

London Schools Excellence Fund

Final report

Rediscovering London's Geography LSEF 1203



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Evaluation Final Report Template

Introduction

Project Oracle: Level 2

Report Submission Deadline: Round 1 and Round 2 - 30 September 2015

Report Submission: Final Report to the GLA

Project Name: Rediscovering London's Geography

Lead Delivery Organisation: Royal Geographical Society (with IBG)

London Schools Excellence Fund Reference: LSEF 1203

Author of the Self-Evaluation: Steve Brace, Head of Education and Bryony Collins, Project Coordinator

Total LSEF grant funding for project: £226,640 plus additional of £39,774

Total Lifetime cost of the project (inc. match funding): £266,414

Actual Project Start Date: 01.01.2014

Actual Project End Date: 30.09.2015

1. Executive Summary

The aim of the Rediscovering London's Geography (RLG) project was to improve the teaching and learning of geography in London's schools and encourage more pupils to study this subject.

This project achieved the following activities:

- Engaged 219 schools (target 135). See Appendix 1. Schools reached by RLG-Map.
- Worked with 854 teachers via CPD (target 620)
- Engaged 7,298 young people through Geography Ambassador presentations, subject knowledge lectures and careers and further study events (target 8,720 young people)
- Established 11 local LEA CPD networks¹, across 12 London Boroughs (target 12 Boroughs engaged).
- Ran 37 CPD events (target 22 events).
- Created 28 online resources and subject knowledge animations. Complemented by curriculum planning documents, primary fieldwork resources, posters and examples of schools' schemes of work (target 26 units). See 2.2 below for full details.
- Achieved 55,000+ page views of the resources (target 50,000 views)
 - Four² of these teaching resources received the 2015 Silver Award from the Geographical Association.

The following reports on the RLG project through both quantitative and qualitative analysis and feedback from an external evaluation (See Appendix 2. External evaluation of RLG).

Terminology: 15 schools were directly involved in the shaping and delivery of this programme. These teachers/schools are termed *Partner Teachers/Schools*.

¹ Bromley, Ealing, Enfield, Havering, Hounslow and Hillingdon, Kensington and Chelsea, Islington, Hammersmith and Fulham, Lambeth, Newham, Wandsworth.

² Mountains, earthquakes and volcanoes (KS2), Glaciation and geological timescales (KS3), Russia's regions and roles (KS3), Mapping London (KS3).

Other schools became involved through local CPD. Their teachers tended to be less confident and/or were more likely to be non-subject specialists. These schools are termed *Network Teachers/Schools*.

Our final report findings identify:

1. The value of focusing on geographical subject knowledge to prepare for the new curriculum. At the start of the project 43% of network teachers felt 'not well prepared' to implement the curriculum. By the end of the project 80% of these teachers felt 'well' or 'very well' prepared.

*"The most notable improvement in teacher subject knowledge has been for teachers in a local network who are not subject specialists and now feel well prepared to teach the new curriculum."*³

2. The importance of supporting teachers' confidence in geography. Rising levels of subject confidence, particularly amongst network teachers, from 48% and 39% of network teachers feeling either 'quite' or 'very' confident at the start to 100% across either category at its end.

*"There was a marked difference for the teachers in the local CPD networks who had stated that they were not confident at the start of the project, but felt quite confident at the end."*⁴

3. That locally delivered CPD, through local hubs, backed up with resources and other support, is invaluable. Teachers rated highly the support they had received on subject knowledge, fieldwork, 'new' areas of the curriculum and the opportunity to learn from other colleagues and schools through the networks.

4. That the Society role, in terms of subject leadership and expertise, has provided significant additional value.

*"The project's made me feel there is a network and there's someone [the RGS] I can talk to who's an expert ... that's been a big positive impact on myself and I'm able to use this for next year's curriculum and help out my colleagues."*⁵

2. Project Description

The Royal Geographical Society (RGS) established, set up and delivered the Rediscovering London's Geography project (January 2014 – October 2015) to improve the teaching and learning of geography in London's schools and encourage more pupils to study this subject at GCSE and A Level.

This project was seeking to address longstanding challenges in school geography concerning negative Ofsted reports into the persistence of poor quality teaching and learning, a lack of teachers' subject knowledge, and pupils' negative perception of geography. It also sought to encourage schools to make greater use of different London sites and locations for geographical fieldwork.

This project drew on the Society's extensive geographical expertise, experience, reputation with teachers, educational memberships and networks, and strategic partnerships. By building on the Society's established presence with London's schools the project could be successfully established and taken to scale. The Society's role also provided expert subject leadership and prestige. For example, teachers commented very positively on the Society's

³ Appendix 2. Evaluation of Rediscovering London's Geography (RLG) project (para 2.1)

⁴ Appendix 2. Evaluation of Rediscovering London's Geography (RLG) project (para 4.2)

⁵ Appendix 5. Teacher Case Studies (Sandy)

brand-association with the project, which in turn gave their involvement greater legitimacy within their schools and helped enhance their own subject confidence. As one teacher noted,

“The project has ‘given coherence to geography’ by introducing new plans as part of the National Curriculum, and encouraged phasing out of older plans. Geography has become important again within school, in context of English and Maths often taking priority.” Anna

The main focus of this work was with teachers. This covered working with a core group of 15 expert partner schools to help inform and shape the programme; the publication of online resources for the new curriculum; and provision of CPD training to c800 teachers from c200 schools - through events at the Society and the development of local CPD networks within 12 London Boroughs. This complementary approach helped to:

- Raise teachers understanding of geographical subject knowledge, addressing their knowledge gaps, and the new level of academic demand, which are needed to introduce the new curriculum and examinations
- Boost teachers’ confidence in using geographical knowledge (not generic ‘skills’)
- Encourage them to undertake geographical fieldwork within London

In addition, the RLG project also ran specific activities for over 7,000 geography pupils to promote the relevance of geography to further study and careers. This including the publication of new Going Places with Geography careers and further study materials⁶; the running of 9 careers and further study events/workshops at the Society and provision of Geography Ambassador presentations by London undergraduates to pupils. These activities were designed to:

- Support pupils’ higher level understanding of geographical core knowledge so they can better achieve against the new curriculum and examinations
- Make geography interesting [many pupils previously described geography as ‘boring’, Ofsted 2007 & 2011]
- Highlight the subject’s relevance to further study and careers in order help to raise entry levels at GCSE and A Level

The RLG project also liaised with the Geography Alliance and the Inspiring Learning Through Outdoor Science and Geography LSEF projects, led by the Institute of Education and Field Studies Council respectively.

As identified in Section 4.2 below, beyond the completion of this project in October 2015 the Society will:

- Maintain and promoted access to the online educational resources and the Going Places with Geography careers and further study materials
- Encourage schools to continue their involvement with local CPD events and activities
- Continue the provision of subject specific CPD held at the Society for primary and secondary teachers

2.1 Does your project support transition to the new national curriculum? Yes

If **Yes**, what does it address?

The teaching and learning of geography.

⁶ Going Places with Geography careers booklet and Going Places with Geography careers poster for classrooms.

The resource units have been specifically focused on key elements of the 2014 National Curriculum for geography, particularly those areas, identified through consultation with teachers, which were new or challenging content.

In addition, the CPD programme has provided training on curriculum planning in geography with a focus on the new curriculum, fieldwork and specific areas of subject content.

2.2 Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the LondonEd website.

The main online presence for this work has been www.rgs.org/rlg and information about the project has been included within the LondonEd website.

In addition, the project has been regularly promoted through the following:

- www.rgs.org/rlg
- The Society's schools and corporate twitter channels: @RGS_IBGschoools and @RGS_IBG ⁷
- The Times Educational Supplement resources pages
- The DfE Twitter channel @educationgovorg
- <http://livinggeography.blogspot.co.uk/> (a popular blog site for geography teachers)

All the online resources have been provided as open access resources and are available for teachers to use without any restriction. The Society will maintain access to the resources well beyond the life-time of the project.

The published resources include:

Primary: (see accompanying overview)

- Australia
- Brazil
- Exploring Shackleton's Antarctica
- Global trade
- Hong Kong (*)
- Mountains, volcanoes and earthquakes
- Rivers (*)
- The Mediterranean
- The UK (*)
- The USA (*)

Secondary: (see accompanying overview)

- Coasts
- Glaciation and geological timescales
- Mapping London
- Middle East (*)
- Natural resources
- Russia's regions and roles
- Soils (*)

Subject Knowledge Animations

⁷ Please see accompanying document StorifyRediscoveringLondon'sGeography

- Key Stage Two geography
- Map Skills
- Mountains, volcanoes and earthquakes
- Russia
- Shackleton's Endurance Expedition (*)

A Level content overviews:

- Changing Place – Changing Places
- Deserts (*)
- Glaciation (*)
- Global Systems and Global Governance
- Landscape Systems
- Water and Carbon Cycles

Primary fieldwork:

- Enquiry questions
- Rivers
- Settlement and land-use
- Weather

Posters:

- Weather and climate
- Mountains, volcanoes and earthquakes

Schemes of work:

- 10 anonymised examples of different schools' schemes of work in primary and secondary geography

Note: As reported in the Society's interim report, a number of the teachers commissioned to write resources took significantly longer than planned to deliver their manuscript to us. We have now received submissions for most of the outstanding materials (*) and will be publishing the formatted units as quickly as possible.

3. Theory of Change and Evaluation Methodology

Please attach a copy of your validated Theory of Change and Evaluation Framework.

Appendix 3.1 RLG Evaluation Framework

Appendix 3.2 RLG Theory of Change

Please also see the following materials

Appendix 4. Partner and Network Teachers Data Analysis

Appendix 5. Teacher case studies

3.1 Please list **all** outcomes from your evaluation framework in Table 1. If you have made any changes to your intended outcomes after your Theory of Change was validated please include revised outcomes and the reason for change.

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
<i>Teachers</i>	Improved subject knowledge in geography from KS1-KS4	N/A	

<i>Teachers</i>	Increased teacher confidence in teaching geography from KS1 to KS4	N/A	
<i>Teachers</i>	Delivery of higher quality teaching including improved subject focused and teaching methods	N/A	
<i>Teachers</i>	Use of improved subject-specific resources	N/A	
<i>Pupils</i>	Pupils have an improved understanding of the relevance of geography	N/A	
<i>Pupils</i>	Increased interest in the subject	N/A	
<i>Schools</i>	Teachers involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	N/A	
<i>Schools – pupil outcomes</i>	Longer term uptake of geography at GCSE and A Level in London schools involved in the project	<p>Impractical to measure in terms of causality.</p> <p>However, this project has taken place against the backdrop of continuing growth for geography. Figures for the summer results 2015⁸ indicate that (nationally) GCSE geography has continued to grow for the 5th year running and A Level geography experienced the highest rise (13%) of all major A Level subjects (see section 8.3 below for details)</p>	Outside the project's timing to have had an immediate effect.
<i>Schools – pupil outcomes</i>	Pupils better prepared for transition in geography from KS2 to KS3	Note: impractical to try and establish causality	Note: having reflected on the timing of the

⁸ www.jcq.org.uk

			programme, and discussed this issue with teachers, we felt that it was impracticable to try and establish causality across previously Y6 moving into Y7
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3.2 Did you make any changes to your project's activities after your Theory of Change was validated?

No – the Theory of Change has been updated with additional activities and already re-validated.

3.3 Did you change your curriculum subject/s focus or key stage?

No

3.4 Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

Yes. The evaluation was undertaken largely as planned with

- Teachers
- Pupils
- And through an external evaluation

The evaluations included both quantitative evaluation and qualitative feedback from a number of focus groups and discussions.

a. Evaluations with teachers

The Society surveyed network and partner teachers and received 52 completed responses from 360 questionnaires issued (14% response rate). We also undertook focus group discussions with 10 teachers (lower than planned) from a number of different schools.

b. Evaluations with pupils

As planned we undertook evaluation activities with a sub-set of pupils attending a range of events that included Going Places with Geography and Bridging the Gap workshops. Evaluation responses were received from over 600 pupils

c. External evaluation (Appendix 2. External Evaluation of RLG)

This was undertaken by Ms Rinku Mitra⁹ and included the gathering of qualitative data from three focus group discussions with 10 teachers from eight schools in June and July 2015.

We had originally planned to undertake this external evaluation with a greater number of teachers from a wider range of partner schools and network schools. However, the timing of the focus groups to the proximity of the examination period and end of the summer term presented a challenge to many teachers' availability.

This external evaluation focused on three key outcomes identified in the RLG Theory of Change:

- Improved teacher subject knowledge
- Improved teacher confidence in teaching geography
- Improved teaching for all year groups in KS2, KS3 and GCSE

The evaluation report, including full transcripts of discussions with the teachers, has been included.

4. Evaluation Methodological Limitations

4.1 What are the main methodological limitations, if any, of your evaluation?

We did receive feedback from teachers that they found the number of questionnaires (including the efficacy review materials) an unwarranted amount of extra detail to complete. This may have influenced the 14% response rate for the final questionnaires. We had actively sought to increase the response rate through the provision of free posters and memory sticks (containing overviews to the online resources, the National Curriculum for geography, Ofsted reports and other RLG project information) to teachers who completed the questionnaires.

We also found it difficult to achieve the proposed range of focus group meeting which were scheduled in the summer term. The proximity of these meetings to the examinations season, popular time for fieldwork and also early end of term for colleagues from independent schools may have limited the numbers of teachers who became involved in the evaluation process. In addition, we did experience some level of 'churn' amongst colleagues in the key group of partner schools with c20% of these schools experiencing changes in staffing of the colleague/s who attended the RLG partner school meetings and associated evaluation.

The Society also recognises that we took the project to scale across the capital relatively quickly. This allowed us to achieve a good level of coverage of Boroughs and to engage more teachers than initially planned. However, our focus on breadth and reach across London, rather than working with a small number of schools, may have led to the more general evaluation approaches – rather than more granular enquiry.

The almost complete absence of the systemic reporting of pupil progress in primary geography mitigated against evaluation activities that could have addressed the development of pupil knowledge from Y6 to Y7.

Finally we recognise that much of the data is 'self-reported' i.e. provided by those already engaged in the programme. It is pleasing to receive the positive level of feedback they have

⁹ <https://uk.linkedin.com/pub/rinku-mitra/1a/48/61a>

provided. However, we do recognise that we have been unable to compare this data with a control group of uninvolved teachers.

4.2 Are you planning to continue with the project, once this round of funding finishes?

Yes

If **yes**, will you (and how will you) evaluate impact going forward?

The Society will continue key aspects of the project in the following ways:

- Online resources. We will maintain access to all of the online educational resources published through the Rediscovering London's Geography project. These will continue to be made freely available to teachers via www.rgs.org/rlq and the Society will feature relevant resources through its schools twitter feed and other distribution channels to schools
- Going Places with Geography careers and further study materials will continue to be made freely available via www.rgs.org/GPWG
- Local CPD networks. We have encouraged local CPD networks to continue to meet on an informal basis and have offered that the Society can provide some limited support to these. The Society is also positively considering an application to the Subject Knowledge Hubs fund to support a geographical hub anchored on the existing 12 Boroughs and reaching out to new schools to provide a greater level of future support.
- Central CPD. We are planning a series of CPD events for the end of the autumn term and start of 2016 on a modest 'charged for' basis to provide cost recovery for these future activities.

We will continue to track user statistics for our online resources and also ask delegates to complete evaluation forms following their attendance at CPD events.

5. Project Costs and Funding

Note: as raised in email correspondence to Catherine Knivett and Dorothy Wilson (30.10.2015) there is more work to be completed to ensure that a final outturn can be fully presented. This will be completed shortly and provided separately.

5.1 Please fill in Table 2 and Table 3 below:

Table 2 - Project Income

	Original ¹⁰ Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	£226,640	£39,774	£266,414		
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)					

¹⁰ Please refer to the budget in your grant agreement

Total Project Funding	£226,640	£39,774	£266,414		
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List details in-kind support below and estimate value.

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)					
Direct delivery costs e.g. consultants/HE (specify)					
Management and Administration Costs					
Training Costs					
Participant Costs (e.g. Expenses for travelling to venues, etc.)					
Publicity and Marketing Costs					
Teacher Supply / Cover Costs					
Other Participant Costs					
Evaluation Costs					
Others as Required – Please detail in full					
Total Costs					

5.2 Please provide a commentary on Project Expenditure

This section should include:

- *commentary on the spend profile*
- *budget changes that have occurred, including the rationale for any changes*

(Maximum 300 words)

6. Project Outputs

Please use the following table to report against agreed output indicators, these should be the same outputs that were agreed in schedule 3 of your Funding Agreement and those that were outlined in your evaluation framework.

