 100% engaged and you provide stretch for all, the lesson flies by!

**Mary Denise Fitzgerald**

Teacher of Geography, The Blue Coat School



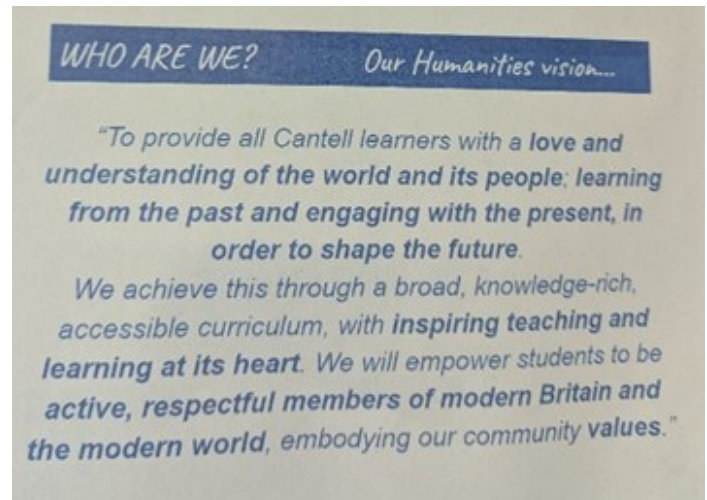


# Good practice visit to Cantell School

Cantell School in Southampton is a comprehensive 11-16 school with approximately 1,270 pupils on roll. The school is part of the Aspire Community Trust. The Trust comprises of nine Southampton schools of which Cantell School is the only secondary school. In March 2024 the school was rated *outstanding* in all aspects during an Ofsted inspection. I had the privilege of a visit to meet with Geography Leader Paul Butler during July. This article reflects upon my key findings about curriculum structure and implementation following the visit.

Paul Butler has been Head of Geography at Cantell School for two years and the department is fully integrated into the humanities faculty. When exploring the curriculum vision and rationale for curriculum structure Paul describes; *"I want students to leave Cantell with important knowledge of the world around them. I want them able to play an active part as a citizen of the UK in the 21<sup>st</sup> Century."*

This vision focused on vital knowledge and empowering students for their future lives is one embodied in the humanities vision and whole school vision (seen in the image) and was recognised in the recent Ofsted report: *"Pupils display impressive knowledge. This results from the school's highly effective, consistent approach to designing and delivering the curriculum. Each subject sets out precisely the most important knowledge that pupils will learn."* Source: <https://files.ofsted.gov.uk/v1/file/50246938>.

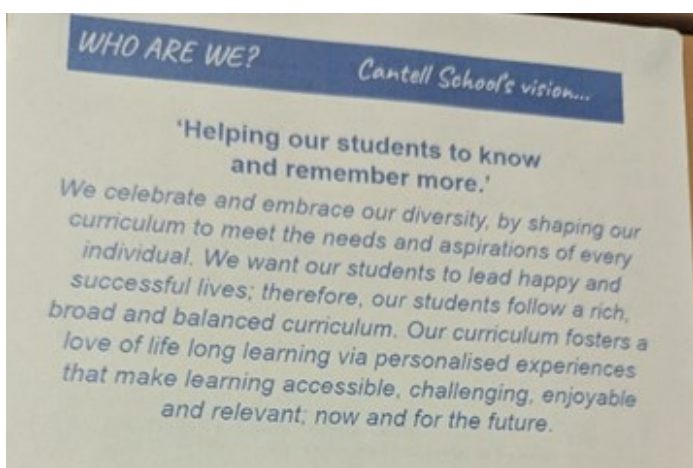


Copy of the school and humanities faculty vision.

## Key Stage 3 curriculum

Year 7 learning is called **passport to the world** and utilises a structure of exploring places and processes through a continent and regional approach. Paul explained how the team thought carefully about what the needed skills are for enquiry through the lens of place, supporting pupils to examine what the landscape, climate, culture etc, of a place is like. This means that Year 7 students conduct lots of contrasting studies of place and quickly learn to interpret evidence.

Year 8 is called **geographical enquiries** and follows the more common modular approach with units on hazards, rivers, population, settlement, tourism and flooding. However, these modules revisit Year 7 learning to ensure progression. For example, during Year 7 pupils study how people live along the River Amazon before fully exploring both river processes and population during Year 8. During this year there is a big focus on data analysis and interpretation. For example, during the hazards topic pupils explore *what is the correlation between magnitude and numbers of deaths?*



AQ	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Passport to the world	<a href="#">Europe &amp; UK</a>	<a href="#">South America &amp; Brazil</a>	<a href="#">Africa</a>	<a href="#">Asia</a>	<a href="#">Oceania &amp; Australia</a>	<a href="#">North America and Antarctica</a>
Year 8 Geographical Enquiries	<a href="#">Tectonic Hazards</a>	<a href="#">Population</a>	<a href="#">Rivers</a>	<a href="#">Settlement &amp; Land use</a>	<a href="#">Flooding and EOY Tests</a>	<a href="#">Tourism</a>
Year 9 Our world around Us	<a href="#">Weather and Climate</a>	<a href="#">Globalisation</a>	<a href="#">Ecosystems and Threats</a>	<a href="#">Resources and Climate Change</a>	<a href="#">Economic Development</a>	<a href="#">Coasts</a>
Year 10 Living in the UK	<a href="#">UK Environmental Challenges</a>	<a href="#">People of the UK</a>		<a href="#">Landscapes of the UK</a>	Annual Exams	<a href="#">Paper 3 Physical Fieldwork FW</a>
Year 11 The world around us	<a href="#">Paper 3 Urban Field work</a>	<a href="#">Environmental Challenges of the Planet</a>	<a href="#">People of the Planet</a>	<a href="#">Ecosystems of the Planet</a>	Revision	

The curriculum overview Years 7-11.

Students are given different data such as *fixed* table of five events where there is a positive correlation and then subsequent information to contradict this. This analysis skills approach helps pupils to gain a deeper understanding of the range of contributing factors such as depth of the quake, distance to urban areas and preparedness for hazards.

Year 9 is entitled **our world around us** and this is when the complexity level increases. Economic development, resource sustainability, and threats to ecosystems are all studied during Year 9 as the team determine students to be more mature in their learning to fully engage with more complex and far-reaching issues.

## Key Stage 4 curriculum

A significant difference to Hampshire schools is that the **OCR A specification** is followed at GCSE by the department. At the time of writing this article I know of only one school in the county using OCR A as the dominant specification remains AQA. OCR Geography A (Geographical Themes) takes a thematic approach, giving opportunities to study the geography of the UK and compare and contrast this with content on a global scale.

This *UK then world* approach is a crucial aspect in its appeal to Paul as he sees this structure being more suitable to the context of their pupils.

For example, he noted that although tectonics is often a popular topic with students, this specification focuses more on issues and processes that Southampton pupils will be more exposed to over their lifetime and better fits the vision of the team and humanities faculty.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>Landscapes of the UK</li> <li>People of the UK</li> <li>UK Environmental Challenges</li> </ul>	<b>Living in the UK Today (01)</b> 60 Marks 1 hour written paper	<b>30%</b> of total GCSE
<ul style="list-style-type: none"> <li>Ecosystems of the Planet</li> <li>People of the Planet</li> <li>Environmental threats to our Planet</li> </ul>	<b>The World Around Us (02)</b> 60 Marks 1 hour written paper	<b>30%</b> of total GCSE
<ul style="list-style-type: none"> <li>Geographical Skills</li> <li>Fieldwork Assessment</li> </ul>	<b>Geographical Skills (03)*</b> 80 Marks 1 hour 30 minutes written paper	<b>40%</b> of total GCSE

\* Indicates inclusion of synoptic assessment.

Sources: [www.ocr.org.uk/Images/207306-specification-accredited-gcse-geography-a-j383.pdf](http://www.ocr.org.uk/Images/207306-specification-accredited-gcse-geography-a-j383.pdf).

