

# Curriculum design 4 Geography

## Your role as a 'curriculum maker'



3 November 2020  
7.00pm-8.30pm

**Online secondary  
geography teachmeet**

**Sophie Wilson**

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Rm K307. Tel: 020 8240 4318

## The importance of Curriculum Design 4 Geography – ‘Quality of Education’

\*curriculum, \*specialist knowledge, \*understanding and \*skills

+ emphasises importance of **learning what** as well as **learning how**....

Gift of Education =

→ opportunity to **pass on** to the **next generation** our **knowledge** about the world - responsibility ..

It is our **children’s inheritance**... Mark Esner

See: Young, Lambert, Roberts and Roberts:  
Knowledge and the Future School



‘Every subject is on its own quest for truth’ (Christine Counsell)

‘What story do you want your curriculum to tell?’ (Mark Esner)

# Thinking geographically

See: David Lambert

Tim Oates has suggested that 'curriculum'

has multiple meanings<sup>47</sup>:

## 1) What is meant by 'Curriculum'?

- for a school?
- for a subject?
- for a lesson?


**Intended curriculum:** the **required** knowledge, skills and understanding that might be **written down** in the specification for a unit of study.

**Enacted curriculum:** the curriculum that students **actually experience** as delivered by their teachers, each teacher applying their own filter, adding or subtracting content, deploying a unique combination of learning tasks and resources.

**Assessed curriculum:** the knowledge, skills and understanding that students **encounter in their assessments** – normally a subset of a much wider curriculum.

**Learned curriculum:** the knowledge, skills and understanding that **students are left with at a later time**. (As referenced earlier, Nuthall's work suggests that this will be unique to each student in any class.)

## → Conceptual framework for relational thinking in geography (Geographical Journey)

<p>Geographical Journey (Learning Sequence)</p> 	<p>→ Where have we come from?</p>	<p>Where are we going? →</p>
<p>Key question or focus (Aim)</p>	<p>→ Place (importance of context)</p>	
<p>Key geographical concepts/terms for lesson (Context: What Geography?)</p>	<p>→ Space (spatial dimension)</p> <p>→ and Environment (surroundings)</p>	

## Distinguishing **curriculum** from teaching and assessment

**Curriculum:**  
WHAT is taught

**Teaching activities:**  
HOW curriculum  
content is taught

**Assessment**  
Desired high level outcomes  
and measures of those  
outcomes



# THE CURRICULUM DEBATE

## CHAPTER 3

WE WANT OUR CHILDREN TO HAVE IT ALL: KNOWLEDGE AND UNDERSTANDING ACROSS MULTIPLE DOMAINS; A RANGE OF PRACTICAL AND INTELLECTUAL SKILLS AND A RANGE OF CHARACTER TRAITS- RENAISSANCE PEOPLE.



“ WHAT WE TEACH AND HOW WE TEACH ARE INTERLINKED IN THE ENACTED CURRICULUM.

“ CURRICULUM IS SPECIFIED IN DIFFERENT WAYS BUT THERE IS ALWAYS SOME ROOM FOR TEACHER INPUT - OFTEN A LOT OF FREEDOM TO CHOOSE THE BOOKS AND HISTORICAL PERIODS THAT STUDENTS STUDY.

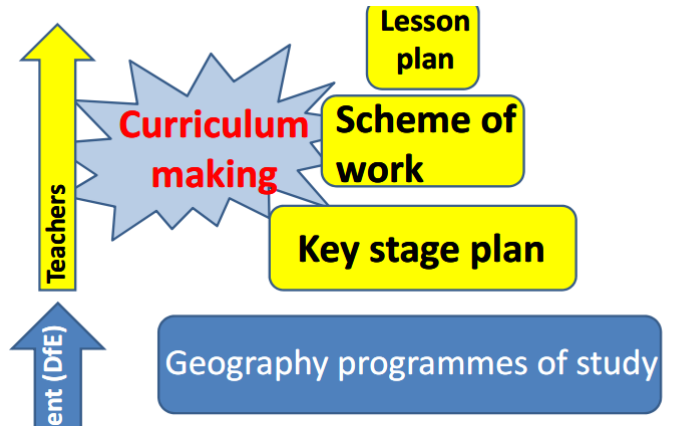
“ THE CORE KNOWLEDGE DEBATE IS VITAL- WHAT KNOWLEDGE SHOULD ALL STUDENTS HAVE? ANY SELECTION HAS CULTURAL BIAS- SO WHAT DO WE INCLUDE AND EXCLUDE?

“ CULTURAL CAPITAL NEEDS TO BE TAUGHT DELIBERATELY- AND SHOULD INCLUDE EXPERIENCES LIKE CONCERTS, PLAYS, WALKING IN MOUNTAINS, VISITING MUSEUMS AND ENGAGING IN CURRENT AFFAIRS.

“ BEYOND TEACHING 'THE BEST THAT'S BEEN THOUGHT AND SAID' WE'RE TRYING TO GIVE STUDENTS THE KNOWLEDGE TO ENGAGE IN 'THE CONVERSATION OF MANKIND.'



### Three levels of curriculum design



- ← Short- term = Teacher
- ← Medium term plan = School + Teacher
- ← Longer- term = National exams

→ YOU as the CURRICULUM MAKER.. more important than ever..  
given school closures and constant disruption caused by COVID 19...

Curriculum given → exam board specifications – lesson plans ready made.. ...

