

SUMMER 2023

GEOGRAPHY



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LEADING AN OUTSTANDING GEOGRAPHY DEPARTMENT

CODE 9363

ABOUT THIS COURSE

These are exciting and challenging times to lead in Geography.

This brand-new course for Spring 2023 will consider what excellence in a Geography department looks like, and the role of the Head of Geography in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimising teaching and learning, for managing teachers experienced and inexperienced, and for establishing and maintaining a position for Geography within a school.

It will conclude with an overview of what the working year of a Head of Geography involves, and of the opportunities and challenges the job presents at various stages in its life cycle. It will offer constructive, pragmatic advice derived from experience, and will aim to incorporate lively discussion and question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas.

This course is designed for current Heads of Geography and for anyone interested in holding such a position or in contributing to the management of a Geography department.

PROGRAMME

	TIME
What is a successful Geography department?	10.00 – 10.30am
<ul style="list-style-type: none"> The position of Geography within a school: variables, challenges and opportunities The quality of teaching and learning Managing staff towards happiness and fulfilment Expectations and outcomes: senior leadership, the intellectual environment, public exams and progression to higher education 	
Student recruitment	10.30 – 11.30am
<ul style="list-style-type: none"> Key Stage 3: curricula to attract and retain students Engaging interest in work at GCSE Stretch and challenge without intimidation Developing the department as a physical space Beyond the classroom and the curriculum: educational visits and trips Promotion and advertisement using traditional and new media Geography in a digital world 	
Discussion: coffee break	11.30 – 11.45am
Leading outstanding Teaching and Learning in Geography	11.45 – 12.30pm
<ul style="list-style-type: none"> Implementing effective strategies to ensure a consistent and effective experience for all learners How a Head of Geography can model outstanding teaching and learning Developing curricula and schemes of work Making effective use of assessment and assessment data Understanding when to be restrictive and when to allow creative autonomy Using a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of the new curriculum Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college 	
Lunch and informal discussion	12.30 – 1.30pm
Staff Development: How to support and develop your staff	1.30 – 2.40pm
<ul style="list-style-type: none"> Strategies for managing your staff, from experienced to inexperienced and new teachers Making observation and appraisal processes as effective as possible Involving others in decision-making, planning and delivery Making the most of departmental meetings How to introduce change: reducing resistance and addressing concerns Developing curriculum expertise in your department Matching your curriculum and your staff and to your team Strategies for maintaining the highest quality of teaching and student performances over time Making the right appointments and coaching for successful performance Professional development: what type, how and who? Implementing and managing departmental systems and paperwork 	
Discussion: afternoon tea	2.40 – 2.45pm
How it works: the Head of Geography	2.45 – 3.40pm
<ul style="list-style-type: none"> Managing your time and workload: variables and the work-life balance The pros and cons of delegation Planning ahead and finding time to do so Preparing for Inspections Department evaluation – driving up improvements to enhance performance Maintaining freshness and enthusiasm: professional and intellectual development Peaks, troughs and the long run: responding to success and failure Working with the SLT; the confidence to champion and compromise 	

LOCATION/DATE

London

Thursday 22 June 2023

Monday 23 October 2023

COURSE LEADER

Richard Bustin is Head of Geography at a West Sussex college and has held a variety of geography teaching roles in schools. He is on the editorial board of the Geographical Association's Teaching Geography journal, where he writes, commissions and edits articles of interest to geography teachers. Richard has authored a number of books and articles on geography education, including 'Geography Education's potential and the capability approach' which won the GA Silver Award. He particularly enjoys supporting beginning teachers, and as such mentors and presents to trainees across the country.

WHO SHOULD ATTEND?

- Heads of Geography Departments
- Aspiring Heads of Geography Departments
- Heads of Humanities
- Senior Leaders responsible for Geography

BENEFITS OF ATTENDING

- Consider what makes a Geography department excellent, and the role of the Head of Geography in achieving excellence
- Look at a range of strategies for improving and maintaining recruitment of students
- Look at ways in which a Head of Geography can develop and improve teaching and learning within the department
- Enhance your ability to lead, support and nurture teachers in your department
- Examine the yearly workload of a Head of Geography and the life cycle of the job
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Geography position

TEACHING AQA A-LEVEL GEOGRAPHY FOR THE FIRST TIME

CODE **9365**

ABOUT THIS COURSE

This course is designed for new teachers and teachers in their first years of teaching AQA A-Level Geography and focuses on how to facilitate excellent outcomes for all students across the three components of the course.

