

# Secondary Network Meeting Autumn 2022

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@RibbK



# Meeting Focus

- Development of subject specific knowledge and an understanding of strong progression and sequencing.
- Enhancing subject leadership.
- Structuring key stage 4 to ensure pupils are well prepared for the next phase of their education.
- Providing high quality key stage 3 provision that builds successfully on key stage 2.
- Ensuring all pupils, including the most vulnerable are able to make excellent progress.
- Sharing good practice and work.



# GCSE 2022: Plus, Minus, Interesting

A LOT OF STUDENTS  
ARE FEELING POSITIVE...

The  
Student  
Room



luce  
@tayswiftsgf13



aqg geography paper 1... a god send, absolutely amazing  
#gcsegeography #aqageography #gcses2022

SOME EVEN HAD TIME TO CATCH  
UP ON BEAUTY SLEEP...



Gugarz  
@Gugarz



me after finishing the geography exam in 30 minutes  
#gcses2022 #edexcel #GCSE #geography



STUDENTS WERE SURPRISED  
NOT TO SEE ANY CASE STUDIES...

The  
Student  
Room



Milk fan  
@SpicyMilkCarton



Edexcel making half the geography course about case studies just to not put any in the exam #gcse2022 #gcses2022

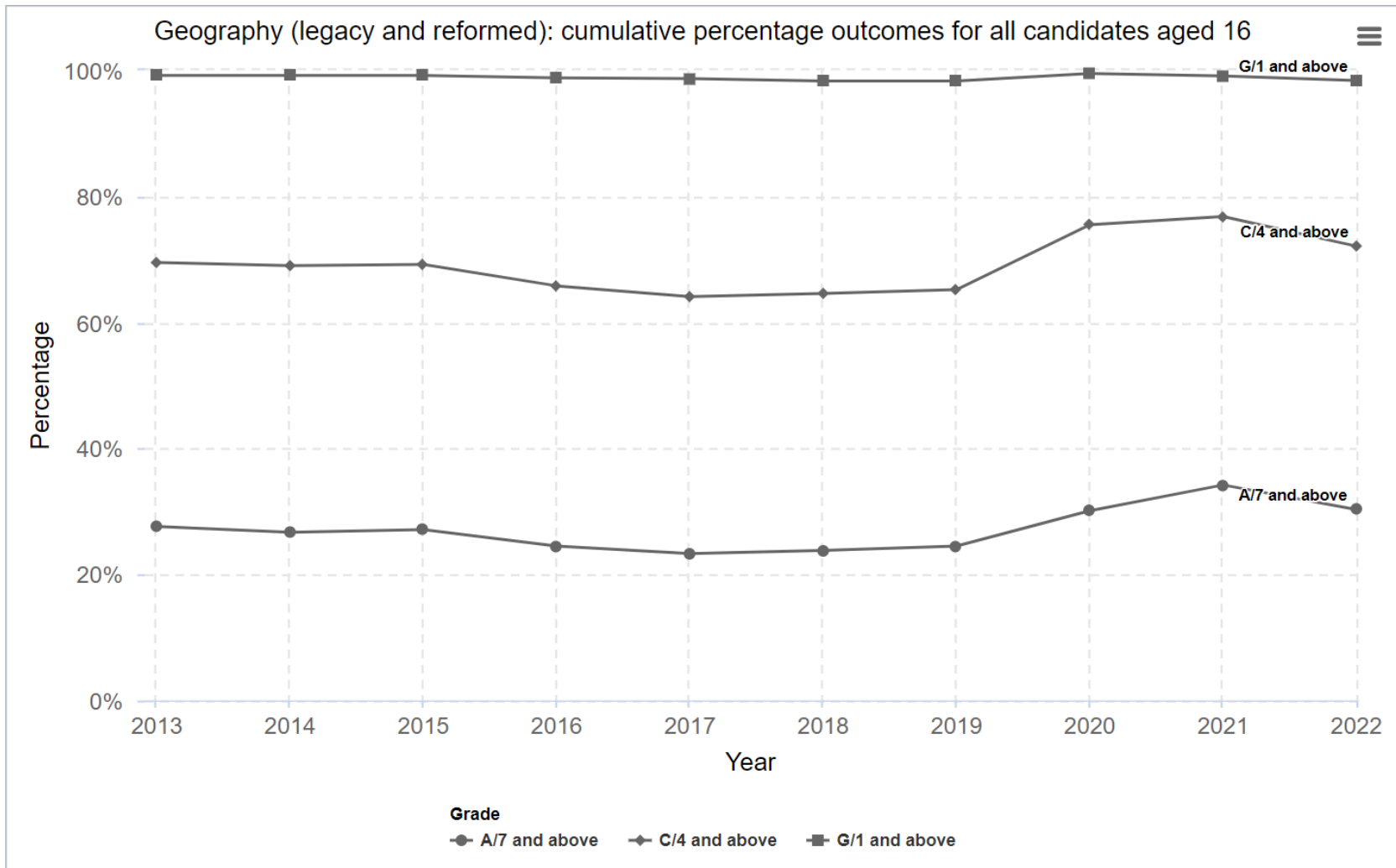


loz  
@iheartllauren



so we didn't even need case studies?? #gcses2022 #gcsegeography #edexcelgeography

# [Guide to GCSE results for England, summer 2022 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



## All subjects:

Year	Entries	7+	4+	1+
2022	5,708,871	26.3%	73.2%	98.4%
2021	5,745,945	28.9%	77.1%	99.0%
2019	5,547,477	20.8%	67.3%	98.3%
Change 2019-22	+166,424	+5.5%	+5.9	+0.1%

## Geography:

Year	Entries	7+	4+	1+
2022	289,351	30.8%	72.7%	98.4%
2021	256,110	35.0%	77.4%	99.1%
2019	265,169	24.9%	65.8%	98.4%
Change 2019-22	+24,182	+5.9%	+6.9%	0%

# Gender imbalance

- The gender imbalance for geography entries is unchanged from last year at 54:46 (M:F).
- Or on a scale of 1 to 49, where 1 represents the most popular subject with females and 49 the most popular with males, geography ranked 37, compared with a mid-point of 26 for all subjects. History ranked 20, so was chosen proportionately by more females.