- ❑ Sequence learning content material
  - ✓ Horizontal curriculum
  - ✓ Vertical curriculum
  - ✓ Spiral curriculum

Needs to be:

Logical... identify gaps....misconceptions addressed...

Curriculum →

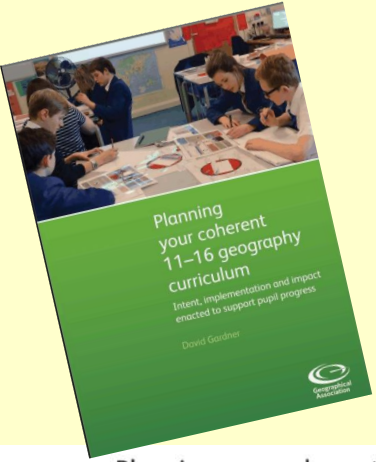
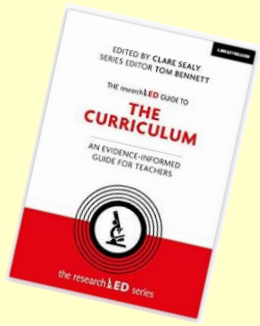
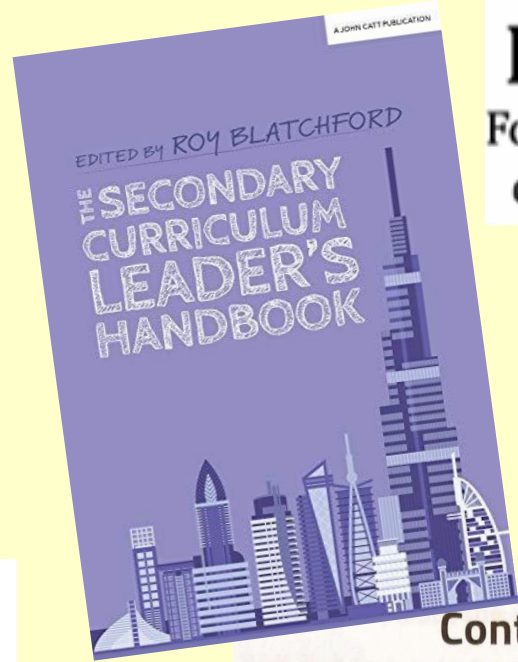
‘What knowledge and understanding (intent)...

...a *structure and narrative* (implementation)...

...what knowledge and understanding pupils have gained (impact) ..

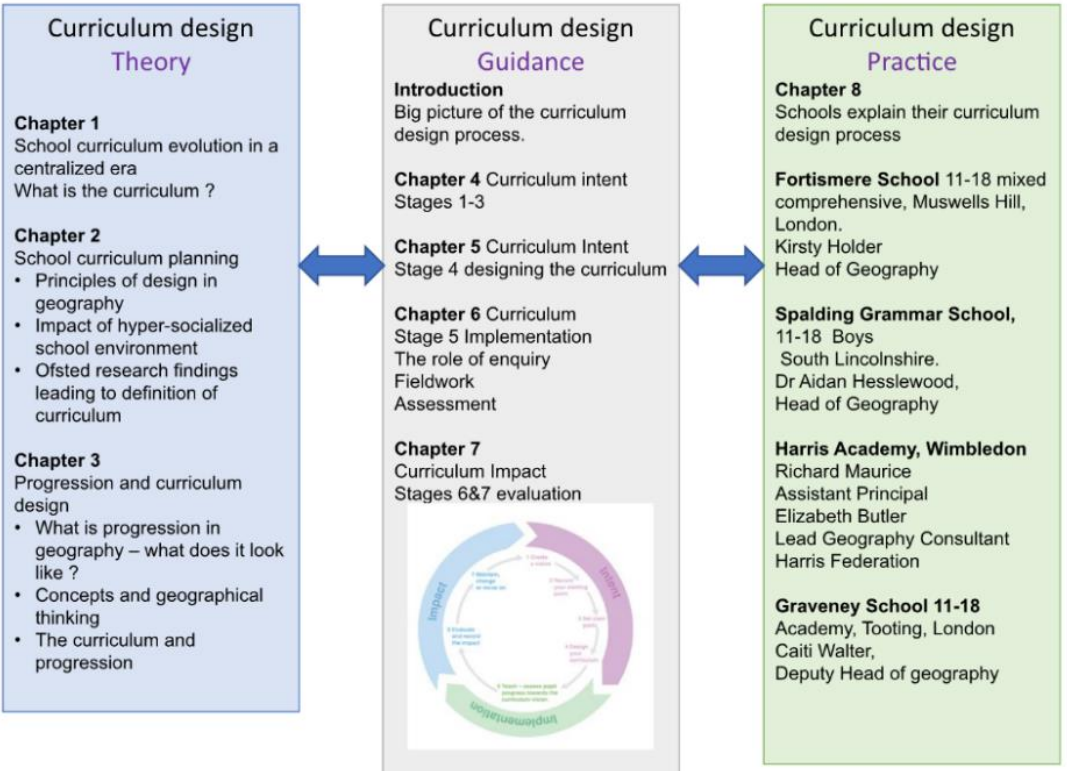
# READ

For geography curriculum:



- Practical guidance via **case-studies**
- Explore questions of **whose knowledge**
- Understand the **theory behind the curriculum**

