

SATIPS

Support and training in Prep, Primary and Senior Schools

Geography

Editorial

The coming of examinations during and at the end of this term is a good time to take stock of what has been achieved during the year. Those teaching CE have run their first, if not their second year of the new CE syllabus perhaps half-anticipating what might be coming and, as ever, prep school geographers are wondering how well they might have done addressing their own curricula, along with dealing with aspects of the unfolding earth as news has come to hand, whether it be recent tectonic shifts in Nepal or North American blizzards. On a pragmatic note many are also anticipating a large number of exam papers that will soon need to be written and marked in anticipation of a frantic report writing period before the great calm and the hope of a little sunshine comes upon us.

With this in mind, this edition offers something for everyone. James Heanley has written a timely and provocative reassessment of the way we deal with sustainability within the bounds of the new CE syllabus and there are also articles about building exam papers that might include a few time-saving measures for teaching staff short on time at the end of the Summer Term along with some tools that pupils can use to help them prepare for exams. There are also a few suggestions for entertaining post exam groups in geographical ways.

So hopefully, as ever, a grab bag of useful things and more besides. In the meantime, I am having a little think about ways to support teachers for syllabi which pre-empt CE, ie junior geography and invite readers to submit to me any questions, requests, ideas, information or advice which might be included in the next edition.

Other than that have a great Summer. I'm heading to Budapest, Dallas, Florida, New York and Sydney so if I can find some time on one of those flights I will try to write something geographical, at least about one of these places. I'm actually hoping to do a little research into small town America too, so watch this space!

Andrew Lee

Sustainability and the new Geography curriculum

James Heanley, Tower House School

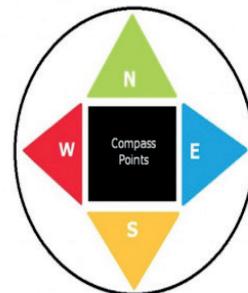
I am glad to notice that the theme of sustainability has influenced the choice of much of the new content on the revised Common Entrance syllabus. We live in a society where the ideas of sustainable development are regularly contested and resisted (the recent debates on fracking spring to mind). Rather than echoing this negativity, I feel prep school geography teachers have an opportunity to positively engage students in collective thinking and action regarding the future of society, economy and environment. Young geographers should be approaching the issues of the future with the right 'sustainable compass', and I feel that the new syllabus will better allow for it. In the following article, I want to share a few ideas that I have begun to plan into my own curriculum through years 6 to 8. I hope it can provide some ideas for your own teaching. Of course, the updated textbooks are a good starting point to consider the new issues, and I am sure many teachers will derive much of their core learning from these resources. Whatever resource you choose, with a little forward planning, and a clear framework for sustainability in place, we can make teaching and learning geography all the more enriching.

The sustainable compass:

It always intrigues me to ask children to come up with their own definition of sustainable development. Depending on their age (and 🍌

Compass Points

- N = Nature**
Environment, resources, eco-systems, climate
- E = Economy**
Production, consumption, employment, investment
- S = Society**
Government, culture, institutions, social concerns
- W = Wellbeing**
Individual health, families, self-development, quality of life



Contents

- 28**
Editorial
- 28**
Sustainability and the new Geography curriculum
- 29**
Sustainability in 'population and settlement'
- 31**
Life After Exams
- 32**
Strategies for Revision
- 32**
The Layered Curriculum
- 33**
Teaching Key Stage 2: A Little Animated Resource
Visual Overview of KS2 Geography
- 34**
Building Exam Papers that are good to sit and efficient to mark.
Ten Useful Ideas

Editor:

Dr. Andrew Lee,
Head of Geography,
Sussex House School,
Cadogan Square,
London SW1X 0EA
Tel: 07917 107929
draklee@mac.com

grasp of the English language), answers can vary widely, from 'saving the environment' to 'making the world a better place'. In fact, many of the answers students first give would not be wrong, albeit slightly narrow in scope (see Figure 1). The key at Common Entrance in my opinion is to keep the definition broad ranging, but not overly complicated – I like the term first coined in the 1987 Brundtland report: 'development that meets the needs of both present and future generations.' The definition offered for 'sustainable' in the CE glossary is a little narrow in my opinion – 'using resources in a manner which allows them to be available for future generations'. This ties in the old syllabus themes of economy and environment, but does little to promote the societal role in sustainability.