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs [Original + any Additional Funding/GLA agreed reduction]	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	115 15 partner	135 The additional 20	219	+84 (target exceeded)

	schools and 100 schools reached through local CPD networks, based on 10 schools in each of the 10 networks)	were through 2 new local CPD networks		
No. of teachers	400 60 teachers via partner schools, 100 via local networks, 240 via CPD events – 12 CPD events with average attendance of 20	620 The additional 220 were through 20 new teachers in local networks, then 200 through 10 additional CPD events – c20 teachers per event	854 This includes attendance at network CPD events and also subject knowledge CPD events held at the Society	+ 234 (target exceeded)
No. of pupils	8,400 Via 250 geography ambassador presentations and Going Places and other events	8720 Additional 320 via Bridging the Gap events and 3 Going Places with Geography events (c80/event)	7,298 180 ambassador presentations provided to c5,400 pupils; 1150 attended subject knowledge lectures and 748 attended Going Places and Bridging the Gap events	83% met
Production of Going Places with Geography careers and further study materials and poster	Print and dissemination of Careers and further study through geography booklet and poster		Completed and distributed to all London secondary schools. See Appendix 7.1 & 7.2 Both have been Also available online ¹¹ and were also profiled in recent 'Getting Started with Geography' dissemination	Met target

¹¹ <http://www.rgs.org/OurWork/Study+Geography/Going+places+with+geography.htm>

			activities	
Develop borough based networks	10	12	11 One of the additional networks ran over 2 Boroughs (Hounslow and Hillingdon).	Target met
Create subject knowledge online resource units	20 (8 primary, 12 secondary)	26 resources	28 units will be published – see section 2.2 for the topics they cover.	In progress. 17 have been published and the remainder will be published shortly. As previously reported a number of teacher/writers have delivered late manuscripts for these materials.
Getting started with geography dissemination	Outputs of RLG project through themed posters and memory stick with resources	Outputs of RLG project through themed posters and memory stick with resources	Outputs of RLG project through themed posters and memory stick with resources distributed to 140 secondary London contacts.	Target met
Primary geography 'keep in touch' London network	Not in original targets	Scaling up activity: Through posters, memory sticks online support	In summer /autumn 2015, 120 teachers received printed posters ¹² and memory sticks ¹³ .	Target met

¹² Geography subject knowledge themed posters were designed and printed on two key areas of the national curriculum: Mountains, Volcanoes and Earthquakes; Weather & Climate see appendices 6.1 and 6.2

¹³ Memory sticks included information on: resources available online overview, electronic copies of the 3 classroom posters (Going Places with Geography; Mountains, Volcanoes & Earthquakes; Weather & Climate), membership of the Society information, latest National Curriculum and Ofsted report for geography and fieldwork resources.

7. Key Beneficiary Data

7.1 Teacher Sub-Groups (teachers directly benefitting counted once during the project)

Teachers benefitting from the RLG project are defined in two categories:

1. Colleagues from our Partner Schools, of which there were 15 lead contacts. These colleagues attended termly RLG project meetings at the RGS, selected CPD events and also a number of them hosted and ran local CPD networks in their Boroughs.
2. Colleagues from Network Schools who became involved in the project through their attendance at CPD events held locally within their Borough and also at the RGS head-quarters. These teachers have made up the majority of the number of teachers involved in this project.

Table 5 – Teachers benefitting from the programme

Note: We are trying to reconcile the overall total figure with the sub-set which has been included in the data below. The 854 records all individual teachers (counted once) who have been involved in the RLG. The 234 is a sub-set for which the contextual information is provided.

	No Teachers	%NQT	% 2-3 yrs	% 4+yrs	% Primary	% Secondary
Total teachers	854					
Sub set data broken down as below	234					
Partner Schools	15	0	14	86	13	87
Network Schools	220 (*) ¹⁴	17	16	67		

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark

As identified, our teachers cannot be compared to a control group of un-involved teachers.

However, it is helpful to compare the high levels of confidence, subject knowledge and preparedness to teach the new National Curriculum, that teachers engaged with the RLG project have acquired, to the findings and recommendations of a previous Ofsted subject report for geography.

The Ofsted reports is one of the few national benchmarks for the teaching and learning of geography. The findings of the 2011 report Geography: Learning to Make a World of

¹⁴ (*) This specific data corresponds to a sub set of teachers attended local network CPD events. It does not include all teachers attending these events or London teachers who attended the central CPD provided by the Society.

Difference highlight the importance of subject knowledge, teachers' professional development, the importance of fieldwork and professional networks. It notes that:

- Improvements were often being slowed down by primary teachers' weak knowledge of geography, their lack of confidence in teaching it and insufficient subject-specific training.
- In secondary schools, relatively weak achievement in Key Stage 3 often contrasted with the good progress of those who had chosen to study geography at Key Stage 4. Uninspiring teaching and the lack of challenge discouraged many students from choosing geography at GCSE.
- Good fieldwork engaged pupils and encouraged a higher than average take-up of examination courses at a time when entries were falling nationally. However, just over half the primary and secondary schools visited did not use fieldwork enough.
- Schools should:
 - provide subject-specific support and professional development to improve teachers' confidence and expertise, enabling them to teach geography more effectively
 - maximise opportunities for fieldwork to enhance learning and improve motivation
 - develop and make best use of networks in order to identify and share good practice, ideas and expertise in the teaching of geography.¹⁵

7.2 Pupil Sub-Groups (these should be pupils who directly benefit from teachers trained)

The RGS has not 'counted in' numbers of pupils from the 200+ schools which took part in the RLG project in relation to the impact of the teachers' involvement in RLG on their learning and progress in geography.

Rather we have focused on the more discrete and quantifiable number of the 7298 pupils who have been part of a geography ambassador presentation, and/or attended a Going Places with Geography, Bridging the Gap or similar event.

For detail on the pupil sub-group breakdown for our Partner Schools please see information previously provided in the RLG Interim Report.

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started:

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Improved subject knowledge(in relation to their preparedness to teach the	Survey (and focus groups)	54 responses (14% return rate)	Based on a four point scale How well prepared do you feel to implement the new National	Ongoing from project start (note teachers joined the project on a rolling basis from early	Summer term 2015 Please see accompanying papers for partner and

¹⁵ Geography: learning to make a world of difference. Ofsted 2011 Pg 6&7

new National Curriculum)			Curriculum for geography? [] very well prepared [] well prepared [] not well prepared [] significantly underprepared	2014)	network school end of project evaluation
Teacher confidence	Survey (and focus groups)		Based on a four point scale How confident do you currently feel in your teaching of geography? [] very confident [] quite confident [] not confident [] not at all confident	Ongoing from project start (note teachers joined the project on a rolling basis from early 2014)	Summer term 2015
	External evaluation	Focus groups with 10 teachers			Summer term 2015
Use of project	CPD uptake and Online resource use		Delegate lists collected for all CPD events Online usage tracked with web analytics and also web statistics from third party sites hosting elements of RLG too (e.g. You Tube and TES online)	Ongoing	Ongoing to September 2015
Efficacy review	Questionnaire			From project start - ongoing	Summer term 2015 Please see accompanying end of project efficacy reviews for network and partner schools

Note:

Selection of participants for the evaluation activities.

Participants (both teachers and students) for the evaluation activities were selected in the following ways:

Teachers. Teachers who were part of our core Partner School group were asked to complete evaluation questionnaires and also take place in focus group activities at the Society and also as part of the external evaluation within their schools. Teachers attending CPD events at the Society and the locally provided CPD were asked to complete questionnaires at the end of their sessions.

Almost 400 teachers (both primary and secondary) were sent the project's final evaluation questionnaire and asked to complete it, 14% response rate.

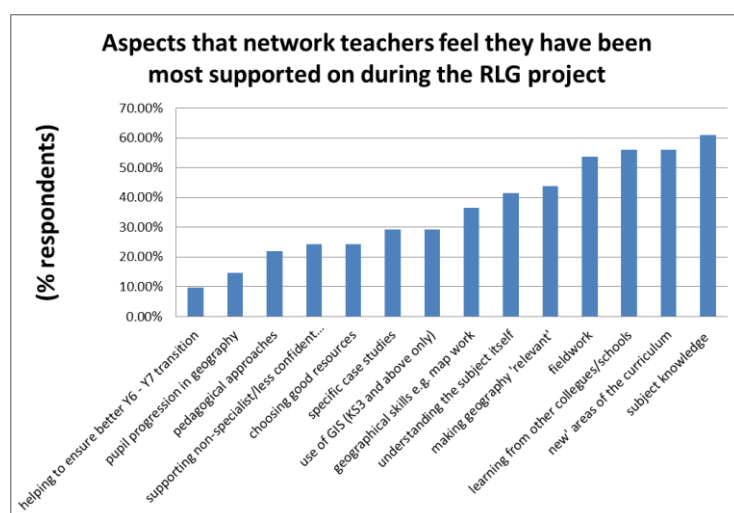
Geography pupils attending the Society's Going Places events were asked to identify their levels of interest in geography at the start of the event they attended and then to complete a questionnaire at the end of the event.

8.1.1 Please provide information on:

The following feedback, made by teachers at evaluation focus groups and in writing, illustrates the range of positive qualitative responses that the project received across three key areas.

A. Improved teacher subject knowledge

- As evidence from the data below, the aspects of this project that network teachers felt most supported on were subject knowledge (61%), new areas of the curriculum (56%), learning from other colleagues (56%) and fieldwork (54%)



The following qualitative comments from four teachers identify how the project has supported them in relation to more detailed areas of subject specialism, namely

- An understanding of the new geography curriculum across the primary and secondary years

"It was useful getting to know the new curriculum and its progression". (Primary teacher, Chesterfield Primary School, Curriculum Planning Meeting).

"It was useful to take part in activities that allowed us to drill down into our own KS3 plans and to discuss how they could be improved" Paul (Secondary Teacher, Bishop Justus Church of England School, Curriculum Planning Meeting)

- Subject specific skills in geography e.g. the use of Geographical Information Systems (GIS)

“It was interesting to see how GIS can be used and implemented in the classroom” (Philip, Gaynes School, GIS Network Meeting).

- The provision of support to enhance schools’ provision of fieldwork
“Good ideas for fieldwork and really useful practical ideas to take forward” (Alex, Dulwich College Junior School, Fieldwork CPD Session).

B. Improved teacher confidence in teaching geography

Underpinning the development of teachers’ subject specific understanding and skills has been the Society’s focus on also seeking to support teachers’ confidence in their teaching of geography. The external evaluation of this project identified that *“Improvement in teachers’ confidence for non-subject specialists due mostly to the impact of the local network meetings and CPD”*¹⁶

As was expected the increase in confidence of (expert) Partner teacher increased, from a high initial base, incrementally over the project lifespan. Before the project began, 53% of these teachers felt ‘very confident’ in teaching of geography, with 47% feeling ‘quite confident’. This has increased slightly, with 61% of teachers feeling ‘very confident’ and 38% of teachers feeling ‘quite confident’.

In comparison the less expert network teachers reported lower levels of initial confidence, whilst experiencing much greater gains in confidence over the project period. At the beginning of the project 48% of network teachers felt ‘quite confident’ in the teaching of geography, with 39% feeling ‘very confident’ and 13% ‘not confident’ at all. With the help of the project 100% of teachers now feel ‘very’ or ‘quite’ confident in the teaching of geography.

Qualitative feedback on network teachers experiences of the enhance confidence is provided in the following quotes from primary and secondary colleagues.

“It certainly gave me confidence to approach the changes to the KS3 curriculum and I realised they are not as daunting as I had been imagining”. (Emma, Secondary Teacher, Chislehurst and Sidcup Grammar School, Curriculum Planning Meeting).

“It was great to share ideas with other schools. It was good to see that there are different ways of tackling the new curriculum”. (Karen, Acton High School, Curriculum Planning Meeting).

“A very interesting and upskilling session. I feel more confident at teaching mapping skills and delivering inset to other teachers” (Terry, Fielding Primary School, Map Skills Network Meeting).

“Thank you - very useful and I feel much more confident and excited about teaching geography.” (Alex, Eleanor Smith Primary School, Map Skills Network Meeting)

C. Improved teaching for all year groups in KS1-KS4

¹⁶ Appendix 2. Evaluation of Rediscovering London’s Geography (RLG) project (para 2.2)

The Society's Theory of Change is based on the premise that a greater understanding of subject knowledge (and subject specific skills), underpinned by growing teacher confidence in their work should impact on improved teaching and learning. The Society was not in the position to undertake either lesson observations or a comparison evaluation between those involved in this work and a control group. However, teachers have provided testimony in relation to the positive impact of their involvement with the Rediscovering project on their teaching. A selection of this feedback is provided below:

"I developed a broader understanding of what questions to ask, and what is expected at the end of each Key Stage" (Primary teacher, Chesterfield Primary School, Curriculum Planning Meeting)

"It was interesting to see the cross over between KS2 and KS3 and how geography is taught in KS3". (Terry, Primary Teacher, Fielding Primary School, Curriculum Planning Meeting).

"Fantastic CPD - thanks; will have lots of impact for all geography taught at my school" (Holly, Hanover Primary School, Map Skills Network Meeting)

8.2 Pupil Outcomes

Date pupil intervention started: 4.07.14

Table 11 – Pupil Outcomes for pupils benefitting from the project

The following provides quantitative feedback on evaluation activities undertaken with pupils attending Going Places with Geography and Bridging the Gap events. These were held at the Society and provided workshops and other input in relation to the value of geography to further study at university and the world of work. They included input from geography ambassadors about the nature of studying geography at university and transition to Higher Education more generally.

Going Places with Geography (GPWG) events

Year 9: 24.11.14, 15.12.14, 02.02.15, 27.04.15

Year 12: 04.7.14, 01.7.15

The Going Places with Geography events showcase the wide range of careers that are opened up to those who study geography. They are for pupils who are considering geography as a university option and sessions are run by geography graduates from a variety of professions, as well as Geography Ambassadors currently studying the subject. At the GPWG further study and careers days we surveyed pupils who attended the events. We asked the following questions, at the start and end of the day:

- *Question 1: Corresponds to Outcome 1*

How likely are you to take geography at university? Very likely; Quite likely; Possibly; Not likely

- *Question 2: Corresponds to Outcome 2. How important is geography to you?*

Very; Quite; A little; Not

Bridging the Gap (BtG) events

30.03.15, 15.07.15

BtG events provide sixth form students with a feel for what studying geography at university level is like. Four different sessions, led by our Geography Ambassadors, are directly based around a topic being studied at university. At the BtG further study and careers days we surveyed pupils who attended the events. We asked the following questions, at the start and end of the day:

- Question 1: Corresponds to Outcome 1

How likely are you to take geography at university? Very likely; Quite likely; Possibly; Not likely

- Question 2: Corresponds to Outcome 2 How important is geography to you?

Very; Quite; A little; Not

The following data indicates¹⁷ positive levels of responses from pupils in relation to how the relevance of geography to further study and careers and the importance of the subject to them. We also recognise that for some students greater exposure to the subject may (ironically) convince them that their interests actually lie elsewhere – this perspective may be relevant in the seemingly anomalous decline for Outcome 1 below. That said, the Society would much sooner young people choose to follow (or not) a course in geography on the basis of a clear understanding – rather than making what may be for them a mistaken choice.

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return Beginning of event	2 nd Return End of event
Outcome 1: <i>Increased understanding of the relevance of geography to further study and careers</i>	BtG pupil questionnaires Data was collected at two events	Sixth-form pupils Number of responses- 21	Percentage of each answer in response to the question: <i>How likely are you to take geography at university?</i>	Very likely 80% Quite likely 10% Possibly 10% Not likely 0%	Very likely 76% Quite likely 14% Possibly 10% Not likely 0%
Outcome 2: <i>Increased interest in the subject</i>			Percentage of each answer in response to the question: <i>How important is geography to you?</i>	Very 71% Quite 29% A little 0% Not 0%	Very 86% Quite 14% A little 0% Not 0%
Outcome 1: <i>Increased understanding of the relevance of geography to further study and</i>	GPWG pupil questionnaires Data was collected at 3	Year 9 pupils Number of responses- 185	Percentage of each answer in response to the question: <i>How likely are you to take</i>	Very likely 8% Quite likely 21%	Very likely 18% Quite likely 36%

¹⁷ With one anomalous exception for the 'very likely' response in the first data box

careers	of 4 of the events		geography at university?	Possibly 54%	Possibly 35%
				Not likely 17%	Not likely 10%
Outcome 2: Increased interest in the subject			Percentage of each answer in response to the question: How important is geography to you?	Very 6%	Very 26%
				Quite 46%	Quite 54%
				A little 46%	A little 19%
				Not 2%	Not 1%
Outcome 1: Increased understanding of the relevance of geography to further study and careers	GPWG pupil questionnaires	Year 12pupils Number of responses- 219	Percentage of each answer in response to the question: How likely are you to take geography at university?	Very likely 60%	Very likely 67%
				Quite likely 21%	Quite likely 18%
				Possibly 17%	Possibly 14%
				Not likely 2%	Not likely 1%
Outcome 2: Increased interest in the subject			Percentage of each answer in response to the question: How important is geography to you?	Very 65%	Very 74%
				Quite 28%	Quite 24%
				A little 7%	A little 2%
				Not 0%	Not 0%

Pupil impact: Qualitative data

The following quotes from pupils illustrate how the BtG and GPWG events have resulted in both outcome 1 and outcome 2 being successfully achieved. Year 9 and sixth-form pupils gained an increased understanding of the relevance of geography to further study and careers, and also showed an increased interest in the subject. The Society is particularly pleased that these responses noted the relevance of the subject to specific professions and also to the nature of the subject at university.

