

# geog.

## newsletter

SPRING 2008

## The new Key Stage 3: From the national curriculum to our curriculum

Traditionally, geography schemes of work have been organised around places and themes. This has often led to students being exposed to a lot of content, with less emphasis placed on exploring its relevance. Linkages between this accumulation of knowledge have not always been investigated to their full extent, producing a curriculum that has sometimes lacked challenge or coherence for the learners.

The new geography curriculum offers the chance to reinvigorate and re-energise the subject. There is now less prescribed content, but an increased focus on some key ideas and skills that underpin the subject. This gives students the opportunity to 'dig deeper' into some parts of the curriculum or 'linger longer' when their understanding perhaps remains incomplete. It is vital to understand that the revised Programme of Study is not 'content-free', but is intended to offer geography teachers greater flexibility and allow the development of a more 'local' curriculum within a national framework.

One major change is the more explicit reference to some key geographical concepts:

- place
- space
- scale
- interdependence
- physical and human processes
- environmental interaction and sustainable development
- cultural understanding and diversity.

These are not designed to be taught directly or separately, but they should underpin learning and permeate teaching at KS3. Fieldwork and enquiry feature heavily in the new curriculum, together with graphicacy and GIS.

The Programme of Study is a framework for planning, not a whole curriculum in itself. The importance statement has been re-written and is a powerful starting point

for the review of the existing curriculum and for planning future changes. Teachers should not be afraid to use this statement to develop some aims for geography, personalised for their own schools.

It is then important to discuss what places, themes, and issues students should study. You will need to make decisions about:

- What to keep?
- What to change?
- What to remove?
- What to add in?

Much of what is currently taught could be retained, but it is likely that all schools will need to make changes to their current KS3 provision. Indeed, evidence of the positive impact of curriculum-making on students in a school is likely to be well received.

The opportunity is there for you to 'localise' the curriculum, exploring issues or themes that are of direct relevance to the students in your school. It is an opportunity to build upon the students' own experience – their personal geographies – to stimulate their interest in events at a variety of scales and to inspire them. Ultimately a curriculum can be developed that is statutory, 'local', and most importantly enjoyable and engaging for the learners.

The new KS3 curriculum, being phased in from September this year, has three broad aims. These are designed to enable all young people to become:

- successful learners who enjoy learning, make progress, and achieve
- confident individuals who are able to live safe, healthy, and fulfilling lives
- responsible citizens who make a positive contribution to society.

*Justin Woolliscroft, until recently Head of Geography in a Staffordshire High School*

Hello! Welcome to the spring term *geog.* newsletter. We are delighted to announce that the third edition of the *geog.1* is now published in order to give you plenty of time to prepare for the new curriculum. But don't worry; if you want to continue using the second edition, it is remaining in print for the foreseeable future.

Best wishes  
The geography team

**Are you coming to the GA this year?**  
Come and visit us and claim your **FREE goodie bag!** Simply tear off the voucher at the back of this newsletter and bring it with you to stand no.77 and 78. The 2008 annual GA Conference is being held from 27th – 29th March at the University of Surrey, Guildford.  
For more information go to [www.geography.org.uk/events/annualconference](http://www.geography.org.uk/events/annualconference).



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## What's new about the third edition?

The revised Key Stage 3 Programme of Study demands relevance and topicality. So, when we came to write the third edition of *geog.1*, we wanted to provide some new and exciting content. We'll do the same for *geog.2* and *geog.3*. This will give you choice and flexibility, and will help you put in place a course that will suit and engage your students.

Each students' book is now 12 pages longer. All facts and figures, examples and case studies have been updated. Where appropriate, new case studies have replaced old ones.

### What's new in *geog.1*?

1. **It's geography** now introduces the Earth as our planet, showing how it is being changed by natural forces and human activities and how we all have a place on it. It introduces the kinds of topics students will study in geography – and how looking around and asking questions will make them good at geography.
2. **Making and mapping connections** has a new spread looking at mental maps – which we think will help to make maps easier and more accessible for students; we then build up to maps drawn to scale and with grid lines.
3. **Settlement** now concentrates on the fascinating story of Aylesbury, and finishes by looking at how 15,000 new homes are planned for the town and the prospects for the sustainable development of the town.
4. **Exploring Britain** has a new spread looking at how the UK is linked to other countries.
5. **Rivers** has a new spread about how we use and harm rivers.
6. **Floods** now focuses on the summer floods of 2007, with Tewkesbury as the case study.
7. **Sport** has kept the best bits of football – with a new case study about Liverpool FC's new ground – and now includes the London 2012 Olympics.
8. **Our restless planet** has two new case studies: the Kashmir earthquake of 2005 and the Boxing Day tsunami.

### What's new in *geog.2* and *geog.3*?

In *geog.2*, we're planning a chapter bringing together **the threats to our planet**, plus chapters on **Global warming** and **Our capital city: London**.

In *geog.3*, we're thinking of doing two new country case studies – **The USA** and **China**.

### What else?

Looking at the activities, we have tried to make sure that students working at the lower levels are eased in, but that there's also stretch and challenge. We have also included activities that promote enquiry, encourage critical evaluation, and provide skills practice.

The revised curriculum is as much about assessment as content. We now provide a dedicated assessment file with an **OxBox CD-ROM**. We are very pleased that the new **OxBox** software includes electronic formative and summative assessments completed on-screen with feedback.