Comparing UK outcomes for all subjects by gender, female students again out-performed males. Compared with (2019 results in brackets), the proportion of females achieving grades 7/A also increased more than males.

	<b>7/A</b>	<b>4/C</b>	<b>1/G</b>
<b>Female</b>	30.0 (24.1)	76.7 (71.7)	98.8 (98.8)
<b>Male</b>	22.6 (17.6)	69.8 (62.9)	98.0 (97.8)

# Uptake

For the 11th year in a row the number of students learning GCSE geography has risen again and is now 289,351.

## Popularity of geography at GCSE compared with other subjects

Top 10 GCSE subjects in 2022<sup>4</sup>

Ranking	Subject	% of total 2022 (2021)	Number of candidates
1 (1)	Science: Double award	15.8 (15.6)	904,012
2 (2)	Mathematics	13.7 (14.1)	782,783
3 (3)	English	13.3 (13.6)	756,462
4 (4)	English literature	10.8 (10.7)	615,328
5 (5)	History	5.1 (5.1)	292,199
6 (6)	Geography	5.1 (4.9)	289,351
7 (7)	Religious studies	4.3 (4.2)	243,252
8 (8)	Art and design subjects	3.6 (3.6)	205,657
9 (9)	Biology	3.3 (3.2)	186,445
10 (10)	Chemistry	3.1 (3.1)	177,925

[Grading exams and assessments in summer 2023 and autumn 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

We expect that overall results in 2023 will be much closer to pre-pandemic years than results since 2020. This decision means that results in 2023 will be lower than in 2022

Senior examiners will be guided in their decisions about where to set grade boundaries by information about the grades achieved in pre-pandemic years by cohorts of students, along with prior attainment data. That means the 2023 cohort will be protected in grading terms if their exam performance is a little lower than before the pandemic.





# ***"It is utterly critical to remember that these exams aren't designed to tell you what to do next"***

- There is a difference between '**informative**' and '**interesting**' data
- Look for **patterns over time**, including mocks
- Beware of small cohorts
- Carefully compare teachers results to **find areas of excellence**, dig into why things are working well for a particular teacher, and find some practice that could be shared.
- **Get scripts back where:**
  - ✓ Students have outperformed what you expected from them. They did something really well. Can you replicate it? This is especially helpful for middle/lower end grades that are above expectations.
  - ✓ Students have significantly underperformed. What went wrong? Are there any commonalities that perhaps could work into your teaching?
- **Consider what might need to be tweaked about KS3** – are there misconceptions with deep roots? Is there better groundwork that could be done in Years 7-9?
- **Keep looking for big patterns, not small things.** Don't tear up a load of planning if a tricky 8/9 mark question hasn't gone well

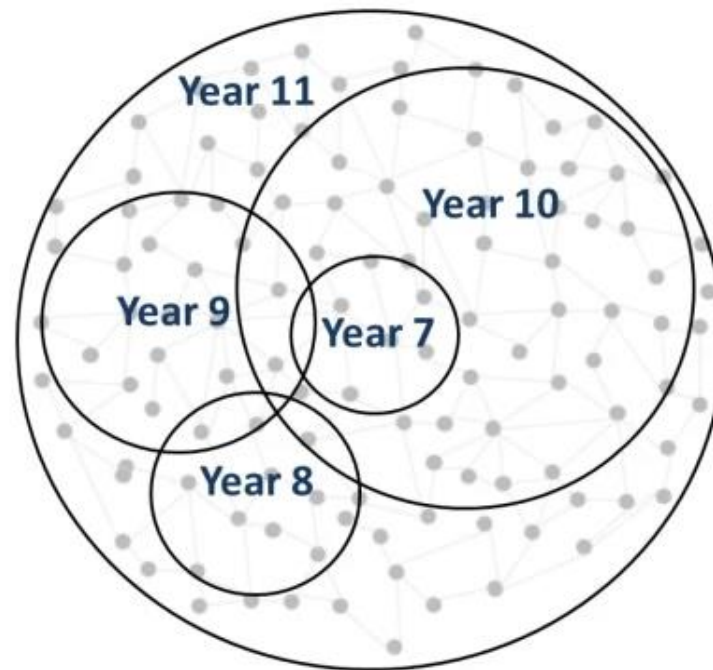
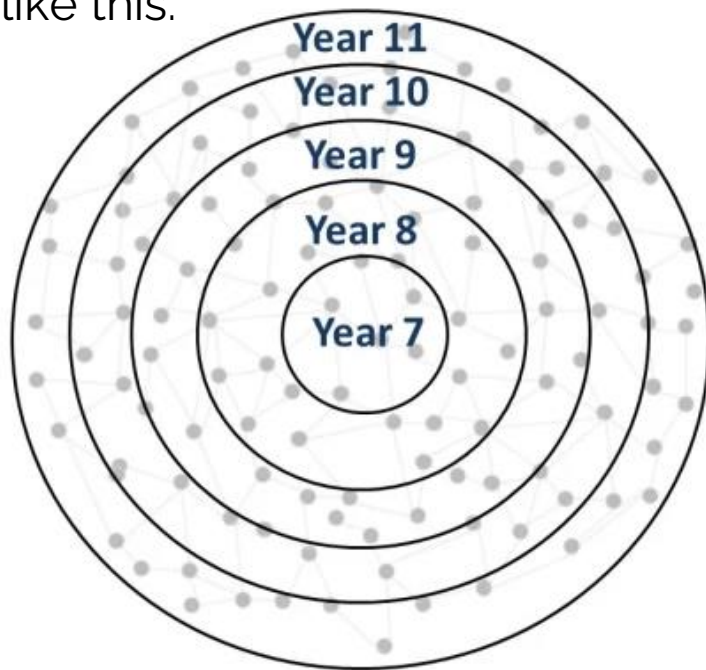