“What I found most useful about the day was learning about the many jobs and careers that I could go on to do after a geography degree which I had previously not known about, for example, within charity and development work” (Year 12 pupil, GPWG)

“It was interesting and useful to interact with current geography students and I enjoyed getting their perspectives on what university is like.” (Sixth-form pupil, BtG)

“It was great to experience a university seminar to give an insight into what geography at university would be like.” (Sixth-form pupil, BtG)

Table 12 - Pupil Outcomes for pupil comparison groups *[if available]*

N/A

8.3 Wider System Outcomes

The three longer term/wider system outcomes identified in the RLG Theory of Change were

- Greater use of local London for geographical fieldwork
 - Improved pupil attainment in geography
 - (from summer 2016 onwards) a higher uptake of geography at GCSE and A Level
- **Greater use of local London for geographical fieldwork**

The importance of the support the Society provided for geographical fieldwork, especially at the local level, was welcomed by teachers. It was one of the four most highly rated areas of support identified by network teachers. The booklets developed to highlight local opportunities and suggested fieldwork sites for the Boroughs of Ealing, Enfield, Hammersmith and Fulham and Havering were positively commented on by teachers¹⁸.

The following quotes from teachers (both network and partners schools¹⁹) reflect the importance of this area of work.

“Local CPD was very useful and we were doing a training session about fieldwork – that was really useful and I went to the RGS for a one day course on fieldwork which was really great because we went across to Kensington and did weather and river experiments. That was stuff I don’t get to do as a class teacher.” Sandy (Network Teacher)

Our school incorporates fieldwork in every year group for the majority of the topics, and conversations with secondary teachers at RLG network meetings have informed my choice of fieldwork locations.” Anna (Partner Teacher)

The external evaluator noted that Maria (Network school) *“continues to support class teachers across the key primary phases to include fieldwork studies that take an investigative and hands-on pedagogical approach to geography, and utilises the fieldwork sites that London has to offer.”*

“The use of London as a study area – we will now be running a new Year 7 fieldtrip to London Docklands. Lessons are now more engaging as students are getting out into the field at a younger age and more frequently than before.” Sian (Partner School)

- **Improved pupil attainment in geography**

The 2015 summer results for geography indicated that pupil attainment at GCSE and A Level had remained consistent with national trends and/or slightly increased²⁰.

¹⁸ See www.rgs.org/rlg

¹⁹ Appendix 5. Teacher case studies

²⁰ See www.jcq.org.uk 2015 summer results for GCSE and A Level

The Society recognises that causality cannot be made between the RLG project and these results.

As previously noted there is a significant lack of any systematic recording of pupil progress in geography in primary schools. As a result, our aspiration of reporting on the geographical abilities of pupils across the Y6/Y7 transition and their levels of 'secondary ready' were, in retrospect unrealistic. Through discussions with primary colleagues it became clear that very few schools reported any level of robust data on their pupils' progression in geography over the primary years. This meant that any level of system wide reporting between Y6 and Y7, and comparisons with previous cohorts was impractical.

- **(from summer 2016 onwards) a higher uptake of geography at GCSE and A Level**

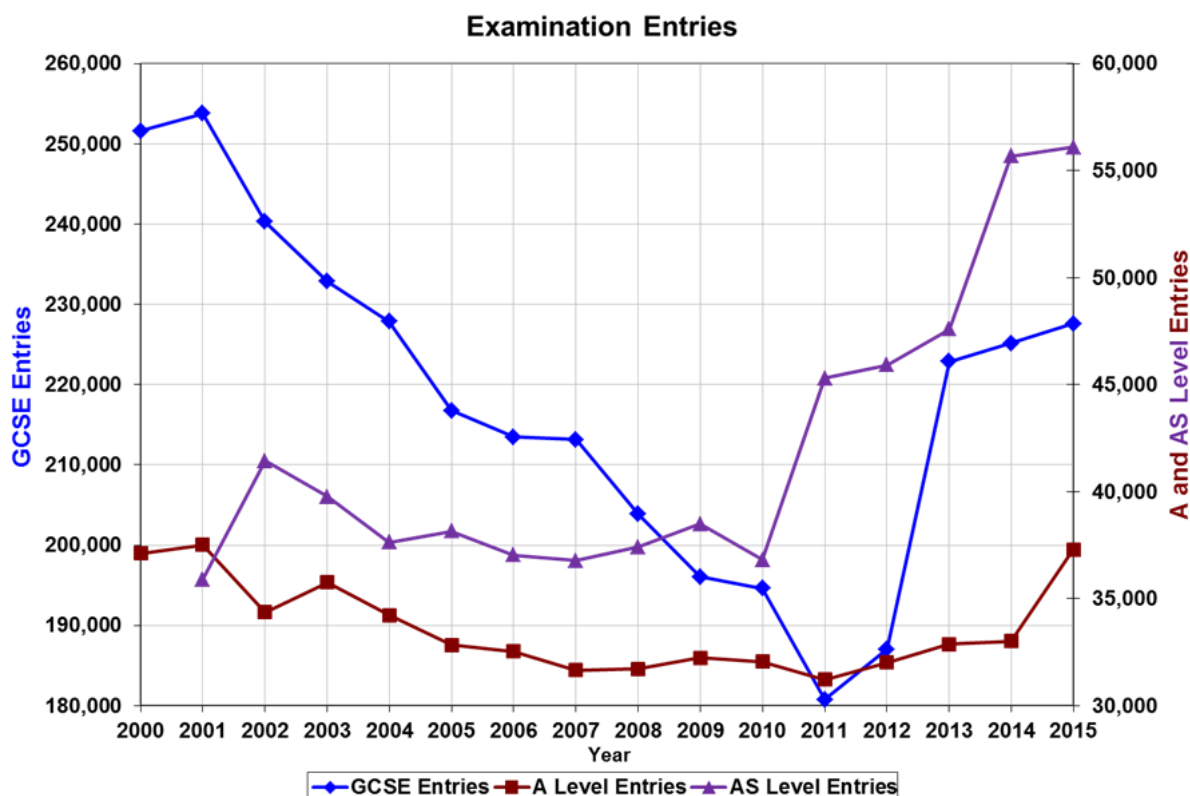
As noted on the RLG Theory of Change the ability to demonstrate direct causality on the 2016 summer cohort falls outside the RLG project. However, RLG activities have taken place alongside continuing growth in candidate numbers for geography. The Joint Qualifications Council reported the following for the summer 2015 results:

- GCSE. Geography entries for the UK increased, for the fifth year running, to 228,075 candidates.
- A Level. Geography entries for the UK increase by 13% (the highest of all major A Level) rising to 37,195 entries.

The Society's Director, Dr Rita Gardner commented on these improvements for geography through an opinion piece for the Times Educational Supplement titled '*Geography just keeps getting more popular – so what's the subject's secret*'²¹.

For reference, please also see the following graph which illustrates candidate numbers for geography GCSE, AS and A level over the period 2000 - 2015

²¹ <https://www.tes.com/news/school-news/breaking-news/geography-just-keeps-getting-more-popular-%E2%80%93-so-whats-subjects-secret>



8.4 Impact Timelines

Please provide information on impact timelines:

As noted in the External Evaluation (Appendix 2) there are a number of schools which, having been involved in this project, undertook immediate changes to their curriculum and directly incorporated some of the new online units such as Russia, Glaciation, Coasts and Natural Resources. As one secondary head of department noted:

"We introduced the glaciation unit into our Year 8 scheme of work...with the strengthening of geographical processes that's coming in GCSE; we thought glaciation was quite an important area for us to develop because those students in Year 8 that we started with last year would all come through to the new GCSE." Krista (partner school)

Other schools are still reviewing their schemes of work and the Society knows that a number have 'earmarked' sections of their future curriculum to incorporate some of the new resources units such as Brazil, Hong Kong or teaching about the UK.

What became evident was that partner schools were already confident and able to revise their schemes of work relatively easily and quickly. As one noted:

"My school has benefited from the demands placed on it by the new National Curriculum and without doubt the RLG project has shaped geography teaching across the whole of KS1 and KS2." Anna (partner school)

However, non-specialist teachers (particularly primary colleagues) often had to go back to first base in terms of their own subject knowledge in order to approach curriculum planning with more confidence. The following comment is indicative of this:

"They [the CPD sessions] have really helped to develop my subject knowledge and that of my colleagues. A lot of the content covered may not have been content that we would have covered at school or university". Filipe (network school)

We also recognise that the delay in being able to publish the full range of online units has held some schools back in their plans, though we are pleased to have exceeded the 50,000 page view target for views of the materials. We expect user levels to continue to grow as we publish the remaining units and continue to promote their availability.

9. Reflection on overall project impact

The Theory of Change provided a useful approach to breaking down the core elements of this project, their causality and sequencing and also those areas of potential (longer-term) impact which fell outside the direct evaluation programme. This helped with our initial planning and the conceptual framing of the RLG project. This built on a number of tried and tested approaches and activities that the Society has previously provided to support teaching and learning in geography. As a result exiting subject specialists were helped to re-engage with their chosen subject and to non-specialist teachers of geography were provided with the necessary expert support they required.

At the centre of our theory of change is a strong commitment to supporting teachers through enhancing their geographical subject knowledge and relevant subject-specific skills, and their application to their teaching. The RLG project provides clear evidence of the impact of this approach on teachers of geography and is strongly supportive of the LSEF hypothesis in relation to subject knowledge and improved educational outcomes.

The RGS has engaged teachers with the need to refresh (or learn from first base) their geographical subject knowledge through the provision of online resource units and accompanying CPD support. The resource units have been closely matched to the required areas of the new curriculum and exam specifications so that teachers can use the lessons and resources they provide directly in their lessons. Feedback on the use of the resources has been very positive with teachers remarking positively on how they provided a significant step-up in relation to subject content yet also provided easy to apply teaching approaches and activities. The receipt of the GA Silver Award for the first four resource units was an external validation of their quality and the award citation recorded that, *“These superb, exciting and stimulating schemes of work are up-to-date and provide a blend of new and well-established teaching ideas, approaches and assessment opportunities. They come with an extensive range of high-quality downloadable resources, including PowerPoint presentations, maps and images.”*

As a result of discussions with our Partner Teachers we also added Subject Knowledge Animations (SKA) to a selection of the online resources. This was in response to teachers asking for a ‘subject primer’ which could be given to or viewed by non-specialist colleagues. The resulting SKAs provide short five to ten minute overviews of key areas of content (such as teaching about Russia or mountains) and already have been viewed several 100 times.

Overall, and despite the reported delay in being able to complete the full complement of units, over 55,000 views of these new resources have been made exceeding the target of 50,000.

Our CPD programme provided the opportunity to run subject updates and key geographical skills sessions in 12 Borough providing local engagement for teachers as well as a programme which took place at the Society. These sessions have been very well taken up by teachers with 854 teachers joining them, well exceeding the target of 620. Feedback on the sessions, both their content and the quality of presenters has been good, and a number of schools have also requested follow up sessions just for their own staff team. By consciously reaching out into the 12 Boroughs the RGS has also helped stimulate greater teacher to teacher contact, sharing and collaboration. The four case studies of teachers’

engagement with this project in Appendix 5 illustrate how colleagues have positively drawn on the range of support that has been provided. As noted elsewhere, teachers have enjoyed and valued being part of these local networks. However, some level of support will still be required if they are subsequently to move to a more self-sustaining basis.

In helping to bring about longer term change with schools, the RGS's role as the Subject Body and Professional Association for geography and geographers has been of significant value. Through this the RGS has been able to draw on its own internal expertise, our existing relationships with teachers, as well as that of partners and leading Higher Education geographers. This has allowed many teachers to see that their work is part of a wider community of geographers and that more avenues of support are available to them. The RGS was pleased, alongside other LSEF subject specialist colleagues, to share our experience of this approach with SQW, the LSEF advisory board and at the HE/Subject Bodies workshop. We have welcomed collaboration with the IOE and FSC LSEF projects and also feel that any future work the RGS undertook to continue to support and grow our local CPD networks could provide a framework for future collaboration.

10. Value for Money

10.1 Apportionment of the costs across the activity

Please provide an estimate of the percentage of project activity and budget that was allocated to each of the broad activity areas below. Please include the time and costs associated with planning and evaluating those activity areas in your estimates.

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources		
Teacher CPD (face to face/online etc)		
Events/Networks for Teachers		
Teacher 1:1 support		
Events/Networks for Pupils		
Others as Required – Please detail in full		
TOTAL	100%	£ (same as total cost in section 5)

Please provide some commentary reflecting on the balance of activity and costs incurred: Would more or less of some aspects have been better?

10.2 Commentary of value for money

The Society believes the reach of the RLG project into 200 schools and with over 800 teachers, both of which exceed the revised targets, represents good value for money.

The Society has committed to continue key elements which will ensure, particularly through the availability of the online resources and maintenance of local CPD activity, that high quality subject specific support is available for the Capital's geography teachers. This will provide 'onward investment' of the resources committed to the RLG project, rather than the support coming to an abrupt end in October 2015.

10.3 Value for money calculations

Indicative value for money calculations for this project can be broadly established in the following way on a per capita basis per teacher

$\text{£}266,400 \div 850 \text{ teachers} = \text{£}313 \text{ cost per teacher.}$

This is comparable to the costs charged by commercial CPD providers to attend a single one day course²². The combination of the online resources, local and central CPD and other advice and support provide through RLG arguably provides much greater value for money than attendance at a single CPD event.

11. Reflection on project delivery

11.1 Key Enablers and Barriers to Achievement

This project took place during a period of unprecedented and fundamental change in school geography.

The new content rich National Curriculum was introduced for first teaching from September 2014. Significant reviews were undertaken for examination courses in geography at GCSE and A Level and the first teaching for the latter courses will take place in September 2016.

Despite all these changes, which could have mitigated against teachers' involvement, the RGS was delighted to experience high levels of engagement with the project from teachers.

The Society's central involvement with all these reviews (as invited members of DfE and ALCAB review groups) also allowed us to share our expert understanding of their implications and the direction of travel for the changes. This helped teachers better contextualise the new developments and review their current schemes of work in light of the new curriculum and specifications.

Non-specialist primary teachers have faced a significantly raised (and from the RGS's view welcome) level of demand for subject content in geography in KS1 and KS2. Similarly secondary teachers have had to revise their KS3 curriculum to include new areas of content (such as the study of glaciation and geological timescales and Russia) as well as starting to prepare for the new examination courses.

Our provision of support for primary geography was particularly welcomed by non-specialist teachers, many of whom had previously received little or no training support in geography. Indeed a teacher training course for a primary teacher might only include (at maximum) 6 hours of tuition in teaching geography. In this respect the RLG provided a mentoring role for primary colleagues, opening up a non-judgemental dialogue with them through which they could explore their (often embryonic) understanding of the subject, start a more rigorous approach to curriculum development and then teach geography with a greater level of confidence.

Turning to the secondary years this project specifically addressed many of the areas of subject content that were newly introduced into the curriculum and also has provided new subject content overview documents for the required Core Content element of the A level specifications.

²² e.g. Philips Alan CPD events are priced at £294 (inc VAT) for a one day course see <https://www.hoddereducation.co.uk/events#&pid=5&s=207&limit=true&type=0>

We recognise that teachers need the support of their senior colleagues to become involved in such projects. A number of teachers mentioned that because ‘the RGS’ was leading the RLG they were more likely to be provided with supply cover and release time. It is also very encouraging that we met very few colleagues who had simply been ‘sent’ to CPD sessions by their Head Teacher.

An additional enabler was the ability of the RGS to draw on our existing networks and partners to bring added value to the project. For example, we were able to work with (at no additional cost) the educational teams of the Ordnance Survey and Esri UK to support mapping skills (KS2) and the use of Geographical Information Systems (KS3) respectively. These sessions were highly rated by teachers (see section 11.2). Colleagues from OS and Esri UK welcomed the opportunity to be involved and made the following comments:

Darren Bailey: Education Officer Ordnance Survey

“From my experience of running the mapping skills sessions, it highlighted to me, how few of the teachers at primary level previously had the skills to deliver this element of the curriculum. With the sessions I’d like to think, that it gave many of the teachers both an understanding of map skills and the confidence to deliver this in the classroom. In addition, our enhanced relationship with London schools can easily be summed up by the number of teachers who attended the workshops, contacting me to run an even at their school. Looking at new subscribers to our Digimap for Schools service, 1 in 7 of the schools that came along to the events, have subsequently signed up to the service. So the project has not only boosted geography in London, but has had a direct effect on the numbers of schools, teachers and pupils accessing and using OS mapping.”

