

# SATIPS

Support and training in Prep, Primary and Senior Schools

Geography

## Editorial

A very warm welcome to my first Geography Broadsheet! I hope that everyone has had a relaxing summer break and has recharged the batteries for the Autumn Term.

I am delighted to take over the reins from Andrew Lee and would like to thank him for his excellent work as Editor. I am looking forward to providing information and guidance on all things geographical. A quick introduction - I have taught Geography for over 20 years and I have been the Head of Geography at Eagle House School since January 2002, teaching Geography to Years 5-8. I am also the IAPS Geography Leader for District 10 (Reading), a Fellow of the Royal Geographical Society, a member of the Geographical Association, and a recognised Apple Teacher.

In the Geography Broadsheet I will discuss current trends in Geography teaching, provide updates on new resources, publicise forthcoming CPD opportunities, and give feedback on courses and meetings that I have attended. Readers are very welcome to submit articles for inclusion in forthcoming Broadsheets and please contact me if there is any advice or help I can give you.

**Ben Mono**

## The future direction of Geography in Years 7 and 8

With the advent of Pre-testing at 11+, prep schools are beginning to question the necessity of Common Entrance in all subjects in Year 8. Could the final two years of the prep school curriculum be liberated by the introduction of new 'purpose-built' courses in the Humanities subjects?

We share this view at Eagle House and from this academic year our Year 8 pupils will no longer sit CE in History, Geography and RS. With the support of our main senior schools, over the last year we have devised new schemes of work in the Humanities subjects that will put skills and understanding at the forefront.

Because I like the content of the ISEB Geography syllabus and have built up a bank of excellent resources over the years, my new Geography scheme of work contains largely the same topics. However, I will be freed from the constraints of having to finish the syllabus by a certain time and

can now devote more time to independent learning and fieldwork.

Pupils will still have an end of course assessment exam in Year 8. However, in the Summer Term of Year 8, rather than revise for the CE exam we have devised a 'Humanities Project' where the pupils will have to produce an extended project on a topic such as a country or person, combining elements of History, Geography and RS. This will be assessed and hopefully shared with the senior schools along with a skills matrix for each subject. The new Eagle House Humanities course is a work in progress and I will keep you informed of how it develops over the coming terms.

I attended the Prep School Geography meeting at Charterhouse on 27th June 2017 and there was a good discussion about the future of CE Geography and what is required for pupils moving on to their senior schools. Paul Baker, the IAPS Geography Advisor, gave a presentation and chaired the discussion and here are the key points:

Skills and understanding must be the focus for prep school Geography teaching. Fieldwork is essential and this should be part of the Year 8 end of year assessment. Prep school pupils in Years 7 and 8 should be allowed to speculate, hypothesise, to generate ideas and to identify geographical issues.

At all meetings of Senior School Groups over the 2016/2017 academic year it has become obvious that fieldwork skills, map skills, some simple GIS skills, and data interpretation skills are vital. An important majority of senior schools are starting GCSE Geography teaching in Year 9 and therefore it is very important that arriving pupils have good understanding and are well skilled. It will be important for senior schools to know that when pupils arrive in Year 9 they are able find/access knowledge and evaluate its importance.

There is a need for senior schools to know the ability of those arriving with them. This could be through a final exam, a secondary data based project and fieldwork, or units of marked work could be submitted to senior schools at the end of Year 8 with a report on each pupil's geographical progress, understanding and skills.

Perhaps teach fewer Geography topics in prep schools so enabling more time to allow pupils

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to learn skills, understanding and links between subjects. Teach by focusing on skills and learn the content through this. Exam questions need to test factual recall, but also have data response questions and skills questions.

Years 7 and 8 need to have a basic grounding but leave some new bits for them at GCSE. So options such as teaching one physical natural disaster and one climatic hazard in prep schools might allow pupils to gain understanding and data interpretation skills. Likewise a choice could be given for the Physical Geography topic to be just a study of rivers and flooding, so leaving coasts for GCSE.

