

# Eden Park High School

## Cross Curricular Provision

### GEOGRAPHY



#### Literacy

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Extended writing features heavily throughout the geography schemes of learning. We develop literacy skills through a structured exam question at the end of every lesson. This question will then be marked for SPaG.

Key word lists for each topic are available for all students. They are encouraged to refer to these throughout the year and will be tested on the spellings and definitions.

Students will be confronted with a wide range of texts in their geography lessons. These range from GCSE textbooks, newspaper extracts, academic papers, interview transcripts and exam answer scripts. Students will also be directed to a range of further reading to help support with their independent learning sessions and for them to access at home to develop their understanding.

The classwork and independent learning tasks will encourage students to write in various formats- essays, newspapers, letters and proposals.

Within each topic we also build towards completing a Big Write around one of the concepts we have been studying. In geography we regularly use 'talk for writing' as a technique to encourage our students to build confidence with their ideas verbally before committing to writing.

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#### Numeracy

Math based questions now make up nearly 15 % of the marks on the GCSE specification. Numeracy and math skills are built into the geography schemes of learning throughout KS3. All lessons feature a numeracy-based exercise or question. This shows students how they can apply their numerical skills to the different topics and concepts within geography.

Numeracy skills are used to calculate differences and changes within data sets in geography- this can be differences in GDP between countries or population growth over time. As students develop, they will then be calculating percentage increases and decreases in data and comparisons as a ratio. Students will work with measures of central tendency and range.

Data analysis is a key feature in geography and students will be familiar with using different data sets. They will be able to interpret and read various forms of data presentation.

When we complete fieldwork, some students will also begin to look at how statistical testing can be used to analyse the data that has been gathered.

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#### Personal Development

SMSC (Spiritual, Moral, Social and Cultural)

Spiritual- The study of Geography is promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in

climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Pupils reflect on the long- and short-term impacts noting the rights and wrongs linking into the value of justice. The value of stewardship is covered looking at reduce, reuse and recycle.

Moral- Moral issues are a vital part of many of the topics covered in Geography. We look at how the development of cities have put pressure on wildlife and the rural-urban fringe. We cover the issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. Examples include the one child policy in China, the education of women in India and the aging population in the UK. We explore issues of poverty and the development of shanty towns and the issue of food miles and the moral dilemma of importing food and the consequences of it on global warming. Students are faced with moral issues when they study global poverty and consider what types of aid should be offered.

Social- Social issues are common themes within Geography. We study the causes of migration and tackle the issue of immigration in the UK and pupils look at the views of asylum seekers and refugees to develop compassion. EPHS geographers study climate change, with an emphasis on how they can make a difference by making small changes to their lifestyles. Social impacts are studied in detail from natural disasters to meeting the increasing demand for water and resources. Students are also faced with many social issues when they study a whole topic on health- mapping diseases and explaining why specific diseases are more prevalent in certain parts of the world. Pupils also develop leadership and teamwork both in the classroom and on field work visits.

Cultural- Understanding different cultures is an important part of Geography. We look at how different cultures and beliefs can impact on issues such as birth control. We compare quality of life on a global and local scale and identify the impacts tradition and culture have on these differences. We emphasis this difference as something to celebrate- not to look at it as wrong just because it is different to familiar traditions. At GCSE pupils look at different places such as Brazil, India and China and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community. When studying the concept and process of globalisation, students discover how many traditions and cultures have transferred around the world due to the movement of people and information.

#### British Values

Democracy- In geography students have respect for democracy and the right for all fellow students to have their voices heard. Students have the opportunity to experience the importance of decision making during sustainable decision- making exercises. Students will explore and discuss injustices and inequalities through studying development geography. EPHS geographers will have the opportunity to explore and consider different opinions of stakeholders on global and local issues. All students are encouraged to set their own targets for improvement.

Rule of law- Students will have opportunities to explore and understand how governments have influenced and shaped nations through law (including the study of population policies in China and Singapore). EPHS geographers will explore the ways in which policy making at a local and global scale can influence both the physical and human landscape (The Kyoto Protocol, The Common Agricultural Policy). Students will explore and evaluate the outcomes of meetings of governments and policy makers.

Individual liberty- In geography lessons students are able to have a freedom of expression whilst respecting others during contributions to class discussions. Students are encouraged as much as possible to develop our independent learning skills to help us take control of our own learning. EPHS geographers have an opportunity to explore issues surrounding human rights (e.g. migration, refugee crisis, fairtrade etc.). All students are given opportunities to challenge themselves and make progress with their learning (including having access to stretch and challenge tasks).

Tolerance- In geography, students understand the importance of identifying and combating discrimination including tackling stereotypes (e.g. in exploring HICs and LICs throughout the geography curriculum and challenging stereotypical views about the continent of Africa). Students develop an understanding and respect for different cultures through our studies of place and people in both our classroom studies (eg. India year 8 and indigenous groups in year 7) and through our extra-curricular experiences such as our trip to Iceland. EPHS students belong to many different faiths and respect the faiths of those around us (we

draw on examples from across the world in our studies, including amongst others Japan, China, Kenya, Bangladesh, USA, South Africa, Iceland). EPHS geographers celebrate the cultural diversity of our school.