Jason Sawle: Educational Consultant Esri UK (supplier of GIS technology)

“From my perspective the project was the conduit that allowed me to talk to and train vastly more teachers in London than otherwise would have been possible. In fact, it is likely that I would not have met any teachers in London because we simply don’t have the connections that the RGS do. If that had been the case, everyone would have lost out. GIS is now well established in the curriculum and we are the global leader in GIS technology, so it makes sense that projects like Rediscovering London’s Geography can put teachers and industry together to make sure the pupils reap the benefit of using the latest technology. I travelled all over London and thoroughly enjoyed working with all of the teachers.”

11.2 Management and Delivery Processes

The RGS approached the management and delivery of the RLG project through some ‘tried and tested’ activities. These included the creation of online resources, provision of CPD for teachers, promoting the relevance of geography to further study and careers, and sound project management practices.

The ability of the RGS to incorporate its existing relationships with teachers, allied to our strong commitment to subject knowledge and subject leadership, enabled the following:

- The willing support and commitment of partner schools
- Effective dissemination, engagement, quality assurance and follow up
- A strong subject based ‘call to action’ to network schools
- Activities with key partners, providing significant added value
- Genuine enthusiasm and commitment to geography – we were particularly heartened by the number of times teachers referred to the project as ‘inspiring’.

The RGS's established role leading the subject community ensured that we were able to engage external colleagues to contribute to the CPD programme who had a proven track record. This is reflected in the following feedback from the mapping skills and GIS courses provided by the OS and Esri UK

*“Excellent, easy to listen, well-structured and paced. I will be subscribing to Digimap!”
(Catherine, Mead Primary, Map Skills Network Meeting)*

“Jason [Esri UK] focused on easy-win strategies and the idea of narrative in putting maps together” (Andy, The Albany, GIS Network Meeting).

The RGS would characterise our approach as efficient, outcome focused and effective, rather than exploring particularly innovative or new ways of supporting teachers.

At times during the project we had to deploy more internal capacity, particularly in relation to the potential bottle neck of the late delivery of a number of the resource units and also the start of the Project Coordinator's maternity leave in mid-September 2015. In order to ensure the publication of the final units the RGS has retained some internal capacity on this project until the end of October 2015.

11.3 Future Sustainability and Forward Planning

The Society will maintain the future sustainability, at an appropriate level, in the following ways.

1. We will continue to host and maintain open access to all of the project's online resources. These will also be cross referenced into the Society's main online offer to schools so that a broader range of schools can also be brought into contact with them.
2. All RLG contacts have been inputted into the Society's contact database and we will include these teachers within our regular programme of e-news updates and hard copy mailings. These communications will profile new resources and also the availability of future CPD and other events
3. We will explore regular (termly) updates to primary and secondary teachers in London who are part of the Keep in Touch network
4. The RLG project, and the Society's wider work, will continue to link to the GLA London Curriculum initiative. Steve Brace (RGS) has recently become a London Curriculum Champion for Geography and is discussing future initiatives including Teach Meets and other events which will link the two areas of work.
5. We will continue to explore how best we can support the local networks, and encourage schools to host network meetings with an appropriate level of support from the Society. As identified above, the Society is also considering an application to the Subject Hubs fund to provide transition funding for the 11 networks established through the RLG project and possible expansion to new Boroughs.
6. A number of teachers and/or schools involved in the RLG project also recently joined the Society as either Fellows of the Society or School Members and they will also benefit from the wider range of support provided for them by the RGS.

The Society has an established track record of maintaining online availability for project resources. For example the materials developed via the Action Plan for Geography (2006-

11) which continue to be made freely available by the Society and are still very popular with teachers. We see no issue in maintaining similar access for the RLG materials.

Our experience of running the RLG CPD networks demonstrates the need to match a local teacher's willingness to host an event with the administrative support, expert input and co-branding that the Society can provide. We recognise that, despite evident enthusiasm for the RLG project, most teachers will be unable to take on the full responsibility for organising, and recruiting colleagues to local CPD events.

12. Final Report Conclusion

Context: Providing subject specific support for geography in London

The RLG project was the first intervention of this scale specifically targeted at supporting the teaching and learning of geography in the capital's schools. The RLG project has met, or exceeded, all but one of its output measures.

The Royal Geographical Society is proud to have been able to take this work forward. It has achieved positive outcomes in relation to: teacher confidence; levels of preparedness to teach the curriculum; understanding of geographical subject content; a desire to use London site for fieldwork and on pupils' interest in this subject. This could not have been achieved without the support of the LSEF and the Society would like to thank the GLA for this support.

Lessons Learnt:

In relation to 'what worked well' the Society would argue that this project's success has been the result of a combination of:

- A single focus on one subject discipline – geography - drawing on the expertise of the Society, teachers and partners such as the OS and Esri UK
- Supporting teachers with new subject resources and a CPD programme provided locally within Boroughs and centrally at the Society
- The active engagement of expert (partner school) teachers with less confident/non-subject specialist (network school) teachers within a mutually supportive subject community

The Society is also particularly pleased that we were able to provide the neutral space' for teachers of geography to come together regardless of school background. For example our it was not uncommon to find, the Heads of Geography from Eton College and Burlington Danes Academy discussing a range of approaches towards geography with non-specialist primary colleagues.

It should be noted that few primary colleagues had received any previous support for geography and readily took up the support that was provided. In addition, many (possibly most) teachers and their pupils had not previously visited the Society's 'home of geography' head-quarters in Kensington. This provided a 'sense of occasion' for their attendance at meetings, events and CPD training.

In terms of areas which ran less well, we were

- Overly ambitious in our use of teachers as initial writers for the resources.
- Had originally intended to provide cross phase CPD networks, though subsequently split them in to primary and secondary networks.

Lessons for future delivery

In relation to lessons for future delivery we would note the following:

1. A subject specific approach brought a clear focus to the project and its ‘anchorage’ with the Society provided the necessary subject leadership and successful project management.
2. The Society’s intention to maintain, at an appropriate level, key aspects of the RLG project have encouraged schools to join for the ‘longer term’.
3. The delivery of local CPD networks is essential, yet requires significant ‘back office’ support to ensure events are booked, marketed and attract a good audience. Teachers are happy to host meeting and help, but at this stage it is an unrealistic expectation to expect teachers to undertake this work on their own.
4. The involvement of enthusiastic teachers is vital in helping to run a successful programme.

The latter point was clearly displayed in the positive atmosphere during the RLG Celebration event on the 23rd September. The teachers didn’t view the event as the formal ‘end’ of the project. Rather their overwhelming sentiment was of wanting to continue similar work in the future and their evident passion for geography was positively commented on by Nick Crane the Society’s President (and BBC Coast presenter) who spoke at the event.

The last word is probably best left to Sandy, a non-specialist network teacher, who said, *“It would be interesting to see if I can keep up my knowledge and understanding and all the rest of it without having a support network? I think it’s going to be harder for sure if the project doesn’t continue in some form, especially when you don’t have any council or local support. You know there’s no-one you can go to ask questions about it. I’d be disappointed if there’s no way of continuing, as it’s been so valuable.”*²³

Note: the Society has submitted an application titled Geography: a subject hub for London which would provide for continuation and development activities that build and expand particularly the CPD elements of the RLG programme.

²³ Appendix 2. Evaluation of Rediscovering London’s Geography (RLG) project (para 4.4)

Rediscovering London's Geography

Tweets related to resources provided by RLG



Our rgs.org/RLG resources won an award! Thanks authors @GeoBlogs, David Anderson, Simon Oakes & Anna Brace pic.twitter.com/mGzZ2YVKdS

RGS-IBG SCHOOLS @RGS_IBGSCHOOLS @RGS_IBG · 6 MONTHS AGO



**RGS-IBG
Schools**

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New subject knowledge animation now live: guide to [#primary](#) [#geographyteacher](#) about 'What is geography' at [#KS2 bit.ly/1B7Ztw7](https://bit.ly/1B7Ztw7)

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Key Stage 2 [#geography](#) opens up the world to pupils for the first time. Where else does it take them? bit.ly/1FOBMet

4 MONTHS AGO



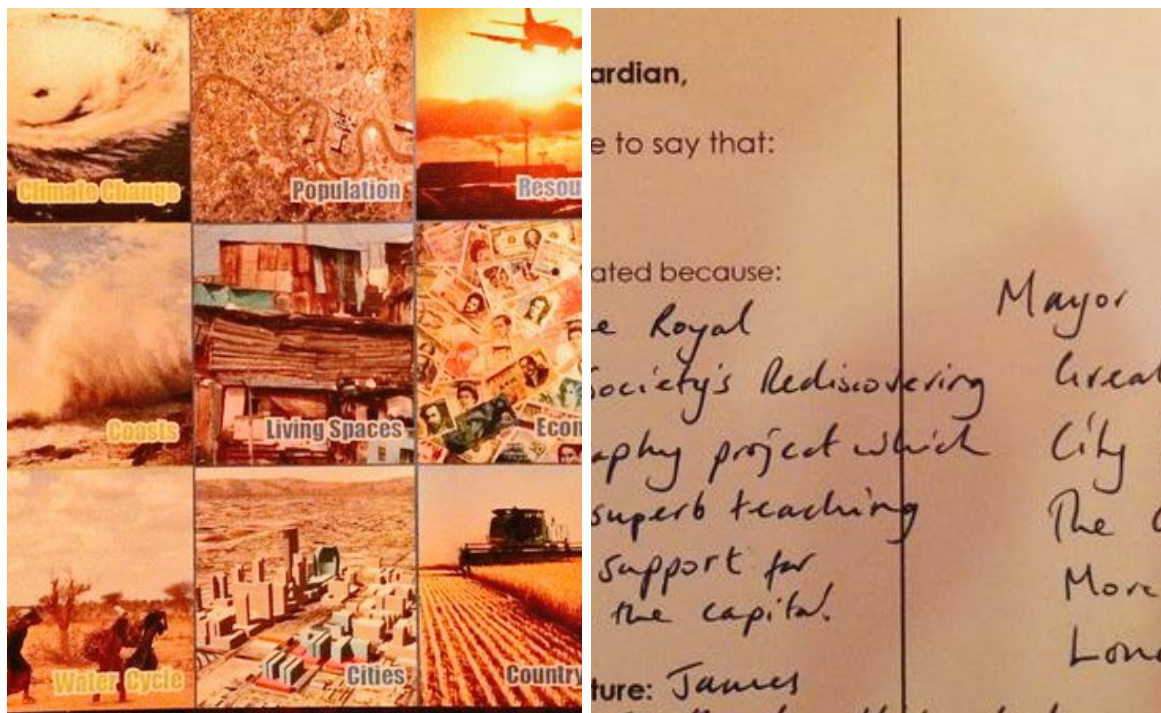
How does life in [#Brazil](#) differ to the UK? Find out with our new KS2 [#geographyteacher](#) unit bit.ly/1Gv4nJt pic.twitter.com/EfASoeqe7l

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Learn how [#GlobalTrade](#) links people and places with our new KS2 [#GeographyTeacher](#) resource bit.ly/1dBBEY3 pic.twitter.com/gFA4Wh1T7D

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Sent this little postcard to [@MayorofLondon](#) to show support for [@RGS_IBG](#) Rediscovering London's Geography programme pic.twitter.com/Z8VsaujDaM

JAMES MUTTON [@MRJMUTTON](#) [@RGS_IBGschools](#) · 2 MONTHS AGO



New resource [#KS2 #KS1 #primary](#) resource on Australia bit.ly/1JTaa9a Find out more about this great island! pic.twitter.com/BzFI5PTJvY

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New subject knowledge animation on [#Russia](#) [bit.ly/1KmAHfn](#) [#geographyteacher](#) [#KS3](#)



13 DAYS
AGO

MAP SKILLS

- SYMBOLS
- COMPASS AND DIRECTION
- GRID REFERENCES
- SCALE
- CONTOURS



[.@RGS_IBG](#) have created a map skills animation to help KS1 and KS2 geography teachers:
[ow.ly/SdZek](#) [pic.twitter.com/Bh85W9zALa](#)



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ow.ly/SdZek pic.twitter.com/Bh85W9zALa

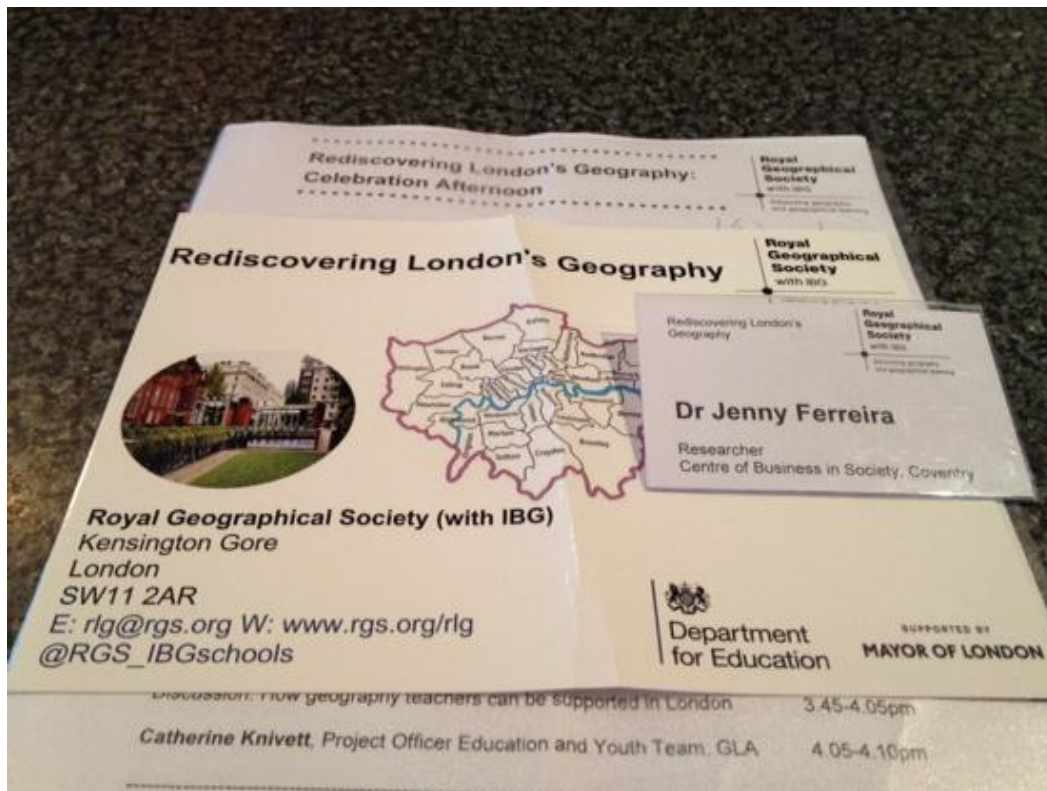
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Jennifer Ferreira
@jennywrenwatts

This evening I'm back to @RGS_IBGschoools delivering the subject update:natural resources
[#diamonds](#) [#rareearths](#) [#oil](#) [#energy](#) [#marine](#) and more

  @RGS_IBGschoools · 9 DAYS
AGO



Great to be [@RGS_IBGschoools](#) again yesterday to celebrate the Rediscovering London's Geography project. pic.twitter.com/1K02l7HQap

JENNIFER FERREIRA @JENNYWRENWATTS [@RGS_IBGschoools](#) · 6 DAYS AGO

Appendix 2. Evaluation of Rediscovering London's Geography (RLG) project

London Schools Excellence Framework

Rinku Mitra, August 2015

1. Methodology

This evaluation focuses on the three main outcomes identified in the Rediscovering London's Geography (RLG) project's theory of change:

- Improved teacher subject knowledge
- Improved teacher confidence in teaching geography
- Improved teaching for all year groups in KS2, KS3 and GCSE

It draws on qualitative data from focus groups undertaken with teachers at three schools in June and July 2015. These were Burlington Danes, a secondary school and Partner School and two primary schools; Canonbury School, a local network school and Grange Park Primary School, a Partner School which ran the Enfield network.¹ In addition, data has been included from a Partner School evaluation meeting at the Society in April 2015 and a meeting in July 2015. The data includes questionnaires from 10 of the 13 teachers present in these focus groups and meetings.² It was not possible for more focus groups to be conducted at the end of the summer term as many staff were busy with reports and some felt that completing the questionnaire as well as attending a focus group was too demanding on their time.

2. Executive Summary

2.1 Improved teacher subject knowledge

The most notable improvement in teacher subject knowledge has been for teachers in a local network who are not subject specialists and now feel well prepared to teach the new National Curriculum. Although the responses from lead teachers at Partner Schools and 'other colleagues' at Partner Schools on the questionnaires showed little or no change, the evidence from the focus groups suggest that all teachers have benefitted from subject knowledge updates and well targeted continuing professional development (CPD).

2.2 Improved teacher confidence in teaching geography

Again, the responses to the questionnaires showed most improvement in teachers' confidence for non-subject specialists due mostly to the impact of the local network meetings and CPD. There was some concern as to whether these would continue by both non-specialist teachers as well as secondary lead teachers in Partner Schools who felt colleagues benefitted from this extra support. Evidence from the focus groups

¹ Transcripts of these focus groups are attached.