The course focuses on pedagogy and practice and provides specific guidance and support for both the written exams and fieldwork components. There is an emphasis on how to structure the course and offers a raft of tips and strategies for supporting students in their bid to access the top band marks.

Although aimed at teachers of AQA A-Level Geography this course would benefit teachers of other exam boards.

PROGRAMME

TIME

Overview of the AQA A-Level Geography course, including challenges and what to expect from pupils 10.00 – 10.40am

- Ensuring teachers and students hit the ground running in September
- Key challenges and opportunities – areas to focus your teaching around
- Mapping out and structuring the course over 2 years to engage all students
- Understanding the assessment objectives to improve your teaching and planning
- An overview of all the components – what you need to know when starting
- Recognising which areas will be most challenging for you and how to address these issues
- Developing an understanding of what an A/A* student's performance looks like, and how to get there

Discussion: coffee break 10.40 – 11.00am

Physical Geography: How to Teach Component 1 Effectively 11.00 – 12.00pm

- Analysis of the different structures and ways of teaching Section A: Water and Carbon Cycles
- Pitfalls and easy wins when teaching Section B: Hot desert systems and landscapes, Coastal systems and landscapes and Glacial systems and landscapes
- Introduction to teaching Section C: Hazards or Ecosystems under stress
- Teaching for success, how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies
- Teaching across the ability range; Scaffolding up to ensure top students are challenged, while not leaving lower ability students behind.

Aiming for Success in Component 2 – Human Geography 12.00 – 1.00pm

- Planning for successful teaching for Component 2
- Planning for a mixed ability group, teaching methodologies, flipped learning and using retrieval practise to boost student performance.
- Pitfalls and easy wins when teaching, with focus on Section A: Global systems and global governance
- Developing teaching strategies for Section B: Changing places
- Effective techniques to teach Section C: Contemporary urban environments, Population and the environment and Resource security
- Building in opportunities for students to practice exam technique in a low stake's manner

Lunch and informal discussion 1.00 – 2.00pm

Component 3: How to meet the Challenges of the Geography Fieldwork Investigation 2.00 – 2.50pm

- Approaches and methods for teaching this component keeping to the strict exam parameters
- How to develop students' referencing skills
- How to structure teaching to ensure that all students have an understanding of the demands of the investigation
- How to ensure the authenticity and independence of students work
- Understanding the expectations of the exam board in terms of top mark responses
- What does a Level 4 investigation look like?

Discussion: afternoon tea 2.50 – 3.00pm

Achieving Unbelievable Results 3.00 – 3.30pm

- What does it take to go from a C/D to an A/A*?
- How can you plan to overcome barriers?
- How can you prepare for the written exams to secure the highest marks
- How to gain top marks in the longer essay questions
- Revision strategies, tactics and exam techniques

LOCATION/DATE

London

Friday 30 June 2023

Wednesday 11 October 2023

COURSE LEADER

David Rogers is a multi-award-winning Geography teacher, chartered Geographer, former Head of Department and Senior Leader in a large south coast school. He also works as a behaviour lead. He is the author of 100 Tips for quality geography and edits a series of GCSE textbooks. He has also written online resources including the classroom study aids to enhance student performance.

WHO SHOULD ATTEND?

- Teachers new to A-Level Geography
- Teachers just entering their second/third years of teaching A-Level Geography
- Teachers lacking in confidence in the qualification and wanting to refresh their practice may also benefit

BENEFITS OF ATTENDING

- Take away strategies to support the development of students' written and practical skills
- Develop an awareness of effective planning and structuring of the course
- Learn how to manage design and performance candidates simultaneously
- Develop strategies to promote effective learning and the collaborative practices which underpin components 1 and 2

AIMING FOR A/A* IN AQA A-LEVEL GEOGRAPHY

CODE **9366**

ABOUT THIS COURSE

This A/A* course, new for Spring 2023 is aimed specifically on how to ensure your students achieve the highest marks in AQA A-Level Geography. It will focus on exploring the characteristics of work produced by students at the highest levels and delve into a range of teaching materials and strategies designed to ensure that students achieve the top grades of A and A*.