## Curriculum as a progression model –

**Adam Boxer:**

Some (including Ofsted) describe the curriculum as the progression model. "As soon as your students start studying your domain, a long-term outline might look like this:

"It's probably not as neat as that, and the way you have planned to cover your domain might look a bit more like this:"



[What to do after a mock? Assessment, sampling, inferences and more – A Chemical Orthodoxy \(wordpress.com\)](http://www.wordpress.com)


Reflecting on what success looks like for your students, where do you begin in Year 7 and why?

What geography experiences have your students had at KS2?




# Lower KS2 Geography


23/2/22  
Lo: To explore the impacts of erosion on rocks and how this links to sand




Hedland Large rock cliff face that sticks out in the sea



Pebbles small, smooth and round edges.

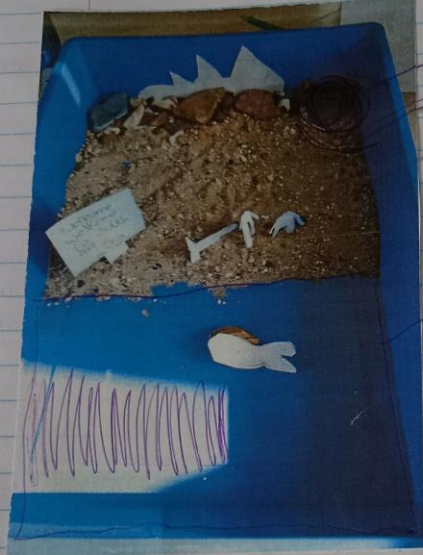


Sand tiny grains



Rocks: solid large to median sized with sharp jagged edges

28/3/22  
Lo: To label the features of a coast and explain how those features link to erosion.



Rocked Head Land  
Rocks  
Pebbles/shingles  
Sand  
Ocean

The sand is close to the Ocean because it was eroded a very long time ago. The Rocks have likely been eroded. The process of erosion can be very dangerous if the rain is really heavy or in a storm.

Year 3



7/3/22  
Lo: To identify and label features of coastlines

design an  
kayin oob

### Features of Coastlines

beach  
arch  
cave  
beach coast  
stump  
stack  
headland

coast ✓ headland beach ✓ cave ✓ arch ✓ stack ✓ stump ✓



# Upper KS2

Date: 4/5/2022

Step 2: Question -  
Find out something  
new to enhance  
understanding - to  
be inspired and  
curious.

Subject: Geography

L.O: Know about the wider context of  
places and identify the physical  
characteristics and key topographical  
features of countries.

✓ TN ②

Context: Where in the world is Africa and what is it like? Where  
is the Ivory coast?



Hampshire  
County Council

Hampshire

IMPROVEMENT

Wednesday 21<sup>st</sup> September 2022

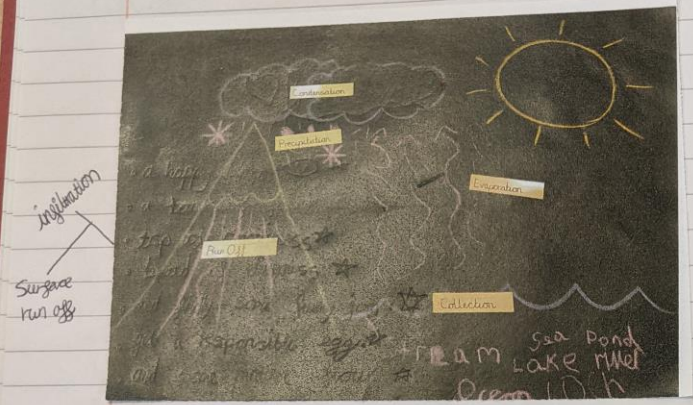
to understand the process of evaporation and condensation. ✓

When we had a look at the bags, I saw that the bag had water droplets on the side of it. The water evaporated up because of the heat, but when the water hit the top of the bag it turned the 'water gas' cold again, and turns it into water droplets again and runs down the bag. This is called condensation. Then the water collects again in the bottom of the bag, and the process happens again. ✓



Thursday 8<sup>th</sup> September 2022

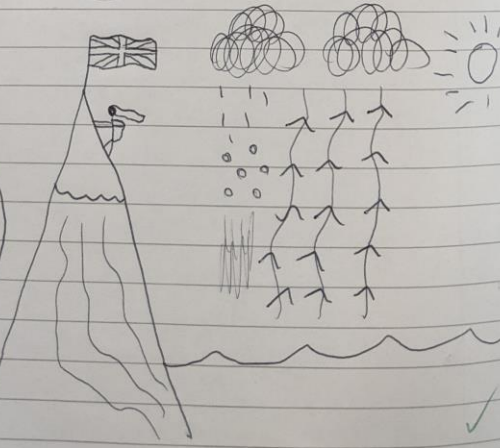
to explain key vocabulary related to the water cycle. (3)



Evaporation  
When a liquid turns into a gas. This happens because of the sun's heat.