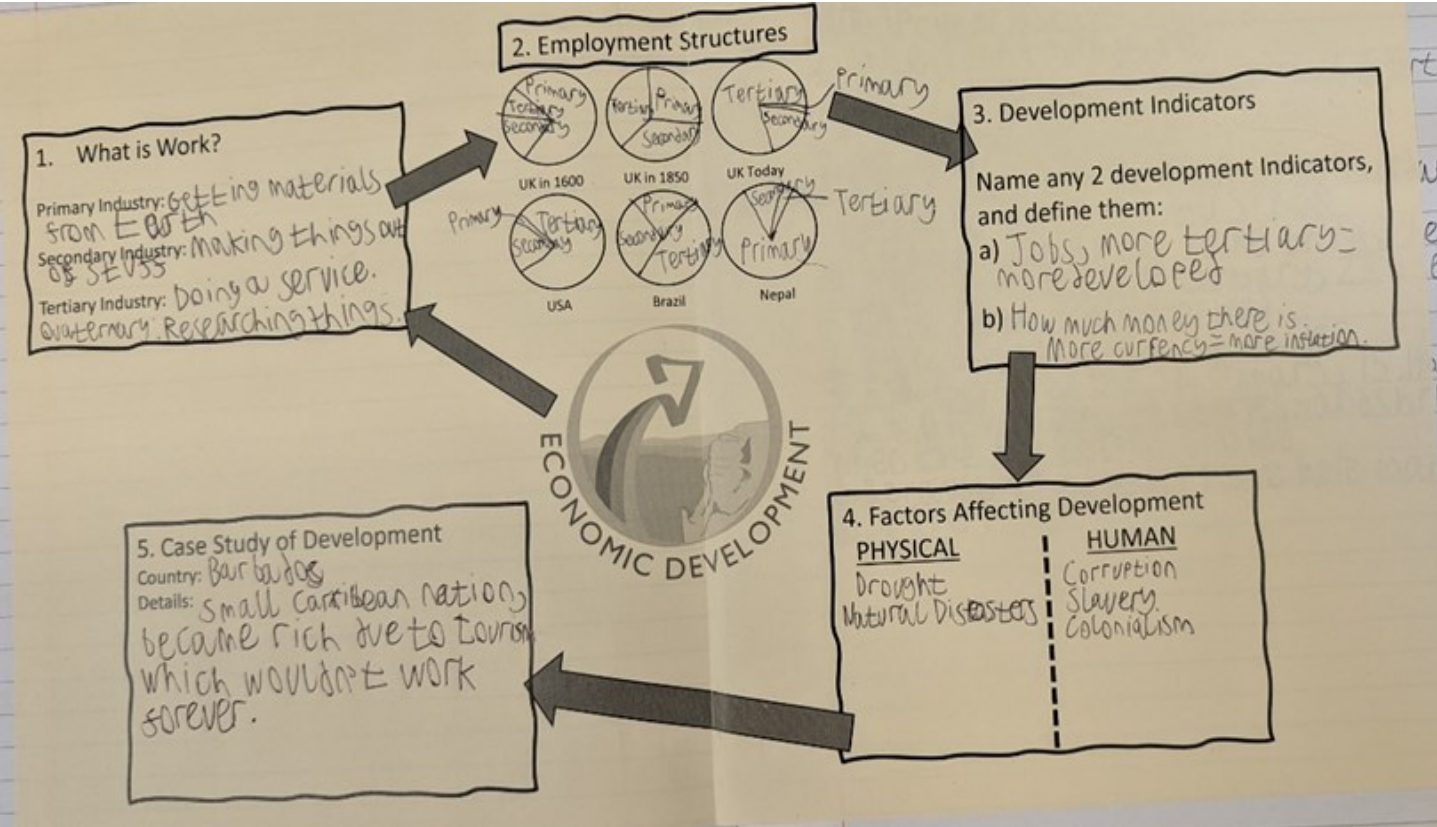
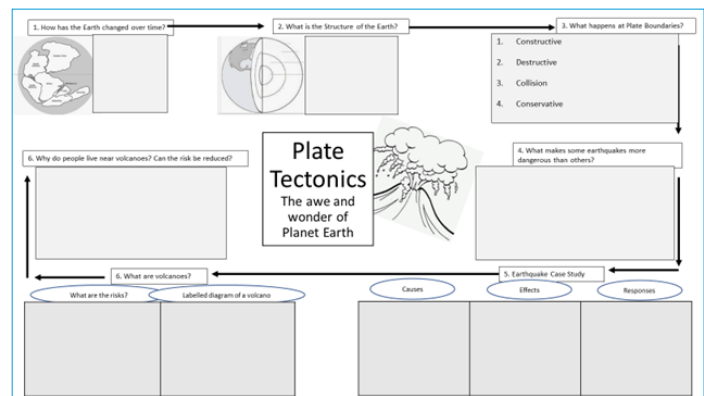
Students study *living in the UK* during Year 10, although they follow the themes in reverse order. Year 10 begins with UK environmental challenges as the team are passionate in their belief this theme supports their vision for what they want Cantell School geographers to be.

## Learning journeys

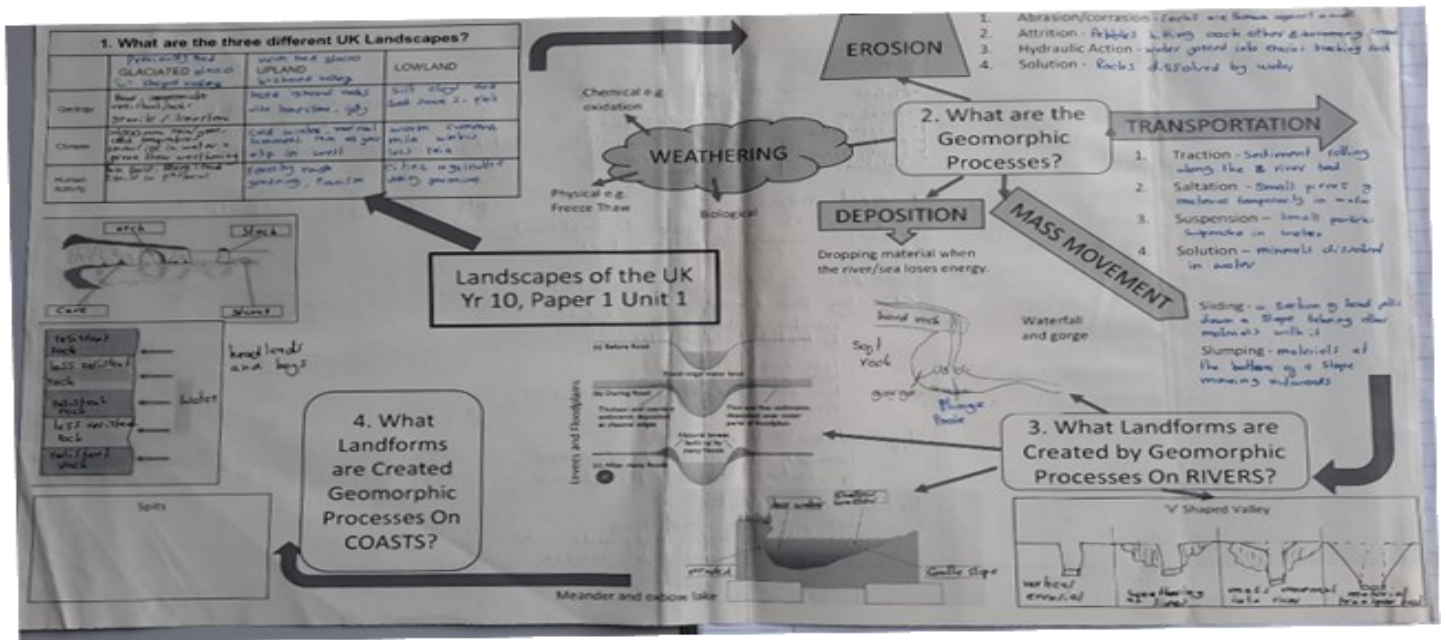
The department has been focusing on creating a *learning journeys* framework for every theme/ topic over the five years. Still in development, the team has created a cyclical style framework sheet where pupils summarise their learning. Once completed it provides pupils with their own **knowledge organiser**. These sheets are enlarged to A3 and printed A3 on cream paper so that all pupils have a clear visual *route* through the topic they are studying. See the example Key Stage 3 and Key Stage 4 versions in the images. These documents are revisited regularly throughout each unit so that students have a clear and regular reminder of the *big picture*. They are commonly used at the start of a unit for students to predict and pose questions about their future learning or used at the end of a unit to draw their knowledge and understanding together in a summative manner, enabling

students to ask questions of their future learning. This allows teachers to be responsive to students’ interests and tailor lessons accordingly.