PROGRAMME

Thinking Deeply, Synoptic Links and AO3 Analysis to Access A/A*

10.00 – 10.40am

- Strategies to embed thinking in TLA – examiners reward evidence of thinking
- Teaching methods to encourage deep thinking and reflection among students – moving away from regurgitation of information
- Strategies to develop students' synoptic links, including signposting these to examiners
- Make AO3 Evaluation stronger (and easier!) through making comparisons to similar or different geographical topics

Discussion: coffee break

10.40 – 11.00am

Maximising exam performance: review where top marks are lost and how to avoid them

11.00 – 11.40am

- Ensuring your A/A* students know exactly what examiners are looking for, how to structure answers and the skills needed
- Embed Assessment Objectives in TLA – Stay focused on the end-goal
- The short answer questions on Paper 1 and Paper 2
- Excellent starters and plenaries
- How to best approach and structure extended prose exam questions to achieve top band
- Teaching strategies to maximise marks in the exams'

Exemplar A and A* Grade Answers

11.40 – 12.20pm

- Grade descriptors, activities, practical teaching strategies
- Model answers for Paper 1 Physical geography and Paper 2 Human geography
- Candidate style answers and commentaries – what examiners look for
- Peer marking and its role in improving skills – teaching students how an examiner recognises a top band answer

Lunch and informal discussion

12.20 – 1.20pm

Effective Feedback for A/A* Students – Comments, not Marks

1.20 – 2.00pm

- Feedback strategies to stretch able students to maximise their potential – asking questions as feedback, no mark just feedback, amending answers using mark schemes
- Feedback suggestions...
- Exploring ways to use feedback to support able students in improving their marks
- What an examiner looks for in a top band essay using exemplars
- Going beyond a template, getting students to understand what a top-grade essay looks like.
- Effective feedback strategies, to encourage better evaluation and conclusion writing skills.

Component 3: How to meet the Challenges of the Geography Fieldwork Investigation

2.00 – 2.40pm

- Approaches and methods for teaching this component keeping to the strict exam parameters
- Develop an action plan for success for students aiming for top grades in the investigation
- Examine some high mark pieces of fieldwork and unpick why
- Develop students' referencing skills to achieve Level 4
- How to ensure the authenticity and independence of students work
- Understanding the expectations of the exam board in terms of top mark responses
- What does a Level 4, A/A* investigation look like?

Discussion: afternoon tea

2.45 – 2.55pm

Preparing for Exam Success

2.55 – 3.30pm

- Effective teaching strategies to support your high ability students in preparing for examinations
- 3 steps to revision success
- How to get high ability students to take ownership of their revision
- Balancing exam technique and specification requirements whilst encouraging student engagement with Geography in the wider world and signposting to HE

LOCATION/DATE

London

Friday 23 June 2023

Tuesday 24 October 2023

COURSE LEADER

David Rogers is a multi-award-winning Geography teacher, chartered Geographer, former Head of Department and Senior Leader in a large south coast school. He also works as a behaviour lead. He is the author of 100 Tips for quality geography and edits a series of GCSE textbooks. He has also written online resources including the classroom study aids to enhance student performance.

WHO SHOULD ATTEND?

- Teachers of AQA A-Level Geography
- Heads of Geography

BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop A and A* students
- Explore exemplar materials to identify characteristics of outstanding work
- Explore thinking deeply, synoptic links and AO3 Analysis
- Take away strategies and approaches to maximise students' marks in the examination
- Scrutinise and discuss exemplar A/A* grade answers
- Insights into what success looks like in examinations
- Find out more about to give the most effective feedback to A/A* calibre students
- Take away methods to best prepare students for exam success

NEW: TEACHING OCR A-LEVEL GEOGRAPHY FOR THE FIRST TIME

CODE 9414

ABOUT THIS COURSE

This new course is designed for new teachers and teachers in their first years of teaching OCR A-Level Geography and focuses on how to facilitate excellent outcomes for all students across the three components of the course.

