

# Key Stage Three curriculum

*“Ask not what the curriculum can do for your subject, ask what your subject can do for the curriculum”*

Waters 2007

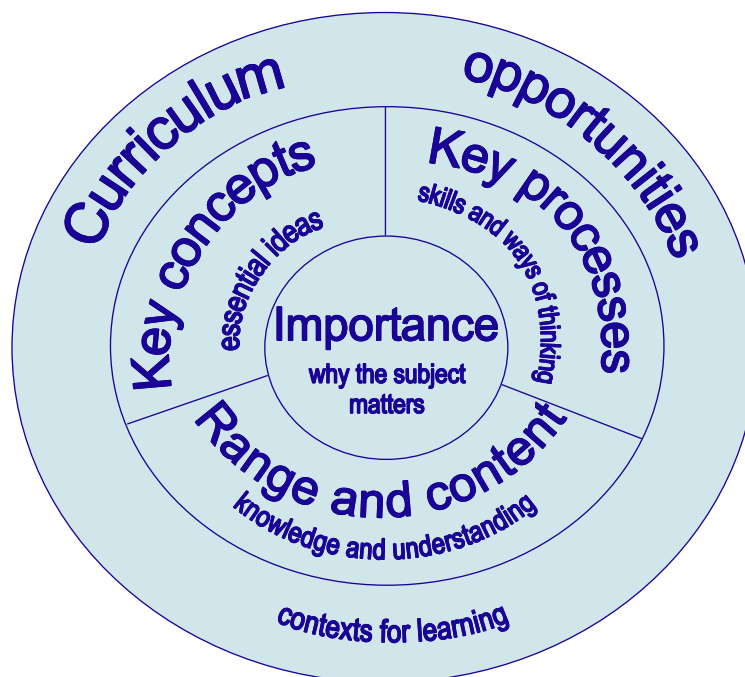
Completion of this CPD module can help tackle the issues surrounding the new curriculum changes, answer questions about planning and content and give an insight into how all this can be successfully transferred into the classroom

## What is the new Key Stage 3 Curriculum?

Once criticised for being too prescriptive and rigid, the new Key Stage 3 curriculum provides teachers with an opportunity to personalise the curriculum making their students' learning experiences relevant and meaningful, while at the same time fostering progression and maximising learning. For the first time there will be “sufficient flexibility for schools to design their curriculum so that it matches the needs of learners and the local context.” (QCA) and that “...teachers should see the new Programme of Study as an opportunity to renew and invigorate Key Stage 3 Geography” and “...allow students to ‘think Geographically’”

## How does new Programme of Study fit together?

In his Keynote address at the 2007 GA conference, David Lambert expressed the new PoS as follows:



Using these elements to inform planning will lead to a coherent, meaningful and imaginative geography curriculum which is “appropriate, adaptable challenging and inspiring” (Lambert)

The main aim of the new curriculum is to enable students to become:

- Successful learners
- Confident individuals

Through the practice of being:

- Independent enquirers
- Team workers
- Effective participators
- Creative thinkers
- Self managers
- Reflective learners

Kinder (2007) refers to the Programme of Study (<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/geography/index.aspx>) as a framework rather than a curriculum and that “...this flexibility should be seen as an opportunity to reinvigorate geography, not as a threat to its rigour.”