Figure 1 – year 6 exercise to find out what each student's initial concept of the idea of sustainable development is. It is worth noting that this was conducted at the beginning of our settlement topic.

The sustainable compass that has been used in certain contexts summarises the four strands of nature, economy, society and wellbeing (or welfare) neatly. The tricky part with any definition (in my opinion) is to get young geographers to really understand the meaning, and multi-faceted nature, of the word 'development'. With the broadening of scope in human topics brought about by the new syllabus, we now have a better way of improving understanding of what development is. It applies to human progress, rather than just being an economic and environmental term (as it may have been seen previously). It must, at its core, have a social element. I am sure that teachers have brought this social aspect into their teaching already – it must be considered when assessing conflict in environmentally sensitive areas, and may well feature in analysing the impact of multi-nationals operating in developing countries. With new topic areas including population, urban change and transport, we can further establish the social and political aspects of sustainable development. And better still, students can consider a number of arguments and ideas to come up with their own understanding of what it means to be sustainable. Decision making exercises and worthwhile case studies through these new topics will be of utmost value. Here are some ideas about how the new syllabus can be used to create an effective 'sustainable compass'

Sustainability in 'population and settlement'

Considering population

Although now a (seemingly) small addition to the syllabus, population is a topic that unravels in complexity the more it is discussed. It will be important to keep the definitions and links with development basic at this stage, as children will undoubtedly be exposed to the larger picture should they continue the subject at senior schools. Still, the ideas of optimum population, under- and over-population raise immediate questions about the sustainability of a planet that, having passed 7 Billion inhabitants in 2011, is accelerating towards a predicted 8 Billion in 2026 and 9 Billion by the 2040s. A discussion on where these people will live (and with what sort of quality of life) becomes all the more important considering that it may well not be our generation that will ultimately face the toughest issues that our burgeoning population will create.

In a more immediate sense, I see a great deal of value in considering the idea of carbon/global footprints, as a way of measuring the impact that different individuals are having on a planet that is already suffering from 'Western' over consumption. Widdowson's updated 'Geography for Common Entrance' textbook includes a good section on this under the heading 'Population explosion'. There are many good 'footprint calculators' that can be incorporated into an ICT or prep opportunity, a recommended one is from the World Wildlife fund, and can be found through this link: <http://footprint.wwf.org.uk/>

Ultimately, children at prep school level will have a limited control over a family footprint. As a follow up prep task, it may be interesting to create a small questionnaire that asks parents to also consider if they can think of ways to reduce their own carbon footprint. A fun activity can also be had by asking children to find the lifestyle that creates the smallest and largest footprints using the calculator. Through these learning opportunities, children can gain a useful sense of the unsustainable nature of today's 'modern' society, and see that population growth will need to happen with a corresponding decrease in our ecological footprint, should we wish to support a larger world population. As a way of linking these ideas with other areas of the syllabus (notably transport), the idea of food miles could be introduced in conjunction with global footprints, perhaps by asking children to bring in used food containers (Gyles Morris used fruit and vegetables cartons for this effect at a recent RGS training day), and mapping where different foods have come from to get to our plate. It shouldn't be difficult to see how our approach to food in the future must also be more sustainable if we are to support a growing world population.

Managing urban development

The new 'management of urban redevelopment' topic serves as a very important area with which to better integrate the ideas of sustainability using all points of the sustainable compass. Redeveloping an area requires careful consideration of social, economic and environmental factors if the result is to be a success. Satisfying each and every stakeholder is still a matter of compromise. Over-arching every project is the political process, and this gives an opportunity for the students to place themselves in the decision making role, and weigh the different factors for themselves. It does feel that London and home county schools seem to have benefited the most from the new curriculum changes, in terms of fieldwork. Surely, the development of the old Olympic site into the new Queen Elizabeth Park and environs will supersede the Docklands as the go-to London redevelopment case study. Better still, John Widdowson and his team at Urban Geography East London (<http://www.urbangeogeastlondon.org/>) are perfectly placed to lead budding geographers through the area and deliver what is an enormous case study in an effective way to meet the Common Entrance demands. The fact that many pupils will have seen the events on television or even visited the Olympic stadia adds even more power to the case study.

