

What will you see in Geography lessons? Geography lessons are a safe learning environment where students can challenge their own assumptions and views through transformative learning. Students are challenged in this learning every lesson through creative pedagogies, metacognitive strategies, and a range of formative and summative assessments, that take place throughout well planned and resourced lessons. Teaching is adaptive to support all students and LCAs are deployed where they are most effective in the classroom. Teachers are passionate about the topics they teach, providing a deep understanding and depth of knowledge of Geography curriculum, that is then passed on to students. Good behaviour in lessons is built on respect between the student and teacher.	What are the common misconceptions that pupils have and make in Geography that we need to address? There are many misconceptions based on the misuse of geographical terms such as confusing the weather with climate, the ozone layer with climate change OR even that high pressure means air is rising. But there are also misconceptions caused by stereotyping, unconscious bias, and media representation. For example, all of Africa is poor, all deserts are hot and sandy, Rio is full of slums. Misconceptions may also be caused by inaccurate information in books, texts, maps, prior knowledge, or experiences, for example that Greenland is bigger than Africa. To avoid or correct misconceptions, teachers use up to date and reliable source of information. Misconceptions are planned for and explored with students. Where did this misconception come from? Has this misconception impacted any other parts of our knowledge and understanding about this topic?	What will you see in pupils' Geography books? A variety of tasks that reflect the main aims of the curriculum and which build on the skills needed to become competent Geographers. This will include: 'Do Now' activities, short questions (outline, describe and explain), extended essays (discuss, analyse, and evaluate), Image and map interpretations, decision making exercises, fieldwork, graphical skills (climate graphs, pie charts, bar charts), sequencing tasks, activities that require working as a group (group presentations), GIS activities, numerical skills (mean, mode, range). This list is not exhaustive.
What assessment (formative and summative) methods do we use in Geography? 'Do now' activities at the start of each lesson provide the opportunity for pupils to retrieve knowledge previously taught through a range of factual recall and higher order thinking questions. Knowledge tests are used to support student learning and to increase short term recall of key terminology, locations, and concepts. Questioning is used in every lesson as a form of formative assessment and drive learning forwards, it also promotes engagement and curiosity as well as developing higher order thinking and meta cognition skills. Open questions allow for reflection, promoting a deep level of thought and understanding about the topic being discussed. PP assessments whilst based around the most recent learning, contain themes and questions from previous topics within the year and within the key stage. For example, a map may be presented to chapter 8s studying volcanoes and they may be asked to give the grid reference of the volcano. Chapter 9 students may be asked how levels of development impact responses to climate change.	Secondary GEOGRAPHY Geography is about.... Geography helps us make sense of the world around us. It is hands on, relevant and fun and allows students to get to grips with the big questions that affect our dynamic world. Geography aims to ensure that all pupils: 1) Develop contextual knowledge and understanding of the location of globally significant places, both terrestrial and marine, including their defining human and physical characteristics. 2) Understand the processes that give rise to key physical and human geographical features of the world, how these are independent and interconnected and how they bring spatial variation and change over time. 3) Are competent in the geographical skills needed to: • Collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen	Information from the last 12 months in Geography reveals particular strengths in..... Geography results at GCSE and A-Level are commendable and are some of the best in the school. These excellent results are supported by a strong KS3 curriculum which builds confidence, skills as well as a love for learning and a passion for the wider world through Geography. Information from the last 12 months in Geography reveals a particular focus should be on..... The Geography curriculum is built around students, and student feedback through student voice informs any decisions made. The most recent student voice for Geography showed that students really enjoy the variety of teaching strategies that goes on inside the classroom and generally students enjoy Geography lessons. The Geography subject report released by the Government reveals a particular focus is needed when considering fieldwork and its components. Fieldwork is undertaken across all year groups, and this is a strength of curriculum. GIS is also a focus in the report and as such opportunities to complete GIS have been increased with a wider range of tasks incorporated to encourage and support student understanding.

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	their understanding of geographical processes over time and space. • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS. • Communicate Geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	
What will you see in Geography at Liverpool College that extends beyond the National Curriculum and / or exam specifications? Geography also moves beyond the national curriculum, to ensure that students are not taught a 'single story' about a place or group. It incorporates the concept of global citizenship to highlight the close interconnectedness of Geographical spaces (Scheunpflug, 2021) particularly in relation to sustainability and climate change. It also aims to challenges social norms and social injustice, providing a transformative education where students understand their own and other's beliefs, intentions, values and opinions. The understanding of past perspectives and the ability to look forward at new ideas are key to transformative learning and require critical thinking and critical discourse at all levels of the curriculum.	Parents can help their children in their Geography studies by.... ➤ Reading the news and seeing what is happening in the world today, has there been an earthquake? Volcano? ➤ When outside in the natural environment, ask your child about it, what is this called? How did this get there? How did it form? What might happen in the future? ➤ Point them in the direction of online learning websites such as the Oak Academy and BBC Bitesize to support their learning. ➤ Watch documentaries together on Netflix or Disney plus. David Attenborough is often on BBC1 on Sundays with his latest show.	