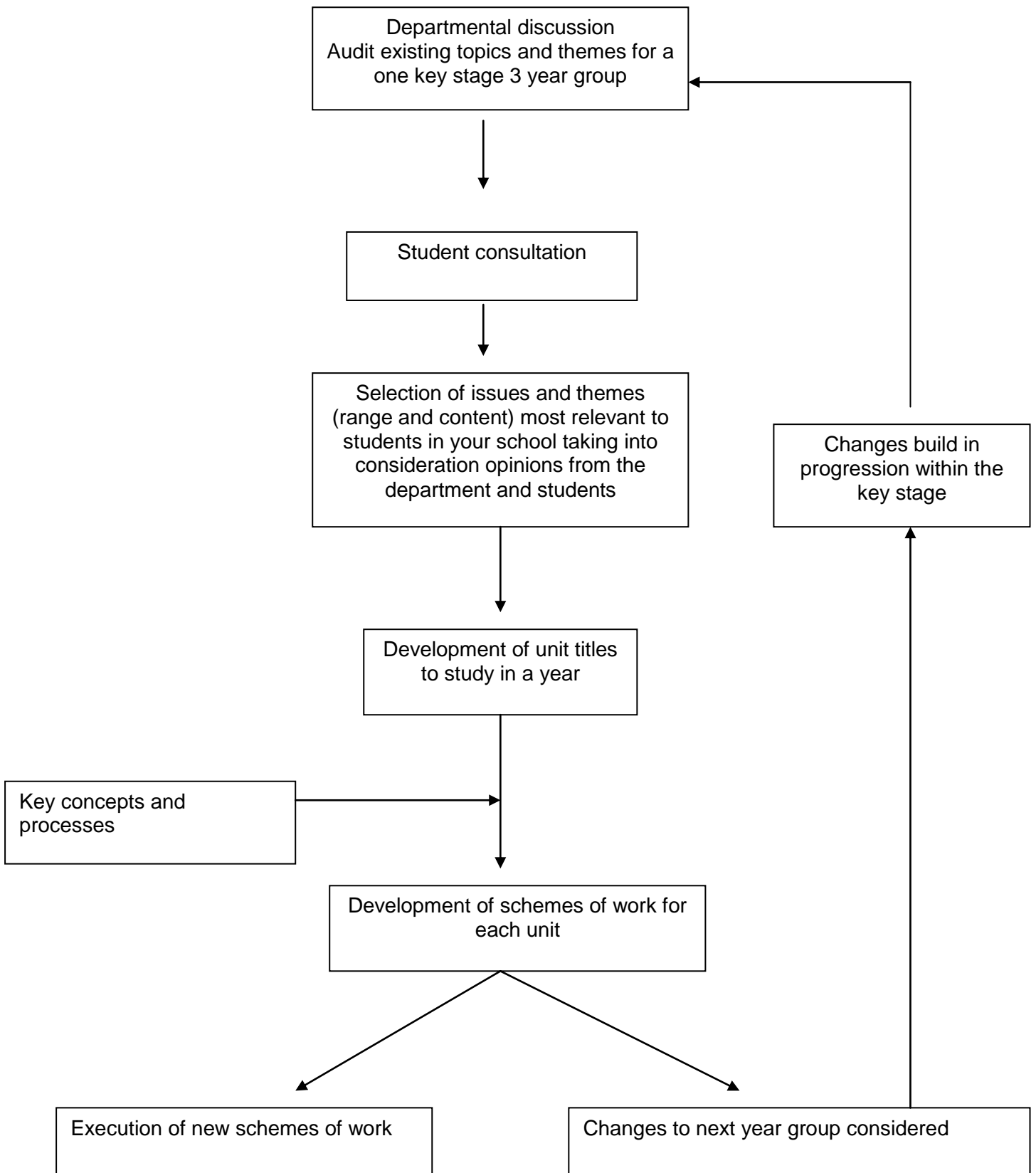
Underpinned by Key Concepts of

- Place
- Space
- Scale
- Interdependence
- Physical and human processes
- Environmental interaction and sustainable development
- Cultural understanding and diversity

the new geography curriculum will enable students to dig deeper (to reach conceptual understanding) and linger longer (to secure learning) but how do you tackle rewriting schemes of work to ensure this for all students as well as covering key processes, range and content and curriculum opportunities?

Kinder (2007) comments that there is no ‘tick list’ approach. “Teachers have become the curriculum makers” and take on responsibility to “...select suitable content and explore it with our learners at an appropriate breadth and depth.” It is therefore essential that teachers have an in depth understanding of the key concepts which Taylor (2007, as quoted in Kinder’s article) refers to as “...the ‘building blocks’ in the process of making sense.” Kinder suggests that one way into the planning process is for departments to discuss how they plan to use the key concepts in developing a sequence of lessons and a scheme of work. Departments need to consider what the big issues are in Geography today and which of those issues and themes (the range and content) have the most relevance to their students. Getting this right will lead to a coherent and progressive curriculum that will alight geographical imaginations and inspire students to be inquisitive and passionate geographers, now and in the future.

