

GCSE Geography

Supporting Students With Low
Prior Attainment

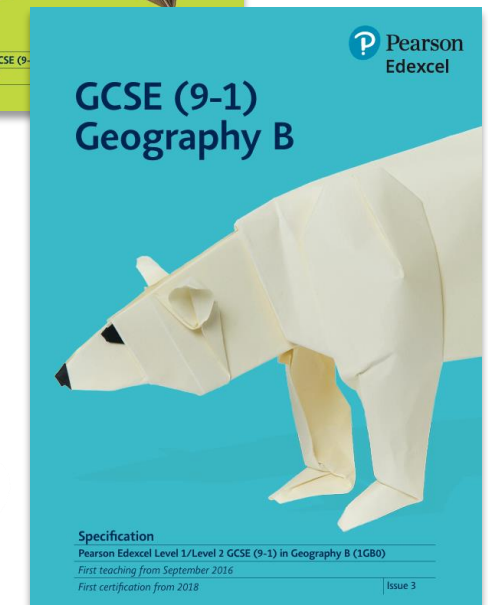
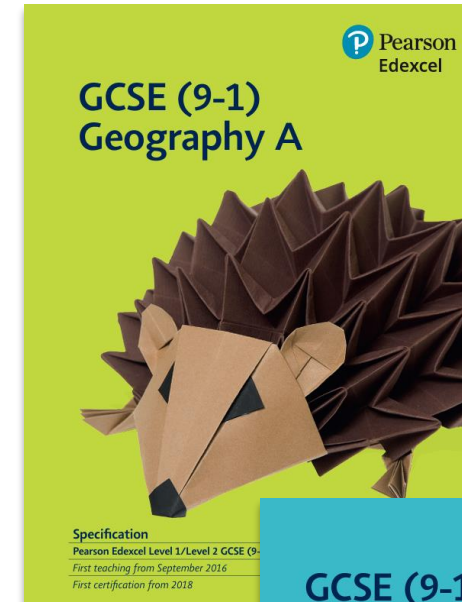


Welcome

Welcome to this Professional Development event from Pearson Edexcel. This training is aimed at teachers of both the Pearson Edexcel GCSE Geography A and B specifications.

In this session we are going to:

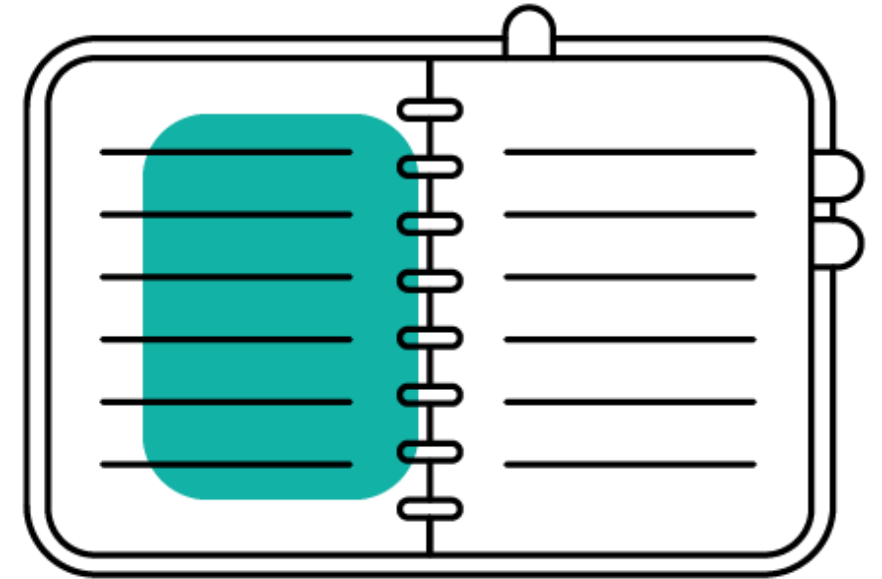
- identify some of the reasons why students underperform in GCSE Geography specification A and B exams
- develop an understanding of geographical terms in the specifications and other technical language used in exams
- consider approaches to teaching challenging areas of the detailed content, particularly models, theories and concepts
- look at ways to support students in writing and building confidence with 'Explain' questions and 8-mark questions
- look at strategies to support students with different types of exam questions.



Agenda

In this session we are going to look at:

- | | |
|--|------------|
| • 2024 results and candidate performance data | 5 minutes |
| • What we learnt from the 2024 series | 15 minutes |
| • Building confidence | 20 minutes |
| • Developing strategies to develop knowledge and understanding | 20 minutes |
| • Developing examination skills | 15 minutes |
| • Exemplar responses | 15 minutes |



Polls – Getting to know you

Poll 1: Do you teach
Pearson Edexcel
GCSE Geography
specification
A or B?

Poll 2: How long
have you been
teaching Pearson
Edexcel GCSE
Geography?

Poll 3: Were your
GCSE results above
expectations, as
expected, or below
expectations?

2024 grade boundaries (cumulative marks)

	5	4	3	2	1
Specification A	138	119	84	50	16
Specification B	139	120	86	52	19

- 138 and 139 out of 256 marks (54%) needed for a grade 5 respectively for each specification.
- 119 and 120 out of 256 marks (46% and 47%) needed for a grade 4 respectively for each specification.

2024 Series

What has the 2024 series taught us?

- There are still real gaps in knowledge and understanding, several questions were left unanswered.
- Two mark 'recall' MCQs often only had one option selected – habit.
- Grade 3 and 4 students continue to struggle to explain, develop answers fully and maximise marks – all students need to work on this.
- There is still lots of rewriting the question.
- Grade 3 and 4 students struggle to get beyond Level 1 in the extended writing questions.

What are implications?

- All students need a secure knowledge base of all the key content from the specification.
- All students need plenty of practice of the different question styles.
- LPA students will need to see and experience lots of worked examples (modelling).
- All students need to experience and be fully prepared to answer questions on their fieldwork experience and be able to apply this to an unfamiliar fieldwork situation.