The course focuses on pedagogy and practice and provides specific guidance and support for both the written exams and fieldwork components. There is an emphasis on how to structure the course and offers a raft of tips and strategies for supporting students in their bid to access the top band marks.

PROGRAMME

Overview of the OCR A-Level Geography course, including challenges and what to expect from pupils

- The big picture of the OCR Geography A Level- what's it all about?
- Mapping out and structuring the course over 2 years to engage all students
- An overview of all the components – what you need to know when starting
- Recognising which areas will be most challenging for you and how to address these issues
- Supporting A Level Geographers: Wider reading, extra opportunities to enhance understanding.
- Supporting teachers of A Level Geography: OCR online teaching resources, textbooks and journal articles.

Discussion: coffee break 10.40 – 11.00am

Physical Geography: How to Teach Physical Systems Effectively

- Earth's Life support systems- carbon and water cycles. What they are, and how to teach them well in the classroom and in the field.
- Pitfalls and easy wins when teaching Landscape systems: coastal landscapes, dryland landscapes or glaciated landscapes. Ideas for classroom teaching and fieldwork.
- Teaching for success, how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies
- Teaching across the ability range; scaffolding up to ensure top students are challenged, while not leaving lower ability students behind.
- Identifying opportunities for fieldwork in physical geography.
- The exam- looking at practice papers and exemplar answers to ensure effective feedback.

Aiming for Success in Human Geography: Human interactions

- Changing Spaces; Making Places: Case studies, ideas for engaging teaching and the use of GIS to engender understanding.
- Developing teaching strategies for Global Connections- Trade in the Contemporary World, Global Migration, Human Rights and Power and Borders. Ideas for teaching, resources and case studies.
- Identifying opportunities for fieldwork in human geography.
- The exam- looking at practice papers and exemplar answers to ensure effective feedback.

Developing synoptic thinking in Geographical Debates

- Overview of teaching ideas for Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food, and Hazardous Earth.
- Developing synoptic thinking through Geographical Debates.
- Ensuring contemporary nature of courses, and the links between physical and human geography.
- Tackling the 33-mark essays with students.

Lunch and informal discussion 1.00 – 2.00pm

How to meet the Challenges of the Geography Fieldwork Investigation

- Ideas for the NEA drawing on the content from the A Level courses
- Approaches and methods for teaching this component keeping to exam parameters
- How to develop students' referencing skills
- How to structure teaching to ensure all students understand of the demands of the investigation
- How to ensure the authenticity and independence of students work
- What does a top-level investigation look like?

Discussion: afternoon tea 2.50 – 3.00pm

Achieving Unbelievable Results

- What does it take to go from a C/D to an A/A*?
- How can you prepare for the written exams to secure the highest marks
- How to gain top marks in the longer essay questions
- Revision strategies, tactics and exam techniques

LOCATION/DATE

London

Wednesday 21 June 2023

COURSE LEADER

Richard Bustin is Head of Geography at a West Sussex college and has held a variety of geography teaching roles in schools. He is on the editorial board of the Geographical Association's Teaching Geography journal, where he writes, commissions and edits articles of interest to geography teachers. Richard has authored a number of books and articles on geography education, including 'Geography Education's potential and the capability approach' which won the GA Silver Award. He particularly enjoys supporting beginning teachers, and as such mentors and presents to trainees across the country.

WHO SHOULD ATTEND?

- Teachers new to A-Level Geography
- Teachers just entering their second/third years of teaching A-Level Geography
- Teachers lacking in confidence in the qualification and wanting to refresh their practice may also benefit

BENEFITS OF ATTENDING

- Take away strategies to support the development of students' written and practical skills
- Develop an awareness of effective planning and structuring of the course
- Learn how to manage design and performance candidates simultaneously
- Develop strategies to promote effective learning and the collaborative practices which underpin all components.

NEW: OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN AQA GCSE GEOGRAPHY

CODE 9416

ABOUT THIS COURSE

This new course focuses on developing a deeper understanding of assessment in AQA GCSE Geography and provides opportunities to explore strategies to enhance exam performance for all students.