On a lesson-by-lesson basis, learning journeys are often planned into the start or end of lessons to support retrieval, helping students to know more and remember more, whilst also giving the opportunity for students to make synoptic links in their learning. During learning walks, students are often asked about their learning journeys. This not only helps students develop their oracy skills but allows teachers and leaders to check students’ understanding; they can quickly see how confident students are in articulating their own understanding of their learning and how it links together.







## Literacy

The faculty is committed to supporting students to develop literacy skills and the team is aware of its role in helping develop reading confidence and vocabulary acquisition. Outside the subject classrooms teachers have developed a **Humanities Library** showcasing a range of fiction and non-fiction texts to support learning in the subjects. Students can pick up a small replica of the book and take to the Learning Resources Centre to access the full copy. These texts are promoted on students' learning journeys and shared via social media to help facilitate parental involvement with wider reading outside the curriculum. The texts have also been used to help develop *Guided Reading* materials (used in class, for homework and extended learning projects) and resources for World and Cantell Book Days.

The department have thought carefully about how to support vocabulary and language acquisition. They are consistent in their use of **attack words**. Attack words are not simply keywords, they are the words that unlock the learning of a lesson(s). If students do not understand these ideas or terms, more complex concepts and terminology will not make sense in their mental schema. For example, if teaching about constructive and destructive waves, your attack words may be **deposit and removal**.



By checking students' grasp of these foundational concepts (attack words), teachers can then layer a more complex understanding of waves around these ideas.





## Homework

The school uses Google Classroom for its digital platform. Paul reflected on receiving GCSE homework assignments from pupils that were cut and paste text, AI generated, or poorly thought out, describing the variable quality especially with checking for spelling, punctuation and grammar (SPaG). He also wanted homework to increase the writing resilience of learners. At the same time there was a huge opportunity to exploit as the school provides all its learners revision guides for free. In response to this the team now provide pupils with a **separate exercise book dedicated for homework**. Key Stage 4 pupils have application of knowledge style questions that respond to the revision guides. All pupils receive a printed copy of the questions which gets stuck in the homework book and focuses on set content/pages from the revision guide. Feedback from Key Stage 4 pupils has been resoundingly positive. Pupils are more confident in using revision guides and say that the activities help them to understand classwork better as well as to remember more. I am delighted that Paul has written an article sharing the implementation and monitoring of the changes which will be published in the next edition of this publication.

## Assessment

Summative assessments are spread across the year avoiding pupils completing an end of topic assessment at the end of every term. The department prioritise whole class feedback after each summative assessment and create class feedback sheets capturing common successes as well as errors. These assessments are also marked for literacy using a common humanities faculty code for spelling, punctuation and grammar inaccuracies. There is no set baseline assessment during autumn term for Year 7. Instead, pupils complete a **writing burst** activity describing the location of France during week two of autumn term followed by a skills-based assessment during week five. These writing burst assessments are interspersed throughout Key Stage 3 providing short, targeted opportunities for pupils to apply their knowledge.

Assessments build in stretch and challenge early; they also focus on developing geographical skills over time.

## Teacher professional development

The department meet regularly, and the collegiate ethos of the humanities faculty is supportive. Across the school there are *champion* staff who specialise in a specific aspect of pupil learning (such as support for pupils with special educational needs and disabilities (SEND)). These colleagues contribute to whole school teaching and learning meetings and have input into subject areas such as through sharing during weekly faculty briefings. Paul described how the headteacher is committed to ensuring that all staff support each other to develop and that teachers can find a development area that resonates for them. All staff are encouraged to regularly drop-in to other classes to see colleagues in action, and the school has a genuine ethos of sharing good practice and mutual support. There are no set performance management targets instead staff conduct an action research style project which is shared through a *teachmeet* style event during in-service training (INSET).

**A huge thank you to Paul and the geography team at Cantell School for sharing their departmental approaches and strategies with us.** I am delighted that Paul is now a member of the secondary geography steering group and will be contributing to future articles.

### Kate Broadribb

Secondary Inspector/Adviser and Subject Lead for Geography, School Improvement Manager



# Year 10 physical geography fieldwork at Henry Beaufort School

During June, we took our 153 Year 10 geographers, over two days, to complete their physical geography fieldwork at Lee-on-the-Solent, Hampshire as it is a quiet beach location, less than an hour from The Henry Beaufort School in Winchester.

Hypothesis: *groynes effectively manage longshore drift at Lee-on-the-Solent.*


Prior to the trip, we have a series of lessons gathering background information on Lee-on-the-Solent – we include secondary data such as a SCOPAC map giving information about the transportation of sediment along the Hill Head to Gosport coast.

The hypothesis the student are testing is that *groynes effectively manage longshore drift at Lee-on-the-Solent.*


Physical geography fieldwork Lee-on-Solent 11106124

**Fieldwork** → practical work conducted by a researcher in the natural environment, rather than a lab or an office. We test a hypothesis using practical research.

**Location**  
Lee on Solent is located... on the South coast of the UK between Portsmouth and Southampton. It is on a peninsula with Gosport and has the Solent surrounding. The coast line is at an angle. → across the sea from the Isle of Wight.  
This is a good location for our fieldwork because... It is not too away and is closest to school.



From this Ordnance Survey map, I can see that... there is lots of parking and public toilets on the coast meaning it's catered for tourists. It also has a sailing club and a slip so people use it for leisure. It is a small town with an airport to the North. Coastal management includes Groynes.



**Physical fieldwork at Lee on Solent, Hampshire**  
Our hypothesis is... Groynes are effectively managing longshore drift at Lee on Solent.

Transportation of sediment (longshore drift) makes beach smaller over time.

Altitude is very flat → Lee on Solent is around 2m above sea level.

prevailing wind blows from South West and West South West.

Longshore drift towards East.

Coastal management is in place. Row + wooden groyne blocks replenishers a small sea wall.

Fetch from SW comes from the dominant ocean, to the UK but Lee on Solent protected by Isle of Wight.


Wind speed will change the size of waves.  
- constructive  
- destructive

**Factors affecting the coastline at Lee on Solent?**

**Physical fieldwork methods**

Method & description	Why will the data help to answer our hypothesis?
Groyne drops: the height of the sediment to the top of the groyne	We can see which side of each groyne has a bigger build up of sediment - which way long shore drift is occurring
Wave height survey: approximate measurement of the height of the waves	Approx wave height - constructive or destructive waves
Wave frequency survey: how many waves per minute	How many waves per minute. Constructive or destructive
Longshore drift survey: time taken for a cork to travel 10m east or west along the coast	Which way the sediment is moving and how quickly


**Background theory**  
Diagram of longshore drift



Why is longshore drift an issue for Lee on Solent?  
Sediment is moving East (1000 - 3000 m³/yr)  
→ smaller beach - less protection and less tourism

**Coastal management at Lee on Solent**


**Groynes**  
Built in 1946 with replenishment source



W Groyne E  
trap sediment  
more sediment with groyne?

**Beach replenishment**  
1996: Gosport Council replenished Lee on Solent beach. This means that... sediment is added to the beach making it bigger - more protection

**Risk assessment**



Risks	Safety measures
<ul style="list-style-type: none"> <li>sun stroke</li> <li>sun burn</li> <li>bad weather</li> <li>drowning</li> <li>the public</li> <li>knapping up on pebbles</li> </ul>	<ul style="list-style-type: none"> <li>do not go in water</li> <li>group management</li> <li>traps, staff, student + magh</li> <li>groups no less than 3</li> <li>very polite</li> <li>only concerns sea state</li> <li>prepared for all weather</li> <li>than cream, rain coat</li> <li>staff have first aid kit</li> </ul>

Figure 1: Background information lessons.

In order to gather the data needed to test their hypothesis students collect groyne drop data – measuring the top of the sediment to the top of the groynes at regular intervals down each of the wooden groynes to the west of Lee-on-the-Solent.

This allows them to see which side of the groynes has collected more sediment and hence which way longshore drift has been transporting the beach material. Additionally, they collect longshore drift survey data, a wave count data and wave height data to give them further detail to support their analysis and conclusions.