Low Attainment 'Explain' Examples



Explain **one** way in which weathering affects landscapes

- No knowledge demonstrated of weathering (affecting landscapes).
- The response has been confused with erosion.
- Highlights the point that students need to know key processes.

(c) Explain one way in which weathering affects landscapes.

(20 Q01c

lots of precipitation can lead to erosion and
also destroy habitats

Paper 1 – Spec A

(Total for Question 1 = 6 marks) **1**

Explain **two** reasons why deindustrialisation has taken place in some cities

- No knowledge or understanding of deindustrialisation.
- Highlights the point that students need to know key terms as well as processes.
- This is an example of how 4-mark explain questions will now always be scaffolded by explaining two reasons.

(e) Explain **two** reasons why deindustrialisation has taken place in some UK cities.

(4) Q01e

- 1 shops moving from the CBD to ~~the~~ the town as it is expensive and shop keepers can't afford to pay as much rent.
- 2 building more houses as there is an increase in population more houses are needed so it is replaced ~~by~~ and shops are being moved away.

Explain **one** advantage of a technique used to present your fieldwork data

- The candidate was unable to recall an appropriate fieldwork data presentation technique.
- This was quite common across both specifications.
- Ensure students have presented data in at least two ways for both fieldwork experiences and know both their advantages and disadvantages.

(b) Explain one advantage of a technique used to present your fieldwork data.

(20 Q03b)

Technique used

environmental survey (quantitative data) because it gave us an overall view on the area and the what it is like and the quality of life in canary wharf.

Explain **one** disadvantage of a sampling strategy used in your investigation

- The candidate has recognised a sampling strategy but has been unable explain why random sampling is disadvantageous.
- Many students can recall the different sampling strategies, but they lack understanding of:
 - reasons for using different strategies, and
 - process/requirements for different strategies.

(c) Explain **one** disadvantage of a sampling strategy used in your investigation.

(2)1 Q03c

Named sampling strategy

Random sampling ~~be~~ for the questionnaire as
people were too busy they didn't have time
to answer questions properly.

2024 outcomes by specification – cumulative % of students achieving each grade

	5	4	3	2	1
Specification A	56.1%	67.4%	81.6%	92.4%	98.3%
Specification B	54.5%	66.7%	82.2%	92.3%	98.4%

- 56.1% of students entered for Specification A gained a grade 5 or above and 54.5% of students entered for Specification B gained a grade 5 or above.
- 98.3% of students entered for Specification A gained a grade 1 and 98.4% of students entered for Specification B gained a grade 1.

Explain **one** reason why volcanic activity can cause climate change

- The candidate has identified CO₂ as a cause/reason but we are not told why this causes climate change.
- Ideally, the candidate would have gone on to explain that CO₂ enhances the GHE trapping incoming solar radiation.

(c) Explain **one** reason why volcanic activity can cause climate change.

(2) Q01c

One reason is because volcanoes ~~ca~~ cause the temperature to change. This is because ~~de~~ volcano can release greenhouse gases like CO₂ and nitrogen which causes ~~globe~~ global warming.

Explain **two** ways in which rivers can erode the landscape

- The candidate does not know their key terms and erosional processes.
- Again, illustrating the importance of knowing key terms and processes.
- Recall, recall, recall aids retrieval of such terms/processes.

(b) Explain **two** ways in which rivers can erode the landscape.

(40 Q03b

1 One way is by the river hitting the walls of the landscape causing the soft rock to wear away/ crumble.

2 Another way is by the post-glacial process. This is because after the glacial period, ice began to disappear but then changing the land because as the ice froze it caused the land to break.

Explain **two** ways in which renewable energy production can also have a negative impact on the environment

- Unfortunately, the first point is not a negative point on the environment otherwise it would have been a good response.
- The second response recognises trees are cut down, but we are not told why i.e., because wind turbines require large amounts of space and consequently the negative impact on the environment.

(c) Figure 7 shows how oil production can have a negative impact on the environment.

Using your own knowledge, explain **two** ways in which **renewable** energy production can also have a negative impact on the environment.

10 Q03c

1 One way is that renewable energy are expensive like HEP. Renewable energy can cause the country in bankrupt causing the people to suffer.

2 Another way is that renewable energy ruins trees like non-renewable energy does. If it causes trees to get cut down if they want the energy to run in a specific area.

Questions – Class dynamics

Poll 4:

Are your GCSE
classes setted or
mixed ability?

Question:

How are your
seating plans
informed? Please
respond in the group
chat.

Considerations when teaching...

Low ability sets

Teaching low ability sets means teachers can pitch the work at students of a similar ability and target their teaching and learning activities to:

- give slower/repeated instructions and chunking information
- do more practical interactive activities
- use more visual stimuli and images along with key words – dual coding
- use more examples
- do more reinforcement and retrieval practice (low stakes)
- give more regular feedback and individual support
- **targeted exam practice** – scaffolded and worked/modelled examples.

Mixed ability sets

Many of the previous classroom techniques would benefit many learners in a mixed ability class. There are opportunities with these types of classes to:

- do more discussion work and group work – allowing for all abilities to participate.
- do in-class differentiation by task or outcome.
- have peer support in mixed-attainment table groupings.
- ensure that all learners are challenged – **aspirational success criteria.**

It is important that all Geography lessons are inclusive, there is variety in activities that appeal to different learning styles, and that all learners benefit from regular praise, encouragement, and feedback.

A brilliant geographer today will be able to **assess** which of these two strategies is more effective



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Building confidence



When building the knowledge base avoid cognitive overload

What is cognitive overload?

- Stress put on working memory when we learn new content or skills. This stress can make information hard to process.

- Keep presentations simple no fancy transitions or animations.
- Minimise stimuli on any one slide.
- Provide definitions of difficult vocabulary before learners begin as part of your 'do now'/starter.
- Minimise noise and distractions.
- Highlight important content, in bold or verbally, and show students how to highlight (visualiser).
- Keep text simple – only include what is necessary.
- Show worked examples (**modelling**).
- Deliver new knowledge and concepts in slow and in manageable chunks.
- Use short video clips.
- Tell a story – narratives/contextualise – construct reality.
- Don't fill a lesson with as much information as you can. Focus on the key ideas.
- Use one handout, slide, or screen at a time.
- Use **knowledge organisers**.