The course will enable educators to develop their understanding and skills needed to assess student responses to the different question types on all AQA Geography exam papers. The course will also address formative and summative assessment strategies which will ensure improvement in student performance.

PROGRAMME

	TIME
The Fundamentals: AQA Assessment principals	10.00 – 10.45am
<ul style="list-style-type: none"> Develop a critical understanding of exam board assessment standards Developing a skills-based curriculum and an appreciation of the precise demands of the exam papers Assessment objectives and the implications for teaching and learning Understanding and applying mark schemes Understand that students require the mark scheme to be adapted, ensure that they understand the exam grade levels Understand how to use the exam report feedback 	
Effective Assessment of Short Responses (Point markers)	10.45 – 11.30am
<ul style="list-style-type: none"> Using annotations for effective student feedback Where are marks lost? high, medium and low facility questions, missed questions, 2 markers, inaccurate graph completion How can your students avoid missing out on marks? How can figures be used effectively? Mark and review a range of responses on the hazards, urban, resources and unfamiliar fieldwork topics to gain the key skills to accurately assess 1 to 3 mark questions 	
Discussion: coffee break	11.30 – 11.50am
Effective Assessment of Long Responses (Levels responses)	11.50 – 1.00pm
<ul style="list-style-type: none"> Using annotations for effective student feedback How can figures be used effectively? Apply case studies and examples effectively Explore means of producing higher level responses to essay and long answer questions Approaches to ensuring students achieve the level of skills needed to select and apply appropriate knowledge Gain an understanding of the concept of a range of acceptable marks Mark and review a range of responses on the hazards, urban and the issue evaluation topics to gain the key skills to accurately assess 4 to 9 mark questions 	
Lunch and informal discussion	1.00 – 2.00pm
Raising Achievement through formative assessment and providing effective feedback	2.00 – 2.50pm
<ul style="list-style-type: none"> The importance of Formative assessment Providing effective formative feedback to enhance student learning Ensure students engage effectively with feedback and can articulate what they have found out from it; what they will do to improve and the process of assessment and feedback Take part in a teacher-designed assessment activity to increase your confidence and help you focus on the key areas in which to enhance student performance 	
Discussion: afternoon tea	2.50 – 2.55pm
Raising Achievement through summative assessment and providing effective feedback	2.55 – 3.40pm
<ul style="list-style-type: none"> The importance of summative assessment in enhancing student learning Ensuring the validity of summative assessment: standardising, moderating marking and assigning grade boundaries Take part in a teacher-designed assessment activity to increase your confidence and help you focus on the key areas in which to enhance student performance Feedback suggestions that challenge and move forward high-grade students What next? Strategies that will enable students to improve 	

LOCATION/DATE

London

Monday 19 June 2023

Monday 20 November 2023

COURSE LEADER

Vicky McKinlay has been a Head of Geography for over a decade, and is based in the North West of England. She has worked in a variety of schools and was previously a Lead Practitioner for Geography. She is an Assistant Lead Examiner for a well-known exam board. Furthermore, she develops and reviews educational content and delivers online and face-to-face training events for teachers and revision events for students. She is passionate about developing practitioners and improving outcomes for all students.

WHO SHOULD ATTEND?

- All teachers of AQA GCSE Geography
- Curriculum Leaders of Geography

BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA GCSE Geography
- Discover what examiners are looking for in L3 answers using exemplars
- Improve your ability to assess and improve student responses for Paper 1, 2 and 3 questions
- Scrutinise and discuss exemplar student responses for a variety of question types
- Take part in assessment and marking exercises to improve student performance
- Take away strategies and approaches to maximise students' marks in the exams
- Find out more about how to give the most effective feedback to students

TEACHING AQA GCSE GEOGRAPHY FOR THE FIRST TIME

CODE **9372**

ABOUT THIS COURSE

This course offers an introduction and overview of AQA GCSE Geography, providing essential skills and tips in how to effectively deliver the specification, ensuring maximum student engagement and maximum attainment. It is suitable for anyone just starting to teach Geography, in their first few years of teaching or lacking confidence in teaching AQA GCSE Geography. Whilst the focus of the day will be on the AQA course, many of the ideas will be applicable to all Geography exam boards.