² A list of teachers who completed the questionnaires is attached.

suggests the networks have had an impact on the teaching of geography for subject specialists through sharing resources and discussing new ideas and concepts.

2.3 Improved teaching for all year groups in KS2, KS3 and GCSE including delivery of higher quality teaching including improved subject focused and teaching methods and use of improved subject specific resources.

The development of mapping skills and fieldwork for pupils was particularly evident in discussions with primary school teachers who were part of a local network. This was due to the success of local network CPD which was supported by RLG resources. For almost all the teachers at Partner Schools, Glaciation and GIS have been incorporated into schemes of work at KS3 and KS4. The unit on Russia has been widely recommended as a topical and relevant module and has been used by half of the teachers at Partner Schools. All teachers particularly welcomed the subject knowledge animations.

3. Improved teacher subject knowledge

3.1 In the interim report³, 60% of lead teachers at Partner Schools stated that they felt very well or well prepared for the new National Curriculum. 48% of 'other colleagues' at Partner Schools felt very well or well prepared and 41% of local CPD Network teachers felt very well or well prepared.

3.2 The areas identified for additional support by the Partner Schools were largely either 'new' elements of the curriculum or good practice such as pedagogical approaches and specific case studies.

'Other colleagues' within the Partner Schools identified two key areas - the use of fieldwork and the use of GIS – as priorities for CPD support.

For teachers involved in the local CPD networks there was clear evidence of their relative lack of expertise in geography led to the most prioritised area for additional support being 'understanding the subject itself'.

These findings guided the development of the local Network CPD programme:

- workshops offered on curriculum planning in geography (primary), fieldwork (primary), map skills (primary) and the use of GIS (KS3)
- the development of new KS2 and KS3 online resources to address 'new' areas of the curriculum, to explain the subject (for KS2) and also the provision of online support for fieldwork.

3.3 These findings in the interim report are broadly reflected in the questionnaires completed by the 10 teachers who attended the focus groups in schools and at the Society during June and July 2015.

³ Data collected in February 2014

The **lead teachers at Partner Schools** who had stated that they were very well or well prepared for the new National Curriculum felt the same at the end of the project.

One lead teacher from a primary school who had not felt well prepared at the beginning of the project felt very well prepared at the end of the project.

'Other colleagues' within the Partner Schools who had stated they felt well prepared at the beginning of the project remained the same at the end of the project.

The most notable change was for teachers in the **local CPD networks** who had stated that they felt significantly under prepared or not well prepared at the beginning of the project, but at the end of the project, all felt well prepared. These were teachers who were non-specialists and two out of the three were from primary schools.

This in part reflects the positive feedback for the local network CPD programme which was well targeted and widely regarded as crucial to raising the awareness of geographical concepts for all staff:

"I feel I have a much broader understanding of what geography is and how to approach teaching from a geographical standpoint." Anna

"Local CPD was very useful, we were doing a training session about fieldwork...we did weather and rivers. That was stuff I don't get to do as a class teacher not with a specialist hat on...because I don't have the background." Sandy

"This fieldwork session, she gave us some really simple ideas which I think for non-specialists, that would be really encouraging that there are simple things." Caroline

"So the project's had a big impact on our school...the mapping CPD we had...having Digimaps and Darren coming in to do the training in our school because of the meeting here, I knew he could come in and do the training so that's been really good and the staff are really enthusiastic about using it." Caroline

3.4 For the lead teachers at Partner schools who had stated that they would like support on 'new' areas of the curriculum, the subject knowledge updates at the Society have been particularly invaluable, not only in terms of teaching, but also for professional development.

*"I loved the subject knowledge updates on Russia – it was really cool mainly because it's so topical and so relevant and its really enabled me both at KS3 but mainly at A level to talk about relevant topical content that I know will make a huge difference in terms of the A's and A*s for my students. It really peaked my interest and made sure that I went down a path that I wouldn't have gone down. So it was really valuable in terms of keeping me interested and keeping my subject knowledge fresh."* Krista

"I know I went to a talk last week on weather and climate from the Meteorological Society at the RGS and having a specialist would be great to have a guide to weather fronts...those kind of things, a little bit more subject knowledge, not just how we teach the direct curriculum...And also primary to KS3 would be great because when I went to

the subject updates, there were an awful lot of people there who were teaching A level and that's the kind of geography I'll never need, but I need the next step up." Anna

"The project has 'given coherence to geography' by introducing new plans as part of national curriculum, and encouraged phasing out of older plans. Geography has become important again within school, in context of English and Maths often taking priority." Anna

"The project introduced rich geographical concepts, rather than just place based information. Although it has achieved the later with creativity and topicality. It has encouraged rigor and impetus to change plans." KC

4 Improved teacher confidence in teaching geography

- 4.1 In the interim report, data from lead teachers at Partner Schools showed that 53% were very confident in the teaching of geography and 47% were quite confident. When compared to colleagues, over 60% stated that they were confident.

This number drops to 39% of 'other colleagues' at Partner Schools who felt very confident in teaching geography and 48% who felt quite confident and a significant number of 13% who did not feel confident.

For teachers involved in the network schools, 28% felt very confident in teaching geography, 57% felt quite confident and a similar number of 15% who did not feel confident.

- 4.2 All the lead teachers from the partner schools and 'other colleagues' within Partner Schools who stated that they felt very confident or quite confident in the teaching of geography at the beginning of the project felt the same at the end of the project. The responses also remained unchanged when compared to partner school colleagues.

Again, there was a marked difference for the teachers in the local CPD networks who had stated that they were not confident at the start of the project, but felt quite confident at the end of the project. These responses were from two non-specialist teachers in primary schools who felt that the project has had a great impact on their ability to teach geography and to train and motivate other staff. This is largely due to the impact of the local networks:

"Extremely valuable because I don't know if you knew this, but in Islington, we used to have specialist networks and specialist people you could get in touch with like a humanities or geography adviser, so you used to be able to meet them, but there isn't one anymore. It can be useful to meet with other teachers and work with organisations which has a lasting impact because meeting up and then coming back together so it was very useful for other teachers and also to go to a secondary school." Sandy

"It's had a really big impact on me, having the meetings, having the chance to talk about geography, it rekindled my love of geography and I think that's had a knock on effect on the school because I've wanted things to be taught...for geography to have a higher

profile in the school.” Caroline

“Primary teachers have enjoyed the opportunities afforded by the project; they are often ‘thrown into deep end’ in terms of running lessons etc. The network meetings were very helpful, especially for primary; it helped to establish links between primary and secondary. I hope they’ll be opportunities to continue these networks.” AF

- 4.3 For one school, the ARK hub was seen as just as important or more important than the local network, particularly the forum for sharing resources. For other teachers at Partner Schools, there were different reasons given for the importance of the local networks:

“Secondary Schools can be competitive with other schools in the area, so the project has been a great opportunity to collaborate at network meetings.”

KO and AF found network meetings including partner school meetings – ‘inspiring’

“It’s nice to visit the society and engage outside of the classroom, with peers. It’s been a really enjoyable experience.” JB

- 4.4 However, there is a real concern that without the existence of the networks offering support to non-specialists, it would be much more difficult to keep up to date with subject knowledge and feel confident in teaching geography:

“It would be interesting to see if I can keep up my knowledge and understanding and all the rest of it without having a support network, I think it’s going to be harder for sure if the project doesn’t continue in some form, especially when you don’t have any council or local support. You know there’s no-one you can go to ask questions about it. I’d be disappointed if there’s no way of continuing, as it’s been so valuable.” Sandy

“As Heads of Department usually plan and direct SoWs, there is still a sense of anxiety for non-specialists to deliver lessons and more work needs to be done to support their confidence.” JB

5 Improved teaching for all year groups in KS2, KS3 and GCSE

- 5.1 Through the focus group discussions and questionnaires on new or revised schemes of work and on the use of RLG teaching resources, it is evident that the new resources are making a significant impact on the teaching of geography.

- 5.2 For KS2 teachers, the booklets and training that have had the most impact are fieldwork and mapping skills. Digimaps training was mentioned by all the primary teachers as most useful. These schools have or plan to develop mapping skills and fieldwork with each year group. The Rivers Fieldwork Booklet has also been used extensively across year groups. One school has rewritten all their schemes of work so that the geographical rigour of schemes of work is now greater. All the primary schools hope to use new case studies which are topical and relevant. *“KS1 colleagues are now studying Japan, rather than the fictional Isle of Struay - looking at the economy as well as culture.”*

Another school feels that the impact of the project on their schemes of work will not be felt till the end of next year as they undergo the process of revising their units.

"We've totally rewritten the curriculum round the project so all the units of work we were told were coming up, I allocated to different year groups. So I've a year group at the moment doing Australia, another year group doing Brazil, another doing Hong Kong, that's not out yet but they're planning it themselves." Anna

5.3 Two KS1 teachers discussed using the weather fieldwork booklet and would welcome the introduction of units for this key stage.

5.4 The KS3 unit that has been used by all the secondary teachers is Glaciation. One teacher developed her own skills to incorporate GIS and plans to teach Glaciation to Year 9, *"As a human geographer some of the physical resources have been really useful, (glaciation) this is an area that I feel least confident in. It's great to see this in a fully resourced SOW so I can adapt but still keep the key components in."* Christine

"We introduced glaciation into our Year 8 scheme of work...with the strengthening of geographical processes that's coming in GCSE, we thought glaciation was quite an important area for us to develop because those students in Year 8 that we started with last year would all come through to the new GCSE." Krista

Other resources which have been adapted for schemes of work include:

Russia - 4 schools

Emerging Economies - 2 schools

Natural Resources - 2 schools

Coasts – 1 school

Energy and Resources - 1 school

Galapagos⁴ - 1 school

Russia has been seen as particularly useful as it is so topical and relevant and there is a lack of available resources on this for the KS3 age group. Galapagos has been enthusiastically received by two NQTs who have incorporated the resource into a Year 9 scheme of work:

"I made a lesson based on the Darwin Hotel about eco-tourism and sustainably managing the Galapagos...I got a really good review for that lesson. It just opened my eyes up to all the possibilities to all the things you can go into with the Galapagos, like the plate tectonics down to environmental tourism so it's really good." Theo

"By planning this new SOW it has improved my pedagogy as the process requires me to reflect on my practice." Ben

5.5 For KS3/4 teachers, fieldwork was not seen as an area requiring support which may be a reflection on the experience and expertise of the secondary teachers involved in the

⁴ Access to a complementary resource unit on Galapagos previously created by the RGS was provided to schools through the RLG project.

Partner Schools. One school mentioned the difficulty of taking students outside the classroom and off timetable so have set up a virtual fieldtrip to try to get students engaged with their local area. Another school stated that the project has given them new ideas about using London as a study location:

“The use of London as a study area – we will now be running a new Year 7 fieldtrip to London Docklands. Lessons are now more engaging as students are getting out into the field at a younger age and more frequently than before.” Sian

Fieldwork was seen as a key area for transition where KS3 teachers could provide resources on a locality for KS2 colleagues. This could provide rigour in KS2/3 and enable KS2/3 teachers to work together to ensure schemes of work did not overlap. This was also seen as particularly relevant for Year 7 where geography can often be ‘diluted’.

- 5.6 The RLG resources have been highly recommended, particularly the subject knowledge animations:

The resources available help challenge higher levels with a range of depths and ideas. Resources allow for independent study and have given non-specialists teachers’ confidence to stretch pupils. JB

- 5.7 The concept of geography ambassadors was discussed by two schools as having a positive impact on students’ learning. One geography department, who were not able to have ambassadors from the Society, invited PhD students to run a workshop with A level students. One primary school lead teacher invited speakers from the Society to run an Everest workshop and an Antarctic workshop and would welcome the idea of ambassadors in primary schools.

- 5.8 The impact of the project on the professional development of all the teachers who participated in the focus groups has been overwhelmingly positive and is a key area which teachers would like to see continue. The range of CPD available from local networks and the Society has meant that teachers could follow their own personal interests and more importantly share what they had learnt. As one teacher in a geography department noted, *“it allows all of us to enjoy what we’re teaching and speak more passionately... the fact we share everything...we talk to each other every day means that the children are getting a much better quality experience.”* Krista

Teachers who completed questionnaires

School	Teacher	Role
Hammersmith & Fulham		
Burlington Danes Academy	Krista Cartlidge	Head of Geography
Burlington Danes Academy	Theodore Aung	NQT
Burlington Danes Academy	Ben Tainsh	NQT
Islington Canonbury School	Sandy Fazio	Year 1 class teacher and Geography Co-ordinator
Enfield Grange Park Primary School	Anna Brace	Year 5 class teacher and lead contact for Geography
Raglan School	Caroline Freedman	Year 3 class teacher
Ealing Featherstone High School	James Mutton	Deputy subject leader for Geography
Wandsworth Bolingbroke Academy	Jane Blacklock*	Head of Humanities
Havering The Coopers' Company and Coborn School	Sian Veysey	Head of Geography
Lambeth The London Nautical School	Christine O'Connor*	Head of Geography

Focus group transcript 1.

Krista Cartlidge (Head of Geography), Theodore Aung (NQT), Ben Tainsh (NQT), Rachel Rhys (PGCE), Laura Heeny (PGCE)

Burlington Danes Academy, Wood Lane, London

Tuesday 23 June, 2015

1. Can you describe what impact your engagement with the project has had in your school/local area?

Krista: We've got around 45 geographers from different secondary schools across the country so Hastings, Birmingham, London, Portsmouth... And one of my responsibilities at the moment as the lead geography teacher of the ARK network is to run a hub day three times a year where some of the subject knowledge updates which came as a result of this project – we've then delivered to the teachers in the hub. We've also set up a forum as we realised it was a really good opportunity for us to share resources which

we've been using...to share those subject knowledge updates and schemes of work which we've incorporated so we can see how measurable it is for us – the impact that that's having across the network. I've really enjoyed that and there's another one on Friday where David Anderson who's Head of Geography at Eton, he's coming to deliver a glaciation workshop to the whole of the Ark hub. It's definitely an area that people identify as being really useful.

We introduced glaciation into our Year 8 scheme of work. There were two schools of thought on that...one with the strengthening of geographical processes that's coming in GCSE, we thought glaciation was quite important area for us to develop because those students in Year 8 that we started with last year would all come through to the new GCSE. I haven't actually taught it in my work this year.

Theo: I taught the topic – we looked at human and physical impacts, but only the human for the higher level so we looked at the relevance to climate and that takes us nicely to Year 9, they need to know about sustainability.

Krista: We did an investigation, looking at the mystery of the iceman and why wasn't it found for 5000 years. The students have really responded well to it, it's different. I think they found it conceptually hard, mainly because they live in an urban landscape so they found it quite difficult. But they've been impressed by the natural beauty and what I've seen through observing some of the other staff is that they do rivers as a module just before it and can draw in really nice links and different types of erosion and how that forms different landscapes as a result of the link between glaciation and the rivers module. I'm really happy with it, I think it's really strengthened the processes.

2. What has been the local impact on geography?

Krista: One of things we've done as a result... although I know that the RGS are not going to be happy with this...we really struggle to take students out of school here and it's really difficult to get them out and off timetable so one of the things we've set up is a virtual fieldtrip to try to get the students engaged with their local area. So you delivered that at the end of the Year 8 module....Ben delivered that one. So we made virtual field trip videos and we got the kids to almost replicate what a controlled assessment would look like at GCSE. Again, get them to engage with geography – that it is around them. We looked at the distance...Westfield which has had a direct impact on their lives as they've grown up and how its changed the local landscape. So we found it's been quite useful in terms of getting them to notice what is going on around them...and it's led to conversations about the area that's been developed for Imperial College.

Theo: I think it impacts on what they learn...they can see it around them whereas stuff like the glaciation they find hard to comprehend.

[Later] Ben: We did a virtual field trip based on Westfield with my class. I went out and filmed the local area and looked at the distance effect between here and Westfield. It think it was really nice for them, we got a lot of buy-in to it. And I quite liked setting up a little investigation, write their own hypothesis, giving them a little bit of geography to begin with and see what they come up with... we did different surveys of the local area, but logistically... we collected as teachers and gave them the information and they came up with their own decisions.

Krista: I think they really liked it because when we did the data collection which was them watching us from the video, we took them down to the hall so there was a slight change of location, they had the feeling that they'd been out and we had a huge projector so we were up on the screen enormously...but it did give them the sense that they'd done something a little bit different. They'd actually been out of the classroom and engaging in geography.

Theo: I did it with my Year 10s as well but we used Google Earth and as there was 10 of them so we could take a computer in with them to input data and allowed them to get the research themselves.

Ben: I think there's a lot of scope definitely for virtual fieldtrips... it's possibly overlooked as a potential way of getting students involved cos I think logistically it was quite easy to set up, only a couple of videos from each location...it was just about how we sold the lesson to the kids.

Krista: I think that bit we did really well. And actually then recreate a series of lessons with their instruction and hypothesis, did their data and then they did their conclusion. It would be interesting to see whether that skills-set comes through into their GCSEs, but I think... we really enjoyed it as well and it was really fun...I think what would be interesting thing is maybe next year to think about how we can broaden that scope.