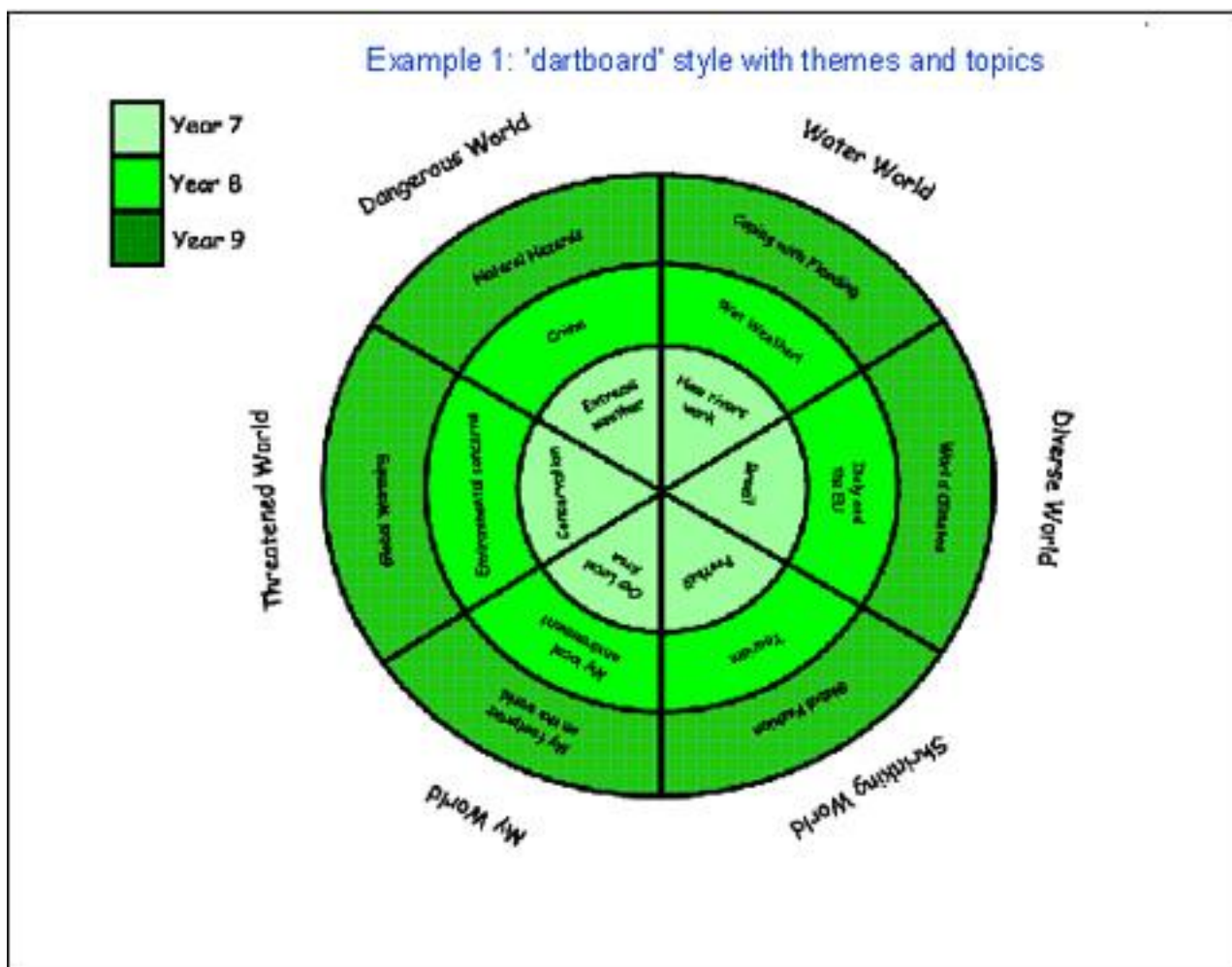
## Suggested planning approach



## Case study 1 - different approaches to planning: creating a framework for your schemes of work.

This section aims to:

- Address different planning approaches
- Provide examples of creative approaches to teaching and learning
- Encourage reflection of your own practice



One possible approach is to look at KS3 in terms of themes and then place different units within these themes. This can be completed using a 'dartboard' style framework and is illustrated here.

## How to plan (1) – using a traditional planning grid

YEAR 7 →					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Which concepts are being showcased ?					
Which skills are being taught & reinforced?					
Is progression built in ? If so, how?					
YEAR 8 →					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Which concepts are being showcased ?					
Which skills are being taught & reinforced?					
Is progression built in ? If so, how?					
YEAR 9 →					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Which concepts are being showcased ?					
Which skills are being taught & reinforced?					
Is progression built in ? If so, how?					

↓	↓	↓	↓	↓
Progression built in ?	Concepts showcased ?	Skills taught and reinforced?	Range and content covered ?	Curriculum opportunities created ?

Another approach is to use a traditional planning grid outlining units to be studied in years 7, 8 and 9. An example of this can be seen here.

Both approaches aim to organise teaching so that students cover a wide variety of units/topics throughout their key stage 3 studies. The dartboard planning grid allows departments to revisit themes with the use of different units to cement understanding and enable progression. The traditional planning grid above allows for the delivery of the key concepts through individual topics, mapping skills and progression routes.

### Activity

Think about your own practice in your department.

Which of the two suggestions best suits your department and why?  
 Have you already adopted one of the above frameworks? If you have, how successful do you think it is? Are there any changes or amendments that could be made to improve it? If you have taken a different approach, how would you rate its success? Are there any indicators so far that suggest that the framework successfully supports learning and teaching in your school?

**Case Study 2 - Extracts from a Year 7 scheme of work devised and created by Gavin Muttock, KS3 coordinator at Moulsham High School and Humanities College, Chelmsford.**

Year 7 Schemes of Work

The following two resources are extracts from a Year 7 scheme of work entitled Making and mapping connections: our local area. The first is an overview sheet of learning objectives, outcomes and suggested lesson titles. The sheet also includes details of key concepts covered throughout the scheme of work as well as curriculum opportunities, inter-disciplinary links, Personal Learning Thinking Skills (PLTS), assessment and opportunities to personalise the curriculum for, in this instance, G&T and SEN identified students. The second extract shows a selection of lessons from the Making and mapping connections: our local area scheme of work.