## Citizenship

We are all geographers, whether we like it or not. The purpose of geography is to help us get a handle on why this world is like it is, what is our role in it, and how can we sustain or change it. Geography exists to give us insights, feelings and understandings of the world that we live in.

Through studying citizenship, students are developing knowledge, skills and understanding to support them in playing a full part in society as active and responsible citizens. The study of geography pairs with the citizenship SoL to equip students with a wider knowledge and understanding of the societies within which they are going to be global citizens.

Through the study of topics in geography such as development, population growth, resource management, disaster relief, health and pandemics, gender inequality and globalisation students are developing opinions and making decisions about the world that they live in as global citizens.

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## Independent Learning

### Research skills

Research makes up a large part of geography when we are discovering new places, spaces and processes. We take an enquiry-based approach to our learning- encouraging our students to use resources to look for and build evidence to lead them to the explanations behind the geographic processes.

Research is a key element of the enquiry process to fieldwork. Students are familiar with this process in geography- gathering background information from a range of primary and secondary sources to help them shape their research hypotheses. Students are also able to work with a range of qualitative and quantitative data sources through research.

We encourage our students to develop their digital literacy in geography. Often using their independent learning time to use various online sources to gather information about key case studies. All students have equal access to online learning resources in school and a range of geographic texts in the library.

Throughout the geography curriculum we regularly introduce students to new resources which they can analyse further- such as demographic data and UK census data.

### Metacognition

Throughout the study of geography, we ensure students are aware of their own understanding and thought processes. Within lessons we regularly build in time for students to reflect on their learning. We also work with our students across the school to help them understand which learning style best suits them- we then offer a range of activities in class to meet these needs.

Across the whole school we use REK activities at the end of every lesson- encouraging students to reflect on prior learning and recall it. We use schemas as live documents which students update throughout the scheme of learning to make links between concepts they are studying and see how everything links together.

We also have live display boards in the classrooms that students are able to update throughout the course of study to demonstrate links across the different units studied in geography.

After assessments, students have dedicated improvement time to reflect on their performance. Through feedback, we work with students to help them unpick why they received the mark they did and what they would need to do to improve this mark. We work closely with our students, so they are effectively able to access mark schemes for this reflection to be effective- we do this through modelling answers and analysing sample answers.

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## Links with other subject areas

### Year 7

- People and the biosphere (Autumn term) and population and cities (Spring term) links with the year 7 Math curriculum on calculating averages and graph drawing.
- People and the biosphere (Autumn term) links with natural forms and landscapes in art (year 7)
- People and the biosphere (Autumn term) looks at the hydrological cycle and this links with the year 7 Science (Autumn and Summer terms) on chemical and physical reactions and mixtures and separation and with the Science year 8 (Spring term) topic on photosynthesis.
- Population and cities (Spring term) links with the topics studied in History year 7 (summer term) on immigration and population demographics.
- Climate change (Summer term) students will be looking at how carbon moves through the carbon cycle- this links with year 9 Science core biological principles (Spring term) looking at how molecules are transported through plants and animals.
- Climate change (Summer term) students will be looking at sunspot and orbital theories to explain the causes of past climate change- this links with the Science topic on Space (Year 7 Summer term)

### Year 8

- Development (Autumn term) topic will be able build upon the concept of Empire that is looked at in History Year 7 (summer term).
- Development (Autumn term) geographers assess the multiple causes of poverty, this links with History (year 7 Spring term) looking at changing attitudes to poverty.
- Development (Autumn term) geographers will be analysing demographic data to compare countries of different levels of development, this links with History (year 7 Summer term) analysing London's demographic data.
- Development (Autumn term) Geographers will focus on India as a case study, links can be made here to the choreography lessons students will do in Dance on Bollywood (year 7)
- Africa (Summer term) students will be challenging stereotypes of Africa and what has led to these stereotypes. The terminology used will link with the Personal Development topic on prejudice (year 7 Spring term)
- Africa (summer term) Geographers will focus on challenges and opportunities in Africa. Links can be made here to the African dance performances they will work on in dance (year 7)
- Africa (Summer term) we look at how Africa's colonial past has shaped its present, this will link in when students later study History in year 9 looking at French colonialism (Spring term)

### Year 9

- Hazards (Autumn term) students will begin looking at statistics and scatter graphs, which they will build upon in Year 9 Maths (Spring term).
  - Urbanisation (Spring term) students will be looking at the Clarke Fisher model and how economic sectors change as a country develops. This links with History (year 7 Spring term) looking at the Industrial Revolution.
  - Health (Summer term) students will be studying HIV AIDS- when looking at the transmission links can be made to Science (year 7 Spring term) on reproduction
  - Health (Summer term) students will be studying the geography of health. This links with the Personal Development topic of health and wellbeing (Spring term)
  - Health (Summer term) Geographers will be studying the geography of health. They will have some useful prior knowledge to support this from the Science unit on Food and nutrition (year 8 Autumn term) and Personal Development (year 8 Spring term)
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