Collection  
The water runs off the mountains and into the rivers, streams and oceans.

Condensation  
The gas starts to turn into clouds. The evaporation process will carry on happening until the cloud gets ~~so~~ very heavy, ~~that~~ it falls to the ground in the form of rain, hail, snow, sleet or mist.



of IT

# Anak Krakatau 2018

Location:



Fatalities:

More than 400 people died, and 90,000 were displaced



What damage has been caused?  
Volcano study

Impact: One of it's flanks, collapsed into the ocean and the region's shorelines were hit by a major tsunami

Countries Flag:



Five Fabulous Volcano Facts:  
In English, it translates to child of Krakatau.

Height: 288m

The volcano erupted over several months not days. The volcano generated the loudest sound in history. The loudest sound in history. The loudest sound in history.

Type of Volcano:

- Stratovolcano
- age of rock: Holocene-veijana
- mountain type: Somma-Stratovolcano.

Historical fact: It first erupted in 1883 and it killed 35,000 people

Other eruptions: It's first in 1883, then in 1927 to be followed by loads of eruptions in the 21st century.





In central gardens  
 less architectural shapes  
 down  
 Horse carts



Fashion has changed was movement  
 underground station  
 During war? rations?  
 a lot of horses  
 More sound, air, noise and light pollution.

building have been demolished  
 lot's of notes  
 Is this a factory?  
 wider banks



Was the water brown?  
 Dock cranes

You can just walk down to the water.

Work buildings



copper

larger buildings

More Populat

Why is the water brown?

Scaggolding

More metals were used in buildings.

# River Walk

On Monday 13th of June my class walked along 2 small streams.

We saw how sometimes a river goes underground and comes back up.

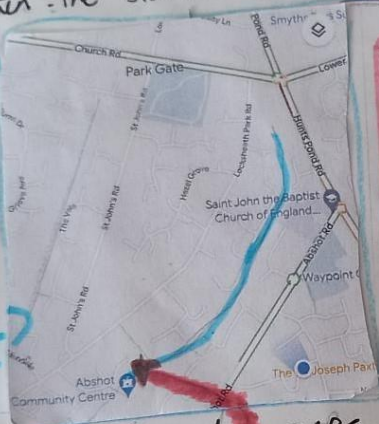
We found out that where there are culverts there are silver knobs that people would hook themselves onto to unlog the drain. The drains got filled with sticks people had to unlog.

The streams ~~we~~ followed were very hard to track but we suspect they lead into the Solent.



Where we walked!

▲ = our river we walked along.



our local area!

We went all around



We sat near a culvert and sketched out the fence and pillars. We had to think really hard about the position of everything.

For example the fence stops people from getting hurt.

A culvert is a structure used to take rivers underground and into a new place. They bring all the water out of pipes like this one.

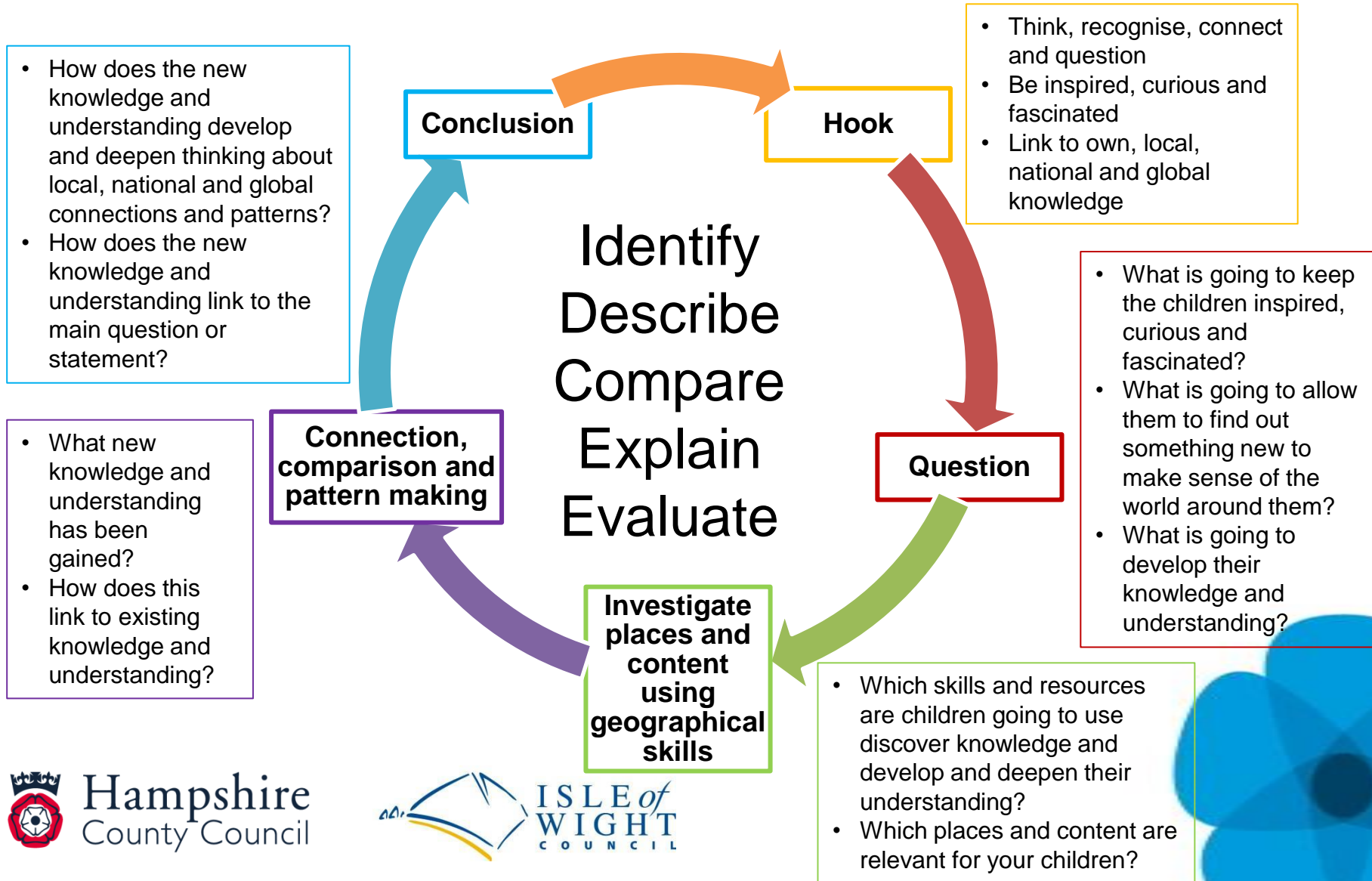
Pipes go under peoples houses, under grass and everywhere to make sure a river can carry on.