Activity

Reflect on the information given in this case study and answer the following questions based on the QCA's curriculum questions:

- 1.What was the department trying to achieve?
- 2.How did the school organise the learning?
- 3.How well did the department achieve its aims?

As a Key Stage 3 coordinator, are there any aspects of this example that you could apply to your own practice or curriculum planning? If so, which aspects and how would you incorporate them into your existing schemes of work?

How and where could topicality be built into this, or your own scheme of work?

## Overview - Making and Mapping connections: our local area

<b>Learning Objectives:</b>	<b>Learning Outcomes:</b>	<b>Suggested Teaching/Learning Strategies &amp; Resources:</b>
<p>Pupils <b>must</b> learn:</p> <ul style="list-style-type: none"> <li>• The difference between place and space</li> <li>• What a geographical hierarchy is</li> <li>• How places are connected</li> <li>• What longitude and latitude are and how to use them</li> <li>• To describe the geographical context of the local area</li> <li>• To recognise the importance of GIS</li> </ul> <p>Pupils <b>should</b> learn:</p> <ul style="list-style-type: none"> <li>• How a hierarchy relates to scale</li> <li>• Use satellite images to locate places</li> <li>• To show connections on a map</li> <li>• To locate places using latitude and longitude</li> <li>• Understand the purpose of the European union</li> <li>• Understand how different people can use GIS</li> </ul> <p>Pupils <b>could</b> learn:</p> <ul style="list-style-type: none"> <li>• To analyse the importance of connections, interconnectivity and scale</li> <li>• How these connections may vary and be politically sensitive</li> <li>• To use a GPS unit</li> <li>• How our actions can affect the earth on a global scale</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• Understand the concept geographical hierarchy</li> <li>• Understand the connection between local and global scales</li> <li>• To classify connections at local, national and international scales</li> <li>• Can pinpoint location using latitude and longitude</li> <li>• Can understand the concept of 'our place'</li> <li>• Can understand the relevance of GIS to every day life</li> </ul> <p><b>Key concepts covered:</b></p> <p><b>Place</b> – an understanding of what the earth is like at a variety of scales particularly locally  <b>Space</b> – an understanding of how the local environment interacts on a human, physical and environmental basis  <b>Scale</b> – appreciation of a variety of scales and the significance of the governance of those areas  <b>Interdependence</b> – the impact of governance  <b>Environmental interaction</b> – how our actions can affect the earth on a global scale. How people use the natural world  <b>Cultural understanding and diversity</b> – an appreciation of how people from around the world lead different ways of life</p> <p><b>Key processes covered:</b></p> <p><b>Geographical enquiry</b> – asking geographical questions e.g. Where do I live? How is it connected to the rest of the world, creating new interpretations of place and space by challenging existing student perception of their local area and its interconnectivity, use of decision making and analytical skills in relation to everyday use of GIS  <b>Graphicacy and visual literacy</b> – use of atlases, globes, maps at a range of scales, photographs and satellite images to investigate students local, regional, national and international location  <b>Geographical communication</b> – Use of geographical vocabulary specific to the topic through the use of class and small group discussion. Understanding of geographical vocabulary to be cemented through written tasks and assessments</p>	<p><b>Lesson 1 – Where on Earth are we?</b></p> <p><b>Lesson 2&amp;3 – Our Global place</b></p> <p><b>Lesson 4 – Making connections</b></p> <p><b>Lesson 5&amp;6 – finding our place</b></p> <p><b>Lesson 7 – The European Union</b></p> <p><b>Lesson 8 – End of Unit assessment</b></p> <p><b>Lesson 9&amp;10 – Geographical information systems (GIS)</b></p>

### **Literacy Across The Curriculum:**

Pupils learn to classify words which are likely to be new to them (introduction of new vocabulary), and use literacy skills to communicate routes and direction.

### **ICT Across The Curriculum:**

Using interactive tools to describe maps and map skills. Use of GIS and GPS.

<b>Gifted/Talented:</b> Inclusion of specific tasks to stretch and challenge, resources identified for G&T and most able. Assessment split into higher/foundation
<b>SEN:</b> Resources identified for to support lower ability. Assessment split into higher/foundation
<b>Assessment Target:</b> (Level/s) Level 6, split level descriptors as part of continued assessment opportunities and summative assessment at end of unit
<b>Connections With Other Subjects:</b> Maths - calculating distance, scale and position. History – relationship of European union. ICT- application of GIS, and various interactive tasks
<b>Personal, Learning, Thinking Skills:</b> Research/creativity for assessments, evaluating materials, asking key questions and presenting information