3. How do you feel the networks have been valuable to non-specialists?

We've actually only had one and it was useful but there wasn't from other schools the uptake that we were hoping for so I think actually what we've ended up doing is transferring this through the hub and through our ARK network rather than through the Hammersmith and Fulham network where it's gone down amazingly well. All of the feedback which I've received, which I can forward on to you...a lot of it's about my delivery focuses on the GIS workshops which I've done and fracking. It's been really positive and there's been an uptake of teachers across the network who are attending the Monday night lectures now and using the RGS website much more than they were before, mainly because they didn't necessarily know it existed before. And as I said we're really lucky that David's going to speak to us on Friday and off the back of that we've created this forum to share resources and as a hub lead I get emails all the time asking to share resources or address issues that they're having with their schemes of work or even to send me stuff for us to work with. So as much as the Hammersmith and Fulham hasn't really happened, we've definitely, probably done it even better through the hub because we get that platform. There are lots of our schools that don't deliver geography till Year 9 and they do humanities so there's one who comes who's a RE teacher and lots of the feedback from them has been really positive.

[Joined by Ben, Rachel and Laura]

Ben: I think the hub days work really well. We only did that one thing together – the Hammersmith and Fulham one.

Krista: That's probably one thing to think about – if geography isn't your first subject, would you naturally want to go to a meeting about it. Maybe if you're a historian teaching geography or you're a RE teacher teaching geography you're more likely to go to something which meets your interests which is why you chose that subject in the first place.

4. Which elements of the project do you feel are a priority to continue?

- a) More online resources
- b) Network meetings
- c) Local network CPD
- d) Society led CPD
- e) Geography Ambassadors

Ben: I don't think we had any ambassadors coming to school, did we...but I think that would be really nice. When I went to Queen Mary, maybe because of the logistics, how close we were to the university – it would be really good to get those links with Queen Mary geographers, to get them into Bethnal Green Academy or whatever it might be...

Krista: We did try, but it never came off. We wanted some to come in and support...because we had such an enormous uptake this at Year 10 this year. We were hoping we could kind of arrange geography ambassadors to potentially support the age group because we've got the ten lowest attaining students in the year who have a real passion for geography, but don't necessarily have the skills-set yet to be able to access it. So we did look at it, it's something that Steve Brace looked into, but for some reason, logistically it couldn't happen.

Ben: Then I actually got one of my friends who did a PhD at Queen Mary to come and speak to the Gifted and Talented so there's more...than just using undergraduates as well. Maybe look at Masters students, PhD students to speak to Gifted and Talented kids across London and Trent Bridge – that geographical gap there. I know he really enjoyed coming here and the kids seemed really positive as well – him coming in and speaking about quite complicated geography.

Krista: We've had two actually, we had Dr Lee from Imperial College, London and he sent an email which we responded to – he was incredible with our A level students and he sold the concept of geography at uni in such a clever way and they suddenly were very, very excited about how many As and Bs they needed to get...The other one we did, which I think was one of my favourite links with the RGS, which didn't necessarily come from this particular project was the Discovering Galapagos project. They came in and ran a really cool workshop with Year 12 where they basically did a problem solving activity in groups and they looked at building a new hotel on the Galapagos. And they were given resources and roles, they were allowed to debate and different people had different opinions... like their opinion counted more in discussion. Those kind of activities have been really powerful directly for the students and their engagement with the RGS but with geography as a whole. And we've managed to keep more students carrying on to A2 this year on top of that.

Ben: I think online resources are an excellent foundation to almost everything. It's really nice to have somewhere central where you can just trust for great quality resources.

Theo: We made our basic plans on emerging economies off the back of that...

Krista: I don't necessarily think that for us the local network CPD works, but the network meeting in terms of ARK as a network does and I think that's something... if ARK aren't continuing with the hub next year, there's definitely a role there for someone... because you'd get buy in... there'd be a core group of 15 or 16. I think for me, and Rachel's been to one of the lectures – the CPD on a Monday is brilliant. Their subject knowledge updates on glaciation we went to...

5. What advantages / disadvantages do you think there were of having the project focussed on London?

Krista: This is quite interesting for me, because I'm leaving London... I didn't think it was enormously London centric, but what I did love was the network meeting which would be difficult to continue attending if I was in Bournemouth. To continue to have that dialogue with other geography teachers, so potentially they need to set other networks up...like a Dorset network, Manchester network or whatever...I didn't feel that the resources we've used been particularly London centric at all.

6. Do you think this model will work and be beneficial to another area of the country?

Krista: There is definite scope for it... I think the difficulty would be is not necessarily having a centralised point...I think everyone likes going to the RGS because it's a beautiful building and there's a real sense of 'you're in the home of geography' so you'd need to find somewhere which was equally as exciting or impressive but also has the sway to get you out of school, and that's the thing..as soon as we say we're going to the

RGS, everyone's cool and that's a good thing – to go off and be better geographers. I think you feel really on point with what's going on in London, you feel quite up to the minute. And I'm worried about leaving for that very reason, because I'm worried about the fact that when I speak to Ben and I'm behind...

7. Anything to add or any specific highlights?

Theo: The Galapagos update definitely which we incorporated into Year 9...you go onto any key stage... I found that really interesting...

Krista: You did an outstanding lesson on it...

Theo: I made a lesson based on the Darwin Hotel about eco-tourism and sustainably managing the Galapagos...I got a really good review for that lesson. It just opened my eyes up to all the possibilities to all the things you can go into with the Galapagos, like the plate tectonics down to environmental tourism so it's really good.

Rachel: I think when we discussed the new parts of the curriculum which was really helpful... it was the beginning of this year and this is my second year of school so it was really good opportunity to meet other teachers from local schools and it was good to share what we were already doing...a way of getting new resources without having to develop new ones.

Theo: The Galapagos also came with website training where we were inputting our feedback on to how useful the website could be and I thought that was really good. As there's a whole teaching resource bank on that website so we were asked what would work, what wouldn't work.

Krista: I loved the subject knowledge updates on Russia – it was really cool mainly because it's so topical and so relevant and it really enabled me both at KS3 but mainly at A level to talk about relevant topical content that I know will make a huge difference in terms of the As and A*s for my students. Their understanding of Russia's political situation and how that is going to impact in energy prices through demand relationships... it was good, it really peaked my interest and made sure that I went down a path that I wouldn't have gone down. So it was really valuable in terms of keeping me interested and keeping my subject knowledge fresh. The subject that Simon Oakes delivered that night is not on the spec, but that's because the spec is old now and outdated so actually the things the students will be talking about in their exams is new and is relevant which is what's going to make a difference.

Laura: I really enjoyed the Ukraine – we've developed the Year 9 scheme of work on energy and I planned some lessons on the Ukraine and Russia and that relationship so the resources were really useful to support that.

Ben: I think one of the best things is working in a team.. we've got so many people in our dept to get involved in different aspects of the RGS and bring different subject ideas and the way that's then come to benefit us all. We work so closely with each

other...whatever happens x5 again because it goes into our scheme of work or into a presentation or updates.

Krista: I think it's been so varied that we've all felt a peak of interest in a different area and it's kept all of us going ...which allows all of us to enjoy what we're teaching and speak more passionately.. the fact we share everything, all our powerpoints are all shared, all our lessons, we talk to each other every day means that the children are getting a much better quality experience because of the knowledge that's being shared around the group. So useful – the broad variety of training that's been available.

Focus group transcript 2.

Sandy Fazio (Year 1 teacher and Geography Co-ordinator, Canonbury School)

Wednesday 17 June, 2015

8. Can you describe what impact your engagement with the project has had in your school/local area?

The project has not had a huge amount of impact at the moment, but I do know that it has impacted on my learning and role as a geography co-ordinator. And for next year it will feed in very well. Because we've had a big adjustment in our curriculum maps so it's been quite hard to do anything other than offer it to people as a really useful resource. So look at this website. Two weeks ago, Bryony came to do staff meeting and that was really good so now people are more aware of what's expected in geography. It hasn't been a very strong focus in the school, we're quite focused on literacy, maths and just other things happening within the school so it does tend to have a low profile. So the project's been really great for me because it's made me feel there is a network and there's someone I can talk to that's an expert and other teachers that's been a big positive impact on myself and am able to use this for next year's curriculum and help out the teachers more. I'm a primary classroom teacher not a specialist subject teacher.

9. What has been the local impact on geography?

There's a project about using looking at London's geography and discovery of what we can find out about London. Also the units are very useful for finding what do children need to get out of learning about something quite specific, their locality, fieldwork and some it's quite sophisticated. And maybe we don't teach geography in that sense...it's actually raised the expectations, it's made me think actually, we need to do more in depth recording and finding out about – whether it's how we map things or how we look at the uses of different buildings, it's quite helpful, very helpful. New ways of looking at things and enhancing the importance of doing fieldwork. Maybe that doesn't happen enough. This week, on Friday, we're going to Highbury Fields, to their nature garden. And we're hoping to use that information to write a travel brochure or similar. It's very hard for me to monitor across the school what other year groups are doing, but I do know it's happening. That's what would be interesting to see, if these units get used across

the school. But I do think the staff meeting was helpful in raising the profile of the project.

10. How do you feel the networks have been valuable to non-specialists?

Extremely valuable because I don't know if you knew this, but in Islington, we used to have specialist networks and specialist people you could get in touch with like a humanities or geography adviser, so you used to be able to meet them, but there isn't one anymore. So the only way you get to find out about your subject, either pay to go on a course, but I think sometimes that has limited impact. It can be useful to meet with other teachers and work with organisations which has a lasting impact because meeting up and then coming back together so it was very useful for other teachers and also to go to a secondary school. That was really useful, so when we met secondary teachers and the primary teachers may go off and do something slightly different, but initially we're all looking at the curriculum as a whole. That was really useful.

11. Which elements of the project do you feel are a priority to continue?

- f) More online resources
- g) Network meetings
- h) Local network CPD
- i) Society led CPD
- j) Geography Ambassadors

So definitely the network meetings, the online resources are really good and very helpful. And I'd like to use them more explicitly throughout the school that's something I haven't had much time to do, but it will be helpful to do, it's got lots of progression. You can access it from different year groups. Local CPD was very useful and we were doing a training session about fieldwork – that was really useful and I went to the RGS for a one day course on fieldwork which was really great because we went across to Kensington and did weather and river experiments. That was stuff I don't get to do as a class teacher not with a specialist hat on, you might try these things, but because I don't have the background, I didn't study geography at university other than a bit of human geography so I'm not actually a 'specialist'. So it was really useful. And I think that goes for a lot of primary teachers. I don't know about geography ambassadors to find out more about that...it sounds great to have that experience.

12. What advantages / disadvantages do you think there were of having the project focussed on London?

The advantages are that its relevant to the children – I don't think there's any disadvantage really because I think you have to start somewhere and if you broaden it too much, it's too hard to achieve anything so it was a good focus and the links were there, it wasn't just about London. You could talk about other parts of the world or different areas. So you could talk about rivers in London but link it to any river. It's not like it doesn't apply anywhere else. You can build on whatever you do.

13. Do you think this model will work and be beneficial to another area of the country?

I definitely think it could be replicated to other areas of the country. To be honest, I didn't really necessarily think it was just about London. It did branch out, it was like a starting point, you could talk about it in general terms so I definitely think it could be good for

other parts of the country.

14. Anything to add or any specific highlights ?

It would be interesting to see if I can keep up my knowledge and understanding and all the rest of it without having a support network, I think it's going to be harder for sure if the project doesn't continue in some form, especially when you don't have any council or local support. You know there's no-one you can go to ask questions about it. I'd be disappointed if there's no way of continuing, as it's been so valuable. All the meetings didn't take up too much time, it was a good balance of meetings then following up online. It was very practical, you could take what you want and wasn't pressurising which was really good.

Focus group transcript 3.

Grange Park Primary School, Enfield

Anna Brace (Year 5 teacher and lead contact for geography)

Caroline Freedman (Year 3 teacher), Raglan School, Bush Hill Park

Wednesday 8 July, 2015

15. Can you describe what impact your engagement with the project has had in your school/local area?

Anna: We've totally rewritten the curriculum round the project so all the units of work we were told were coming up, I allocated to different year groups. So I've a year group at the moment doing Australia, another year group doing Brazil, another doing Hong Kong, that's not out yet but they're planning it themselves... I've done the rivers unit that I wrote and the Year 6 have done the mountains and volcanoes unit that I wrote. So it's all been reshaped because of the project. So the project's had a big impact on our school. Also the mapping CPD we had, we got Darren Bailey (OS) in as part of the project. Again, I bought the Digimap programme for the school and that will have a really big impact, we only just had the training a couple of weeks ago with Darren and I've already taken my class to the ICT suite to use Digimaps and we're going to Walton-on-the-Naze on Friday and a couple of the girls went home and found the Naze tower, using the Digimap programme, measured the distance between the Naze tower and the edge of the cliff. And they've got two different answers so we're going to use our metre sticks and measure it for ourselves. Initially the training was for the whole network, then when I bought the package, we trained the whole staff. We didn't have Reception, but at least one person from every year group came and our ICT suite was full. When we first had the training the network, some of my colleagues came who were incredibly excited but unfortunately they're the ones who are leaving Grange Park.

Caroline: It's had a really big impact on me, having the meetings, having the chance to talk about geography, it rekindled my love of geography and I think that's had a knock on effect on the school because I've wanted things to be taught..for geography to have a

higher profile in the school. I haven't really incorporated many of the units from the RLG schemes of work because I didn't know about any of the units. But certainly having Digimaps as well and Darren came in to the training in our school because of the meeting here, that I knew he could come in and do the training so that's been really good and the staff are really enthusiastic about using it. And partly because of the new curriculum but also because I've had the input from this that there's been a lot more geography teaching going on and I've had a lot more ideas of things to do...the fieldwork...Briony did a session on fieldwork, then I bought a digital weather station which I put up outside my classroom and the children always say, "what's the weather?" So it's been really good and just making staff and children more aware of geography.

Anna: I agree on that, staff are a lot more aware of it and also that I will be on their case about it, so they want to get it right whereas before they were happy not to get it right.

Caroline: I think last year, there wasn't that much geography going on at all. And this year, because of the new curriculum – we've got a new curriculum map, but also because I've had the input and I've tried to encourage people to do more geography.

Anna: And people correct themselves as well, if they talk about 'topic' now...they'll go 'geography'.

Caroline: And I think it's just about feeling supported, you feel there are other people you can talk to who are in the same boat who are struggling with different things – that's been really good.

16. What has been the local impact on geography?

Anna: In our school, every year group do fieldwork, some of them do it for one of their topics, some for geography topics, some do it for both and in all fairness we did that before the project came in, so we've been quite good on that. Although my rivers unit now, I want to change the river we look at, because of the project, I've got a better sense of what they should be seeing when they go to the river. So I want them to see a river that shows a lot more of the characteristics – the course it's on...I'd also do a lot more mapping work when we go out as well. But everyone in our school has the expectation that they go out and they do geography, it isn't just a jolly.

Caroline: Because of Digimaps we're doing a lot more mapping of the school and the area around the school – that's been really good. The Year 4s are going to Walton-on-the-Naze on Thursday.. and I've tried to encourage them before they go to look at maps of Walton-on-the-Naze and how it's changed and use the Digimaps to do that which has been really good. They Year 5s had booked to go to the River Lea to do a rivers walk and they went to Paris as well so they had to cancel it.

Anna: River Lea was one of the rivers I was going to go to. We went to Hounsden Gutter which is a very local river which is great which you do see a meander, an erosion, a deposition and you did see that they'd shored up the banks with gravel and you did see other evidence of flooding, but you didn't see the facts of the river – it changes, it gets

wider, it gets deeper – you didn't see those kind of features, so I want them to see more.

17. How do you feel the networks have been valuable to non-specialists?

Anna: Some real non-specialists looked a bit bewildered, I think they realised what they weren't doing, so if nothing else it's raised their awareness of the fact they haven't really got a geography curriculum.

Caroline: And perhaps they need to have, to get knowledge of geography terms and what they need to be covering and what's involved...

Anna: And I think having the confidence to do fieldwork and what work you do that leads up to the fieldwork and what you do afterwards – I think they have a better sense of that.

Caroline: On the other hand, like with Briony, this fieldwork session, she gave us some really simple ideas which I think for non-specialists, that would be really encouraging that there are simple things – making a rain gauge and all those different weather things that you can do that are really simple that anyone can do... On the one hand they need to find more things out, but on the other hand, there were things that weren't as complicated as I thought they were.

Anna: We didn't visit any secondary schools, but Neil Edwards, who's Head of Humanities or Geography over in the secondary school a hundred meters away from us was part of the project initially but had to pull out but did meet him and got his advice on things and I had another local secondary school to come and see me and see me teach and I didn't hear anything more. But if I was in Year 6, I would actively pursue it more, but as I'm Year 5, it's slightly harder to do a lot of transition work and I would have definitely wanted that to have been geography. It's harder when you're further down the school to do that.