Figure 2: Measuring the groyne drop.

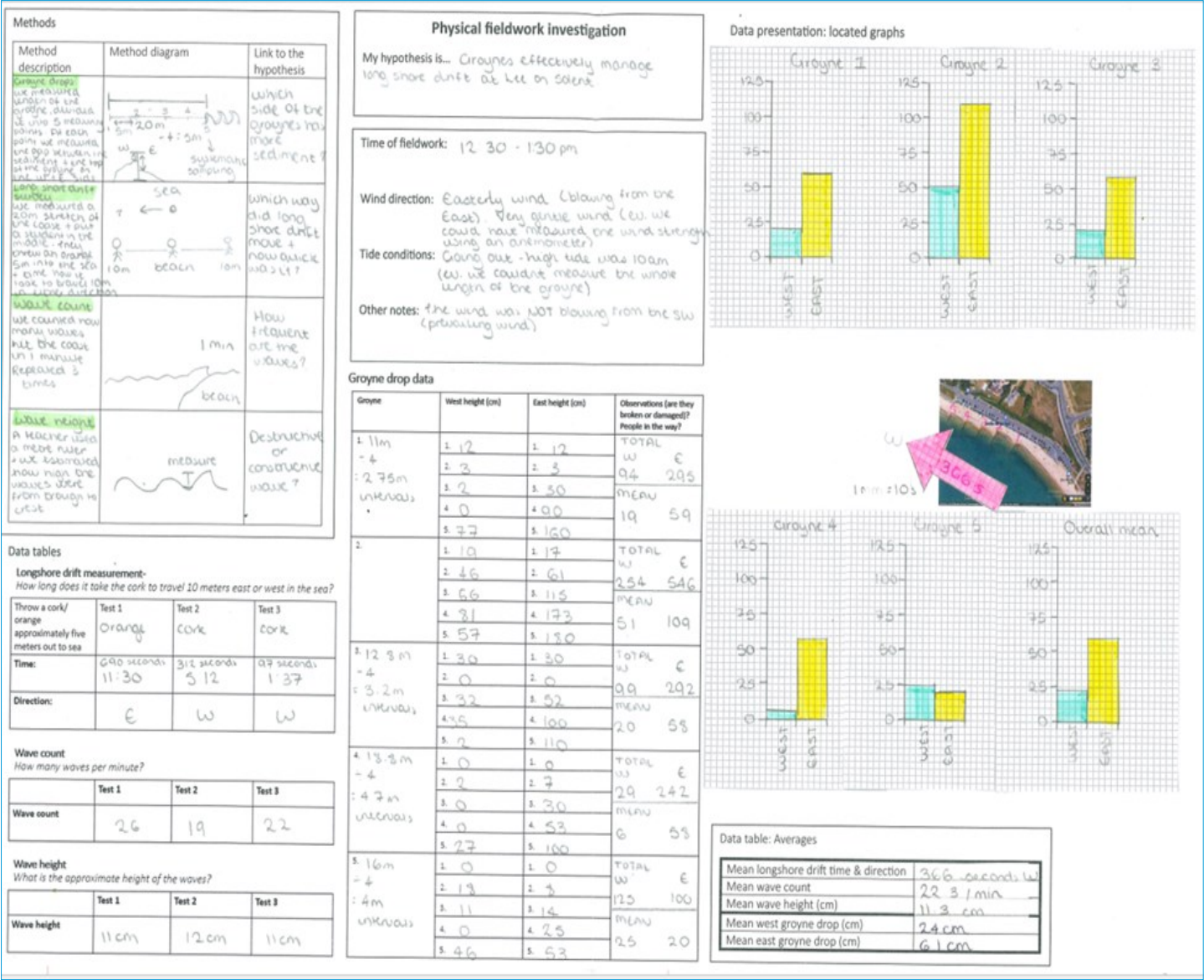


Figure 3: Data presentation .





**Figure 4: Wooden groynes to the west of Lee-on-the-Solent.**

Students have presented their data with located bar graphs for mean groyne drops and proportional arrows to show the speed and direction of longshore drift. We are currently in the analysis phase of their fieldwork – encouraging students to scrutinise and analyse their data to truly understand what it is showing them.

Finally, they will evaluate in detail what we could have improved – already students have suggested we take anemometers to measure wind speed, in order to add detail to their longshore drift survey data, which is a great suggestion.

### **Abi Legg**

Academic Leader of Humanities and Subject Leader of Geography, The Henry Beaufort School



# Geography bookshelf

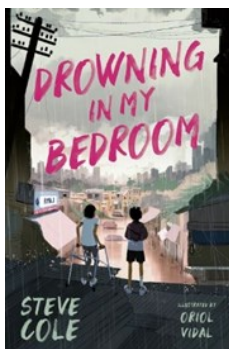
Hampshire School Library Service (SLS) provides a wealth of fiction and non-fiction texts to support geography in the curriculum. Books are available to borrow from the Hampshire School Library Service for all subscribing schools.

We also have a virtual library called Sora which is free to subscribing schools – this contains thousands of eBooks and eAudio Books, as well as eComics and eMagazines. If you are an SLS subscriber and have not yet set up Sora, please do so by contacting our Digi team on email: [digi.sls@hants.gov.uk](mailto:digi.sls@hants.gov.uk).

My recommended books this time include two fiction books giving a great sense of place, and two attractively presented non-fiction books that will engage students.

## ***Drowning in my bedroom*, by Steve Cole**

*Drowning in my bedroom* is a story set in the Philippines. Gayla has cerebral palsy and Junjun lives in a shack and must beg on the streets. When floodwaters rise, they are thrown together and must work out how to survive. An insight into the lives of young people in Manila and the rising threat of climate change. This book is a dyslexia friendly read.



## ***Bringing back Kay-Kay*, by Dev Kothari**

*Bringing back Kay-Kay* is a mystery story set in India. When Lena's brother does not return from camp on his overnight express train, the police believe he is a teenage runaway, but she knows different and sets herself the task of finding out what has happened to him. Good read with a sense of place for Year 7s.



## ***50 maps of the world*, by Kayla Ryan and Ben Handicott**

*50 maps of the world* is a beautifully illustrated guide to 50 different countries of the world. Each country has a double paged spread giving a little of the history of the country as well as a map with illustrations of various places of interest. Perfect for browsing and engaging students with different places around the world.



## ***Climate change for beginners***

*Climate change for beginners* is an attractively laid out book about all things climate change. Each page has a different focus – it describes what climate change is and asks what we do, what is stopping us, as well as giving practical suggestions for things an individual can do. Again, this would be a great book for students to browse through to find out more about the subject and what they can personally do to make a difference.



A reminder too that we are happy to advise on individual book requests to support a topic or subject area, and you are always welcome to visit one of our centres to explore the range of resources available for yourselves. Contact us through your own school librarian or request details of your local centre via email: [hq.sls@hants.gov.uk](mailto:hq.sls@hants.gov.uk). We look forward to hearing from you.

**Emma Ostler**

Lead Adviser, Hampshire School Library Service

# The Environment Agency visit to Noadswood School

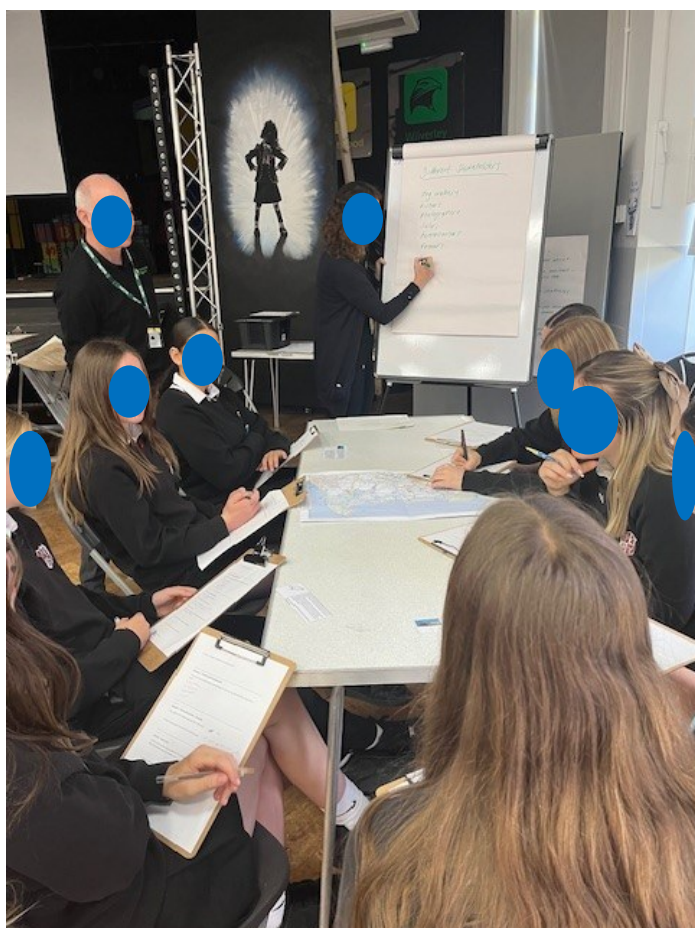
On Tuesday 18 June, the geography department were delighted to welcome into school the Hurst Spit to Lymington Harbour project team from the Environment Agency. The team came to display and discuss different elements of their ongoing management project.