For those that may find transport to the Olympic site an issue, there may be an opportunity to create (or request) a 'virtual case study' of the Olympic park that could provide a good ICT opportunity. Given the amount of visual and text data that already exists analysing the success of the redevelopment, it would not take a massive effort to create a learning opportunity 'from a distance.' The updated CE Geography textbook also covers the case study in useful detail.

There will certainly be schools looking for alternative local case studies: I have found that certain councils and indeed property developers are usually receptive to requests for educational information and possible fieldwork opportunities. Our school was recently approached by London Square for a site visit to one of its brownfield sites in Putney. The learning activities included a discussion on sustainable building techniques, a meeting with 'Ivor Goodsite' (!) to look at site safety, and the chance to build a wall. Perhaps not the most enriching fieldtrip experience, but certainly a sign that councils are applying more pressure for local redevelopment to be an educational opportunity rather than just a money spinner.

Whatever the choice of redevelopment case study may be, I hope that educators can allow sustainability to permeate through the progression of learning. Having established that the existing area for redevelopment was certainly unsustainable in its land use, it may then be useful for students to create their own ideas of what represents a sustainable future for the area, and measure the case study against these created ideals. The role of stakeholders will be important in this decision making process, as will the different 'markers' with which to consider the sustainability of the project. A suggestion for these markers would be 'local communities', 'jobs and economic activity', 'environment' and 'energy'. In this way the case study should cater for each point of the sustainable compass.

Sustainability and 'transport and industry'

Combining transport and industry, in my opinion, is a useful way to add an interesting extra element to the existing syllabus without forcing teachers to completely overhaul their subject planning. Rather than allowing transport to become a 'bolt on' topic to economic activity, it should be easy to integrate the two, as I'm sure many teachers have already when discussing locational factors of manufacturing industries and economic case studies. Extending the discussion on transport to consider its role in the modern world is something that I know students will find interesting and will make for rich debate: Dr Ewan Laurie at KCS Wimbledon ran a competition this year on the HS2 project; the entries I received from students exhibited some really unique personal perspectives. Some argued strongly for, and others strongly against the project. What was refreshing to see was the students creating their own personal geographies through the exercise. The solution to Britain's transport problem is an ongoing debate which we do not as yet have a single answer to. If sustainability becomes a core feature of this debate, then we will prepare students effectively to tackle it.

Arguments for different methods of transport

The consideration of methods of transporting goods and people is a useful area for decision-making exercises, and for students to create their own ideas on the transport of the future. I have introduced a 'market place' exercise (see figure 2) as part of the learning – each information card for the market place summarises the for and against arguments of the main transport types, as well as considering the future of transport, such as hybrid cars. The information is discussed and noted by groups of students as the cards circulate the classroom. The follow up lesson will give the students the chance to create their own vision of the transport of the future, by ranking the importance of the different transport methods in view of their sustainability for future societies. 🍀

Life After Exams

Andrew Lee

Many prep schools face a dilemma with their CE/Scholarship candidates after examinations: "What do we do with them?" Headmasters and headmistresses may well be swanning up to members of staff asking them what they can offer. Of course your school may have some other plan, as this conundrum isn't a new one, but from time to time these plans are rightly reinvigorated.

Carpe diem

Should you have an opportunity to get involved in the programme, here are some geographical ideas. It is a good thing to engage pupils in this way at this time because an all too focused time on exams can disengage pupils from the immediacy of the subject and it gives teachers an opportunity to farewell leaving pupils on a geographical note taking them into their next schools as interested geographers.

Whilst the CE programme has great coverage and is a very interesting course, there are many things that are not covered and that might give pupils some insight into geography that they may not have thought about. Of course, many may have engaged in such field trips or activities in other contexts in your school, but many may not have done so.

Here are some suggestions:

Diversity

Geography is not a value neutral subject. Implicitly its goal is to engage human beings with the world, getting them to understand it and having them make it a better place. Geographers are interested in social justice and exposing final year pupils to social issues might be a useful thing to do, especially as some of the pupils we teach may have had something of a sheltered upbringing.

- Take pupils to an old people's home to sing or chat or to take cakes they've made. This exposes pupils to the country's ageing population and gives them personal experience of ageing.
- Take pupils to an ethnically diverse area such as a market for a different culture. Arrange in advance for traders to talk to pupils about where they're from and the goods eg spices they are selling.
- Take small groups to spend the day in a school for disabled children playing, learning games and teaching games.