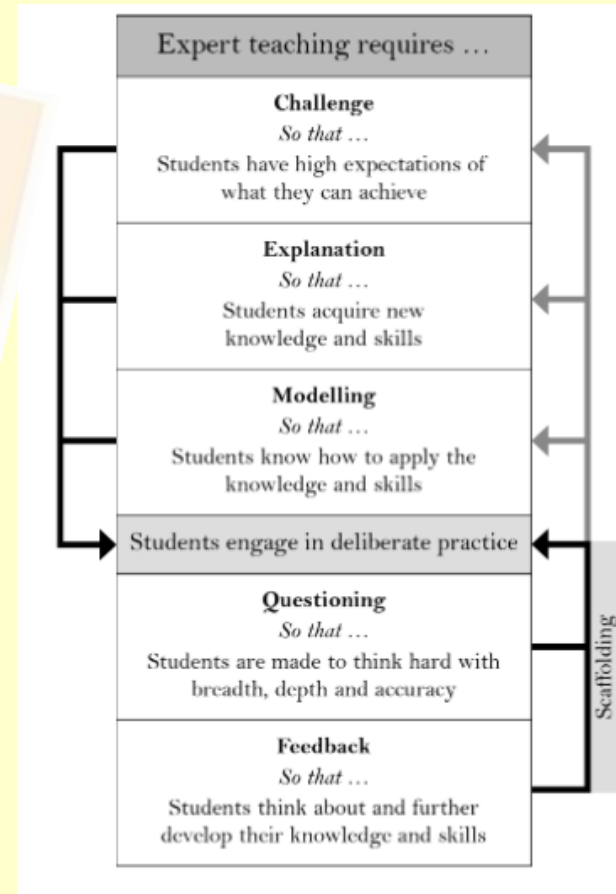
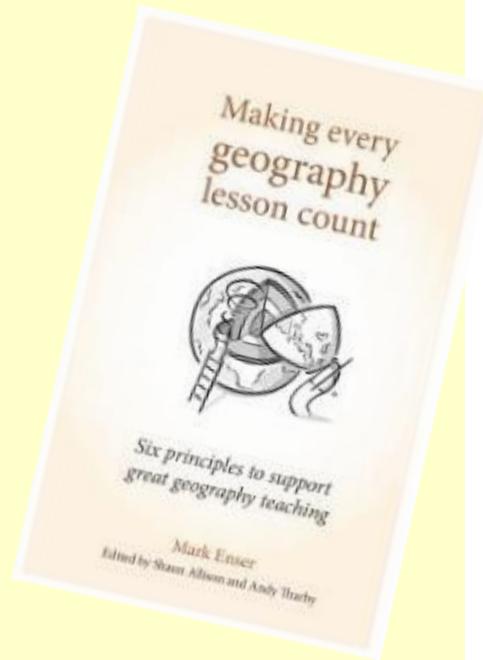
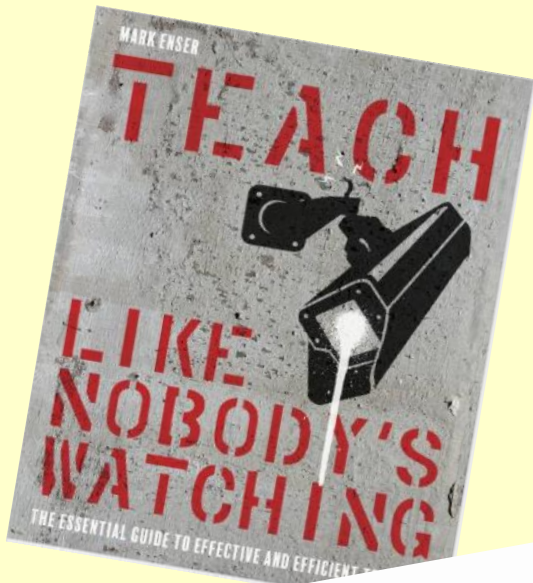
## Planning your coherent geography curriculum 11-16 book structure



David Gardener

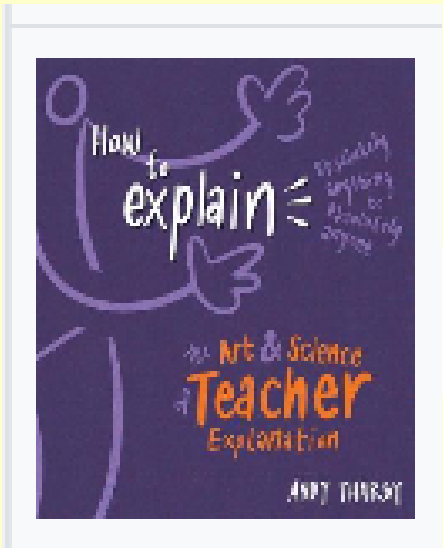
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The Curriculum

An exploration of principles and practice in this important debate

Resources

The Curriculum  
 Hopeful Schools  
 High Challenge, Low Threat

Updates

School improvement updates

Mary Myatt's Blog

Things I notice in schools

Conferences

Curriculum conversations

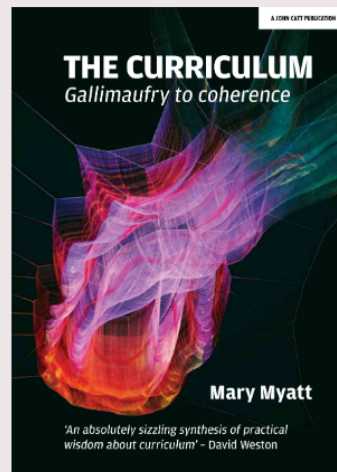
Contact

**'Mary Myatt combines encyclopedic knowledge of schools with crystal-clear description of curriculum principles – a must-read for all those involved in improving education.'**

Globally, new attention is being given to curriculum principles and curriculum practice. Mary Myatt's book is major contribution to this debate. Few books range so effectively across curriculum theory and day-to-day practice in the classroom – Mary Myatt does this with huge authority and extreme clarity.'