## Making and Mapping Connections: our local area

### Lesson 1: Where on Earth are we?

Learning objectives	Learning outcomes	Suggested teaching activities
<p>Pupils <b>must</b> learn:</p> <ul style="list-style-type: none"> <li>• To think of a house, street, city, country, continent as a geographical unit</li> <li>• A place and its location can be shown using a variety of maps and photos</li> </ul> <p>Pupils <b>should</b> learn:</p> <ul style="list-style-type: none"> <li>• These units form a hierarchy</li> <li>• An address shows this hierarchy</li> </ul> <p>Pupils <b>could</b> learn:</p> <ul style="list-style-type: none"> <li>• To analyse satellite photos</li> <li>• To develop memory skills</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• Understand the concept of a geographical 'hierarchy'</li> </ul>	<p><u>Starter</u>  <b>Media Player File</b> 'Animaniacs: Countries of the world'.  <a href="http://www.youtube.com/watch?v=NC1qkLn6IRI">http://www.youtube.com/watch?v=NC1qkLn6IRI</a></p> <p><b>Discuss</b> WS 'Where is our place? Where do we live?' by <b>brainstorming</b> the range of <u>geographical scales</u>.</p> <p>In pairs pupils <b>complete WS</b> 'Where is our place?' <b>Discuss</b> the importance of knowing the school's local, regional, national and global location.</p> <p><b>Refer to</b> Geog.1 (older edition) text p6-7 <b>Discuss</b> the different kinds of images used to show where Walter lives in the hierarchy. How do they relate to each other</p> <p>Following from discussion, students complete <b>My place in the world</b> where they use geographical words and images to show their local area in a global context.</p> <p><u>Plenary</u>            ITW activity  <a href="http://www.nationalgeographic.com/ngkids/games/copycat/copycat.html">www.nationalgeographic.com/ngkids/games/copycat/copycat.html</a>            (continents memory game – introduces continents for next lesson)</p>
<p><b>Language for Learning</b>  <b>Key Words:</b> geographical hierarchy, local, national, international, global  <b>Speaking &amp; Listening:</b> ask different geographical questions e.g. where is it? What's it like?  <b>Reading:</b> identify and select relevant information to inform discussion</p>		<p><b>Key Skills</b>            Communication            ICT            Use atlases and globes, and maps and plans at a range of scales, including O.S maps</p>
<p><b>Assessment Target</b>            N/A</p>		
<p><b>Homework</b>            N/A</p>		

## Lessons 9&10: Geographical Information Systems (GIS)

Learning objectives	Learning outcomes	Suggested teaching activities
<p>Pupils <b>must</b> learn:</p> <ul style="list-style-type: none"> <li>To recognise the important role of the emergency services</li> <li>To use a GIS simulation to explore ambulance control strategies</li> </ul> <p>Pupils <b>should</b> learn:</p> <ul style="list-style-type: none"> <li>GIS helps to plan the way we live and use our environment</li> <li>How people and industries use GIS on a daily basis to solve problems and make decisions</li> <li>To consider how geographic information is used to reduce ambulance response times</li> </ul> <p>Pupils <b>could</b> learn:</p> <ul style="list-style-type: none"> <li>How GIS technically works</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>The relevance of GIS in every day life</li> <li>Reflect on the value of GIS to the emergency services</li> </ul>	<p><i>Lesson 9</i>  <u>Starter</u>  <b>What is 'GIS'?</b> Discuss term and it's application</p> <p>Using pupil laptops or IWB download site:  <a href="http://www.mapzone.ordnancesurvey.co.uk/giszone">www.mapzone.ordnancesurvey.co.uk/giszone</a></p> <p>Pupils use independent learning skills to complete introductory sessions on <b>What is GIS?</b></p> <p><u>Plenary</u>  Learning wall – students write one thing they have learnt from the lesson and one question they has as a result of the lesson on a post it note and stick them to the learning wall. Students look over their peers' statements and questions. Whole class discussion about the range of points and questions.</p> <p><i>Lesson 10</i>  <u>Starter</u>  Pupils <b>identify</b> TV shows based on emergency services.</p> <p>Pupils <b>define</b> their expectations of ambulance service.</p> <p>Pupils <b>complete</b>, in pairs, the GIS –based decision-making simulation on ambulance control. Laptops required. <i>Control and Command'</i> exercise. <b>Complete</b> WS '<i>Control and Command'</i>.</p> <p><u>Plenary</u>  Pupils <b>feedback</b> their views, reflect on the learning that has taken place and answer questions previously posted on the learning wall.</p>
<p><b>Language for Learning</b>  <b>Key Words:</b> GIS  <b>Speaking &amp; Listening:</b> Communicating with peers to successfully complete decision-making exercise  <b>Reading:</b> identifying and selecting relevant information to inform decision making process</p>		<p><b>Key Skills</b>  Analyse and evaluate evidence and draw and justify conclusions  Use atlases and globes, and maps and plans at a range of scales, including O.S maps  Decision-making skills, including using ICT</p>
<p><b>Assessment Target</b>  <b>Level 5 max. awarded.</b></p>		
<p><b>Homework</b>  WS '<i>Control and Command'</i></p>		

### Case study 3 – RGS-IBG website resources

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Key+Stage+3+resources.htm>

With a wealth of resources, the RGS-IBG website also provides examples of different topics and themes which can be studied at KS3. Structured as examples of different schemes of work, teachers can use the information and resources in their entirety or extract specific elements to supplement their existing practice.