This supported and enriched our *coast* scheme of work that Year 8 had been studying and it was great for them to be able to see and understand the real world and local implications of what they had been learning about. It was an interactive and engaging opportunity to consolidate and expand their knowledge and understanding of the complex and interconnected issues that face our coastline.

This included discussion of coastal squeeze, the implications of climate change and the important coastal features currently under threat. It made clear the real-world complexity of coastal management through a discussion of the habitats under consideration, the range of different users for the area as well as the range of internationally recognised habitat designations for birds – saltmarsh, saline lagoons, and coastal grazing marsh.

As the session continued, the students moved between three different activities – Wave tank, a stakeholder activity and PARM (projection augmented relief model).

The wave tank activity enabled pupils to consider how and why a range of different coastline management methods worked. Students were able to try out a variety of different options and scenarios and see in real time how effective they were. From distinctly hard or soft engineering options to trying out a combination of the two. Throughout, there was the opportunity to experiment and question the costs and benefits of each of the different types of defences and decide which strategy they would pursue.



The session started with a brief introduction to the Environment Agency, its purpose and role. Followed by an introduction and overview of the strategy from the project lead.



In the stakeholder activity students took part in a group discussion as they considered what they already knew about the area, the coastline, and the different habitats.

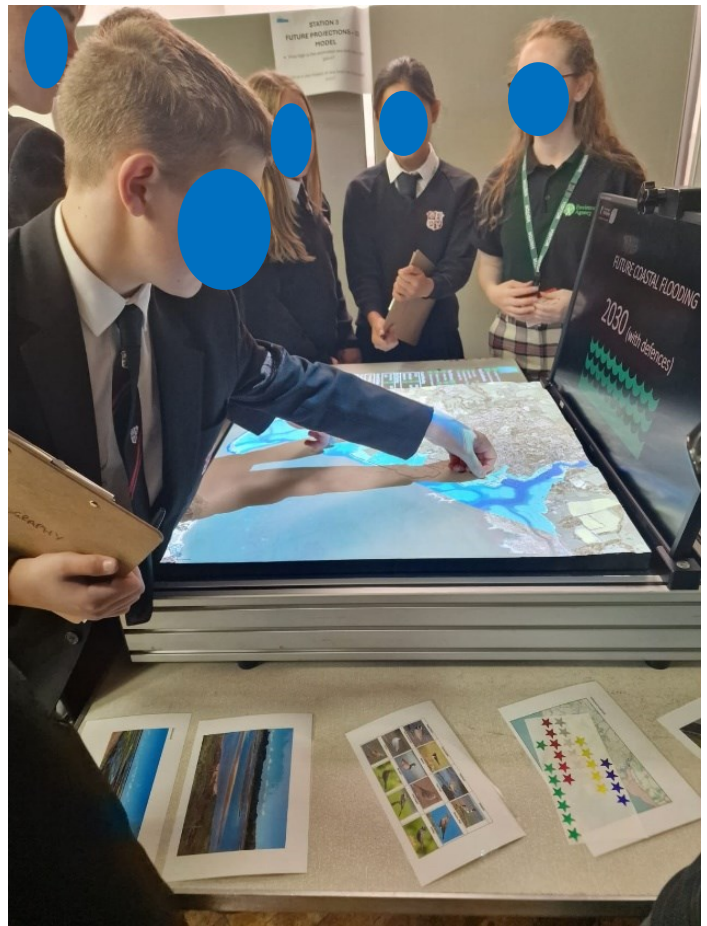




This local knowledge then allowed them to consider and identify who uses the coastline and therefore the key stakeholders. From there students considered what and who the project needs to be thinking about when making decisions for the future of the coastline. It was great to see the discussion flourish as pupils realised that there were no *correct* answers and each were able to suggest their own views and opinions, truly demonstrating how complex the strategy is.

Finally, the PARM to see live an interactive 3D modelling of the past, current and projected coastline situation. It was a fantastic opportunity for students to be able to compare the past, current and projected situation along the coastline. This included 2030 with current defences, 2080 without current defences and 2120 without current defences as well as future storm impact. Students were asked to mark their predictions and then consider, if they had not matched up, why this was the case.

The 3D nature of the PARM enabled students to consider the different factors that would affect where the sea level would rise to in both a visual and tactile manner.



Towards the end of the session students were asked to summarise their thoughts and opinions on the project which in turn will become part of the project going forward. Overall, it was an extremely informative and enjoyable experience, and we hope to be able to invite the Environment Agency back so that an even wider range of students can take part.

### Jo Skinner

Subject Leader for Geography and Director of Culture and Learning, Noadswood School



## Geography house competition at The Clere School

The Clere School is an 11-16 school with approximately 500 students on roll. It is located close to the northern Hampshire border, just south of Newbury. During the summer term the school relaunched the house system with a range of events for staff as well as students. The geography department were keen to get involved and this article details the activity created and wide range of student participation.

The geography department at The Clere School wanted to raise student awareness of the importance of protecting our rainforest. Pupils study ecosystems during Year 9, and again at Key Stage 4 as students follow the AQA GCSE course. However, the geography department wanted to further promote learning about the value of this vital biome and seized the opportunity of a house event to do so.

The whole school house system was relaunched in the summer term. There are four houses and a senior leader heads up each house.

The relaunch has involved a competitive staff event at the start of the summer term as well as student events and culminated in a whole school *wellbeing week* which took place 15-19 July. As 22 June was World Rainforest Day ([www.worldrainforestday.org/about-us](http://www.worldrainforestday.org/about-us)) this provided a key driver for a summer term geography themed house event.



The competition was launched through tutor time with resources exploring the environmental threats to the rainforest as well as the reasons for the rainforest partnership to establish World Rainforest Day. The geography teacher had considered links between geography and other subjects and chose to connect to art and literacy for this challenge. Pupils chose between creating an artistic piece in response, through painting, drawing and sculpture or a literacy focus.

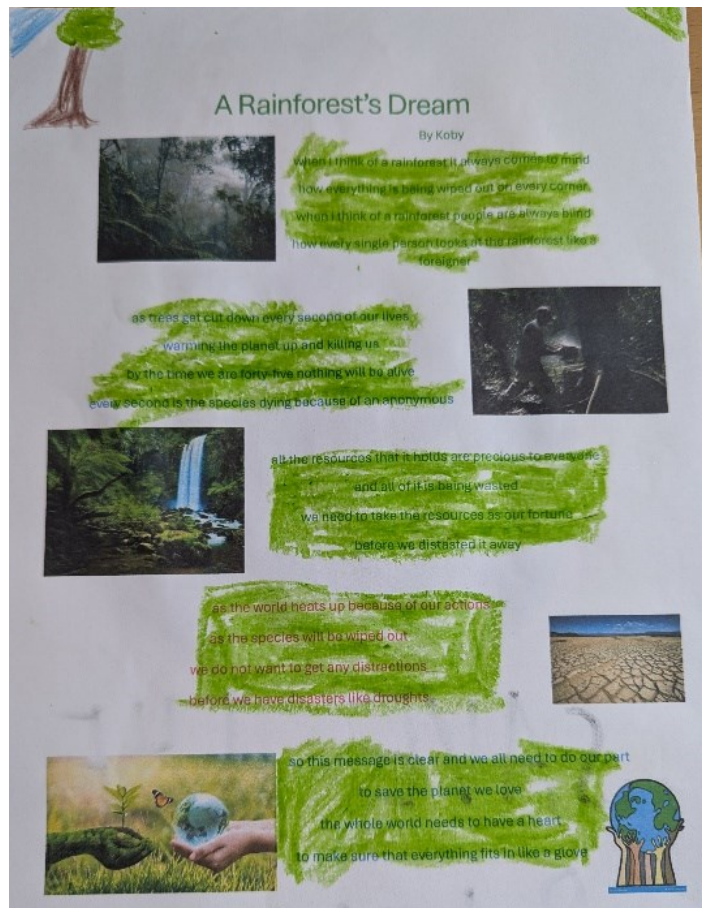






These submissions included poetry, diary entries using the five senses and persuasive arguments about why we should protect the rainforest. Most pupils chose to create an artistic piece, whilst poetry and persuasive writing were the most popular literacy-based entries.