Scaffolding support

Worked examples

This is a problem that has already been solved for the student, with every step fully explained.

By showing them the strategy they can devote all their working memory to applying the information to the problem.

Colour	Age	Number of areas	Name
Yellow	30 - 49	212	Generation X
Blue	50 - 69	166	Baby Boomers
Red	15 - 29	13	Generation Y

Worked example

(ii) Calculate the percentage of areas dominated by 'Baby Boomers'.

Answer to **one** decimal place.

You must show your working in the space below.

(2)

Total no of areas

$$212 + 166 + 13 = 391$$

Baby Boomer/Total x 100

$$166/391 \times 100 = 42.4955$$
$$= 42.5 \text{ (to one decimal place)}$$

Completion tasks

This is similar to a worked example, but instead of showing all steps, only a partial solution is given. The student then has to complete the question themselves. This is more appropriate if the students have more knowledge about the topic

Completion task

Calculate the areas dominated by 'Generation X'

Total number of areas

$$212 + 166 + 13 = \underline{\hspace{2cm}}$$

Generation 'X'/total x 100

$$212/\underline{\hspace{1cm}} \times 100 =$$
$$= \underline{\hspace{2cm}} \text{ (to one decimal place)}$$

Independent problem solving

This is a task where students are simply given a questions and they have to choose a correct strategy and solve the problem themselves. This is appropriate for students with a large knowledge base and higher levels of confidence.

Independent problem solving

Calculate the areas dominated by 'generation Y'

Structure Scaffolds and Writing Frames

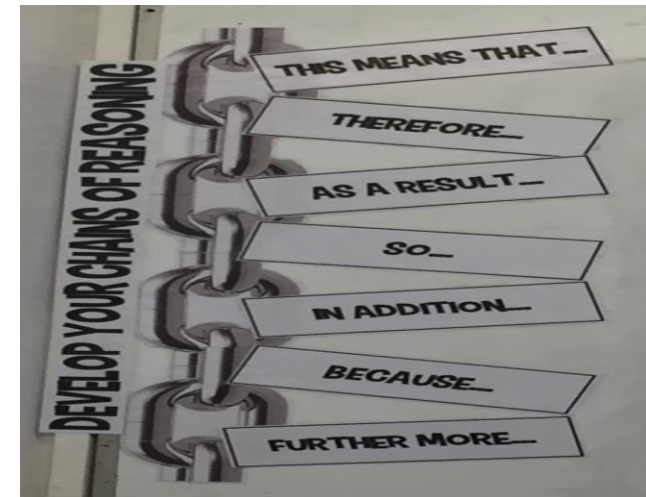
Sentence Starters

<u>To describe:</u> The diagram shows... The map shows... The picture shows... The graph shows... It shows...	<u>To explain:</u> This happens because... This demonstrates... The processes causing this are... Therefore... This maybe because...	<u>To give opinions:</u> I feel... I believe... In my opinion... It would seem that... I suggest...	<u>To give examples:</u> For example... Such as... For instance... To illustrate... ...as an example...
<u>To add ideas:</u> Also... As well as... Furthermore... More importantly... Equally important... In addition...	<u>To connect ideas:</u> At first... then... Secondly... This is linked to... As a result... For that reason... The effect is...	<u>To compare and contrast:</u> Similarly... In the same way... However... Then again... In contrast... This is in contrast to...	<u>To summarise</u> In conclusion... In summary... To conclude... Overall... Therefore... Ultimately...
<u>To show sequence/process:</u> Firstly... Secondly... Thirdly... To start with... Lastly... Finally... Eventually... Next... Meanwhile... Afterwards... Results in...			

Connectives

and but if yet so also like
therefore because however although whereas instead otherwise

- To support students to develop their extended writing use a variety of scaffolding strategies to enable students to break down the task and focus on demonstrating their knowledge as opposed to structure.
- As students become more confident in structuring their answers remove small parts until they are fully independent.



TEA, BLT and PEEL

Describe

Trend

Evidence

Anomoly



Explain

Because

Leading to

Therefore



Assess/evaluate

Point

Explain

Evidence/Example

Link



Approaches to teaching challenging aspects of the specification content, particularly models, theories and concepts



Challenging areas

The GCSE specifications have some more challenging areas of detailed content. For example:

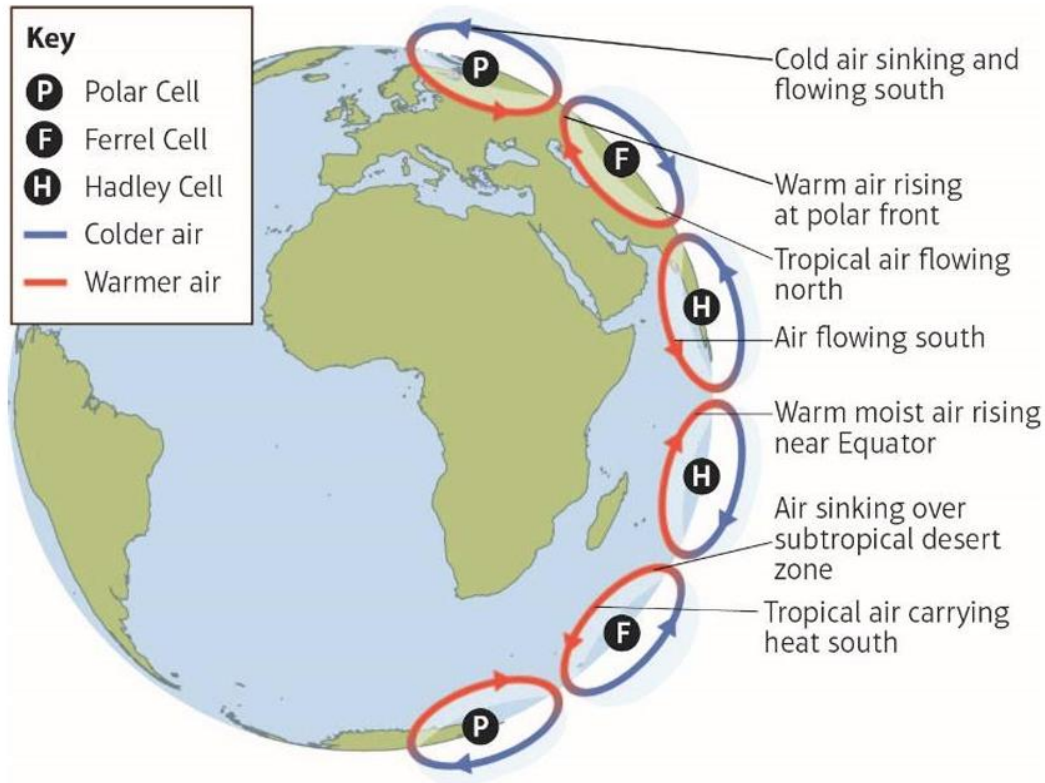
GCSE Geography A Specification

Key idea	Detailed content
2.1 The atmosphere operates as a global system transferring heat and energy	a. The features of the global atmospheric circulation.
	b. How circulation cells and ocean currents transfer and redistribute heat energy across the Earth.

GCSE Geography B Specification

Enquiry question: How does the world's climate system function, why does it change and how can this be hazardous for people?	
Key idea	Detailed content
1.1 The atmosphere operates as a global system which transfers heat around the Earth	a. The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.
	b. How global atmospheric circulation determines the location of arid (high pressure) and high rainfall (low pressure) areas. (1)

The Global Atmospheric Circulation Model



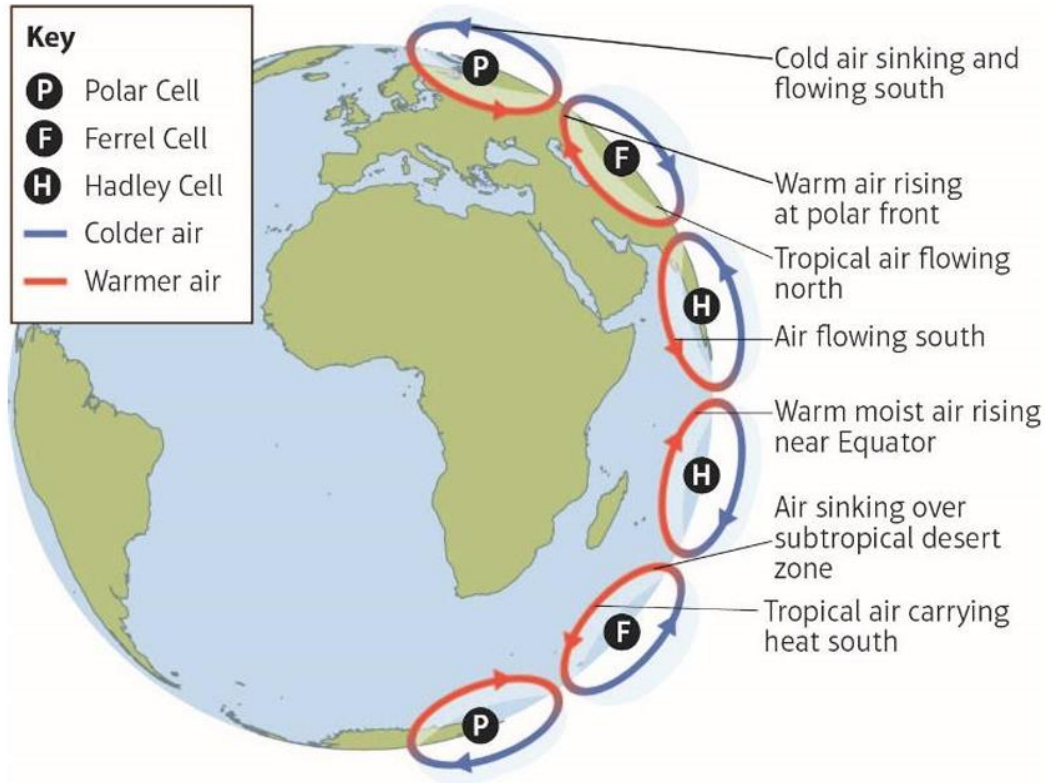
- Like the Hadley Cell, the Ferrel Cell (30° to 60° N and S) and the Polar Cell (60° to 90° N and S) are found in both hemispheres.
- Ferrel Cell: caused by air cooling and falling over North Africa. As well as blowing south as part of the Hadley Cell, some air also blows towards the poles.
- These winds drive the Gulf Stream and collect moisture over the oceans.
- They meet cold, dense air from the Polar Cell at 50° to 60° N and S, which creates a front (this causes high rainfall, such as that in the UK!).

Useful You Tube videos which help to show this visually:

<https://www.youtube.com/watch?v=qh011eAYjAA>

https://www.youtube.com/watch?v=xqM83_og1Fc

Back-to-back drawing



Getting students to work in pairs they can verbalise the information shown in the diagram to their partner who attempts to draw what their partner tells them.

Model – WAGOLL

5 The Earth's atmosphere is constantly in motion.

(a) Study Figure 5a below.

