



Staff

Mrs N Ireland	Head of Faculty
Mrs R Zacune	Subject Leader Geography/Humanities Teacher
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Department Vision

The Geography department's aim is to create informed and active future citizens who understand how our lives are both shaped by and impact on the environments we inhabit. We want students to be curious about the ever changing world we live in and by studying current issues at local, national and international scales, we hope to encourage students to see the relevance and importance of the subject as a global citizen.

Students will extend their knowledge and understanding of physical and human features in the world by studying a broad range of interesting and stimulating topics. We will provide opportunities to use and develop geographical skills, such as data analysis, decision-making, mapping, the enquiry process and fieldwork skills, with the hope of producing interdisciplinary, geographical thinkers who are able to deal with 21st century issues.

National Curriculum Aims

The National Curriculum for geography aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length;

Curriculum Overview

Year 9	Term 1	Term 2	Term 3
	India: An emerging country	India: An emerging country	Changing industry and impacts (SOT)
Year 9	Term 4	Term 5	Term 6
	Geology and the UK physical landscape	Global inequalities	Ecosystems and environmental issues
Year 10	Term 1	Term 2	Term 3
EDEXCEL B GCSE	Hazardous Earth	UK physical landscapes (rivers)	UK physical landscapes (coasts)
Year 10	Term 4	Term 5	Term 6
EDEXCEL B GCSE	UK Changing human landscapes	Case study of Birmingham	Geographical Fieldwork Skills
Year 11	Term 1	Term 2	Term 3
EDEXCEL B GCSE	Development dynamics	Challenges of an urbanised world	People and the biosphere
Year 11	Term 4	Term 5	Term 6
EDEXCEL B GCSE	Consuming energy resources	Revision	
Year 12 EDEXCEL A LEVEL	Globalisation, Regenerating Places, Managing Tectonic Hazards, Coastal Landscapes		
Year 13 EDEXCEL A LEVEL	Superpowers, Health, Human Rights and Development, Water Cycle and Security, Carbon Cycle and Energy Security		

Feedback Policy: June 2018

At Biddulph High School, we recognise that regular Feedback is vital in driving student progress. Feedback can be written, verbal, can be given through assessments or digital technology.

All Faculties must ensure that Feedback:

- is specific to individual students;
- is target driven, outlining specific actions that should be taken to secure improvements;
- is prompt (within two weeks of an assessment);
- is regular, concise and clear;
- facilitates a student response through which progress can be demonstrated;
- addresses all literacy errors or misconceptions.

Each Faculty has their own, specific expectations for Feedback (see below). It is the responsibility of Faculty Heads and Subject Leaders to ensure that these expectations are:

- communicated to all stakeholders (staff, students, parents);
- delivered consistently across Faculty teams.

Assessments in each Faculty / Subject should be carried out in accordance with the School's Assessment Calendar. As a minimum, students should be assessed (and given feedback on the assessment) once per half-term.

Faculty / Subject Policy – Humanities and Social Sciences

Students need information and guidance in order to plan the next steps in their learning. The Humanities faculty believe that oral and written feedback are closely interrelated and provide opportunities for staff to identify students' strengths and to give clear and constructive advice on which areas need improvement. A supportive classroom ethos is essential so that students feel safe to take risks, for example by giving speculative responses to challenging questions. Once teaching routinely provides good oral feedback, then it is possible to provide more informative and selective written feedback.

Oral feedback within the Humanities and Social Sciences Faculty:

Oral feedback is a powerful force for moving students on and will be the most regular and interactive form of feedback used. It is both direct (targeted to individuals or groups), but also indirect (others listen and reflect on what has been said). Students should be provided with oral feedback in every lesson. Oral feedback may be provided in a variety of ways:

- correcting an error;
- providing information;
- appraising and praising;
- challenging;
- seeking clarification;
- urging amplification, exploration or development;

- redirecting learning or activity;
- focusing or orienting learning;
- confirmation and moving learning on;
- crystallising steps;
- distilling and summarising learning;
- encouraging students to reflect.

Staff will use a variety of oral feedback measures, the main purposes of using different types of feedback is to:

- acknowledge what students have learned and encourage them to reflect on and extend their learning still further;
- recognise that students need time to reflect on their learning;
- encourage students to pose further questions to clarify or further develop their own or each other's thinking;
- encourage students to make next steps;
- teachers' comments should always be both positive – recognising students' efforts and achievements to date, and developmental – offering specific details of ways forward.

Written Feedback

Teachers are required to provide students with written feedback where necessary and this will assist students to recognise their next steps in learning and how to take them. Written feedback will be constructive ensuring that students are clear about what is expected of them. The success criteria will be a reference point for a teacher's written feedback and needs to be shared and made clear to students (and where appropriate) in advance of attempting a task.

It is important (for staff) to consider how prompt and regular feedback can be given that will encourage students to think about their work and the task. The written feedback will:

- focus on the learning objectives selectively;
- confirm that students are on the right track;
- stimulates the correction of errors or improvement of a piece of work;
- scaffolds or supports students' next steps.

Examples of the type of written feedback that students will be provided with by staff within the Humanities Faculty:

- yellow-box marking;
- focused on the use of subject specific terminology and compliant with the BHS Literacy Policy;
- bullet point actions;
- whole-class feedback sheets;
- simple question prompts: Why? How? Explain?
- linked to success criteria, mark schemes and level descriptors;
- encouragement of "up-wording"

- supportive;
- linked to modelling of exemplar answers;
- quizzing;
- deeper-marking of one/two selected pieces.

Peer and Self- Assessment/Feedback:

Humanities staff will also aim to ensure that there are regular opportunities for both peer feedback and self-assessment. In order for this to be effective the following will be taken into consideration:

- the criteria for evaluating any learning achievements must be transparent to students to enable them to have a clear overview, both of the aims of their work and of what it means to complete it successfully;
- students should be taught the habits and skills of collaboration in peer assessment.
- students should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these aims as they proceed;
- peer and self-assessment make unique contributions to the development of students' learning – they secure aims that cannot be achieved in any other way;
- checklists and reference to mark schemes and level descriptors will be utilised in order to support students in the decision making process.

Student responses to feedback:

Students in Humanities lesson will be required to regularly and purposefully engage with the feedback provided by staff:

- students should be engaged in a reflective review of the work they have done to enable them to plan their revision effectively;
- students should be encouraged to set questions and mark answers to help them, both to understand the assessment process and to focus further efforts for improvement;
- students should be encouraged through peer and self-assessment to apply criteria to help them understand how their work might be improved;
- students should strive to be pro-active and should be prepared to learn;
- purple Pen responses should be:
 - a response to feedback;
 - improvement – extension;
 - re-draft;
 - completion of a correction;
 - to work to “close the gap” on the issues identified.
- students should also ensure that their work displays high levels of presentation and that it meets the standards and expectations of class teachers

“Working together to achieve our personal best”