*Tim Oates CBE, Group Director of ARD* (Assessment Research and Development)

**'This book weaves together theory, research, policy, and practice to provide educators at every stage of their career a practical guide to coherent curriculum design.** Chapters divided by subject and strategy make it easy to keep coming back to, whilst Mary's humorous and intelligent prose make it a pleasure to read.'



*Curriculum Planning*  
 'A good plan is like a road map; it shows the final destination and usually the best way to get there'  
 H Stanley Judd

Updates [Blog](#) [Resources](#) [Online Courses](#)

# Online Courses

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Free

SIX KEYS TO SUCCESS

Skills

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Free

10 thoughts on the curriculum

Ten Thoughts On The Curriculum

Join Now

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BETTER QUESTIONS

Better Questions

Join Now

Free

Curriculum Questions

Curriculum Questions

Free

Differentiation

Differentiation

Free

PE Planning Unit

PE Planning Unit

= Confused jumble – curriculum stew

# Interweaving geography: retrieval, spacing and interleaving in the geography curriculum

## Retrieval, spacing and interleaving

The advantages of *retrieval practice* in the classroom setting are well established. Since Ebbinghaus, writing in the nineteenth century (Ebbinghaus, 1885), we have been aware that interrupting the process of forgetting helps to make memories more durable; every time we bring something back from our long-term memory into our working memory, we make it easier to retrieve in the future.

A related concept is that of *spaced practice*. This is the idea that we can secure the advantages of retrieval practice by returning to things we have

'Trivial Pursuit view of geography' warned against by Peter Jackson (2006) while recognising the need to be knowledgeable about our world – in order, as he says, to think geographically.

Like many teachers, I have embraced retrieval practice in my classroom through the use of low-stakes quizzes at the start of lessons. I have found the most effective and efficient method to approach these is to put ten questions on a PowerPoint slide (with the questions drawn from previous topics as well as the one we are currently studying) and then putting the answers on the next one. Students can then quickly mark their

## Interweaving

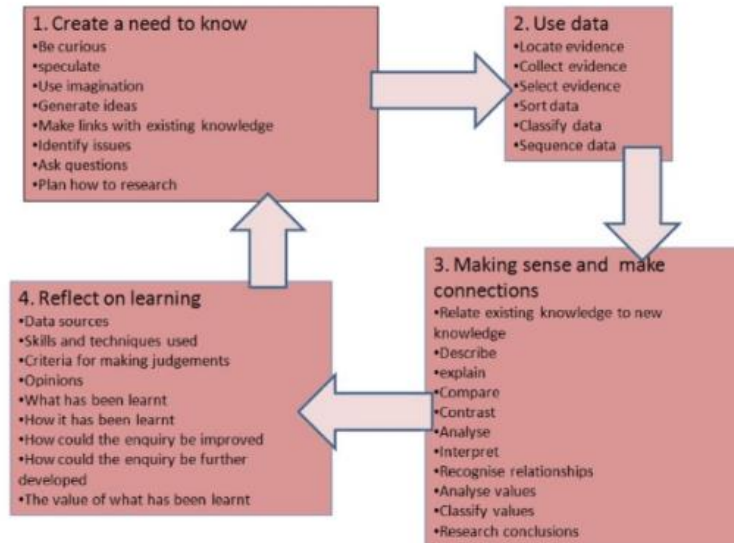
It was while reading Alex Standish's chapter on 'The place of regional geography' in *Debates in Secondary Geography* (2018) that it occurred to me there was a more natural way to accrue the benefits of retrieval and spaced practice in the curriculum: through the *interweaving* of regional and systematic geography. He distinguishes these approaches thus:

*Systematic geography focuses on one geographical phenomenon or 'layer' of the earth's surface at a time and explores how it varies with respect to other geographical layers. Regional geography examines the totality of geographical phenomena or layers, and how they are related, at a given locale or region.* (Standish, 2018, p. 68)

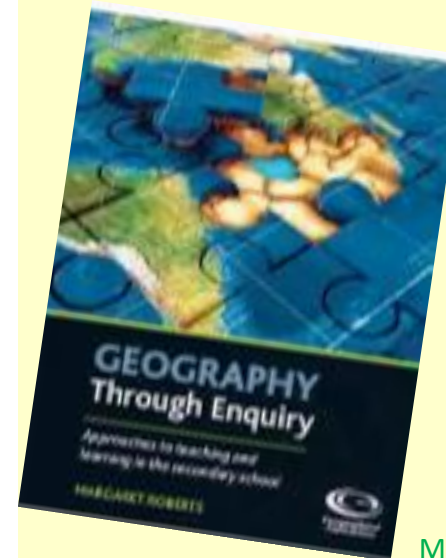
Mark Enser

Mark describes how he has used retrieval, spacing and interleaving approaches to support meaningful learning in geography.