In support of keeping CE, it does provide good standardisation for prep schools; will testing at Year 6 through Pre-tests allow for pupil's development to be measured? Some schools are very worried about the effect Pre-tests are having, or will have, on the wider curriculum in Years 5 and 6. Schools might use Pre-tests as an excuse to teach a narrower curriculum in future (with English, Maths, and Verbal Reasoning) meaning the squeezing of Humanities subjects. This was a general point in many cases wondering what will happen to Geography in these years in future.

**Simon Lewis**, the lead setter of the ISEB Geography team, then spoke about the benefits of prep school pupils continuing to sit the Common Entrance exam in Geography:

There will not be a change to the current syllabus for at least two years. The current Geography syllabus is a foundation course that enables pupils to build towards success at GCSE at their senior schools. The syllabus is designed to capture the essential essence of the subject by offering a balance of physical, human and environmental geographic knowledge in combination with the key geographical skills of location knowledge, map reading, graphicacy, and fieldwork investigation.

Knowledge and skills go together like a horse and carriage in the same way that vocabulary and grammar combine in English or numbers and calculation combine in Maths. The current syllabus is, by comparison with other subjects, full of skills; the future syllabus will include even more requirement for independent learning.

CE Geography is not merely a practice for GCSE. It is a self-contained course in itself that effectively prepares pupils for the wider world even if they don't opt to take it to GCSE. The rise of the 11+ Pre-test threatens to undermine the distinctiveness of prep schools by running against the tried and tested model of keeping the curriculum broad and enabling pupils to find out for themselves where their strengths and

interests lie. Whilst numeracy and literacy are important, they should not be regarded as the only measures of intelligence and not every child can be top in these subjects anyway.

Children want to know where they fit in and by offering a broad swathe of subjects and being seen to value them, children discover their strengths in Geography, History, and RS, their self-esteem is raised and this often feeds back positively into their performance in the core subjects.

Reducing the topics within the subject by, for example, suggesting rivers OR coasts instead of both will result in a patchy understanding of the subject. Living in a maritime nation with high rainfall is justification in itself to have an understanding of both. Effectively making holes in the foundations will risk making a pupil's understanding less robust.

Cutting down the syllabus is not the direction that enhances the status of Geography in the future. We already have a streamlined syllabus that does justice to the breadth of the subject and develops a multitude of transferable skills. Further cuts would be into bone rather than fat and risks Geography being squeezed even further from the timetable.

Instead of senior schools attempting to dictate what is studied in prep schools, they need to start appreciating the high standards reached in the subject already. The main issue is Directors of Studies not giving enough time to cover the syllabus. This is where both the IAPS and ISEB could assist by making minimum recommended contact time – 90 minutes per year per week, plus a half hour prep per week.

Whichever side of the CE fence you sit on, it seems that the debate about the future direction of Geography in Years 7 and 8 is not going away and I will re-visit it in future editions of this Broadsheet. The discussion will also continue at the IAPS Geography Conference at Harrow in November (details at the end of this Broadsheet).

**Ben Mono**

### Resources for Geography Teaching

For my first Broadsheet I thought I would give an overview of the resources that I use most often in my Geography teaching.

#### Classroom technology:

LG SMART TV with Apple TV  
iPads  
Chromebooks

#### Digital resources:

Twig Prep Geography ([www.twig-prep.com](http://www.twig-prep.com))  
Oaka Digital ([www.oakabooks.co.uk](http://www.oakabooks.co.uk))  
Google Drive

#### Textbooks:

Geography for Common Entrance Third Edition (Hodder)  
New Wider World (Nelson Thornes)  
Key Geography Basics (Oxford)  
Geog.Atlas (Oxford)