All students who entered were rewarded with house achievement points, certificates and entry into a prize draw. Whilst emails home to parents thanking pupils for their creative entries were really well received. This parental engagement was fantastic as parents responded with pride sharing how much children had enjoyed getting involved in a competition and for their efforts being recognised.



Entries were photographed and shared on the school social media accounts and will be displayed in school. The department now have a blueprint for future geography house competitions this year and we will consider what other significant international awareness days would support pupil engagement.

**Bianca Myatt**

Geography Teacher, The Clere School

## Visit to National Oceanography Centre in Southampton

The Danebury School (formally Test Valley School), along with three other Hampshire schools were invited to the National Oceanography Centre (NOC) at Dock 4 in Southampton. We took 20 disadvantaged Year 7 pupils (Pupil Premium and Free School Meals).

Pupils were greeted by NOC staff as they left the coach and we were directed into a lecture theatre, where pupils ate their lunch and listened to an introductory speech.

We were then escorted into various rooms at the centre, each containing different engagement stations. Many of these engagement stations had *hands on* exhibitions, such as the *PufferSphere* (like an interactive globe) which pupils could touch and explore to see ocean circulation patterns. All of the stations were staffed by scientists, and it was lovely to see the pupils having meaningful conversations with them about their area of study.



**Pupils examining ocean temperatures using the PufferSphere.**

Our pupils especially enjoyed seeing the various specimens of sea creatures that were preserved in jars, including a cookie cutter fish, sea spider and large squid. They saw displays on micro plastics in the oceans, underwater volcanoes, and biodiversity to name a few.

As a school we have had engagement with NOC over the past year. Our Year 11 geographers were lucky enough to have Dr Ben Moat come in to school and give them a talk on climate change. He showed them some of his own photographs of his trips to Antarctica.



**Examining micro fossils.**

Alice Kloker also came into school and gave an assembly on careers in ocean science including engineering and the various jobs on the research vessels. We are looking forward to continuing to build our relationship with NOC.



**Getting hands on in the Boaty McBoatface workshop!**

As a result of our relationship with NOC we have developed our units of work at Key Stage 3 on ocean plastic and coral reefs.

This was a fun and inspirational day for pupils and staff alike. A special thank you to Kate Broadribb for connecting us and to Alice Kloker for ensuring that the day ran smoothly. With thanks funded by NERC.

**Gail Martin**

Director of Humanities, The Danebury School



# Disciplinary knowledge in geography at Bishop Challoner Catholic Secondary School

**Disciplinary knowledge is described by Ofsted as “the knowledge of how geographical knowledge is formed, debated and contested.”**

Within the AQA GCSE 35% of the marks are awarded for AO3 (including 10% for fieldwork concepts). This encompasses the ability to apply knowledge and understanding to interpret, analyse and evaluate geographical issues to make judgements. Although this is spread across all three of the AQA papers 18% of these marks are found on Paper 3 geographical applications, where pupils respond to a pre-release, unseen fieldwork and their own fieldwork experiences. With AO3 being the highest weighting for paper 3 (papers 1 and 2 are equal at 8.5%) it is important for pupils to be taught how to answer these questions as unfortunately my experience as an examiner has shown that especially on paper 3 these are often answered poorly, as they will miss the fundamentals needed to be awarded level 3 marks.

For pupils to be successful in this area there is a need to embed the language and model the way in which they should be responding to the stimulus in a structured and logical way. This can be introduced, routinely practised and built upon throughout Key Stage 3 to allow for time in Key Stage 4 to be used for exam practice rather than teaching the skills required. It allows pupils to feel confident in their longer answers as the same format can be applied to any question which is asking them to make a judgement. For this to be successful it will take time, and it is important for departments to look at their curriculum from Year 7 and identify where the building blocks can be introduced, and then developed throughout Key Stage 3.

At Year 7 this can begin with just giving pupils a statement or question and allowing them the opportunity to say whether they agree or disagree with it based on knowledge that has been taught in lessons. At Bishop Challoner Catholic Secondary School this starts with our very first unit which has a focus on settlement.

A range of concepts linked to settlement are taught before we analyse an article about people moving from urban to rural areas. It is important to say that even from Year 7 the question is written in the same way as a AQA question so that we can analyse in detail what the question is asking and ensure there is understanding of the key exam terminology used. Time is spent reading the article and looking at the reasons why people choose to move, before simply asking what are the benefits of people moving from urban to rural areas? The structure of assessment, knowledge, understanding, understanding (AKUU) is introduced at this point and what we are looking for is that the pupils say whether they think moving from urban to rural areas is a good thing, use a piece of evidence from the article and then say why they think this. We use *this means that, therefore* in the understanding section so that they add more depth within their writing.

As we progress through Year 7 this style of answer is routinely practised and as we get towards the end of Year 7 pupils are writing in the desired structure and forming more lengthy responses, there is also the extension of starting them to think of the opposing viewpoint. This same concept continues in Year 8 with more of a focus on how much they might agree with a statement which in turn encourages the written work to show both sides of an argument, which is backed up with specific facts and figures and is then expressed in impact that this can have.

This staged approach allows for Year 9 to be a year where they embed their understanding. There is less use of giving the stimulus of a whole article with lots of different facts and figures and more of a focus on them using their own knowledge and understanding of what they have learnt across a topic. The fundamentals, however, do not change, the question is always written like one they would get on a GCSE paper, but they are expected to dissect this without as much teacher input so that we can see their understanding/interpretation of what they are being asked to do.

We also expect them by now to show both sides of the argument being backed up so that they can clearly show how much they agree with the statement.

One lesson where this has been successfully achieved is part of the glaciers unit where pupils have looked at glacial landforms, how humans use these areas and the threats to them. The lesson is set up in the style of the paper 3 pre-release where information is slowly revealed before they make the decision on whether a new ski resort should be built.

The lesson begins by looking at the advantages and disadvantages of ski resorts, pupils are given a number of generic statements which they need to sort into the two categories. They are then asked for a decision as to whether the resort should be built. At this point it is usually a majority of *no* because of the environmental impacts that the resort would have on the fragile glacial environment. The lesson continues by giving them contextual knowledge of the location for the resort and again they are asked whether it should be built. Often there is not much change in their overall opinion but as the lesson unfolds and we look at the reasons why it would be built in this location the seeds of doubt start creeping in and you see the pupils with the internal struggle of not wanting to build it because of the environmental issues but at the same time the social and economic benefits for the area are difficult to overlook. It is here that pupils are able to say that whilst they agree to some extent for these reasons they cannot fully agree because of these other factors. This also allows them to make a further judgement within their writing using the AKUU structure as they have the opportunity to say that even though the impact on the economy will be beneficial the environmental concerns will outweigh it for these reasons, allowing for more sophisticated answers that reach the top of level 2 and into level 3.

Whilst this is still a relatively new way of us delivering the concept and have not yet seen a cohort go through from the start, we can still see the evidence of how we address these longer 6 and 9 mark answers, through use of the AKUU structure alongside the use of geographical terminology and exam style answers. Our 2024 results overall and for each paper are above national average and the marks analysis show that particularly for paper 1 more than 50% of pupils are achieving 5+ marks on the 9 mark answers. For us now it is about consolidating this approach and finding ways of adjusting it to improve performance on paper 2.