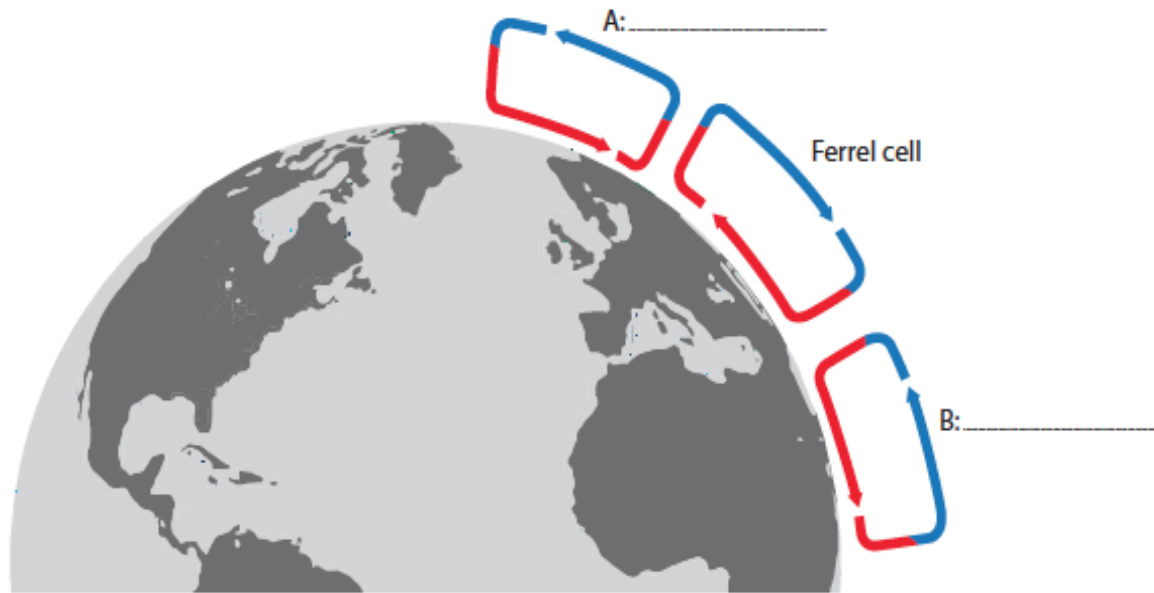


Figure 5a

The global atmospheric circulation cells in the northern hemisphere

Complete Figure 5a by labelling cells A and B.

(2)

(c) Explain **one** reason why more heat energy is received at the Equator than at the poles.

(3)

(Total for Question 5 = 7 marks)

Worked example

(c) Explain **one** reason why more heat energy is received at the Equator than at the poles.

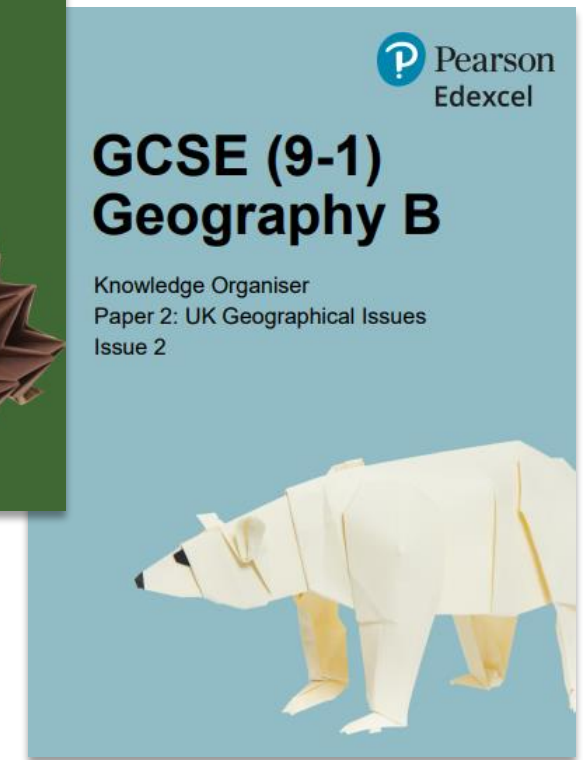
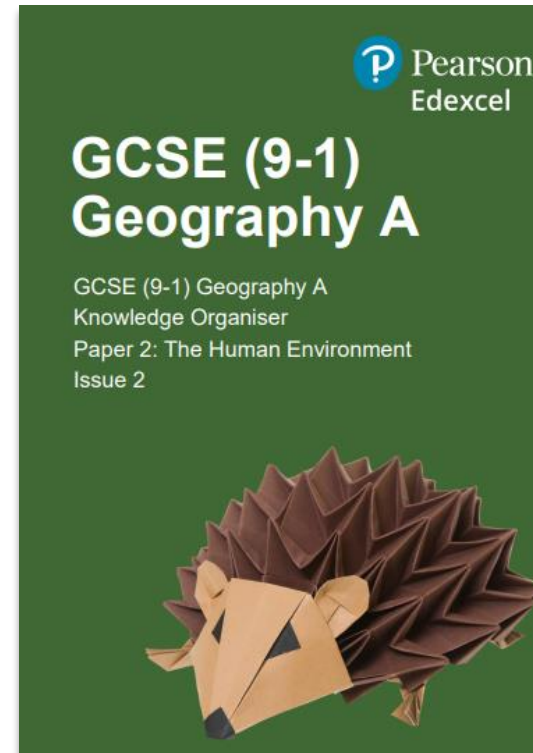
(3)

Because the Earth is curved (1) this leads to more heat being concentrated over a smaller surface area at the Equator (1), therefore heating more intensely than that of the Poles (1).

(Total for Question 5 = 7 marks)

Knowledge Organisers

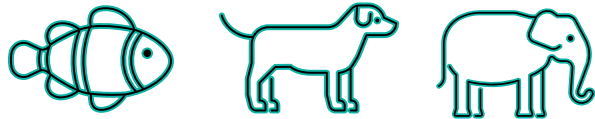
- Support students with knowledge organisers which outline the key content they need to know.
- Particularly useful for students with slow processing.
- Visual knowledge organisers which focus on key terminology can also be useful for EAL students and development of subject specific language.
- There are free Pearson knowledge organisers for both specification A and B available via the respective websites.



Regular recall tests to develop knowledge & understanding

These can take many forms:

- Simple multiple-choice quizzes that include questions from the topic being studied, but which also include questions that require students to recall knowledge from previous topics.
- Its helps to keep recalling prior knowledge in order for it to be retained.