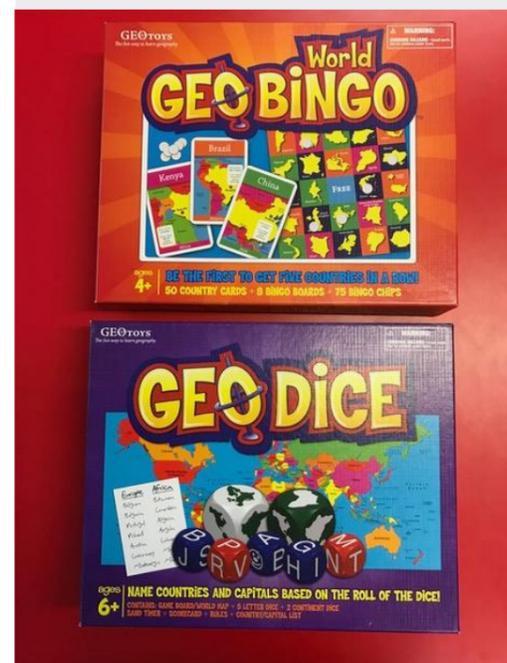
#### Revision Resources:

Geography for Common Entrance Revision Guide (Galore Park)  
Geography Revision Crosswords (Oaka Books)

#### I follow these two excellent blogs:

Alan Parkinson's Living Geography ([livinggeography.blogspot.co.uk](http://livinggeography.blogspot.co.uk))  
Paul Berry's Devon Geography ([devongeography.wordpress.com](http://devongeography.wordpress.com))

#### Finally, two 'low tech' resources:



I spotted these while on holiday in the USA last year and managed to find them on Google. They have proven very popular with the pupils!

Please let me know which resources you use on a regular basis and I will feature them in future Broadsheets.

**Ben Mono**

### CPD Opportunities for the Autumn Term

#### Survival Geography

Run in conjunction with IAPS  
Wednesday 13 November 2017

Aimed at Prep Schools, this event will focus on a range of outdoor learning and teaching activities linked to a variety of subjects, as well as SMSC. It will also serve as a model which colleagues

can use to plan and resource their own outdoor learning enquiries in the school grounds and local areas.

This course will provide

- Practical experience of high quality outdoor learning and teaching at different stages
- Increased confidence and inspiration to design and resource your own programmes of outdoor learning
- Resources to support the development of your own activities.

The day will focus on bringing rigor to outdoor learning in a forest school style. The activities bring relevance and meaning to learning, each with a clear learning outcome and are easily adaptable for a range of ages.

#### About the course leader

Gyles Morris is director of 'Naturebase', an environmental education centre and leading provider of outdoor learning in West Wales. He has over 20 years of experience teaching outside and as a landscape architect, he provides support and inspiration to both children and teachers in learning, playing and developing the outdoor classroom. He also works on the Primary PGCE MA geography specialism at the London Institute of Education.

[www.naturebasededucation.co.uk](http://www.naturebasededucation.co.uk)

**Please note: most of the day will be outdoors. Please wear warm and waterproof clothing and appropriate footwear.**

#### Course outline

##### 9.30

Key messages: Setting the scene for the day - adding rigor to outdoor learning

##### 9.45

Creating a sense of place on the desert island: A series of activities to wake up children's senses and to explore the school (Island) environment

##### 10.45

Survival skills - tracks trails and sculptures, mapping and orienteering

##### 13.00

Survival skills - Shelter and fire (with links to global learning)

##### 3.00

Plenary

Delegates will be provided with a comprehensive resource pack covering all the activities studied during the day.

**Date:** Wednesday 4 October 2017 🌿

**Venue:** RGS-IBG, London SW7 2AR  
**Timings:** 9.30am - 3.00pm. Registration from 9.00am for a prompt start at 9.30am.  
**Costs:** £100 per place inc VAT  
Lunch and refreshments included.  
**Booking:** Booking is online only. Please go to [www.rgs.org/bookonline](http://www.rgs.org/bookonline)

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Twitter @rgs\_ibgschools**

### **IAPS District 5 Geography Training Day**

Hosted by Castle Court School on October 3rd 2017

#### **Programme:**

**13.40:**  
Arrive at Castle Court School (Coffee and Tea available)

**14.00:**  
Welcome: Richard Stevenson (Head Master of Castle Court School) and Introduction to afternoon by Paul Baker, (IAPS Geography Adviser)

**14.10:**  
Alex Boulton, Head of Geography at Canford The Geography skills and understanding required by pupils when they arrive at their Senior School in Year 9.