PROGRAMME

	TIME
Overview of the AQA GCSE Geography Specification	10.00 – 10.40am
<ul style="list-style-type: none"> Explanation of the content of the course, looking at key pressure points and how they can be overcome. Different ways to structure your course according to student ability When to introduce topics Creating a positive group dynamic that allows students to support each other Motivating lower ability students 	
Discussion: coffee break	10.40 – 11.00am
Teaching Paper 1 effectively: Living with the physical environment	11.00 – 12.00pm
<ul style="list-style-type: none"> Exploring geographical skills to boost student engagement and attainment Techniques to deliver Section A: The challenge of natural hazards Understanding Section B: The living world Approaches to teaching Section C: Physical landscapes in the UK Methods of how to excel in the written exam, using strict timings, sentence starters and key terminology 	
Aiming for success in Paper 2: Challenges in the human environment	12.00 – 1.00pm
<ul style="list-style-type: none"> Developing geographical skills to further enhance student attainment Getting to grips with Section A: Urban issues and challenges Introduction to teaching Section B: The changing economic world How to support students to remember key concepts in Section C: The challenge of resource management Teaching across the ability range; Scaffolding up to ensure top students are challenged, while not leaving lower ability students behind. 	
Lunch and informal discussion	1.00 – 2.00pm
Meeting the challenges in Paper 3: Geographical Applications	2.00 – 3.00pm
<ul style="list-style-type: none"> Promoting critical thinking and problem solving in Section A: Issue Evaluation How to demonstrate geographical skills and applied knowledge Ensuring students develop an understanding of physical and human geography themes Analyse geographical issues across one or more themes Section B: Fieldwork – How to choose appropriate contrasting environments for the geographical enquiries Ensure students demonstrate the interaction between physical and human geography How to develop student's ability to interpret, analyse and evaluate information in issues related to their geographical enquiry 	
Achieving unbelievable results	3.00 – 3.50pm
<ul style="list-style-type: none"> What does it take to go from a Grade 4 to a Grade 9 How can you plan to overcome barriers? How can you use structure in the written examination to ensure the highest marks How to gain full marks in the longer essay questions Analyse exemplar work to gain top marks 	

LOCATION/DATE

London

Thursday 29 June 2023

Wednesday 15 November 2023

COURSE LEADER

David Rogers is a multi-award-winning Geography teacher, chartered Geographer, former Head of Department and Senior Leader in a large south coast school. He also works as a behaviour lead. He is the author of 100 Tips for quality geography and edits a series of GCSE textbooks. He has also written online resources including the classroom study aids to enhance student performance.

WHO SHOULD ATTEND?

- New Geography Teachers
- Teacher's entering their second year of teaching GCSE Geography
- Teachers wanting to build up their skills set in effective Geography teaching
- Teacher lacking confidence in the AQA GCSE Geography specification

BENEFITS OF ATTENDING

- Provide teachers of GCSE Geography the material and confidence to teach effectively to all ability ranges.
- Obtain an exceptional understanding of the key challenges in GCSE Geography and how to teach them.
- Learn how to take a Grade 4 student and help them towards a Grade 9.
- Gain insight into the content of the course, the exam structure and how the exams are marked.
- Leave with resources ready to use.
- Understand how to scaffold lower ability students and stretch higher ability students

CODE 9373

ABOUT THIS COURSE

This brand-new course for Spring 2023 is for all teachers of AQA GCSE Geography wanting to help students reach the highest grades. It offers new and innovative ways of tackling content and answering questions. The course will take account of grade boundaries in 2019 and 2022 and will focus on strategies aimed at helping students achieve the highest grades. Teachers will take away materials that can be used in class immediately.

Although aimed at teachers of AQA GCSE Geography, this course will benefit those following other exam board specifications.

PROGRAMME

Grades 8-9: What do they involve?