man has placed boarding to stop the river bank collapsing into the (Culvert near community centre.)



# A geographical approach to a lesson or a sequence of lessons



# Year 6-7 Transition ideas

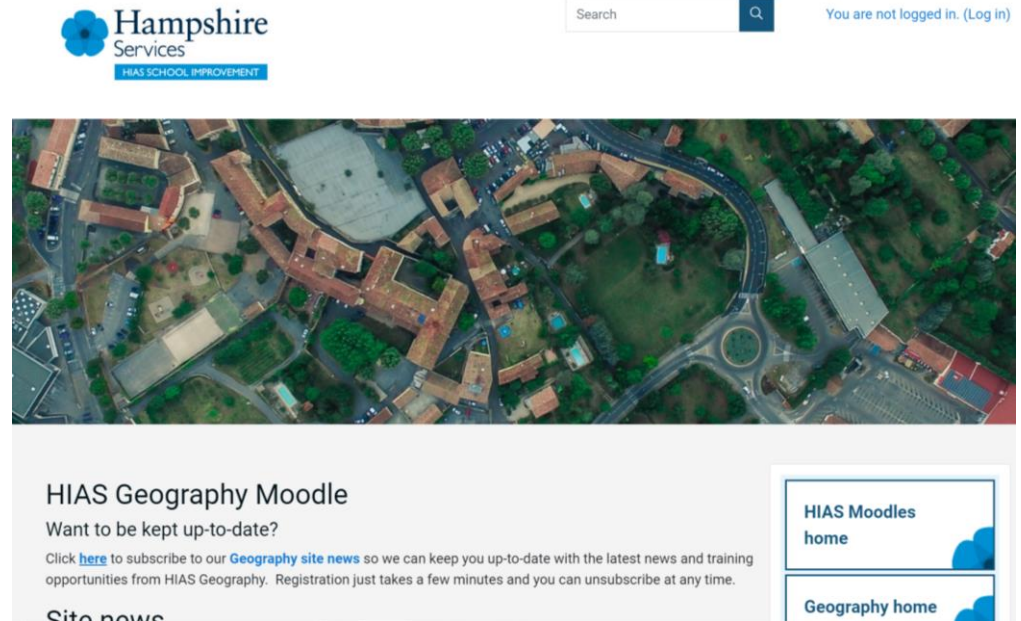
- **Geography Passport** – Y6 students complete entries on a geographical 'passport' recording geographical topics, concepts and skills studied in KS2. These can be used to stimulate discussions about the different geographical experiences that students have had, along with influencing the curriculum planning process at the start of Y7
- Producing a **mental map** of their local area, home and/or school to establish map skills and local area knowledge



# Geography Moodle

## New resources include:

- Teachmeet 13th Sept
- Literacy materials
- Resources to support students with SEN



The screenshot shows the top of the HIAS Geography Moodle website. At the top left is the Hampshire Services logo with the tagline 'HIAS SCHOOL IMPROVEMENT'. To the right is a search bar and a login link that says 'You are not logged in. (Log in)'. Below the header is a large aerial photograph of a school campus. Underneath the photo, the text reads 'HIAS Geography Moodle' followed by 'Want to be kept up-to-date?'. Below this is a link to subscribe to 'Geography site news' with a brief description: 'Click here to subscribe to our Geography site news so we can keep you up-to-date with the latest news and training opportunities from HIAS Geography. Registration just takes a few minutes and you can unsubscribe at any time.' At the bottom left of the screenshot, the words 'Site news' are partially visible. On the right side, there are two buttons: 'HIAS Moodles home' and 'Geography home', both with blue flower icons.