**14.55:**  
Short Break

**15.00:**  
Alistair Gray, Head of Geography at West Hill Park.

Using technology to bringing the OS map to life! Practical activities to get Years 6-8 children excited about mapping.

**16.00:**  
Plenary and Questions

**16.15:**  
Depart

**Bring an iPad or laptop with you.**

**Applications for this IAPS District 5 geography training afternoon to Paul Baker (IAPS Geography Adviser) by email to [bakerpabs@gmail.com](mailto:bakerpabs@gmail.com)**

### **IAPS District 10 and Oxford Geographical Association Branch**

#### **GIS FOR YEARS 7 & 8**

Hosted by Abingdon School Geography Department on October 5th 2017

#### **Programme:**

**12.15:**  
Arrive at Abingdon School

**12.30 to 13.25:**  
Lunch and Networking

**13.25:**  
Move into GIS suite

**13.30:**  
Welcome and introduction to GIS afternoon

**13.40:**  
Introducing GIS into Lessons

**14.00:**  
Showcase- Inequality with 11 to 13 year olds.

**14.30:**  
GIS and Fieldwork - link with CE Fieldwork

**15.00:**  
Data Capture: Practical

**15.45:**  
Plenary

**15.50**  
Depart.

**Bring an iPad or laptop with you.**

**Applications for this IAPS and GA Oxford Branch afternoon to Paul Baker (IAPS Geography Adviser and Oxford GA Branch Programme organiser) by email to [bakerpabs@gmail.com](mailto:bakerpabs@gmail.com)**

**Cost £20 each to be brought on the day. (Cheques payable to Abingdon School). Receipts will be given on the day.**

**Note this is restricted to 20 teachers only so early application advisable All applications must be in to Paul Baker by September 22nd 2017.**

### **IAPS Geography Conference - Tuesday 28 November 2017**

In conjunction with Paul Baker, Harrow will be hosting an IAPS Geography Conference on Tuesday 28 November.

The aim of the conference will be to provide an opportunity for Heads of Subject to meet and discuss the teaching of geography at prep schools. There will be a chance to network and share ideas with each other, as well as get to know the Geography Department here at Harrow.

The outline of the day will be:

**12.30**  
Arrive for a buffet lunch

**13.30**  
Formal welcome from Simon Sampson

**13.45**  
Introductory talk from Paul Baker: What geographical understanding and skills we should be teaching to prepare pupils for their arrival at senior schools?

**14.15**  
Opportunity to discuss the role of Common Entrance in the future, pre-testing and the Common Entrance Scholarship examination

**14.45**  
Refreshments

**15.00**  
An outline of what studying geography at Harrow entails, to include:

- Our chosen GCSE and A-level specifications
- Innovations in teaching, including our use of ICT in the form room and our virtual learning environment.
- The role of the super-curriculum and our current reading policy, including a suggested reading list for prospective senior school geographers.
- Opportunities for fieldwork, international travel and adventure.
- An overview of recent university destinations and an outline of career progression following graduation.
- How we prepare boys for the university application process.

**16.00**  
Opportunity for further collaboration or questions

**16.30**  
Refreshments before departure

We hope that such a conference programme will be of interest to you. Should you wish to attend, please let me know via email ([sms@harrowschool.org.uk](mailto:sms@harrowschool.org.uk)) by Monday 2 October 2017.

Please do not hesitate to contact me with any questions you might have. I look forward to hearing from you in due course.

Kindest regards,  
Simon Sampson