18. Which elements of the project do you feel are a priority to continue?

- k) More online resources
- l) Network meetings
- m) Local network CPD
- n) Society led CPD
- o) Geography Ambassadors

Anna: Online resources have been really useful in planning... network meetings if people turn up and want people to come with as many ideas as I've got, to exchange ideas not just to learn from me... I'd like a real focus every time so we'll talk about what we're doing in weather and climate or what we're doing in transport... have you taught this, no we haven't so how could we do it?

Local network CPD/RGS CPD

Caroline: People coming in to give talks have been brilliant...

Anna: I know I went to a talk last week on weather and climate from the meteorological society at the RGS and having a specialist would be great to give us not quite an idiot's guide, a guide to weather fronts... those kind of things, a little bit more subject knowledge,

not just how we teach the direct curriculum, but that little bit of beyond so you know much more than the children....And also primary to KS3 would be great because when I went to the subject updates, there were an awful lot of people there who were teaching A level and that's the kind of geography I'll never need, but I need the next step up. If there was a choice, I'd prefer that to more online resources. Because I know I can create my own resources, once I've got the subject knowledge to really create a few ideas. The speaker I saw at the RGS the other week talked about a cloud in a bottle, and I thought, great, I'll do that...they give you ideas anyway.

Geography ambassadors

Anna: I'd really like them to expand their role, because I know they go into talk about how wonderful geography is and the reason why children should do it at university, but I'd like them to talk about specific things in geography, not just the fun of it...this is what you should know about Antarctica, tropical climates or some sort of nugget...I had Paul Deegan, the Everest mountaineer come and speak to us who brought all his kit along and showed his photos. It was fantastic, obviously he cost a lot of money to bring in and your ambassadors would be slightly cheaper, but it's that kind of thing. It does bring it to life and as long as you've done a lot of work before it, so the children are thoroughly engaged and know the right questions to ask and are waiting for him to tell them the answer to something which I didn't know. I did have someone from the British Antarctic Survey as well who was a logistics officer but that didn't work quite as well because she didn't quite engage them in the way...they wanted to know how many boxes of cornflakes you had to order to stay the winter and she never quite did that...she had a picture of the stores but that was it.

Caroline: Before this project, I didn't really think the RGS did anything with primary schools, As far as I knew they didn't do anything...

19. What advantages / disadvantages do you think there were of having the project focussed on London?

Anna: The title – Rediscovering London's Geography limited it because people assumed it's just about London's geography not about improving the geography taught in London's schools. So I think people won't necessarily google up the RLG site because someone in Newcastle may think, I don't need to teach about that in London so I think the name is a little unfortunate. It's been focused on the national curriculum and improving the geography taught in London's schools, to ensure the resources are all fantastic for the new curriculum.

20. Do you think this model will work and be beneficial to another area of the country?

Yes

21. Anything to add or any specific highlights?

Anna: It's really enthused me, the only thing that really excited me and I got really enthusiastic and passionate about doing geography after the project than I did before it. I was pretty passionate before it and it's got me my new job which is now teaching

geography to Years 5,6,7,8 in a different school. So it led me to that and without this project I wouldn't have got this job and I wouldn't have thought that job was for me. So on a personal journey it's been great for me as my career's now going in a different direction.

Caroline: Mine has been rekindling my enthusiasm for geography, I've always had it but it makes a huge difference, coming to meetings, meeting people, Anna, Briony and some really good meetings and also knowing what the RGS could offer and all the primary courses that I've been able to go on because of the RLG which has been really good. I went on really good physical geography one, then all the conferences, at the Historical Association as well. It's been really useful and I feel I know the new curriculum really well now and I feel that I have a lot to offer my school because of coming to these meetings and all the other associated things at the RGS and writing the map skills unit, I really enjoyed doing that. I feel like I'm involved in projects.

LSEF 1203 Rediscovering London’s Geography
Evaluation Framework

	Outcomes	Indicators	Baseline data collection	Impact data collection
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	Outcomes	Indicators	Baseline data collection	Impact data collection
<p>Teacher outcomes</p> <p>1. Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NQTs <input type="checkbox"/> 3 years + <input type="checkbox"/> Primary/ secondary <input type="checkbox"/> Other (project specific) <p>These will be expressed as a % of the whole group.</p> <p>2. Categories of teachers Partner Schools and local networks</p> <p>A key focus of this project is to work with (and through) identified expert teachers in the 15 partner schools to engage with:</p> <ul style="list-style-type: none"> a. Less confident &/or non-subject specialist colleagues within their schools b. Less confident &/or non-subject specialist colleagues beyond their schools through the local CPD networks <p>Churn Throughout the programme records of any “churn” of partner school teachers leaving or joining the intervention group must be kept.</p>	<ul style="list-style-type: none"> Improved subject knowledge in geography from KS1-KS4 	<ul style="list-style-type: none"> Reduction of identified ‘knowledge gaps’ in provision of key areas of the New Curriculum and GCSE Availability of new online information resources– that address gaps in teacher knowledge. Attendance at CPD courses run by the Society and good feedback on the provision. We are planning towards a reach of 120 teachers attending local CPD network meetings held across London Boroughs (with between 3 and 6 CPD network meetings held in each Borough with an average attendance of 10 teachers – in total c50 local CPD meetings will be held), alongside 440 teachers attending CPD run at the Society’s HQ in Kensington (22 CPD events with average attendance of 20). 	<ul style="list-style-type: none"> Focus group discussion with partner schools (6th Feb 2014) and questionnaire survey undertaken (Feb 2014) with expert teachers to identify which subject areas, geographical techniques and approaches are priorities for support (see survey materials attached. First local network meetings took place: Havering 24th April 2014, Bromley 28th April 2014, Islington 30th April and Enfield 8th May. 	<ul style="list-style-type: none"> To be repeated (March 2015) with other colleagues within partner schools (questionnaire and also review of schemes of work for selected teachers) Use of online resources created will be measured by duration of online session time and number of users (using Google Analytics or similar). Increase in ‘dwell time’ in teachers’ use of the online material will reflect more in depth use. Evaluation forms will be completed for the Society’s CPD provision: Feedback collected on CPD courses from all delegates including questions around how the course addresses subject knowledge and how teacher will use the materials provided. This will happen once per session. We will request feedback from network teachers who have used the materials. We will conduct a survey based on key areas of subject knowledge, relevance to the curriculum and ease of teaching. Follow up evaluation survey - towards the end of the programme June/July 2015 - with all teachers who have attended RGS and locally provided CPD courses to review use of the new knowledge, how they have revised their schemes of work and impact on their lessons.

	Outcomes	Indicators	Baseline data collection	Impact data collection
	<ul style="list-style-type: none"> Increased teacher confidence in teaching geography from KS1 to KS4 	<ul style="list-style-type: none"> Increased scores in confidence surveys to be undertaken by teachers for the two key groups – expert teachers and less confident/no-subject specialist teachers (from within the partner school and across wider networks) Narrower confidence gap (identified through focus group work) between expert and less confident teachers. (64% of expert teachers in partner schools were more confident in teaching geography than their colleagues) 	<ul style="list-style-type: none"> Questionnaire survey and also completion of the efficacy survey. 15 partner school teachers and some of their colleagues have undertaken this so far. Teachers who are part of the 11 networks across the duration of the project will complete these as well. Scores collected for individual teachers will be collected through the use of the Teacher sense of Self-Efficacy Scale at the start of first partner school work March/April 2014 and July 2015 At the start of the project we are asking all the lead contacts in the key partner schools to identify their levels of confidence in teaching geography. We will also ask other colleagues in these schools and also all colleagues who are attending the first local network meetings (Bromley, Havering, Enfield and Islington). Similar work will be undertaken with new colleagues joining the 7 subsequent local networks which will be developed from Sept 2014 onwards. (see accompanying RGS questionnaire re. teachers confidence and needs audit). 	<ul style="list-style-type: none"> We will conduct a focus group and issue questionnaires with Partners school non-experts teachers – to be undertaken in-schools June/July 2015. All partner and network schools will be asked to complete the questionnaire and we hope for a completed response from 120 teachers. July 2015 questionnaire data collected for individual teachers from post intervention Teacher sense of Self-Efficacy Scale surveys. We will conduct interviews/ focus group of a sample size of 10% of participants within the wider local CPD networks to moderate survey findings September 2014 and July 2015. Network teachers will be invited to the RGS as a focus group. Their discussions will be compared to those of the partner schools' discussions.

	Outcomes	Indicators	Baseline data collection	Impact data collection
	<ul style="list-style-type: none"> Delivery of higher quality teaching including improved subject-focused and teaching methods Note all new resources to be peer reviewed of to be undertaken by expert teachers (and Society staff) from the partner schools. This is to ensure quality by expert review. Note. Feedback to be also provided on the resources through trialling with pupils in partner schools. 	<ul style="list-style-type: none"> For primary KS2 teachers a particular focus will be on how well they can incorporate new 'geography' focused units into their schemes of work to provide subject specialism, rather than 'integrated topics'. This will be measured by reviewing their schemes of work and timetables to assess whether geography has been provided distinct or identified time. Trialling will look at how well the resources fit into the teachers' new curriculum models, ease of teaching, how they have adapted them for use, ideas for development and new case studies. 	<ul style="list-style-type: none"> Data collected from teachers at start of the project re. teacher efficacy and also subject knowledge and teaching ability re. key areas of the curriculum. From early analysis of data, it is apparent there are knowledge gaps in new areas of curriculum for example glaciation at KS3. Data also shows categorisation of development of current schemes of work. This will be compared with July 2015 data. Comparator data being provided for less confident/non-specialist teachers. These are teachers from the departments within the partner schools (who are likely to be less expert than their head of departments who attend the partner meetings) and also 'local' teachers invited to the local CPD network meetings. This will provide comparators across 'expert' teachers and those starting from a 'self-identified' low base of professional confidence and expertise 	<ul style="list-style-type: none"> External evaluator to undertake anonymised interviews with partner school teachers in terms of impact on their practice. This data will be compared to their answers to the efficacy survey and the RGS questionnaire all participants undertake at the start of their engagement with the project and provides a base line comparator in term of a teacher's confidence in teaching geography and their understanding of key elements of the geography national curriculum in terms of their ability to teach specific units/themes. A questionnaire in July 2015 to those who have used the online resources will ask teachers to answer how well the resources fit into the teachers' new curriculum models, ease of teaching, how they have adapted them for use, ideas for development and new case studies.

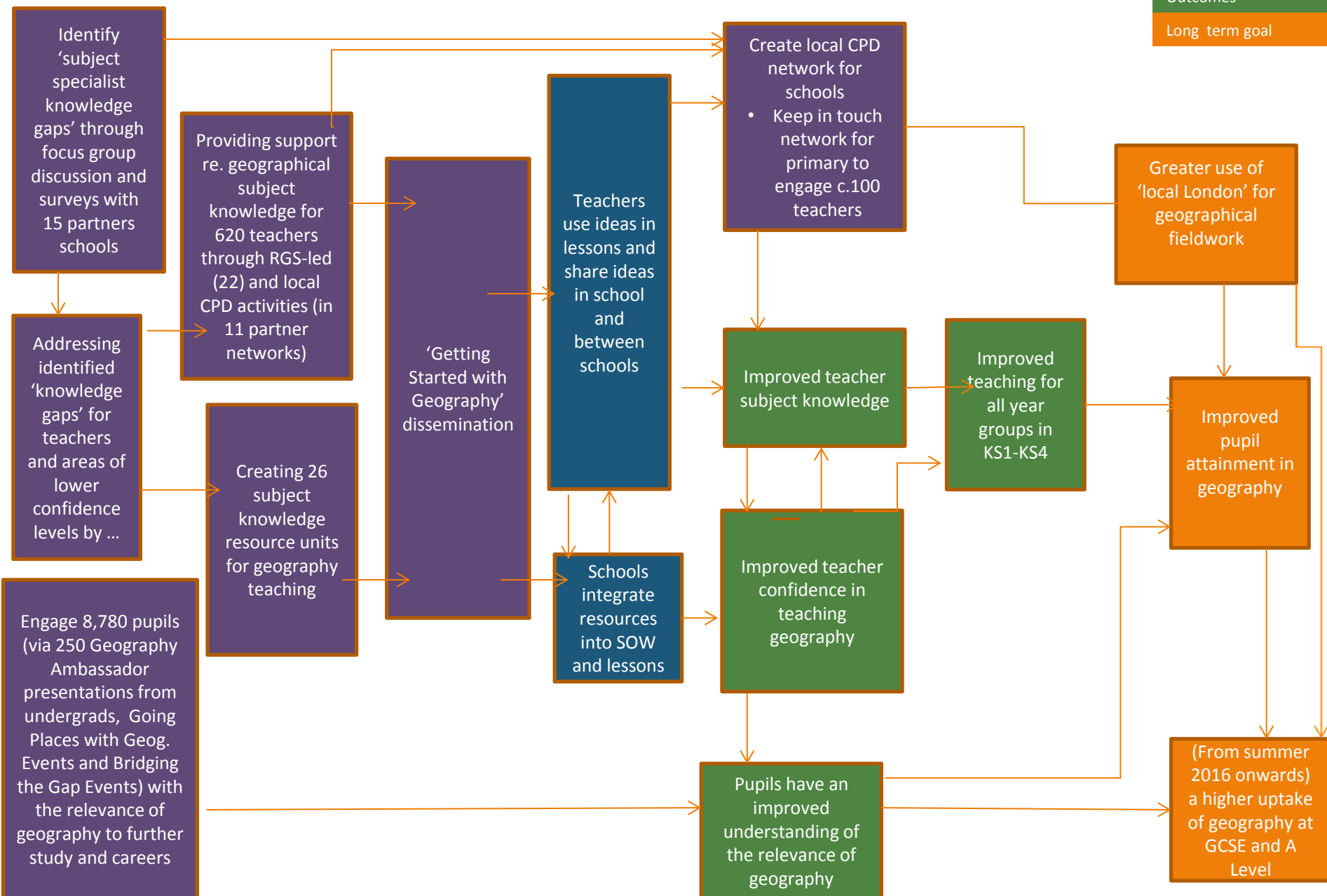
	Outcomes	Indicators	Baseline data collection	Impact data collection
	<ul style="list-style-type: none"> Use of improved subject-specific resources 	<ul style="list-style-type: none"> Development of improved subject specific resources and their incorporation within teachers schemes of work. The online resources currently being commissioned are for KS2: map skills, natural resources and energy, global trade, settlement and land use, climate, volcanoes and earthquakes, rivers and water, the UK, North America, South America. For KS3: soils, coasts, glaciation, weather and climate, Russia, Middle East, natural resources, London, BRICS etc 	<ul style="list-style-type: none"> Sample scrutiny of existing schemes of work of partner schools Spring and summer 014 (identifying existing topics & themes taught). 	<ul style="list-style-type: none"> New schemes of work will be scrutinised by RGS-IBG. Teachers' previous schemes of work will be compared with the new units they develop in terms of range and depth of subject content and its application and relevance to the new National Curriculum. <p>Project staff and External evaluator to undertake review of schemes of work of i) 15 partner schools, ii) a sample of local CPD non-engaged schools to review the reach and engagement with the online resources. Key questions will be: how have they been incorporated, how has this helped teachers develop their subject knowledge and what impact has it had on their teaching (in terms of pupil achievement, engagement and enjoyment). This review of schemes of work will provide evidence of enhanced subject knowledge. It will show incorporation of more subject knowledge into plans. (The units we are producing have assessments at the end of them, looking at the pupils' learning.)</p> <ul style="list-style-type: none"> Tracking of user figures for the use of the online resource. There will be a soft -launch of the first four modules in August 2014. With new modules following from September 2014 onwards

	Outcomes	Indicators	Baseline data collection	Impact data collection
<p>Pupil outcomes</p> <p>Sub Groups The characteristics of the eligible cohort (KS1-KS4 pupils of the partner schools) should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LAC continuously for 6 months+ <input type="checkbox"/> FSM <input type="checkbox"/> FSM at any time during last 6 years* <input type="checkbox"/> EAL <input type="checkbox"/> Gender <input type="checkbox"/> Ethnicity <input type="checkbox"/> Statement of SEN or supported at School Action Plus <p>Started respective Key Stage</p> <p> </p> <p> </p>	<ul style="list-style-type: none"> • Increased understanding of the relevance of geography to further study and careers amongst pupils in Key Stages 3 and 4, 8,780 pupils via ambassador presentation , Going Places with Geography events and Bridging the Gap Events • Increased interest in the subject 	<ul style="list-style-type: none"> • High uptake from schools for Ambassador 'in-school' presentations (to meet target of 250 presentations to pupils) & bookings for 'Going Places with Geography careers' & further study events at the Society and Bridging the Gap Events. • Additional requests for printed careers materials from teachers, parents and pupils. To include review by HE colleagues and secondary teachers from partner schools. • Significant uplift from current use of the Society's 'study geography' pages (which are currently more orientated to geography in HE and will be reoriented through the RLG programme towards a school audience) • Recognition by pupils of the relevance of geography (alongside other core academic subjects) to further study at HE and careers. 	<ul style="list-style-type: none"> • Sample survey of 100 pupils rating of interest in and value of geography at the start of ambassador presentations as base line data. Over summer 2014 and autumn 2014. • Feedback collected from 250 Ambassador presentations (from the ambassador and the teacher). Every teacher and ambassador complete a feedback form after each ambassador visit to a school. • Base line to be Jan 2014 level of request for previous materials • Page views and dwell time to be monitored from Jan 2014 onwards • A focus group / survey as a base line collection from 50 pupils to explore what careers (and further study) geography can lead to. 	<ul style="list-style-type: none"> • Evaluation forms to be completed by pupils attending 8 student events (including 4 Year 9 Going Places, 2 Year 12 Going Places, 2 Bridging the Gap Events) which include ambassador sessions, sample size 100 respondents. • Continuous monitoring of online access throughout project to show increase in hits and also dwell time • To repeat with students following ambassador and GPWG intervention