#### Activity

Click on the following link

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/The+geography+of+my+stuff/The+geography+of+my+stuff.htm> and familiarise yourself with the different resources available in the new 'The geography of my stuff' topic.

Choose two resources or ideas which you think would engage your students

How could you incorporate them into your new schemes of work?

Would the resources/ideas need modifying to suit the needs of your students? If so, what changes would you make and why?

### Case Study 4 - Using thinking skills activities to address the key concepts: Carla Allen, an Advanced Skills teacher uses Mindmovies.

Adapted from David Leat's example in his book *Thinking Through Geography*, Carla Allen has developed a number of different Mindmovies to engage students, get them thinking actively and creatively and address a number of the new KS3 key concepts. To start the task, students close their eyes, put their heads on the desk and listen to the start of the Mindmovie which is read aloud by the teacher. When it stops, students continue the story in their heads, playing out the scene. After a two minute period, students discuss in pairs and then fours, the similarities and differences of their 'Mindmovies'. The technique is an excellent way to get students to explore their geographical imaginations, engage with the key concepts (of which any number can be covered) and develop a greater knowledge and understanding of a wide range of different topics. Below is a Mindmovie devised to get students thinking about conflict in National Parks. It was used during an observation by Ofsted in 2005 and was commented on as an example of outstanding practice in the 2008 report *Geography in schools: changing practice*.

#### *Conflict in the Peak District National Park - A Mind Movie*

*It's a beautiful sunny afternoon in the village of Hartington. Mrs Green is at home baking a cake. She hears farmer Charge go past on his tractor and waves. On the other side of the road Mr and Mrs Stewart are cleaning for their guests; they own and run a successful bed and breakfast and today they are full. While she is cooking, Mrs Green realises she doesn't have enough eggs. She's in a bit of a rush but there is a shop just around the corner, so it won't take her long to buy the eggs and return home. She grabs her purse and leaves the house. On the way to the shop she comes across Farmer Charge who is standing by the gate to his field shaking his head.*

*"What's wrong?" she asks*

*"My gate has been left open and four of my cows have escaped. I bet it was left open by one of those tourists!"*

*Mrs Green shakes her head in agreement and continues on her way to the shop. When she gets there the shop is packed; it is full of tourists. All she wants is some eggs, but it takes her 15 minutes to be served. When she finally leaves the shop there is a group of conservationists demonstrating about how much tourists damage the National Park. Mr and Mrs Stewart think this might cause problems for their business so they go over to the conservationists who sound like they are already arguing with a group of tourists. Farmer Charge, who is still angry that four of his cows have escaped, Mrs Green who is frustrated that it had taken her so long just to buy some eggs and Mrs Carter, the owner of the local shop see the commotion and go over to the group. Voices are getting louder and tempers are starting to rise. What happens next?..*

Ofsted report:

In a comprehensive school, a group of Year 8 pupils, who had previously visited the Peak District, were taught using a 'mindmovie' strategy. The teacher described a scenario of conflict in a national park. The girls had to complete the scenario in their mind's eye and explain to a partner what had happened and why. Pupils were able to discuss in depth the reasons behind the conflict by sharing their experiences. All girls were attentive and made good progress.

#### Activity

Think of an opportunity in your schemes of work where a Mindmovie could be used to stimulate students' geographical imaginations and address one or more key concepts.

In which lesson would you use a Mindmovie?

Draft out a Mindmovie script which could be used in that lesson

Which key concepts does it address?

How do you think your students would benefit from using this technique?

#### Hear David Gardner from QCDA

David Gardner from QCDA talks about the KS3 curriculum. The following videos are available to view here <http://www.rgs.org/OurWork/Schools/Online+CPD/Innovative+ideas.htm>

- Planning at KS3
- Assessment at KS3
- Contribution of Geography to KS3 1
- Contribution of Geography to KS3 2
- Geography and the big picture of curriculum
- Good practice
- Support for KS3 Geography
- Teacher responses to KS3
- Mistakes to avoid

## **Pedagogy and Thinking**

The 2008 Ofsted report 'Geography in schools: changing practice' states that:

"The quality of teaching and learning in geography in survey schools was generally satisfactory, often good, but rarely outstanding. Limitations to the quality of teaching include:

- a focus on content rather than learning
- insufficient development of geographical skills
- insufficient use of maps and fieldwork to progressively build up pupils' skills in data gathering, analysis and interpretation."