# What **geography** are you surfing?



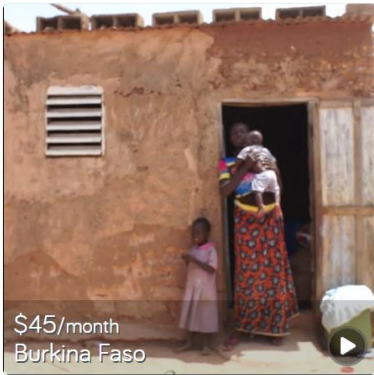

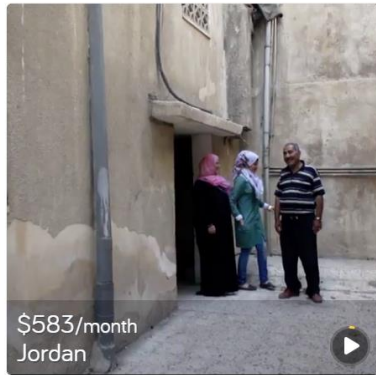
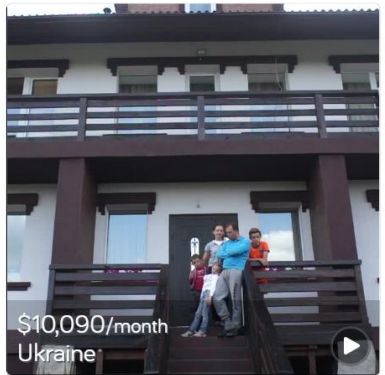
# Dollar Street

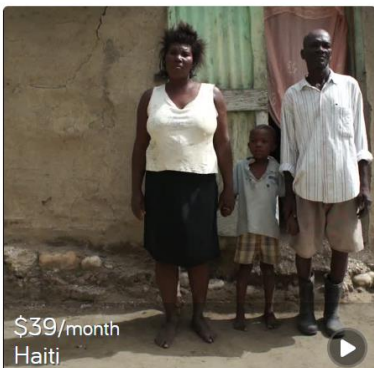

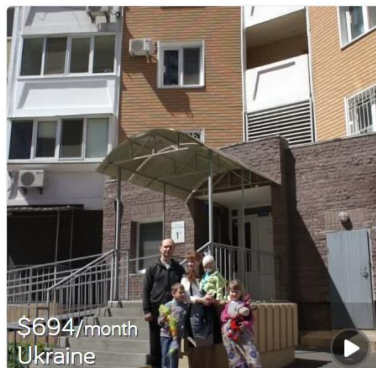

200 homes in 50 countries have been photographed and filmed providing brilliant visual content to study how people live in different countries.

Browse by continent and by income to help explore different settler

 Families ▾ in The World ▾ by income per month 

POOREST RICHEST

 <p>\$45/month Burkina Faso</p>	 <p>\$194/month Philippines</p>	 <p>\$583/month Jordan</p>	 <p>\$10,090/month Ukraine</p>
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 <p>\$39/month Haiti</p>	 <p>\$228/month Serbia</p>	 <p>\$694/month Ukraine</p>	 <p>\$6,316/month Ethiopia</p>
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# 39 ways to save the planet – RGS supportive resources