Spring 2020  
© Teaching Geography

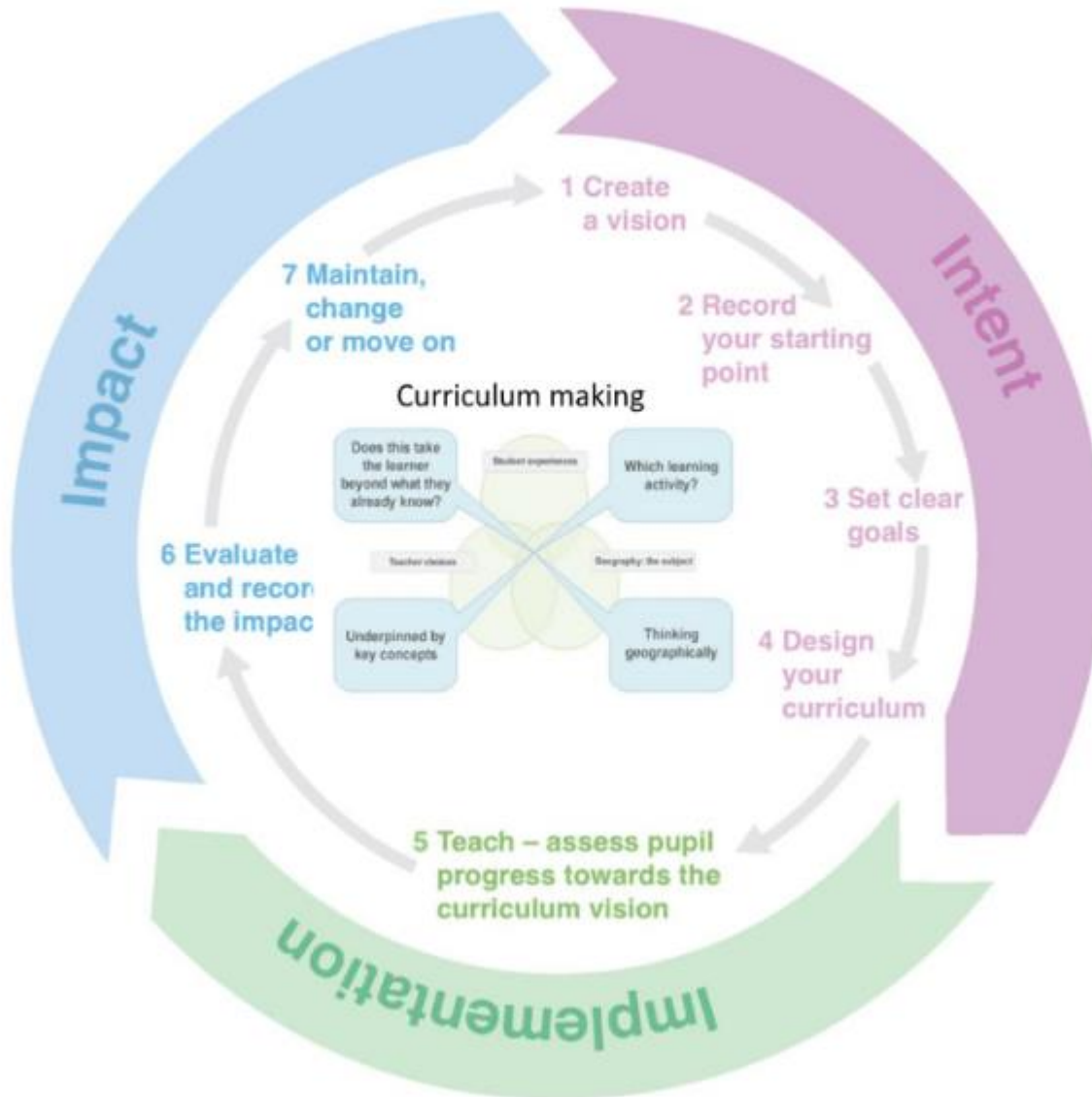


<https://www.geography.org.uk/Curriculum-Making-Through-Enquiry>



Margaret Roberts

# Curriculum design process



How are we going to teach it?

Power of such a simple **binary message**:

1) **Effective** vs **less-effective** teachers

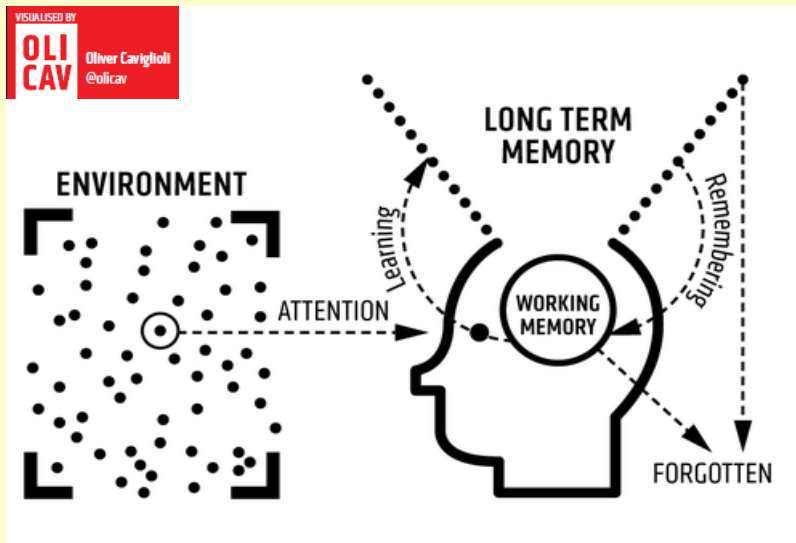
2) Drawn from 3 different **sources of research**:

- **cognitive science** and how brain works
- **classroom observations** of teachers' whose assessment tests made highest gains
- Work on **instructional methods** for learning

Principles of Instruction  
Research-Based Strategies That All Teachers Should Know

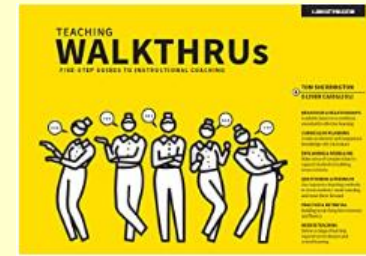
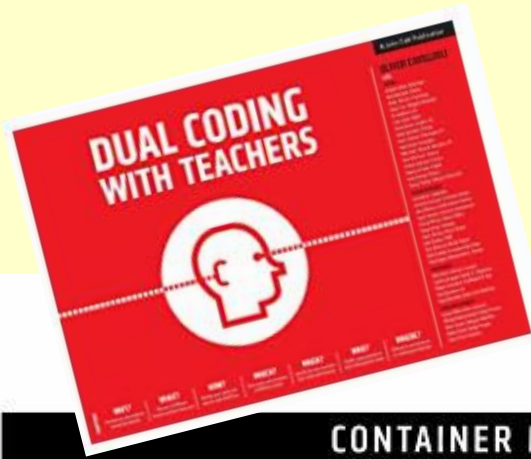


BY BARAK ROSENSHINE



Simple **model of how memory works**:

- **Working memory** – small/finite
- **Long-term memory** – build schemata and retrieval of information



# KNOWLEDGE SCHEMA

## CONTAINER MODEL

## PATH MODEL

### CHUNK

### COMPARE

### SEQUENCE

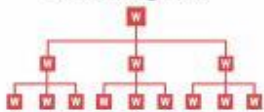
### CAUSE & EFFECT

#### Tree Diagram

#### Venn Diagram

#### Flow Chart

#### Input-Output Diagram

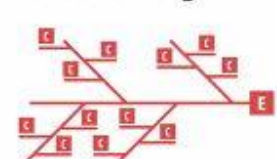
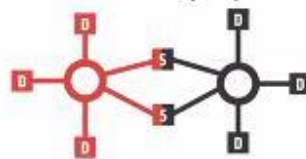


#### Mind Map

#### Double Spray

#### Cycle

#### Fishbone Diagram

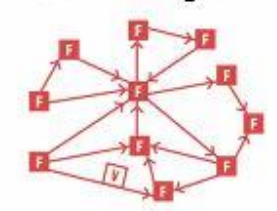
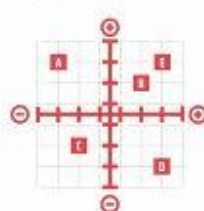
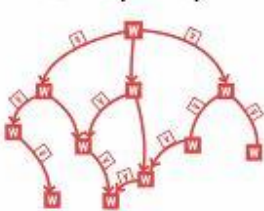


#### Concept Map

#### Crossed Continua

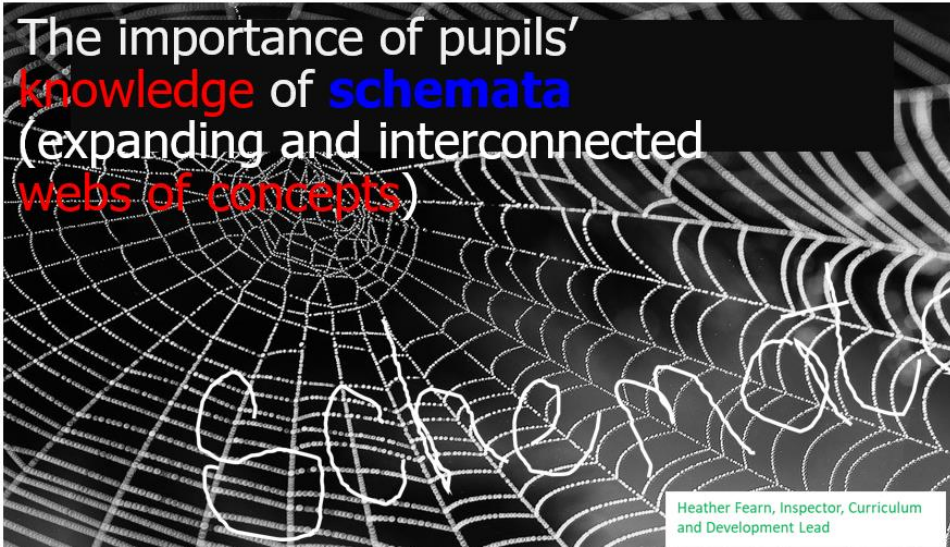
#### Flow Spray

#### Relations Diagram



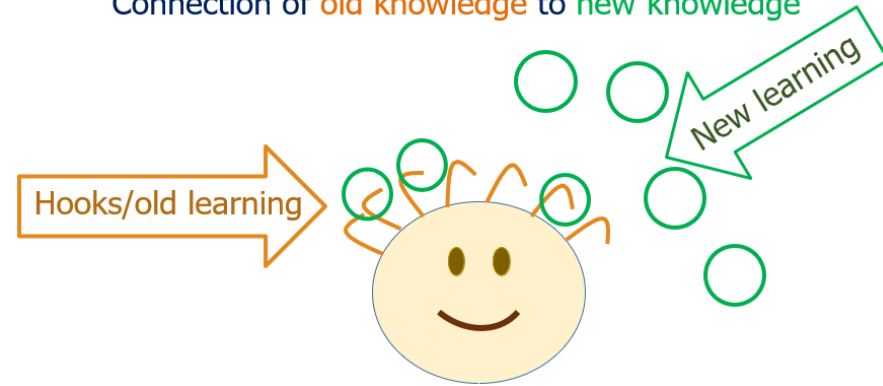
# Knowledge is generative (sticky)...