It goes on to report that the majority of lessons do not allow for 'spontaneity and creativity' which limits, in particular, higher ability students' opportunity to "...develop the planning and organisational skills to manage their own learning or to work independently." It is essential therefore that the geography classroom is a place of awe and wonder, a place which excites and explores geographical imaginations, presents challenge to all abilities through enquiry and discovery, equips young people with valuable skills for within and outside the classroom and a place which inspires students to become global citizens. A selection of pedagogic approaches that can be used to create such a learning environment at key stage 3 are detailed below.

### **Thinking Skills and the key processes**

What students learn is just as important as how they learn. Thinking Skills activities provide an opportunity for students to process, reason, enquire and evaluate; all of which encourage students to think and leads to their development of life long learning. It is essential that these skills are practiced and established at key stage 3 to facilitate progression through and beyond the key stage.

In a publication entitled Pedagogy and Practice: Teaching and Learning in Secondary Schools by the DfES in September 2004, it suggests that "Lessons that are effective in developing thinking skills have the following characteristics:

- Pupils are given open and challenging tasks that make them think hard.
- Pupils are encouraged to use what they already know so that new learning is built on existing knowledge structures
- Opportunities are offered to work in collaborative groups where high-quality talk helps pupils to explore and solve problems
- Pupils are encouraged to talk about how tasks have been done. This gives them the opportunity to gain insights into how they have learned and helps them to plan their future learning.
- There are learning outcomes at different levels. Some relate to the subject content but others relate to how learning can be used in other contexts. The aim is for pupils to be able to apply these strategies independently."

The following are examples of some of the thinking skills activities that can be used at key stage 3. These thinking skills activities can also be used to practice the essential skills of the key processes as highlighted in the new curriculum. Specific content of these activities can be used to address the key concepts:

- Classification with justification - sorting of cards, words, photographs. This task can be further extended by students reclassifying the same material in a different way to the original classification. This task enables students to think critically and constructively.
- Odd-one-out - students identify and justify which word or image is the odd-one-out when paired with two other words. Can be used to develop geographical communication.
- Memory maps - working in groups, one student from each group leaves the group, looks at a resource (map, photo), returns to the group and draws or writes what they have seen. A different member of the group does the same thing and adds to the work. Before the task starts, students are told to devise a strategy to enable them as a group to remember as much as possible. This is a great way to develop and improve visual literacy.
- Mindmovies - students listen to a scenario and play out their own version in their heads before discussing their movie with their peers. This is an excellent way to get students to think creatively and get them to communicate their knowledge and understanding using geographical vocabulary and conventions.
- Mysteries - students are given a key question, a number of statements relating to the mystery and series of resources. Working in groups they investigate the mystery and together put together a reasoned answer justified with evidence. This enquiry focused task gives students the opportunity to think critically and constructively, to analyse and evaluate evidence, justifying conclusions and solve problems and make decisions to develop analytical skills and creative thinking about geographical issues. Depending on the resources given to students, it can also provide an opportunity for students to identify bias, opinion and abuse of evidence in sources.

Other thinking skills activities can be found at <http://www.geoworld.co.uk/index.htm>

Thinking skills activities are further enhanced with the use of group work. "Collaborative work in small groups is designed to develop 'higher order' skills. The key elements are the talking and associated thinking that take place between group members." (DfES 2004) The report goes on to state that "Students can also provide each other with scaffolding in the same way the teacher can during questioning." It is these higher order skills which allow key stage 3 students to construct geographical questions and enquiry based work, as well as explore ideas to expand their knowledge and understanding.

### Exploring the concept of place

In an article for Teaching Geography, entitled Geography in the frame: using photographs, Halocha explores the use of photographs to deepen understanding of places and environments with techniques that can be used for a variety of geographical enquiry.

- **Back-to-back** - students sit back-to-back, one with a photograph, the other with a blank piece of paper. The student with the photograph describes the place to the student with the paper, who then proceeds to draw what is being described. This task prompts students to study the photograph, and therefore the place, in great depth, demanding the use and communication of geographical vocabulary to enable the other student to complete the task. With the addition of a starter, Carla Allen has further extended this task to also challenge geographical imaginations. All students are given a blank piece of paper and a title or short description e.g. a market place and asked to draw an image of that place. Students then complete the Back-to-back task and compare their images with those drawn at the beginning of the lesson, comparing what they thought the image would be to what it actually was.

- **Extending photo** - a photo is stuck in the middle of a large piece of paper. Students use their knowledge and understanding of the place to extend the photo and draw what might be seen if the photo was larger. Annotations can be added with students' justifications of what they have drawn. This task helps highlight students' understanding of place, including the physical and human characteristics specific to that particular place.
- **Photo map** - using a number of photos from a place well known to the students, the task involves placing the photos to construct a visual map of the place. Photos should be placed in relation to each other taking into account position, direction and distance. Not only does this task encourage students to think in depth about local places, it also provides a framework for them to develop a spatial understanding and become aware of the connections within and between places.

#### Activity

Select one of the thinking skills of photograph activities above.