# Met Office Climate Change Resources



LEARN ABOUT

## Climate change jargon busting

 Explore



LEARN ABOUT

## Exploring climate change data

 Explore



LEARN ABOUT

## Climate Change P4C activities

 Explore



LEARN ABOUT

## Download all climate change activities

 Explore



LEARN ABOUT

## Exploring climate impacts - lesson plan

 Explore



LEARN ABOUT

## Climate stripes collage DIY activity

 Explore

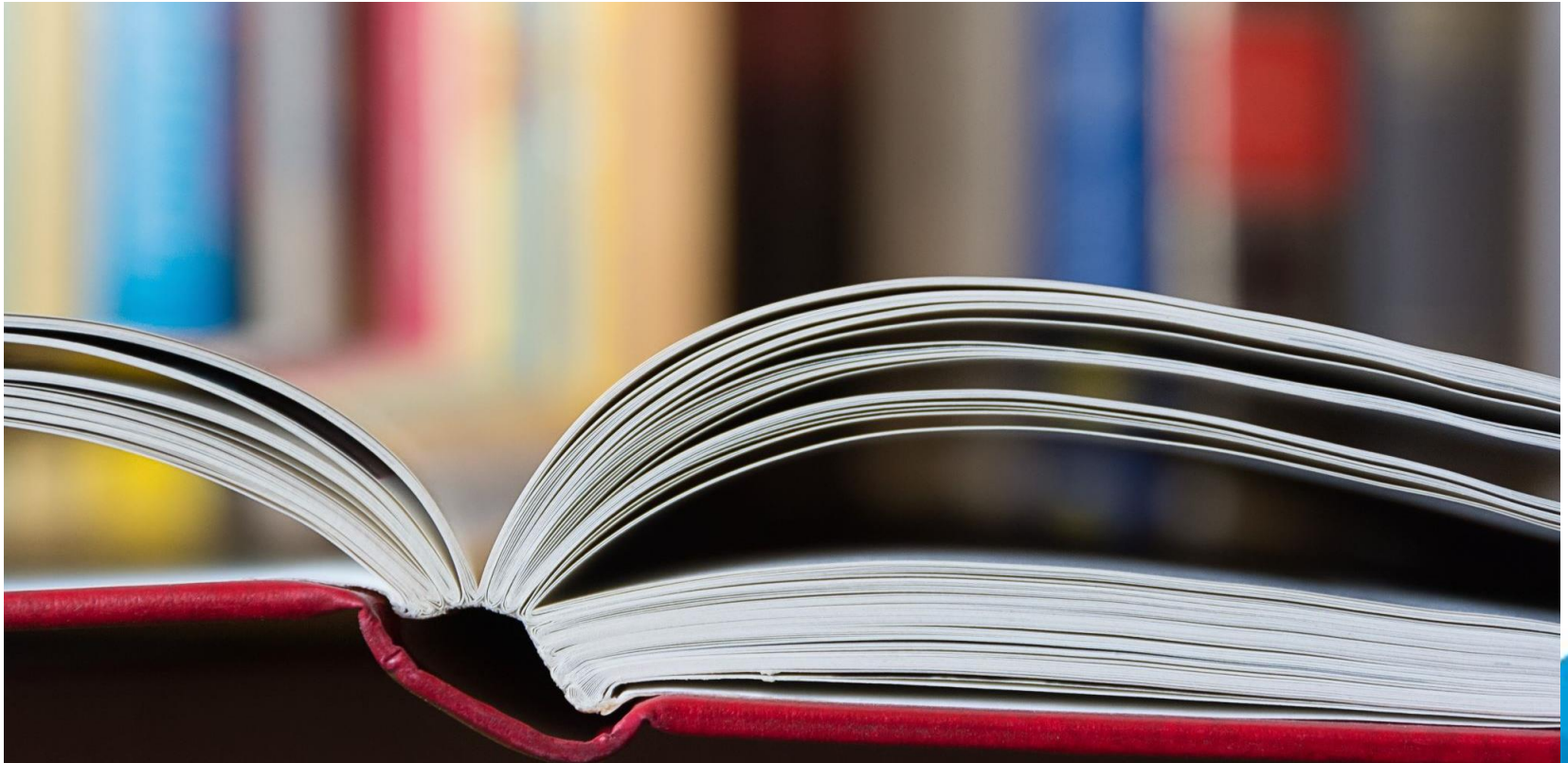


# Writing from nature

- Poetry activity from the National Literacy Trust created with the RSPB aimed at supporting children to appreciate the outdoor environment.
- The activity is designed to help explore the nature on our doorsteps and support enjoyment in writing.
- With a focus on geographical vocabulary this idea can be easily adapted to support children in learning and using geographical keywords



# What **geography** are you reading?




# Royal Geographical Society Literacy Lowdown (rgs.org)



## RETEACH

### RETEACH

Search in Geography

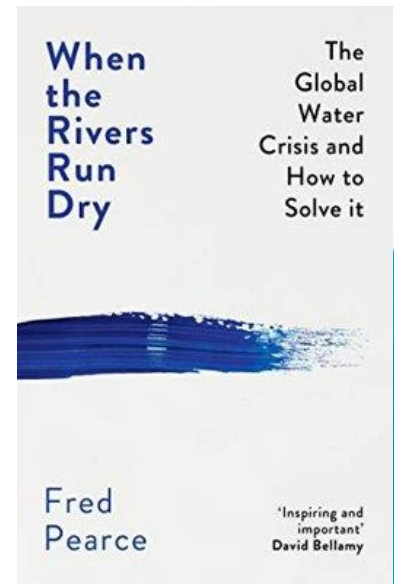
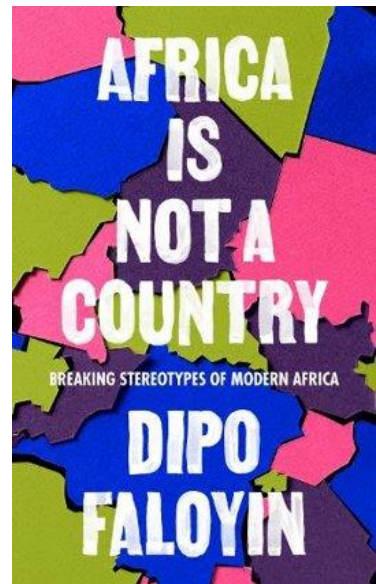


- For teachers seeking fresh viewpoints, deeper subject knowledge and diverse thinking
- Resources to help you offer students broader perspectives on key topics
- Free to access guides
- Written by subject experts

**NATURAL HAZARDS**  
All about natural hazards

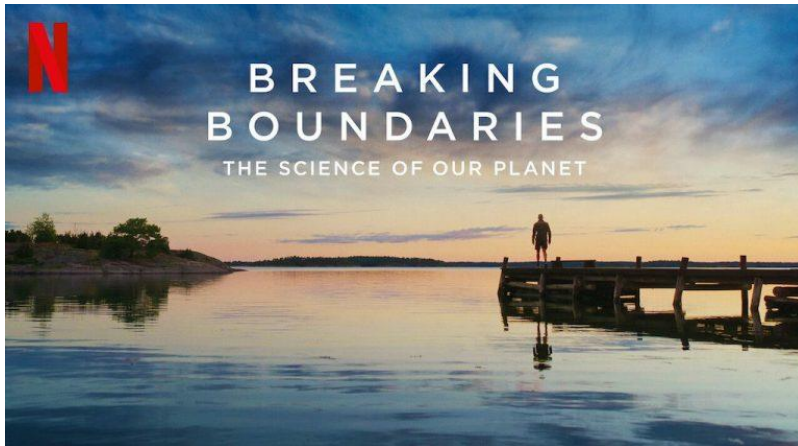
**ECOSYSTEMS AND ENVIRONMENTS**  
All about ecosystems and environments

**PHYSICAL LANDSCAPES**  
All about physical landscapes



# What **geography** are you watching?





[Earth's Great Rivers II - BBC](#)