The importance of pupils' **knowledge** of **schemata** (expanding and interconnected **webs of concepts**)

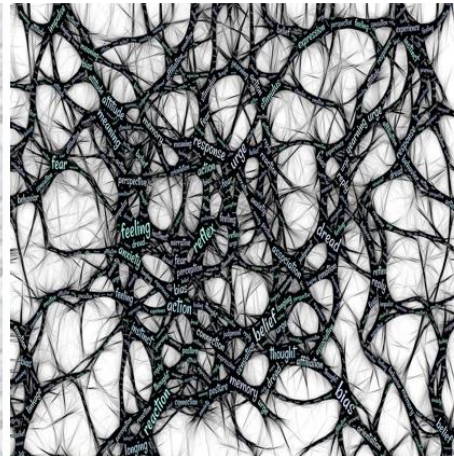


Heather Fearn, Inspector, Curriculum and Development Lead

Connection of **old knowledge** to **new knowledge**



Understanding deepens as structures of knowledge stored in long-term memory become increasingly **complex**



Heather Fearn, Inspector, Curriculum and Development Lead

# Importance of selecting the right resources

## The Royal Geographical Society (with IBG)

<https://www.rgs.org/schools/teaching-resources/geography-at-home/>  
Geography at Home - use to find some suitable resources to integrate into your scheme of work


• **Podcasts** focusing on topics from wildfires, weather and the high street to plate tectonics, cities and the carbon cycle. These are perfect for your students to listen to current geographical themes and keep up to date with their subject knowledge.


• A wide range of **articles and case studies** based on geography in the news - these link directly to specification content and can help your students to read around topics presented in your online lessons.


• Our catalogue of **online lectures** by leading geographical experts for you and your students to watch, some of which are supported by resources that can be used to teach a lesson based on the lecture.

• Use this opportunity to get to grips with GIS and pre-plan some lesson content to use with your students. We have a **range of support for GIS**, plus some information about using data sets.

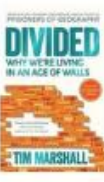
# Geography Reading List


**1**  **Prisoners of Geography**  
**Tim Marshall**  
Splitting the world into 10 distinct regions suggests our key political driver continues to be our physical geography. It includes why China and India will never fall into conflict. One of the best books about geopolitics you could imagine!

**2**  **Factfulness**  
**Hans Rosling**  
A radical new explanation of why we systematically get the answers to questions about development, revealing ten instincts that distort our perspective. Sweeps aside our worst instincts and makes the world a sunnier place.


**3**  **The Almighty Dollar**  
**Dharshini David**  
Follows \$1 from a shopping trip in Texas, via China's central bank, Nigerian railroads, the oilfields of Iraq and beyond to reveal the complex relationships of our new globalised world.


**4**  **Connectography**  
**Parag Mehta**  
A guide through the emerging global network civilisation in which megacities complete over connectivity and borders are increasingly irrelevant. Shows how a new foundation of connectivity is pulling together a world that appears to be falling apart.

**5**  **Divided**  
**Tim Marshall**  
There are many reasons why we erect walls, because we are divided in many ways: wealth, race, religion, politics. Understanding what has divided us, past and present, is essential to understanding much of what's going on in the world today.

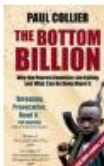
**6**  **Off the Map**  
**Alastair Bonnett**  
From forgotten enclaves to floating islands, from hidden villages to New York gutter spaces, this book charts the hidden corners of our planet. Topophilia, the love of place, is a fundamental part of what it is to be human.


**7**  **The Silk Roads**  
**Peter Frankopan**  
Our understanding of the world is shaped by the narrow focus on western Europe and the US. An antidote to Eurocentric accounts of the world, examining several continents and centuries and the factors that influenced the flow of goods and ideas.

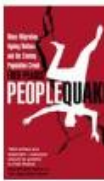
**8**  **Worth Dying For**  
**Tim Marshall**  
The histories, the power and the politics of the symbols that unite and divide us. We wave them and burn them and still, in the 21<sup>st</sup> century, we die for them. We need to understand the symbols that people are rallying around.

**9**  **Adventures in the Anthropocene**  
**Gaia Vince**  
Our planet is said to be crossing into the Age of Humans. This book sees what life is really like for people on the frontline of the planet we've made, from artificial glaciers to electrified reefs.

**10**  **10 Billion**  
**Stephen Emmott**  
It's about our failure: failure as individuals, the failure of business and the failure of our politicians. It is about an unprecedented planetary emergency. It's about the future of us.