TIME

10.00 – 10.30am

- Structure of AQA GCSE Geography and what this requires of the best students
- Feedback and grading 2019 and 2022 and what this tells us about the standard high ability students are expected to meet
- Key attributes of Grades 8-9 students in the classroom
- Analysis of the mark schemes – what were the examiners looking for
- How to encourage top level students to 'move up' further and become independent learners
- Getting top level students to produce the right amount in exam conditions in extended writing

Extended writing for Grades 8-9

10.30 – 11.20pm

- Detailed analysis of the AQA questions: what are examiners looking for from the very best answers at grades 8 and 9?
- Dealing with terminology
- What makes a grade 8-9 answer stand out?
- Dealing with the depth of content
- Activities for use in class and for teaching key topics to high end students
- Moving from grades 6/7 to 8/9

Discussion: coffee break

11.30 – 12.20pm

Strategies to achieve grades 8-9 in Paper 1

11.30 – 12.20pm

- Exploring top level activities for teaching Section A: The challenge of natural hazards with able students
- Examining strong grade 8-9 exemplar responses for Section B: The living world
- Typical questions that may come up in Section C: Physical landscapes in the UK on Paper 1 and how to ensure a grade 8-9 response
- Structuring your grade 8-9 essay – What are examiners are looking for?
- New and innovative ways to help the higher ability students to scaffold their extended answers to ensure a grade 8-9 response

Lunch and informal discussion

12.20 – 1.20pm

Paper 2: Aiming for grades 8-9!

1.20 – 2.10pm

- Detailed analysis of the questions and what the AQA examiners are looking for in grade 8-9 responses
- Activities for use in class to stretch the most able in Section A: Urban issues and challenges
- What is excellent – unpicking the descriptors for a top band performance in Section B: The changing economic world
- Teaching techniques that challenge and push the grade 8-9 students in Section C: The challenge of resource management
- Creative methods and approaches which engage higher ability students
- Developing geographical skills at grades 8 and 9 to further enhance student attainment

Targeting grades 8-9 in Paper 3

2.10 – 3.00pm

- How to achieve the highest grades in geographical applications
- Review examples of grades 8-9, what top level students do
- Characteristics of the most successful candidates in paper 3
- A closer look at fieldwork, the pitfalls and the best practice examples for grades 8-9
- Promoting top level critical thinking and problem solving in Section A: Issue Evaluation
- Ensuring grade 8-9 students analyse geographical issues synoptically across multiple themes
- Develop student's ability to interpret, analyse and evaluate information at grades 8 and 9

Discussion: afternoon tea

3.00 – 3.10pm

Exams: Tactics for achieving grades 8-9

3.10 – 3.40pm

- Revision ideas to help pupils achieve the highest grades.
- How to maximise the available time in the examination
- Giving good quality, specific feedback to students
- Extension ideas for the most able GCSE Geographers

LOCATION/DATE

London

Thursday 22 June 2023

Friday 10 November 2023

COURSE LEADER

David Rogers is a multi-award-winning Geography teacher, chartered Geographer, former Head of Department and Senior Leader in a large south coast school. He also works as a behaviour lead. He is the author of 100 Tips for quality geography and edits a series of GCSE textbooks. He has also written online resources including the classroom study aids to enhance student performance.

WHO SHOULD ATTEND?

- All teachers of AQA GCSE Geography
- Heads of Geography
- Heads of Humanities

BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching Geography as possible
- The course will focus on ways of improving the teaching of GCSE Geography in the classroom
- Course materials will be directly relevant to the needs of teachers and students
- The course pack will be usable immediately in the classroom

NEW: TEACHING PEARSON/EDExcel GCSE GEOGRAPHY B FOR THE FIRST TIME

CODE 9417

ABOUT THIS COURSE

This course offers an introduction and overview of Pearson/Edexcel GCSE Geography B course, providing essential skills and tips in how to effectively deliver the specification, ensuring maximum student engagement and maximum attainment. It is suitable for anyone in their first few years of teaching or lacking confidence in teaching Pearson/Edexcel GCSE Geography B. Whilst the focus of the day will be on the Pearson/Edexcel Geography B course, many of the ideas will be applicable to all Geography exam boards.

PROGRAMME

An overview of the Pearson/Edexcel GCSE Geography B Specification

10.00 – 10.40am

- How is the course structured and assessed?
- What are key things to be aware of when teaching this course and how can challenges be overcome?
- What are the different ways of structuring the course and how might they work?
- How can we support all students to ensure success with this course?