### **Kathryn York**

Teacher of Geography/Health and Social Care,  
Bishop Challoner Catholic Secondary School



# Robert May's geography students visit the Netherlands

It has been inspiring to hear about the resurgence of residential visits during my two years as geography adviser. I have been delighted to hear about trips to Iceland and Italy and in the spring edition shared an article from Wildern School about their residential trip to the Hampshire owned Argoed Lwyd set in Bannau Brycheiniog (Brecon Beacons) National Park. During a recent visit to Robert May's School the team shared the success of resuming residential visits describing the wide range of geography learning connections through a visit to the Netherlands. This article details the focus and opportunities the geography department utilised.

In July 2023, we took a group of Year 10 geographers to the Netherlands for a trip to complement their Eduqas B specification studies. We visited IJburg and Java Island where Amsterdam is undergoing urban renewal. It is an area of old docks now regenerated into a neighbourhood surrounded by water. As we know, the Dutch are experts in controlling water and what it does do (or doesn't do). 26% of the country is under sea level. Amsterdam was a perfect place for a canal cruise which we had. It was interesting to gain a different perspective looking up towards the buildings, as opposed to eye level. We noticed that a lot of buildings along the canals – built during the Dutch Golden Age of the 17<sup>th</sup> Century – were leaning forward. This is partly due to the construction of the canals and therefore a lack of foundation support but also so that the Dutch could use a rope and a winch to haul good/furniture up the higher floors more easily (a lot of Dutch apartments have narrow and steep staircases). The students visited the Kinderdijk World Heritage Site. This is the ingenious system of windmills and pumping stations at Kinderdijk that has kept the soil dry by many years. After this, we went to Noordwijk, on the coast. Here, the Dutch have both hard and soft engineering methods to reduce/stop coastal erosion.

For example, 20 metre high sand dunes, planted with marram grass help protect the coast and the land behind it. Our final day consisted of a visit to Rotterdam which is radically different to Amsterdam. The latter is called, *a living museum*, whilst Rotterdam was rebuilt after World War II. Rotterdam is western Europe's biggest port. A lot of goods get sent to Rotterdam and then distributed to Europe. We finished our day with a tour of the Dutch Delta Scheme. This scheme is a result of the major flood of 1953. This resulted in more than 1,800 casualties, 100,000 people lost their homes, and 150,000 hectares were flooded. Therefore, the Dutch Delta Scheme was created to keep the country safe. An enjoyable and useful time was had by all!

**Roland Eason**

Geography Teacher, Robert May's School

# It's geography, but not as you know it!



**ARGOED LWYD**  
*Outdoor Education Centre*

Operated by



**Hampshire**  
County Council

Supported by



Argoed Lwyd Outdoor Education Centre offers an extraordinary geography residential course, where education intertwines with exploration and adventure, amongst the breathtaking landscapes of the Bannau Brycheiniog National Park (Brecon Beacons). Nestled in the shadows of Pen y Fan, South Wales's highest mountain, our converted 19<sup>th</sup> Century Welsh farmhouse sets the stage for an immersive and enriching educational experience like no other.



At Argoed Lwyd Outdoor Education Centre, we are redefining the traditional field trip. Our GCSE/A-level geography residential course offers students an unparalleled opportunity to engage in geomorphological investigation, and genuine adventure, all within the spectacular backdrop of Bannau Brycheiniog National Park.

Led by our seasoned outdoor professional tutors, our courses transcend the boundaries of conventional learning, allowing students to dive deep into geographical concepts while embarking on thrilling, hands-on adventures.

Picture this: a full day of active exploration, where students delve into the hidden realms of physical geography. From exploring underground, to navigating through cascading waterfalls and gorges, every moment promises an unforgettable, adrenaline-fueled experience.

Our course is not just about adrenaline; it's about fostering a profound connection with the natural world. Through immersive field studies, students gain a deeper understanding of geographical phenomena, whilst honing essential fieldwork skills; quantitative and qualitative methods of observation, data collection, and analysis, as well as developing teamwork, communication skills, empathy and self-esteem.

At Argoed Lwyd Outdoor Education Centre, we believe that learning should be a journey of discovery, adventure and understanding. That is why our course combines academic rigor with the thrill of exploration to create an environment where curiosity thrives, and discoveries are made.

Our geography field study courses are curriculum-linked to meet the needs of your learners and your required learning outcomes.







**Get outside to inspire curiosity in nature. We provide high quality outdoor learning opportunities for all ages and interests.**

We offer a wide range of different opportunities covering the following topics:

- river environments
- limestone environments
- exploring a national park: tourism
- mountain and upland environments
- glacial environments.



All courses include:

- personalised course objectives and learning outcomes to meet your curriculum
- High quality accommodation in our 19<sup>th</sup> Century farmhouse and long barn
- the option of self-catering or fully catered packages

- free Wi-Fi and use of a smartboard equipped classroom
- all on site transport to venues and specialist equipment for fieldwork and activities
- course delivery by experienced and highly qualified tutors
- genuine adventure experiences in the National Park.



The reassurance that Argoed Lwyd is part of Hampshire Outdoor Centres and a leading provider of Outdoor Education and recreational facilities both in Hampshire and beyond.

We strive to improve the lives of all our customers and deliver a safe, highly valued, cost effective and quality focussed service.

## **Mountains, rivers and caves or waterfalls weekend exemplar programme**

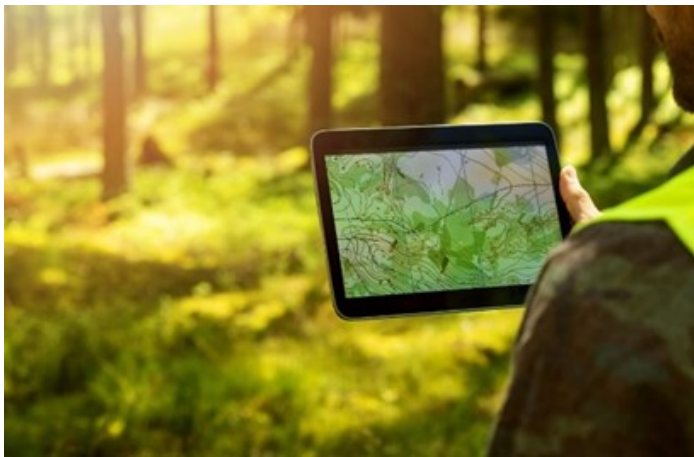
### **Friday evening**

Arrive, centre acclimatisation, equipment issue, evening meal followed by a local walk – An introduction to the National Park exploring and understanding the local area.

## Saturday – adventure

### Fieldwork morning

Explore river environments, the water cycle and associated themes. Travel to one of the most spectacular locations in the National Park to explore. Use group data collection techniques to complete a selection of investigations linked to a syllabus. Survey the river from the source in a mountain peat bog to a river using a range of fieldwork techniques. Discover the geomorphological impact of an active river and sink holes as it disappears underground to continue its journey into waterfall country and to sea.



Using geographical knowledge and understanding to visit three different survey locations to complete investigations. Use GIS to record data for presentations and individual research back in the classroom

### Afternoon

A choice of waterfall adventures or cave exploration.



### Caving

Continue an exploration underground where the river flows through cave systems, in a unique and diverse environment beneath your feet.

A guided exploration of Porth y Ogof, with its glacial past, fault lines and rivers. Opportunity for students to develop leadership and teamwork whilst stepping out of their comfort zone through personal challenge.

Reinforce understanding and knowledge of geographical features through hands on investigation and experience through genuine adventure.

### Waterfalls

Discover how geomorphological processes carve out deep gorges, cutting through the sedimentary layers of limestone and mudstone down to the hard Twrch Sandstone that forms waterfalls.



A guided exploration into waterfall country, through the undiscovered secrets of ancient deciduous Celtic Rainforest in one of the most spectacular gorges in Wales.



Walk, scramble and slide your way up the river to Sgwd Clun-Gwyn where you can experience the raw power of nature in the spray zone and full flow from the waterfall. Swim in the waters of the Afon Mellte.

## Evening



Reflect and evaluate on the day's fieldwork ready for review back in the classroom followed by a choice of team games, campfire or movie night.