The **resources and planning OxBox CD-ROM** contains videos, PowerPoint presentations, all the photos and diagrams from the students' book, interactive activities, and lesson planning, as well as worksheets and enquiries.

*geog.123* author team



## What would you like to see in *geog.3*?

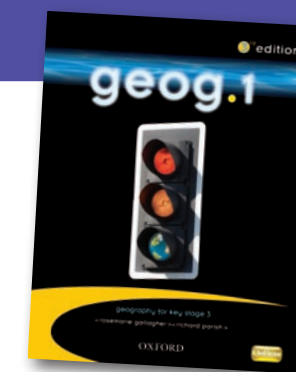
Is there a particular case study or topic you would like to see in the third edition of *geog.3*? Then drop us an email – we always welcome new ideas and suggestions.

Email your suggestions to [shelly.phillips@oup.com](mailto:shelly.phillips@oup.com).

## CASE STUDY UPDATE

### TEWKESBURY UNDER WATER

The third edition of *geog.1* covers the recent 2007 summer floods and includes a case study on the floods in Tewkesbury. Below is an extract from this.



#### Some holiday!

Ellen lives in Tewkesbury. This is how her summer holiday started, in July 2007.

#### Friday 20 July

School over. They let us off at lunchtime. I get totally soaked on the way home. It has been raining for days. Now it's bucketing.

Dad gets home from work early. Looks very worried. Says the river is going to flood. By the time it's dark, the bottom of the road has turned into a lake. There are cars floating in it. I think one is Mr Lenon's.

#### Saturday 21 July

Doorbell wakes me. It's a man in a yellow jacket, giving out sandbags from his truck. The lake at the bottom of the road is getting closer. Dad looking even more worried.

Dad puts the sandbags in front of the door. Mum shouts 'Food for the forces' and goes off in her wellies. She comes back with torches and bags and bags of food. She says 'Now stop messing around and start carrying things upstairs.'

Lots of stuff upstairs now, except big things like the sofa. A lot is stuffed into my room, worse luck. Dad is in the attic looking for the camping gas stove. He sticks his head out the hatch and shouts 'Charge your mobile phones, you lot, and don't waste them chatting.' Okay, done.

He thumps up and down stairs all night, checking. Keeps us all awake.

#### Sunday 22 July

Get up early. Water coming in under the front door, in spite of the sandbags. Scary! Dad turns off the gas and electricity at the mains. He says 'We don't want an electric shock or a gas leak, do we?'

Spend the day upstairs, looking out the window. Street is like a river. No computer, no TV, nothing to do. We see all kinds of things floating past. A bin, garden chairs, flip-flops, books, a football, onions, a brolly. Helicopters and rescue boats on the go all day. Tom says he sees a dead cat. I hope not.

Water everywhere downstairs now. It is over the first step on the stairs. Mum gets a call from Julie, to say the tap water could run out any minute. The Mythe water treatment plant is flooded, so they shut it down. Mum says get ready to be very smelly.

#### Monday 23 July

First thing, Mr Simpson bangs on the door to say they're giving out bottled water at the Town Hall. Dad and I go to get some. We stay close to the wall until we can climb out of the water.

It's really quiet on the High Street. No traffic, and people standing around talking. One woman is crying. Most of the shops are closed. We queue at Somerfield for milk and a few more tins.

The taps are empty now. So can't wash, or flush the loo. The water company has put bowsers (water tanks) around town. You have to collect water from them in buckets. But it is not safe to drink.

#### Wednesday 25 July

I'm SO BORED. Stuck in all day. They won't let us out in case there's sewage in the flood water. I'm SICK OF SANDWICHES. Dad went out this evening with his buckets. Came back without any water. All the bowsers empty. He's VERY annoyed.

#### Friday 27 July

The water has drained away. It looks awful downstairs, and it stinks. Water got into the fridge and the kitchen units. Weeds on the carpet. I even saw worms on it. DISGUSTING. Sofa soaking. Wallpaper loose. Loads of mud and rubbish outside the front door.

A man from the insurance company arrives to check on the damage. Mum says we'll get money but not for a while.

#### Monday 30 July

A council truck takes away the ruined carpet and sofa and things.

Still no tap water in our street. That's a whole week! Mum says she's HAD ENOUGH, we're going to Aunt Eileen's. Dad looks extra worried and says he'll stay here until the water comes back on, and to keep burglars away.

I'm glad we're going. I'm fed up here. I can't wait to have a shower.

### New feature in *geog.123*

The third edition of *geog.123* is packed full of *What if...* questions and scenarios. These are great for creating lively discussion and getting your students engaged in the topics. We've picked out some of our favourites here.

### What if...

- ...we could build houses wherever we wanted?
- ...a new disease wiped out all the humans?
- ...Britain was still joined to France?
- ...London had lost the bid to host the Olympics?

## Say goodbye to late-night lesson planning

The geog.123 OxBox is your electronic 'one-stop shop' loaded with lesson planning tools, classroom resources and assessment material.

For each year, there is a *resources and planning OxBox CD-ROM* and an *assessment file OxBox CD-ROM*. These can easily be integrated onto your network or VLE and allow you to have it all in one place to save you both time and money. Much of the content is fully customizable so you can personalise teaching and learning and it's so flexible you can even add your own resources!

To view an online demo, log onto [www.OxfordSecondary.co.uk/geography](http://www.OxfordSecondary.co.uk/geography). Alternatively, request to view the full product on 30 days' free approval using the order form below.



### Order Form

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Complete to place a firm order

Tick here to evaluate free for 30 days

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