How could the idea be incorporated into one of the lessons in your new scheme of work?

Which key concepts and key processes does it address?

How would it enhance the learning of your students?

### Every Child Matters (ECM)

The new KS3 geography curriculum can improve ECM outcomes through creative design and development of new schemes of work and innovative pedagogy. The five outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution to society, and achieving economic wellbeing) can be addressed in the KS3 classroom to support not only educational development, but also personal and social development of individual students.

The five outcomes can, for example, be built in the delivery of KS3 through the following topics:

#### Be healthy

- 2012 Olympics
- Crime - focus on the Heroin trail
- Population and resources

#### Stay safe

- Crime - prevention and designing out crime
- Environmental issues
- Tourism

#### Make a positive contribution to society

- Flooding
- Climate change
- Ecosystems
- Environmental issues
- Natural disasters
- Resources

The outcomes of enjoy and achieve and achieve economic wellbeing can be addressed more through the delivery of geographical skills rather than specific units. A differentiated KS3 geography curriculum which is relevant and has been designed to suit the needs of students in your school, will enable all students of all abilities to enjoy and achieve. Integrating a wide variety of geographical skills into everyday lessons will enable students to develop as learners, carrying their skills into the next key stage and eventually, into the work place.

### **Assessment for Learning (AfL)**

AfL promotes ownership of learning so that students are aware of how they learn, their motivation for learning and how they can improve their learning. It is most effective when teachers and students work together so that learning, both within and outside the classroom, is progressive and active. When developing a new KS3 geography curriculum, it is essential that schemes or work are written to include the main principles of AfL. Units of study should include opportunities for students to:

- Ask questions to further their own understanding
- Get involved in formative assessment processes e.g. setting targets, peer and self assessment, recognising progress
- Improve their attainment
- Change their responses and opinions
- Take responsibility for their own learning
- Understand assessment criteria

To enable this to happen, AfL needs to be integrated across the key stage with teachers actively promoting its inclusion into lessons. In doing this, new key stage 3 schemes of work will help to support a generation of independent learners who will practice and carry forward the skills they need beyond the classroom.

#### **Activity**

Highlight schemes of work to show the inclusion of either ECM or AfL.

From the task above, how effective is the inclusion of ECM or AfL?

How could you make your inclusion of ECM or AfL more effective and what benefits would this bring to your students?

### **Get inspired with online resources specifically aimed at key stage 3**

With the explosion of the internet, there is a vast wealth of resources available to teachers to support the planning, development and teaching of the new key stage 3 curriculum. These are just a few examples of websites which have specific resources for key stage 3.

- <http://www.geographyalltheway.com/> - a comprehensive website with fantastic discussion provoking images used to introduce various key stage three topics, plus a collection of resources ranging from news articles and statistics to interactive maps and clips from You Tube. An excellent site with resources which will appeal to a range of different types of learners. Many of the resources can be personalised to meet the needs of learners in different types of schools.



- <http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Key+Stage+3+resources.htm> - an up-to-the-minute collection of resources which puts teaching the new key concepts into context. This module based approach website provides not only interactive and thought provoking resources, but also a module overview, highlighting which key concepts are being focused on and exemplar schemes of work and lesson plans from which teachers can take ideas and modify them to suit the needs of their own students.
- <http://www.face-online.org.uk/windwards> - this development and Fair Trade specific site has a range of different resources from thinking activities to powerpoint presentations to video clips. Resources can be used together as suggested on the site, or to supplement existing resources and development lessons.
- <http://www.geographypages.co.uk/newpos.htm> - some excellent video clips (for example on consumption and carbon footprints) which could serve as discussion points in starter activities. The site also has links to other relevant sites, gives suggested lesson structures and has been updated in line with the new curriculum changes.

## Plenary / Conclusion

*"One of the main challenges posed by the key stage 3 geography revisions is the wide gap between the highly generalised character of the PoS requirements and the specificity and detail which should be embodied in an effective scheme of work."*

Bennetts 2008

Changes to the curriculum provide an opportunity for new life and creativity to be put back into key stage 3; it's time for awe and wonder and for geographical imaginations to be ignited. The different approaches to planning, as highlighted in this session, show that there is no one way to tackle the new planning task, but rather departments need to work together to develop creative schemes of work which will spark curiosity, interest and enjoyment for both students and teachers alike. From here, the delivery of lessons can be designed to incorporate a wide range of different teaching techniques, resources and content that will "enthuse, engage, deepen understanding of key concepts and promote the development of skills." (Kinder 2007)

### Activity

Reflect on all the information in this session on key stage 3 and draft a response to one or more, of the following questions (considering short term, medium term and long term planning objections)

How will you apply the content of this CPD session to your own teaching practice?  
 How will you use the approaches detailed in this CPD session with other colleagues in your department (for example as a mentor, in a department meeting or during an INSET session)?  
 How will you apply the content of this CPD session within a whole-school context?

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