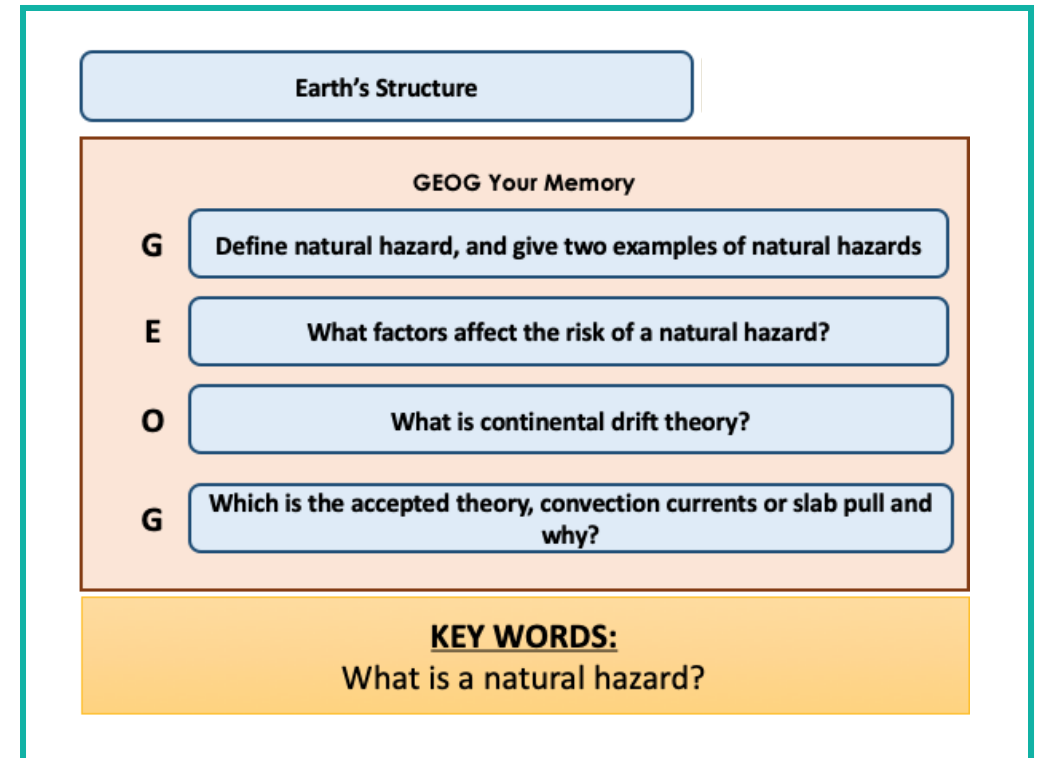


Fish, Dog, Elephant Questioning

FISH – last lesson

DOG – last few weeks

ELEPHANT – last topic



Developing an understanding of geographical terms in the specification and other technical language used in exams



Supporting Students with vocabulary used in exams

Vocabulary can be usefully divided into 3 tiers:

- Tier 1 – high frequency in spoken language (table, slowly, write, horrible).
- Tier 2 – high frequency in written texts (beneficial, required, maintain).
- Tier 3 – subject specific, academic language, sometimes referred to as disciplinary literacy (meander, seismic, biotic).

It is important that students regularly see, hear and use the tier 2 and 3 words so that in exams these words do not become a barrier for them to access exam questions.

Developing an understanding of geographical terms and technical language

- Developing an understanding of geographical terms – Tier 3 vocabulary from the specification.
And developing confidence with technical language used in exams – Tier 2 vocabulary.
- It is important to note that any word that is in the detailed content of the specification can be used in exams.
- These words should then form the basis of glossaries and teaching aids to support low ability students.
- There are words and terms in exams that examiners use that some students find tricky. The key is to identify these early and use them regularly in questioning and getting students to devise questions of their own using these words.







Tier 3 Vocabulary

We've published key terms guides covering every topic in the specification:

- Specification A [Teacher Guide](#) and [Student Guide](#)
- Specification B [Teacher Guide](#) and [Student Guide](#)

It is a good idea to link an image with each key term and use that whilst teaching concepts to support students with their understanding:

“When accompanying text with images, a learner learns better” P Kirsc

Fertility Rate		The average number of children born to a woman in her lifetime.
Globalisation		The increasing interconnectedness and interdependence of the world economically, culturally and politically.
Gross Domestic Product (GDP) per capita		The total value of goods and services produced in a year by a country (divided by the population).
Inter-governmental organisation (IGO)		A group of countries established by a treaty such as the World Bank or United Nations.

How to use geography key term glossaries

- **Word walls** – either in student exercise books and/or on a display board in the classroom
- **Low-stakes quizzes** – frequently deploy short 5–10 question quizzes on key terminology to trigger the short-, medium- and long-term memory
- **Student speak glossaries** – encourage students to keep a glossary
- **Flash cards** – an old favourite that could be used as an alternative glossary of terms
- **Subject fluency** – do not ‘water down’ vocabulary in lessons. Use geographical language in the classroom and encourage students to ask questions when they don’t understand what something means.
- **Distinguish between** – ask students to distinguish the difference between a pair of key terms such as a ‘shield’ and ‘composite volcano’.
- **KS3** – embed key terminology into KS3 programmes of study exposing students to the demands of subject language sooner rather than later.
- **Multiple choice** – use multiple choice questions to address misconceptions. There should be two definitive incorrect choices and another that is close to the truth that promotes thinking.

Tier 2 high frequency technical terms

(iii) State **two** reasons for the distribution of the areas dominated by Generation Y.

(2)

Assess the influence of geology on the landscape of the UK.

(8)

The students concluded that housing cost and closeness to family and friends were the most important factors overall.

Assess the evidence for this conclusion.

(8)

(i) Suggest an enquiry question or hypothesis that the students might have proposed for their investigation.

(2)

(b) Explain **one** reason why there may be an increase in the frequency of storms in the future.

(c) Explain **one** impact of glaciation on the landscape of the UK.

(2)

(i) Identify which **one** of the countries of the UK is dominated by Generation X.