Discussion: coffee break

10.40 – 11.00am

Teaching Paper 1: Global Geographical Issues

11.00 – 12.00pm

- How is this component structured and assessed?
- How can students demonstrate geographical skills and knowledge?
- The key challenges and how to plan effectively for these
- How can the geographical skills be taught in a way to boost student engagement and attainment?
- How do we ensure success with the case study requirements of this paper?

Teaching Paper 2: UK Geographical Issues

12.00 – 1.00pm

- Understanding and meeting the demands of this component
- What are key challenges and how can these be overcome?
- How do we ensure success in the fieldwork element of this paper?

Lunch and informal discussion

1.00 – 2.00pm

People and Environment Issues- Making Geographical Decisions

2.00 – 3.00pm

- The demands of the component: what's being assessed, and how
- What are the toughest aspects of this paper and how to get these across to students
- How to overcome the key challenges
- How can we develop the synoptic thinking of our students ready for this paper?
- How can we develop student's ability to interpret, analyse and evaluate information in geography?

Bringing it all together for success

3.00 – 3.30pm

- How can we maximise our success with students of all ability?
- How can we use the exemplar work from Pearson in our teaching?
- What resources can help us with teaching this course?

LOCATION/DATE

London

Thursday 29 June 2023

Wednesday 15 November 2023

COURSE LEADER

Kate Stockings is an experienced Head of Geography at a North London school. She has written resources, led training & blogged for several organisations. She is passionate about outreach and extra-curricular opportunities for students and is the Education Officer for the UK Polar Network and Chair of the Teacher Panel for the Museum of London.

WHO SHOULD ATTEND?

- New Geography Teachers
- Teacher's entering their second year of teaching GCSE Geography
- Teachers wanting to build up their skills set in effective Geography teaching.
- Teacher lacking confidence in the Pearson/Edexcel GCSE Geography B specification

BENEFITS OF ATTENDING

- Provide teachers of GCSE Geography the material and confidence to teach effectively to all ability ranges.
- Obtain an exceptional understanding of the key challenges in GCSE Geography and how to teach them.
- Learn how to take a Grade 4 student and help them towards a Grade 9.
- Gain insight into the content of the course, the exam structure and how the exams are marked.
- Leave with resources ready to use.
- Understand how to scaffold lower ability students and stretch higher ability students.

BIOGRAPHIES

David Rogers is a multi-award-winning Geography teacher, chartered Geographer, former Head of Department and Senior Leader in a large south coast school. He also works as a behaviour lead. He is the author of 100 Tips for quality geography and edits a series of GCSE textbooks. He has also written online resources including the classroom study aids to enhance student performance.

Richard Bustin is Head of Geography at a West Sussex college and has held a variety of geography teaching roles in schools. He is on the editorial board of the Geographical Association's Teaching Geography journal, where he writes, commissions and edits articles of interest to geography teachers. Richard has authored a number of books and articles on geography education, including 'Geography Education's potential and the capability approach' which won the GA Silver Award. He particularly enjoys supporting beginning teachers, and as such mentors and presents to trainees across the country.

Kate Stockings is an experienced Head of Geography at a North London school. She has written resources, led training & blogged for several organisations. She is passionate about outreach and extra-curricular opportunities for students and is the Education Officer for the UK Polar Network and Chair of the Teacher Panel for the Museum of London.

Victoria McKinlay is Curriculum leader for Geography at a school in the North West of England where her students achieve outstanding progress. She is an Assistant Lead Examiner, Team Leader and Trainer with a major exam board. She is passionate about enabling others to improve outcomes for themselves and their students, developing high quality content for practitioners.

Rob Chambers has 20 years teaching experience and is Head of Geography at an academy in St Ives, Cambridgeshire. He is a member of the Geographical Association and the Royal Geographical Society and is also a Chartered Geographer. He has a strong interest in the use ICT and online learning in supporting effective teaching and learning and spent 8 years as an Advanced Skills Teacher/ Lead Practitioner in Geography and ICT across the curriculum. In 2019 was awarded the Royal Geographical Society's Ordnance Survey Award for excellence in geography teaching at secondary level.

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