Local Geography

It is surprising how many schools have facilities very nearby that they have not had an opportunity to visit. These might be country parks, stretches of coastline, upland areas etc. It may be possible that these areas were visited when pupils were very young in your school, but not have been revisited, or they may not have been visited at

all. In any case, it might be a good opportunity to take pupils to such a zone, perhaps inspiring them with taking photographs of the place in an interesting way. Pupils should also provide a commentary of the photograph. A morning session might include a briefing on taking good photographs and the afternoon might involve the expedition itself. Set aside a space in school to display the photographs. Buy some A3 mounting card and show pupils the format of what you expect and let them get on with it. Ideally print images on a high quality inkjet (have the school buy one for the purpose of the day if you haven't got one, they can be now bought for around £30-£40) (If you're printing a lot then buy no-name inkjet cartridges, which might eventually gum up the printer but will keep costs down and last the length at least the length of the project). You might be able to work collaboratively with the art department on this one! There are some excellent images on the Apple website at the moment showing what kind of landscape images might be photographed using an iPhone.

Big Development Projects

Your school might be near to a big development project such as the Queen Elizabeth Olympic Park, Birmingham Library, Cross Rail etc. See what is possible to look at the location. If it is an established location see if there's someone that can give you a tour showing the salient points of the design.

Utilities

If your school is near a big utility such as a power station, waste disposal centre, water/sewage treatment works, hospital, rail terminus, see if you can visit it. Sometimes there will be precedent for a visit, sometimes not. If school visits are not normally conducted there, speak to the manager and see if you can make it happen! Sometimes you might meet blanket disapproval "Health and Safety won't allow it." If you meet with this try to speak to another manager and ask them "How far can we go?" "Can we visit the perimeter fence and can someone talk us through it?" "Can we walk around the grounds and can someone speak to us about what goes on inside?" Everyone you speak to will have been a school age child sometime, and if you have no joy try to speak to someone else who might be more sympathetic. Get the name of the CEO and ring them!

What to be wary of

Sometimes you can find someone who is very interested to help. They might be very enthusiastic, but they are not a teacher, and they can very quickly produce a day and a talk that is excruciatingly boring! Work with the person you get hold of and steer them in a way that will keep the talking short and sweet. Very cool, short, high production videos in board rooms tend to appeal but long Powerpoint presentations full of graphs

and tables will have pupils fidgeting, even if they have put on biscuits afterwards!

Strategies for Revision

Andrew Lee

Use Mnemonics

It is always a good idea to have pupils learn mnemonics to help them remember groups of information such as factors affecting climate in the British Isles.

You can use your own ideas in the classroom, which has the benefit of constant reiteration, or you can show pupils how to create them themselves, or you can reasonably do both.

If you are caught with a whole sequence of letters that don't seem to spell a word, try the Anagram Server here: <http://wordsmith.org/anagram/> which will allow you to put in a sequence of letters and it will find all the word combinations you could use, and you can then just choose the one that seems most appropriate.

The anagram server is a great tool for cover lessons too, especially if you are in the computer room. Get pupils to enter countries and place names and try to find interesting 'hidden words' with strange connections to the places. Or completely unrelated to geography, they can always find an anagram of their name. Beware - sometimes they might not be complimentary - it's random after all.

Get out the Atlases

Atlases are very underutilised in schools. Remind pupils how to use the index, and the map index (map with grids showing page numbers with grids outlining the area shown), the table of contents, and the pages relating to scales and keys. Follow this up with a game where you call out a place name and they have to find it (by putting their finger on the page on the map). You can start with the atlas closed and pupils hands on their heads or somesuch, just to make a fair and even start. Have them standing up and when they succeed they sit down. This means that the weakest pupils, who might take the longest and finding places, get the most experience and everyone, in the end gets a turn. If someone's clearly struggling, match them up with an early winner so they can peer teach skills to the weaker candidate.