(1)

Strategies to support students with different types of exam questions



Strategies to support students with different types of exam questions

Assessment Objectives

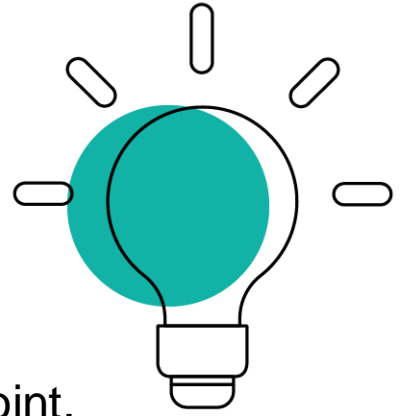
Students must:		% in GCSE
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales	15
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none">• concepts and how they are used in relation to places, environments and processes• the inter-relationships between places, environments and processes	25
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements	35 (10% applied to fieldwork contexts)
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings	25 (5% used to respond to fieldwork data and contexts)
Total		100%

- 25% of marks in exams allocated to demonstrating understanding.
- Many of these marks for AO2 will come from 'Explain' questions.
- 'Explain' questions can be worth 2, 3 or 4 marks.
- Many students can answer these questions, but do not always develop their answers to get full marks.
- Share student friendly versions of the AOs.

[Specification A Assessment Guide](#)

[Specification B Assessment Guide](#)

Explain



Explain one... (2 marks) –

this requires students to make one point and develop that point.

Explain one... (3 marks) –

this requires students to make one point and develop the point with elaboration – BLT works really well here. Students often offer more than one reason on this questions.

Explain two.....(4 marks) –

this requires students to make 2 separate points and to develop each point.

Marking activity



Response 1

Spec. A – Paper 1

(c) Explain **one** way seasonal changes in the UK's weather can affect rates of coastal erosion.

(2) 0 Q026

colder seasons
~~high precipitation~~ means faster rate of erosion
compared to warmer seasons as there is
more rain in cold seasons than warm
seasons.

Response 2

Spec. A – Paper 1

(d) Study Figures 2b and 2c in the Resource Booklet.
Examine the role of different physical processes in the formation of the coastal landforms shown in Figures 2b and 2c.

You must use evidence from Figures 2b and 2c in your answer.

(8) Q02d

erosion is when the land starts to wear away and break off.

the process of longshore drift transports sediment along the coast

On figure 2c it shows a small section of the coastline on north west of the map, area of the coast wearing away.

It also shows how there's a lot of sand on the coastline which means the coast isn't stable.

figure 2b also shows how chalk are formed which are soft rocks and they can easily get eroded.

Response 3

Spec. A – Paper 2

(g) You have studied a major city in a developing / emerging country.

Evaluate how successful government policies have been in improving the quality of life for the people living in this city.

(8) 4 Q01g

Named city Mumbai India.

the government policies in india have improved the quality of life for the people living there. as ~~they~~ One of the advantages are that they allow women to have an education which means ~~people~~ there will be more nurses, doctors and teachers for future childrens. this also means there will be an ~~increase~~ ^{decrease} in ~~high~~ ^{death rate} life expectancy as there are more doctors to treat patients also how children will have better opportunities as they are having an education. Another successful ~~policy~~ policy is that there are more job opportunities which means people can provide for their families also the government could allow some people to study abroad for a better education if they are doing well to get more opportunities in life, and a good job.

Response 4

Spec. A – Paper 2

(c) Explain **one** way a lack of food security can limit a country's rate of development.

(2) 1 Q02c

lack of food security could lead to a person becoming sick and this can ~~at~~ increase the death rate and numbers of people going to the doctors for care, due to food poisoning.

2.10 Explain how historical factors that have led to global inequalities in the level of

Response 5

Spec. A – Paper 3

Study Figure 5b in the Resource Booklet.

(b) Explain one impact of flooding on people in the UK.

(3) ² Q05b

40% of businesses do not re-open from flood
which means people have to look for new
jobs and this could lead to people being
unemployed and losing there job, and they might
find it difficult to find another job

Response 6

Spec. B – Paper 1

(g) Explain **two** reasons why some countries are more vulnerable than others to the impacts of tropical cyclones (hurricanes and typhoons).

(40) Q01g

1 One reason is ^{that some} because countries have less intense rainfall. This is due to where they are in the world.

2 Another reason is that other countries are exposed to ~~hi~~ strong winds. This is due to their high or low pressure.

Response 7

Spec. B – Paper 1

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and use of specialist terminology.

PEEL

(h) You have studied how an emerging country is managing to develop.

Assess the reasons why there are differences in the level of development **within** this country.

2 Q02h
(8) 1 Q2hSFG

Named emerging country

~~Mumbai~~ Mumbai

The most significant reason is vision Mumbai. The vision Mumbai helped develop Mumbai because it help them to not just develop there work system but there country as a whole. However, it ~~at~~ only helped some parts of Mumbai. For example, vision Mumbai knocked down buildings to ~~redo~~ redo them but the ~~company~~ company behind vision Mumbai did not ~~but~~ put the citizens who live in those houses into a back housing & while they redo the buildings leaving them homeless.

Response 8

Spec. B – Paper 2

Assess the possible impacts of the weather in the summer of 2022 on the rivers and lakes of the UK.

You **must** use evidence from Figure 2 in your answer.

(8) Q04

one possible impact that may occur is that as the weather gets warmer, the sea levels may rise. This is because in Figure 2, it says that in July rainfall it was 44% below its average causing the north-west of Scotland to be slightly wetter than average. This means that sea-levels rises and can cause more flooding. Going into more depth, because the north-west of Scotland was slightly wetter than average, this caused low air pressure leading to ~~rainfall~~ high rainfall. In figure

Responses 9 & 10

Spec. B – Paper 2

(iii) Compare the importance of London in attracting FDI, with the rest of the UK.

(30) Q5aiii

London has a higher FDI compared to the rest of the UK because London is a city that is very popular for its wide range of job opportunities and the famous landmarks.

(iv) Explain **one** reason for the regional variations in FDI in 2019.

(20) Q05aiv

One reason could of been ~~be~~ an increase in people coming to the UK like immigrants. This is because immigrants came to the UK wanting housing and a job. ~~be~~

Response 11

Spec. B – Paper 3

(f) Study Figure 10.

(i) Figure 10 mentions unconventional fossil fuels.

Using your own knowledge, name **two** unconventional fossil fuel sources.

(10) Q03fi

1 Carbon dioxide emission

2 Coal

Response 12

(ii) Using evidence from Figure 10, assess which countries are most and least responsible for carbon dioxide emissions over time.