## Sunday

A choice of half day mountain walk or visit the National Park Visitor Centre to explore how the National Park supports sustainable tourism giving the students an opportunity to contribute to a sustainable project, such as land management activity or species surveys.



## Added value

Here at Argoed Lwyd Outdoor Education Centre we are passionate about high quality outdoor learning experiences through genuine adventure.

We encourage students to explore and expand the boundaries of their comfort zone within a safe and supportive learning environment.

All our activities are as inclusive as possible and we offer you the absolute best experience, combined with real learning outcomes.

We support knowledge and understanding through new and engaging experiences.

We offer fieldwork and outdoor learning courses for schools, colleges, and universities.

Primary school trips with genuine first-hand adventures in nature, from day visits to first overnight stays and activity-packed residential.

Secondary school and college courses tailored to your curriculum requirements or syllabus, with relevant practical and fieldwork content including weekend study break.

University fieldtrips for research, fieldwork or study breaks.

We also offer family holiday experiences to deepen your nature connection with discounts available for Hampshire County Council staff.

Just get in touch to give your students a field trip like no other.

### Mark Tiernan

Centre Manager, Argoed Lwyd Outdoor Education Centre

Website: [www.hants.gov.uk/things/todo/outdoors-schools/our-centres/arguedlwyd](http://www.hants.gov.uk/things/todo/outdoors-schools/our-centres/arguedlwyd).





ARGOED LWYD  
Outdoor Education Centre

# EMPOWER YOUR STUDENTS

with outdoor learning at Argoed Lwyd  
Outdoor Education Centre!

**THIS WAS AN  
EXCELLENT TRIP.**

*All the students got a great deal out of it.  
The centre was nice and all the staff were  
helpful and informative. We had a fantastic  
week. Thank you all very much.*

*Henry Beaufort, 2023*

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cosy farmhouse stays or unique 'INSIDE-OUT' camping.



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[hants.gov.uk/argloedlwyd](https://hants.gov.uk/argloedlwyd)



# Professional development workshop for all Hampshire geography teachers

**Wednesday 27 November,  
2-4pm at Park Community  
School**

Join us at Park Community School, Havant for an afternoon filled with hands-on activities to develop your skills in using GIS with your pupils through Digimap for Schools. This in-person event is a great opportunity for geography teachers to enhance their skills and learn new techniques to engage students in the classroom. It is being facilitated by Darren Bailey, Education Programme Manager at Ordnance Survey, who will be taking us through the tips and tricks of Digimap. This event is free and open to all geography educators in the county. The session will take place in an IT suite to ensure everyone has seamless access to take part in the activities.

## Why attend?

- Hands-on training: get practical experience with GIS technology facilitated by an expert trainer.
- Discover the power of Digimap for Schools: learn how to integrate this powerful tool into your geography curriculum.
- Enhance student engagement: consider how the use of GIS can increase student interest and bring the real work to life in the classroom.
- Network with fellow educators: share ideas and best practices with other geography Hampshire teachers.

## Who should attend?

- This event is open to all geography teachers across the Hampshire region.
- It is suitable for those with novice or limited experience in using Digimap for Schools.

This event is being supported by the Hampshire Inspector/Adviser for Geography, Kate Broadribb.

For any further information please get in contact with Kate:

Email: [kate.broadibb@hants.gov.uk](mailto:kate.broadibb@hants.gov.uk).

## Sign up here:

[www.eventbrite.co.uk/e/gis-workshop-for-geography-teachers-in-hampshire-tickets-976022518627?aff=oddtcreator](https://www.eventbrite.co.uk/e/gis-workshop-for-geography-teachers-in-hampshire-tickets-976022518627?aff=oddtcreator).

# Courses

Details of our upcoming geography courses and networks are provided below. Visit our [geography courses](#) Moodle page or scan the QR code for our full catalogue of geography professional learning opportunities.

## How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

## Learning Zone guidance

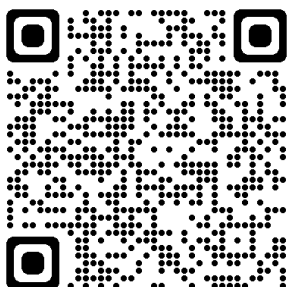
Visit our Learning Zone Moodle information page for Guidance on accessing the Learning Zone and managing bookings.

<https://hias-moodle.mylearningapp.com/mod/page/view.php?id=481>.

## Need help?

To speak to a member of the HTLC bookings team, please contact:

Email: [htlc.courses@hants.gov.uk](mailto:htlc.courses@hants.gov.uk).



## Secondary Geography Network (Webinar)

The primary aims of the subject network meetings are to:

- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills, expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for all pupils
- facilitate school to school networking and develop strength across the system.



22 January 2024



*Secondary Spring Geography*



Sub £55 / SLA £40 / Full £66





# Geography Secondary Networks 2024/25

## Connecting Minds, Mapping Futures

**Are you passionate about shaping the future of geography education? Look no further! Join the Hampshire Geography Secondary Network and be part of a dynamic community of subject leaders.**

The network is your gateway to a vibrant community of inspirational geography leaders coming together to reflect on national and local issues that impact on your subject leadership and deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for ALL pupils.

### Why join our network?

- 1 **Collaboration:** Connect with fellow geography leaders from across Hampshire. Share ideas, resources, and best practices.
- 2 **Professional Development:** Access workshops, webinars, and hear from experts in the wider geography field. Enhance your teaching skills and stay updated with the latest curriculum changes.
- 3 **Creativity:** Unpick geographical pedagogies, engage in thought-provoking discussions to gather creative approaches for teaching outstanding geography.
- 4 **Curriculum Development:** Enhance your curriculum design skills to further develop your understanding of sequencing and progression.
- 5 **Updates:** Stay informed about national and local curriculum developments.
- 6 **Support:** Whether you're a seasoned leader or just starting out, our network provides a supportive environment facilitated by the only Local Authority geography adviser in the country.

### Upcoming events:

**Wednesday 22 January, 13:30-16:30** - online via Teams

- Network meeting focus; *KS4 including presentations by exam board advisors for AQA/Eduqas/Edexcel/OCR*

**Keyword search: Secondary Spring Geography**

**Cost:** Sub £55 / SLA £40 / Full £66

**Tuesday 17 June, 9:00-12:00** - Southampton

- Network meeting focus; *Year 10, progression in fieldwork*

**Keyword search: Secondary Summer Geography**

**Cost:** Sub £75 / SLA £40 / Full £90

### How to get involved:

- 1 [Sign up](#) to attend the three network meetings.
- 2 Visit our website and access support materials: [HIAS Geography Moodle](#)
- 3 Follow us on Twitter: [@HIAS today](#)



For booking information go to: [tinyurl.com/LearningZoneGuidance](https://tinyurl.com/LearningZoneGuidance)  
Use the key word search or course name to search for this learning item in our catalogue.

**hants.gov.uk**

# Contact details

Kate Broadribb, Secondary Inspector/Adviser and Subject Lead for Geography,  
School Improvement Manager for New Forest and Test Valley, HIAS

Tel: 01962 876207

E-mail: [kate.broadribb@hants.gov.uk](mailto:kate.broadribb@hants.gov.uk)

Website: [www.hants.gov.uk/educationandlearning/hias](http://www.hants.gov.uk/educationandlearning/hias)

Moodle: <https://geography.hias.hants.gov.uk>

## Also from HIAS!

**Publications:** If you enjoyed reading this curriculum update why not take a look to see what other publications are produced by the Hampshire Inspection and Advisory Service. You will find a list of publications on our website at:

[www.hants.gov.uk/educationandlearning/hias/curriculum-support](http://www.hants.gov.uk/educationandlearning/hias/curriculum-support).

**Moodles:** Have you visited the HIAS Moodles? The Moodle sites include top-quality resources, training and course materials – see: <https://hias-moodle.mylearningapp.com/>. Do not forget to sign up to our site news pages so we can keep you up to date with the latest news and training opportunities from the HIAS subject teams.

**Moodle+** offers access to a wide range of high-quality resources for subject leads and teachers for all key stages in primary and secondary and is available by subscription. For more information email HIAS Publications: [hias.publications@hants.gov.uk](mailto:hias.publications@hants.gov.uk).