Atlas Quiz:

Give out pieces of paper, group pupils into groups of around four. Ask 5 questions from the atlas per round. Pupils do not have an atlas, but can confer with each other. They write the answers on their papers. Tell them that there is a bonus mark for the quietest group (this helps with classroom control!) (Some will call out and

give away answers until they get the hang of it, and then they will try to whisper wrong answers to put people off the track!). Ask questions such as "Which city does this river flow through?" or "Which of these two cities is further North or South?" or "What is the capital of?" or "What major body of water lies between these two countries or cities?" If the quiz is flagging a little, or towards the end of the lesson try a double points round. Score 3 points for first or equal first high score, 2 points for second or equal second high score and 1 point for third or equal third point score. No points can be scored by a team if they score no points. 1 point bonus for the quietest team. In a double points round, double the silence points too, and remind pupils that they have a strong advantage if they keep collecting the 'silent points.'

Revision document:

Produce a revision document that tries to cover an entire chapter in the fewest words possible. This can be a useful tool for pupils as well as providing a writing exemplar for being succinct.

Diagrams

Give a lesson on drawing good diagrams. Tell pupils they will need a sharp pencil, coloured pencils (also sharpened), a pen and a short ruler. If you have a classroom presenter, do this on the screen in front of them. Otherwise you can do it on an electric whiteboard, even though it's a bit more fiddly. Alternatively do a diagram at the same time you set them to draw one, and stand up and show it around the room as you do it part by part, so they can see the stages you went through.

Conceptual Diagrams

Teach pupils to use diagrams such as compound bar charts, pie charts, and Venn diagrams to understand processes and key ideas. This helps the penny drop and is an excellent skill for scholarship candidates.

The Layered Curriculum

Andrew Lee

This whole world's wild at heart and weird on top.

Lula in *Wild at Heart* dir. David Lynch

The world is indeed a layered place and if geographers are to teach good geography they need to teach it in a layered way. Geography is about simultaneity and pupils need to know this. This means that when teaching them we need not only to teach in a layered way, but also reveal to pupils that this is how they are being taught. This is teaching where the bones of pedagogical structure show. 🍌

What might this mean for pupils at the chalk-face? Pupils, for example, need to know that a survey on litter is not just about learning about rubbish but is also about teaching them how fieldwork and research is done. It is also about getting them to work together in groups, and to get them familiar with using tools to measure things. It is about getting them to think mathematically, practically and spatially. It is also about drawing conclusions about the world that are useful and could conceivably lead to change. Geography is often about empowerment.

Whilst this might seem somewhat idealistic in that pupils will persist in thinking that they are just 'doing litter' in geography, they will need constant reminding. During a plenary pupils need to be reminded what they have learnt, about the issues that they have dealt with. If they have discussed how their litter counting was a little suspect, then tell them they have learnt how to do research and to look for problems, this is something that they would not have done with such focus before the lesson.

The other thing that teachers can do is to set homework that reinforces these layers. In the above unit of work for example, have pupils list what skills they have learnt, or how their research might be useful to someone outside the classroom and get them to think who they could show it to. Have pupils write up their mathematical discoveries such as, "Our initial counts were varied widely until we got better at carefully counting (chewing gum, or cigarette butts or litter of some other kind.)"

After holiday periods a teacher might also spend a lesson looking at where pupils might have visited during the holiday and this is a good opportunity to use atlases. Whilst your pupils might like to think they have hoodwinked you into digressing from the lesson programme, tell them that they are revising their atlas skills and that your further digressions about place are designed to help pupils pull together various parts of their geography course.

Teaching Key Stage 2: A Little Animated Resource Visual Overview of KS2 Geography Andrew Lee

Although many junior prep school teachers may be teaching syllabus variants that are constructed by Heads of Departments or may on the other hand be working through a programme of study developed commercially, individually or collaboratively, one likes to believe that junior years teachers might be covering and/or exceeding topics that are expected in Key Stage 2. The National Curriculum Key Stage 2 curriculum is reasonably demanding and has

quite specific areas that pupils are expected to cover. As many teachers of pupils at this Key Stage might be non-specialists, the Rediscovering London's Geography programme at the Royal Geographical Society sponsored by the Department of Education and supported by the Mayor of London asked me to structure an animated overview of what pupils are expected to cover. This is a fun, and accessible way to look at what KS2 expects and even though it's not designed for pupils, it is something that teachers might want to share with them should they deem it appropriate.

As this is a new resource, it would be great to get some feedback, ideally directly back to the RGS or otherwise to me.