(8) 7 Q03fi

The countries with most responsible are developed countries like India. ^{with 29%} This is because in figure 10, it says the amount a country emits depends on its level of development and its population size. This here shows that developed countries like India cause CO₂ emission to increase over time. As the population increases, people in India uses cars to drive around everywhere causing fossil fuels CO₂ to being emitted going into affecting air of environment. Developed countries put more of an impact on the environment because these countries are finished developing, they are one of the few countries with new technology and have a large population of 1.2 billion people.

Another country that is just below developed countries is emerging countries like China with 15% and 16%. This is because in figure 10, it says that some developing and emerging countries say they should ^{be} allowed to keep producing fossil fuel for longer because they emit least to the climate change. This is given as telling us that emerging countries don't

10



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P 7 5 5 2 3 A 0 1 0 1 6

emitted ~~emitted~~ emit more CO₂ due to its population. Emerging countries have low population meaning those countries are not in the higher stages of developing their country.

Developing writers

- Provide students with key geographical vocabulary for every lesson and task.
- Use visual stimuli like revision guides with lots of images.
- Exemplar pieces – WAGOLL.
- Incorporate real tasks for real audiences. For example, letters that are sent off e.g. write to MP about climate change or charities when studying top-down and bottom-up.
- Model answers and solutions. Either teacher or peer.
- Use oral rehearsal. Speaking like a Geographer develops writing in Geography. Provide opportunities for structured talk.
- Develop students' ability to read complex texts or just provide them with what they need.
- Break down complex writing tasks use writing mats and structure strips.
- Sequence writing tasks by breaking it down, provide the recipe (PEEL) Post-its – can be moved and arranged to support writing.
- Combine writing with reading.
- Provide high quality literacy intervention for struggling students.

Reflections

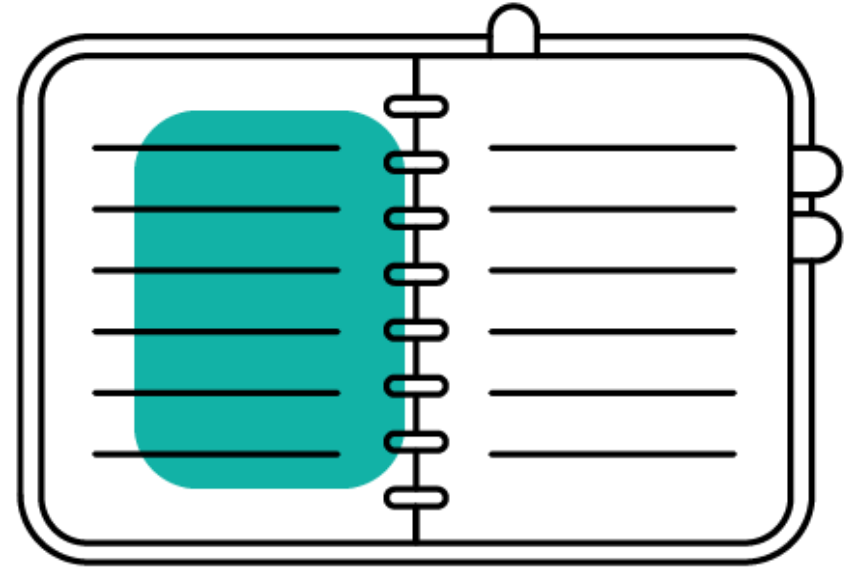
Reflections:

Please take a minute to reflect on any 'takeaways' and what you might try differently. Please respond in the group chat.

Summary

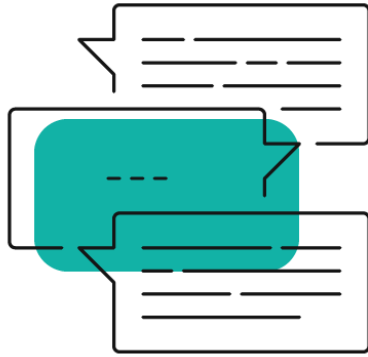
A checklist of good practice for every lesson

- Teach to the Top (aspirational success criteria)
- Scaffold up
- Check for understanding
- Targeted questioning
- Provide guided feedback
- Explain with precision
- Model excellence
- Frequent exam-style question practice
- Practice, recall, practice, recall, practice, recall...



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Free qualification support

- Student exemplars from summer 2019 with assessment commentary.
- Exam feedback from summer 2019 videos for all three exam papers.
- Detailed assessment guides for GCSE Geography A and GCSE Geography B and a free KS4 baseline assessment.
- Getting Started guide and course planners for a two-year and three-year GCSE.
- Mapping guides for all exam board specifications.
- Schemes of work and topic packs for every topic.
- Support with embedding high-quality fieldwork into teaching.
- GCSE Geography 'Maths for Geographers' guide.
- Mocks Marking training.
- GCSE Geography A and Geography B Pace Yourself support packs.
- Network events run throughout the year.

Find out more

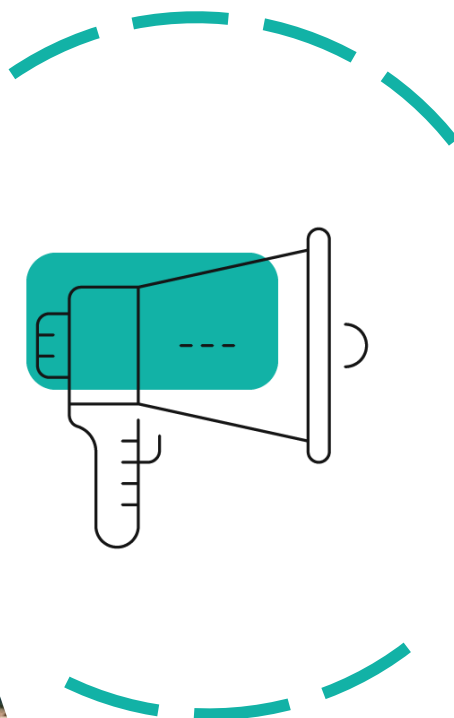
For more professional development courses please see Pearson's [Professional Development Academy](#)





Thank you for listening

Any questions?



Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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