# Geography dates for your diary

3rd Nov	<a href="#">Outdoor classroom day</a>
6-18th Nov	Cop 27 – Sharm el Shiekh
14-18th Nov	National Geographic Geography Awareness Week
26th Nov – 4th Dec	National Tree Week <a href="https://documents.hants.gov.uk/education/trailblazer/Tree-Activities.docx">https://documents.hants.gov.uk/education/trailblazer/Tree-Activities.docx</a>
5th Dec	United Nations world soil day <a href="https://documents.hants.gov.uk/education/trailblazer/Soil-Activities.docx">https://documents.hants.gov.uk/education/trailblazer/Soil-Activities.docx</a>



# Get children outdoors to play and learn, on Outdoor Classroom Day and all year round!



## Outdoor Classroom Day

3 November 2022

Join us

Upcoming dates  
3 November  
2022

## About Outdoor Classroom Day

Outdoor Classroom Day is a global movement to make time outdoors part of every child's day. On two days of action each year, teachers take children outdoors to play and learn. All year round, the Outdoor Classroom Day community campaigns for more time outdoors every day.





# Subject updates: Natural History GCSE

## [Green light for 'game-changer' GCSE in Natural History \(ocr.org.uk\)](https://ocr.org.uk)

The model specification, which suggests what the qualification should look like, outlines how pupils would be able to understand “specific organisms and the setting in which they live”. They would also learn about the human impact on the environment and how this has evolved.

Oates said it was “very carefully developed” to ensure that overlap with other subjects such as sciences and geography “wouldn't be a problem”.

The specification says natural history has a “unique mix of scientific, geographical and ecological knowledge, skills and approaches”, with learning outcomes “very different” to those of biology or geography.

For example, while those two subjects include knowledge of habitats and components, natural history would expect “first-hand experience” of habitats through observation and research.

## [The inside story of the new natural history GCSE \(schoolsweek.co.uk\)](https://schoolsweek.co.uk)



## Aims

Curricula based on this framework should provide opportunities for... curiosity about the world; wonder, joy and passion; the key concepts, distinctive practices, skills and applications of the subject; dynamic links and interrelationships; addressing real world issues; promoting independent thinkers, informed, engaged citizens.

## Disciplinary knowledge

Features of the discipline significant for school geography\*

<i>Geographical key concepts</i>	<i>Geographical practice</i>	<i>Geographical application</i>
How geographers think and know – thinking like a geographer. Learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas. Clarifying the distinctiveness of geographical thought. Place, Space, Earth Systems, Environment Time, Scale, Diversity, Interconnection, Representation	How geographers find out – working like a geographer. The argumentation and analysis involved in confirming how we know what we know, as well as the more practical skills, methods and approaches of geographical enquiry. Qualitative and quantitative enquiry in classroom and field.	How geographers apply their knowledge to the world. Applying knowledge, understanding and skills to real world challenges and issues – living peacefully and productively with others and ensuring our future on the planet. Learning about application and learning to apply for themselves).

## Substantive knowledge

Lies behind and supports all disciplinary knowledge\*

The full range of contextual and specific knowledge of the world around us (often called world knowledge) including locational knowledge; tangible features such as rivers, mountains, cities, countries and landscapes; and also more abstract features such as economic systems, community beliefs, everyday practices and imaginative place representations.

All curriculum development requires a selection of substantive content to be made. At national level a minimum entitlement can be stated.

Criteria for selection initially derive from the discipline but later will be added to by curriculum developers to address other purposes at national, sub-national and school level.

## The key components in a framework for developing the school geography curriculum

The overall aims of this initiative are to produce an enduring, underpinning view of the nature of the school subject and to articulate what geography contributes to young people's education.

It will be published later 2022/early 2023 and currently seeking views from members

# Ofsted inspection changes from Sept 2022

- 1. Curriculum grace period has ended.** When it introduced its new inspection framework in September 2019, Ofsted put in place “transition arrangements”, which gave schools a grace period in which to bring their curriculum in line – this has ended. A new grade descriptor has been added to the quality of education judgement, “as we do not expect the curriculum to be perfect or a finished article” (Chris Russell, Ofsted Blog 22.7.22)
- 2. Name changes.** Full section 5 inspections will now be called “graded inspections”, while shorter section 8 inspections of ‘good’ and ‘outstanding’ schools will now be called “ungraded inspections”.
- 3. Time to move on from temporary covid measures.** Ofsted acknowledged that Covid “continues to have an impact” but it also said that education providers were “moving on from an emergency response to the pandemic and returning to more usual ways of working”.  
[A webinar from the East of England region - geography curriculum - YouTube](#)



# Ofsted Geography Research Review 2021

## Sound locational knowledge is vital:

- Ofsted said locational knowledge – “knowing where’s where” – was one of the mainstays of geographical education and teachers should recognise it helps pupils “build their own identity and develop their sense of place”.
- The review added that growth of this knowledge contributes to pupils’ understanding of geographical processes.
- “Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.”

[Research review series: geography - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series-geography)



# Strategies to narrow the gap

Megan Sargeant

Head of Intervention at Cantell School



# Next Meeting 17th Jan - Teams

Focus on reading following Amanda Spielman, Her Majesty's Chief Inspector, blog about the importance of reading –and the need to help struggling readers as they start secondary school.

Exam board geography leads will be presenting from AQA, EdExcel



Focus on strategies to support Students with SEN

[Thousands of year 7s struggle with reading - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://www.blog.gov.uk/2016/09/01/thousands-of-year-7s-struggle-with-reading/)