Standard URL: <http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resourcesSubject+knowledge+an+imation+Key+Stage+Two+geography.htm>

TinyURL (shortened if one has to write it down or type it): tinyurl.com/SATIPS15-2-1

QR Code (show this QR code to a QR app on your mobile phone and it will load instantly)

Building Exam Papers that are good to sit and efficient to mark. Ten Useful Ideas Andrew Lee

One of the nice things about teaching geography is that with fewer lessons to teach per class per week than the mathematicians, English teachers and scientists, geographers often get to see more pupils than others and get to know a bigger cross section of the school. The challenging aspect of this is that it tends to mean more exercise books to look at and manage, more parent-teacher evenings and more exam scripts to set and mark. This article provides some ideas for making exam papers more effective.

1) Try to make papers really interesting. For younger pupils mapping exercises can often be hand drawn and creating an island to teach grid references can be built with features named after teachers or even their initials. Mr Kaye Bay, Dr Lee Sea, Mr Jordaan Mountains etc. Pupils will enjoy going through the paper more too.

2) Try not to rush the writing of an exam script. Exam scripts can often be poured over by parents and others and poorly worded questions lead to answers that have to be accepted even though it might not have been the objective of the question, just because some kind of ambiguity crept in. You can't blame a pupil for honestly, if mistakenly, answering a question that was ambiguously worded.

3) Do the hard work when writing the paper. Try not to write questions such as "Find an example of a primary industry on the map," when there are 15 farms as you will need to look each one up for each answer! Instead consider giving three grid references of economic activities and ask which one is a primary industry. There will only be one correct answer and pupils will need to demonstrate that they have effectively looked up three grid references.

4) Make sure any map testing tool you use or build is very clear and that you haven't missed out numbers in sequences or that a number is not obscured by the photocopier. Make the original paper crystal clear!

5) Clearly write on the front of the paper your policy on spelling and sentences, which might read, "Spelling is important so carefully check your work."

6) If you would like pupils to get in the habit of colouring diagrams in exams, then make sure you remind pupils and/or parents to bring/send them, or better still and if resources permit, have the school provide small 6 colour sets for exams. These can be bought very cheaply especially if you buy half-length pencils. Should you have any pupils in detention, they could sharpen them in advance of exams!

7) Whilst you may, as I have been in the past, keen to set papers that replicate the CE layout, so as to familiarize pupils with its format, consider creating exams, still using the same fonts and layout, but with a question and answer sheet. One of the things that causes delay with geography exam marking is page turning. With a little careful design it should be possible to get all the answers onto one double-sided, folded A3 sheet, which minimizes the paper you might have to carry home (if you're a home marker) and it certainly will minimize page turning, both for marking and for adding up. If you make sure pupils do not mark question sheets, it will also be possible to reuse papers and makes good environmental sense.

8) Make sure your paper is passable. It is easy to be over zealous in setting a paper that many pupils will fail. It has probably happened to most teachers sometime along their career, that they have got their exam expectations wrong and the exam marks range from 35% to 55% or some such which are never nice to give back to pupils. Without dumbing down the entire paper, provide easier warm up questions at the outset some designed for the weakest candidates to score well on. Interestingly weaker but hard working candidates can often score well on global locations, sometimes even scoring much higher than stronger candidates who have not revised

thoroughly, and this has the capacity to build their confidence even on a paper that is designed to differentiate. Geography should be demanding but as teachers we need to make sure pupils are encouraged and can show what they do know.

9) Include differentiating questions. I have written in a previous edition about writing exams with differentiating question sections. For example a question on microclimates might have some easy to get marks for remembering aspect or shelter etc, where higher level thinking skill marks might be awarded if a pupil can draw conclusions about localized weather in the face of a weather event for example. See if you can build a mark scheme that keeps these marks in different columns so you are able to see which pupils are doing well in recall and which are doing well in the 'imaginative/hard geographical thinking.'

10) Whilst some schools are good at having pupils systematically go through papers at the end of an exam to search for errors etc, others are happy for pupils to read once they have finished and have looked over their paper. For junior candidates in particular you might want to provide a puzzle at the end of an exam where pupils can find words from within another such as:

If you have finished every question in the paper and have checked it for correctness, spelling and grammar, then see how many words you can find in the word:

C O N S E R V A T I O N