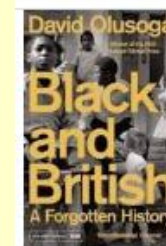
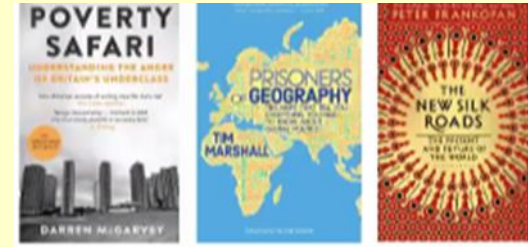
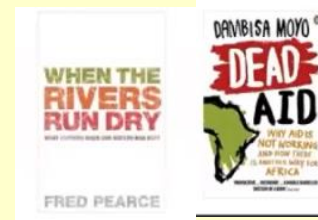
**11**  **The Bottom Billion**  
**Paul Collier**  
Explains four traps that prevent the homelands of the world's billion poorest people from growing and receiving the benefits of globalisation - civil war, natural resources, being landlocked and ineffective governance.

**12**  **10 Billion**  
**Danny Dorling**  
Explores how we got to 10 billion and the key issues that we face in the coming decades including how to deal with scarcity of resources and how our cities will grow and how we should prepare for population decline.

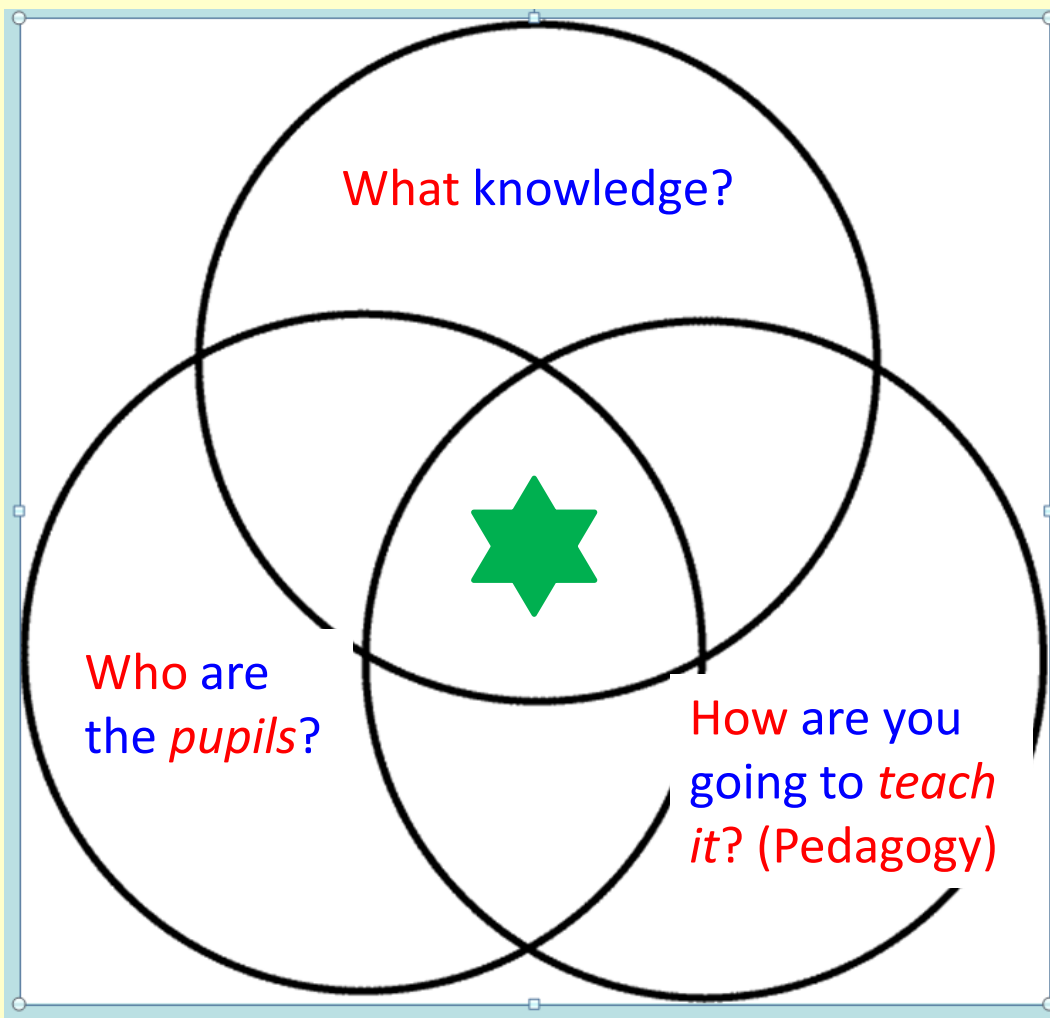
**13**  **Peoplequake**  
**Fred Pearce**  
The population bomb is being defused. Half the world's women are having two children or fewer and within a generation, the world's population will be falling, and we will all be getting very old. This book confronts our demographic demons.

**14**  **This is the Way the World Ends**  
**Jeff Nesbit**  
Our world is in trouble - right now. This book tells the real stories of the substantial impacts to Earth's systems unfolding across each continent from longer droughts in the Middle East to the monsoon season shrinking in India. A blueprint for real-time, workable solutions we can tackle together.

Explicitly referenced in our Key Stage 5:







Planned curriculum

Received curriculum

?

WHAT .... HOW....

All comes together around the notion of

**YOU**

as the

**Curriculum  
Maker**



# You as Curriculum Maker

*keep a balance between*

**Curriculum (What)**

**+**

**Pedagogy (How)**

*Curriculum design 4 Geography is key to subject knowledge development*

**Sophie Wilson**

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ANY QUESTIONS?

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