Curriculum design 4 Geography
Your role as a 'curriculum maker’

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3 November 2020
7.00pm-8.30pm
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 Enser

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)
1) What is meant by ‘Curriculum’?

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

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

<table>
<thead>
<tr>
<th>Geographical Journey (Learning Sequence)</th>
<th>Where have we come from?</th>
<th>Where are we going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key question or focus (Aim)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key geographical concepts/terms for lesson (Context: What Geography?)</td>
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</tbody>
</table>

→ Place (importance of context)
→ Space (spatial dimension)
→ and Environment (surroundings)
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
Three levels of curriculum design

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

**The Core Knowledge Debate is Vital:** What knowledge should all students have? Any selection has cultural bias - so what do we include and exclude?

Curriculum making

- **Lesson plan**
- **Scheme of work**
- **Key stage plan**

**Geography programmes of study**

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.
→ 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) ..
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

Curriculum design
Theory
Chapter 1
School curriculum evolution in a centralized era.

What is the curriculum?

Chapter 2
School curriculum planning
- Principles of design in geography
- Impact of hyper-socialized school environment
- Ofsted research findings leading to definition of curriculum

Chapter 3
Progression and curriculum design
- What is progression in geography – what does it look like?
- Concepts and geographical thinking
- The curriculum and progression

Curriculum design
Guidance
Introduction
Big picture of the curriculum design process.

Chapter 4
Curriculum intent
Stages 1-3

Chapter 5
Curriculum Intent
Stage 4 designing the curriculum

Chapter 6
Curriculum
Stage 5 Implementation
The role of enquiry
Fieldwork
Assessment

Chapter 7
Curriculum Impact
Stages 6 & 7 evaluation

Curriculum design
Practice
Chapter 8
Schools explain their curriculum design process

Fortismere School 11-18 mixed comprehensive, Muswell Hill, London.
Kirsty Holder
Head of Geography

Spalding Grammar School,
11-18 Boys
South Lincolnshire.
Dr Aidan Hesseywood,
Head of Geography

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‘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 a 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 makes it a pleasure to read.’

H Stanley Judd

Contents

Chapter 1: Curriculum Fundamentals
Chapter 2: Curricular Planning
Chapter 3: Assessment and Feedback
Chapter 4: Curriculum Instruments

= 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 learned over time in a spaced manner.

“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 answers and discuss their responses in pairs.

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)

1. Create a need to know
   - Be curious
   - Speculate
   - Use imagination
   - Generate ideas
   - Make links with existing knowledge
   - Identify issues
   - Ask questions
   - Plan how to research

2. Use data
   - Locate evidence
   - Collect evidence
   - Select evidence
   - Sort data
   - Classify data
   - Sequence data

3. Making sense and make connections
   - Relate existing knowledge to new knowledge
   - Describe
   - Explain
   - Compare
   - Contrast
   - Analyse
   - Interpret
   - Recognise relationships
   - Analyze values
   - Classify values
   - Research conclusions


Mark Enser

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

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Margaret Roberts
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

**Simple model of how memory works:**
- **Working memory** – small/finite
- **Long-term memory** – build schemata and retrieval of information

*Research findings*
KONWLEDGE SCHEMA

CONTAINER MODEL

CHUNK
- Tree Diagram
- Mind Map
- Concept Map

COMPARE
- Venn Diagram
- Double Spray
- Crossed Continua

PATH MODEL

SEQUENCE
- Flow Chart
- Cycle
- Flow Spray

CAUSE & EFFECT
- Input-Output Diagram
- Fishbone Diagram
- Relations Diagram

Research findings
Knowledge is generative (sticky)...

Connection of old knowledge to new knowledge

Hooks/old learning

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

Heather Fearn, Inspector, Curriculum and Development Lead
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.
1. *Prisoners of Geography* by Tim Marshall
   - Splitting the world into 16 distinct regions suggests our key political drivers continue 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* by 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 warmer place.

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

4. *Connectography* by Parag Khanna
   - A guide through the emerging global network civilization in which megacities compete 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* by 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* by Alastair Bonnett
   - From forgotten enclaves to floating slums, 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* by 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* by 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 21st century, we die for them. We need to understand the symbols that people are rallying around.

9. *Adventures in the Anthropocene* by Galia Vince
   - Our planet’s 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* by 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* by Paul Collier
    - Explains how 2 billion people in the 25 poorest countries are trapped in “the Bottom Billion”. "What will it take to get them out of poverty? The answer, in Collier’s world view, is to focus on the 800 million people who have never seen a dollar and who are being left behind.

12. *10 Billion* by 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* by 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* by 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.
All comes together around the notion of **YOU** as the Curriculum Maker.

- **WHAT**
- **HOW**

**Who are the pupils?**

**What knowledge?**

**How are you going to teach it?** (Pedagogy)
You as Curriculum Maker

keep a balance between
Curriculum (What) + Pedagogy (How)

Curriculum design 4 Geography is key to subject knowledge development

ANY QUESTIONS?

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