	Outcomes	Indicators	Baseline data collection	Impact data collection
School System Outcomes	<ul style="list-style-type: none"> Teachers involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice 	<ul style="list-style-type: none"> Successful establishment of 11 local CPD networks across London to engage local primary and secondary schools for 120 teachers across KS1-KS4 Local school attendance at network meetings & positive feedback on the support provided through the meeting 	<ul style="list-style-type: none"> Numbers and profile of teachers attending numbers of new network meetings collected on registers 	<ul style="list-style-type: none"> Numbers and profile of teachers attending local CPD meetings across the 11 local CPD networks. First network meetings taking place in April 2014. Through discussion, the initial meetings have established the themes for the initial local CPD programmes (summer 2014, autumn and spring 2015 events). Further ongoing feedback will identify the themes for future sessions, taking into account teachers needs and specific support requested and opportunities as the project develops.
	<p>PUPIL OUTCOMES</p> <ul style="list-style-type: none"> Longer term uptake of geography at GCSE and A Level in London schools involved in the project Pupils better prepared for transition in geography from KS2 to KS3 	<ul style="list-style-type: none"> Increased numbers of candidates at GCSE and A Level. To note, the first cohort that this project would have an impact on would be would pupils starting a GCSE / A Level course in September 2015 for first examination summer 2017. Indicative feedback from KS3 teachers in terms of how 'secondary ready' their Y7 pupils are in relation to their enhanced understanding of geography. To undertake discussion with partner schools in end sept/October 2015. Note there is a significant difficulty in the timescales as full 'secondary ready' in geography can only be achieved once pupils starting Y3 in September 2014 had completed a 'new' KS2 course and moved onto secondary school in September 2018. This indicator can only be partial as it will be based on pupils starting Y6 in September 2014 and moving into KS3 in Sept 2015. 	<ul style="list-style-type: none"> Joint Council for Qualifications data for GCSE and A Level candidates published annually Teacher feedback via focus group discussion with secondary level partner schools (discussion Jan and April) of the current abilities of new entrants to Y7 in geography. <ul style="list-style-type: none"> - Initial feedback from partner school meeting is that pupils typically 'can't think geographically, have little understanding of the subject or experience of it, can't read maps or don't know where places are.' 	<ul style="list-style-type: none"> Joint Council for Qualifications data for GCSE and A Level candidates published annually <p>The timescale is well beyond the scope of this project. However the Society would explore how KS3 teachers view the developing improvements in their new entrants to secondary education.</p>

Activities
Assumptions
Outcomes
Long term goal

1203 RGS-IBG Theory of Change



Feedback

Overall I think this is very good and clear- I have made just a few minor tweaks to the diagram. Please check that these are reflective of your project. If so, I will be happy to sign it off. If not, please adjust as necessary.

- ‘Create local CPD network for schools’ sounded more like an activity than an outcome- I have recolored it as such in the above
- I assumed ‘(From summer 2016 onwards) a higher uptake of geography at GCSE and A Level’ was also a long-term outcome- I have recolored it as such in the above
- I have reworded some of your activity and outcome descriptions as I thought they could be made a bit clearer- please check that these are accurate

Earthquakes

What is an earthquake?

An earthquake is a vibration of the Earth's crust. An earthquake's strength is called its **magnitude** and is measured on the **Richter scale**. Like volcanoes, earthquakes mostly occur along **plate boundaries**.

Earthquakes are common at transform **plate boundaries**. Friction may cause two plates to stick, but when they become unstuck a violent jolt (earthquake) can occur.

The structure of the Earth

Inner core is primarily a solid ball of iron.
Outer core is liquid iron and nickel.
Mantle is semi-molten rock or **magma**.
Crust is solid rock.

The **epicentre** is the point on the Earth's surface that is immediately above the focus.

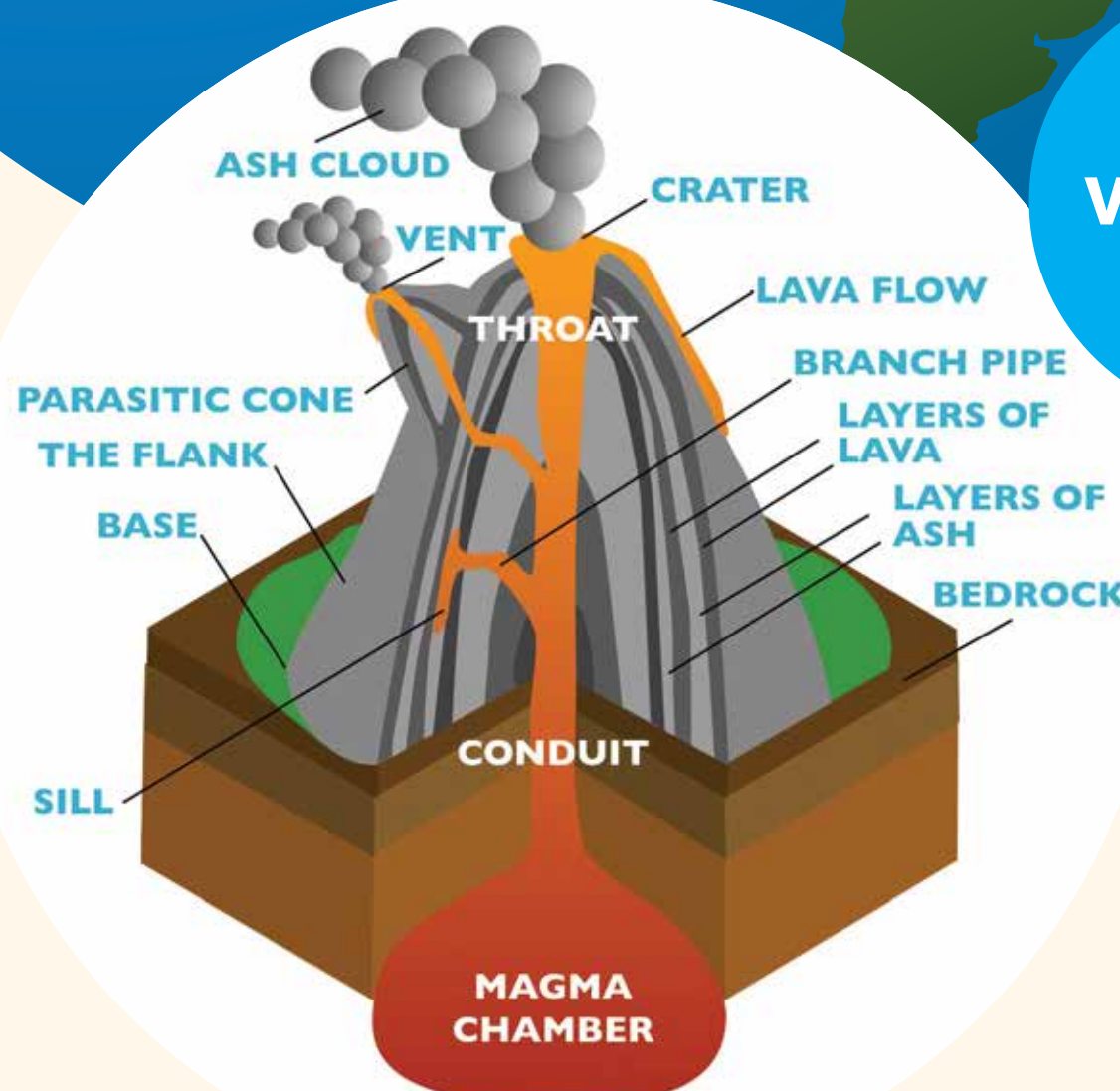
The **focus** of an earthquake is the point deep underground where it begins.

Mountains, Volcanoes and Earthquakes

Volcanoes

Plate boundaries
Constructive plate boundaries: when two plates pull apart, magma rises and erupts as lava. This lava hardens to form new crust.

Destructive plate boundaries: when two plates collide or converge. One plate is pushed under the other. The plate underneath melts and the crust becomes magma. This magma rises to the surface to form volcanoes.

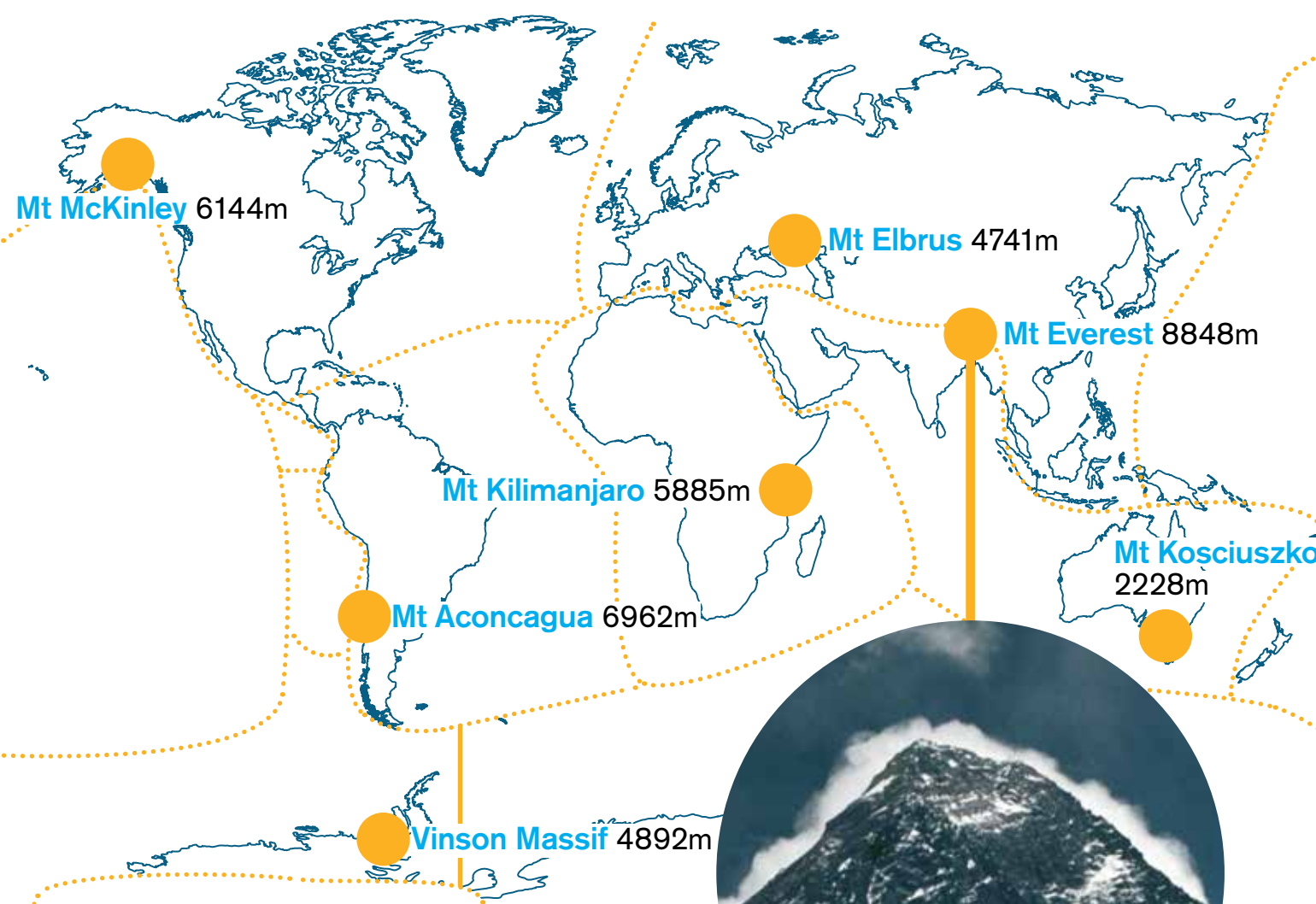


What is a volcanic eruption?

Pressure is placed on the **magma** when it is deep underground. When the magma rises through a volcano's vent this pressure is released as **lava** and gas.

Shield volcanoes have runny lava; because of this they do not have an 'explosive' eruption. Lava spreads quickly across the landscape. With each eruption a new layer of rock is built on the previous one. Gradually a wide dome of rock is built up.

Composite volcanoes are formed by hardened layers of lava and ash from successive eruptions. The lava is viscous and it cools and hardens before spreading far. The eruptions tend to be violent.



Tectonic Plates

The Earth's surface is made up of different sections called plates.

Mountains

Mount Everest

- At 8,848 metres it is the highest mountain in the world.
- The first successful ascent was on 29th May 1953, by Edmund Hillary and Tenzing Norgay.

Types of mountains

Fold mountains, fault block mountains and dome mountains.

Key vocabulary

Weather:

the atmospheric conditions we experience in a place at a point in time.

Climate:

the average of weather conditions usually over 30 years, which provides an indication of the type of weather we might experience in a particular place at a certain time of year.

Precipitation:

is the amount (in mm) and form in which water falls (rain, hail, sleet and snow).

Temperature:

is the measure of how hot or cold an area is (in °C).

Wind direction:

is the direction from which the wind is blowing.

Wind speed:

is a measure (in mph) of how fast or slow the wind is blowing.

How do we record weather?



Anemometer
Measures wind speed in mph.



Rain gauge
Measures precipitation in mm.



Thermometer
Measures the temperature in °C.



Wind vane
Measures wind direction. It points in the direction in which the wind is blowing from.
© Graham Lees, Flickr



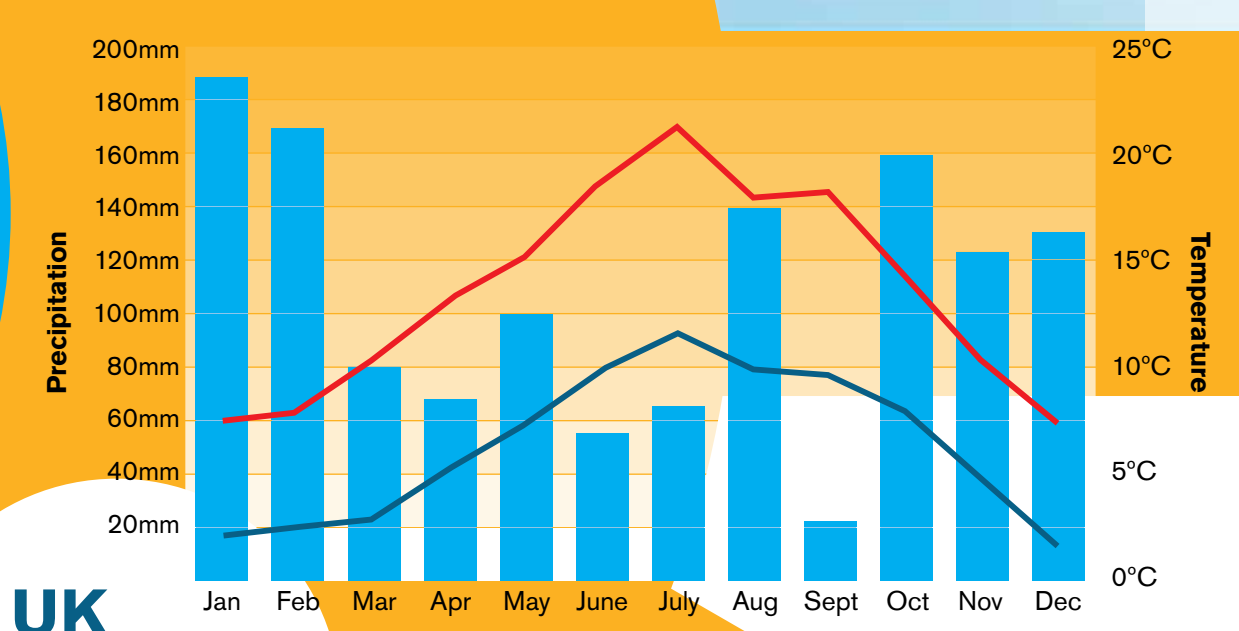
Electronic weather station
Measures temperature, dew point, atmospheric pressure and humidity.

Weather and Climate

Cloud types:

Clouds form many different shapes and sizes. They can be categorised into main types:

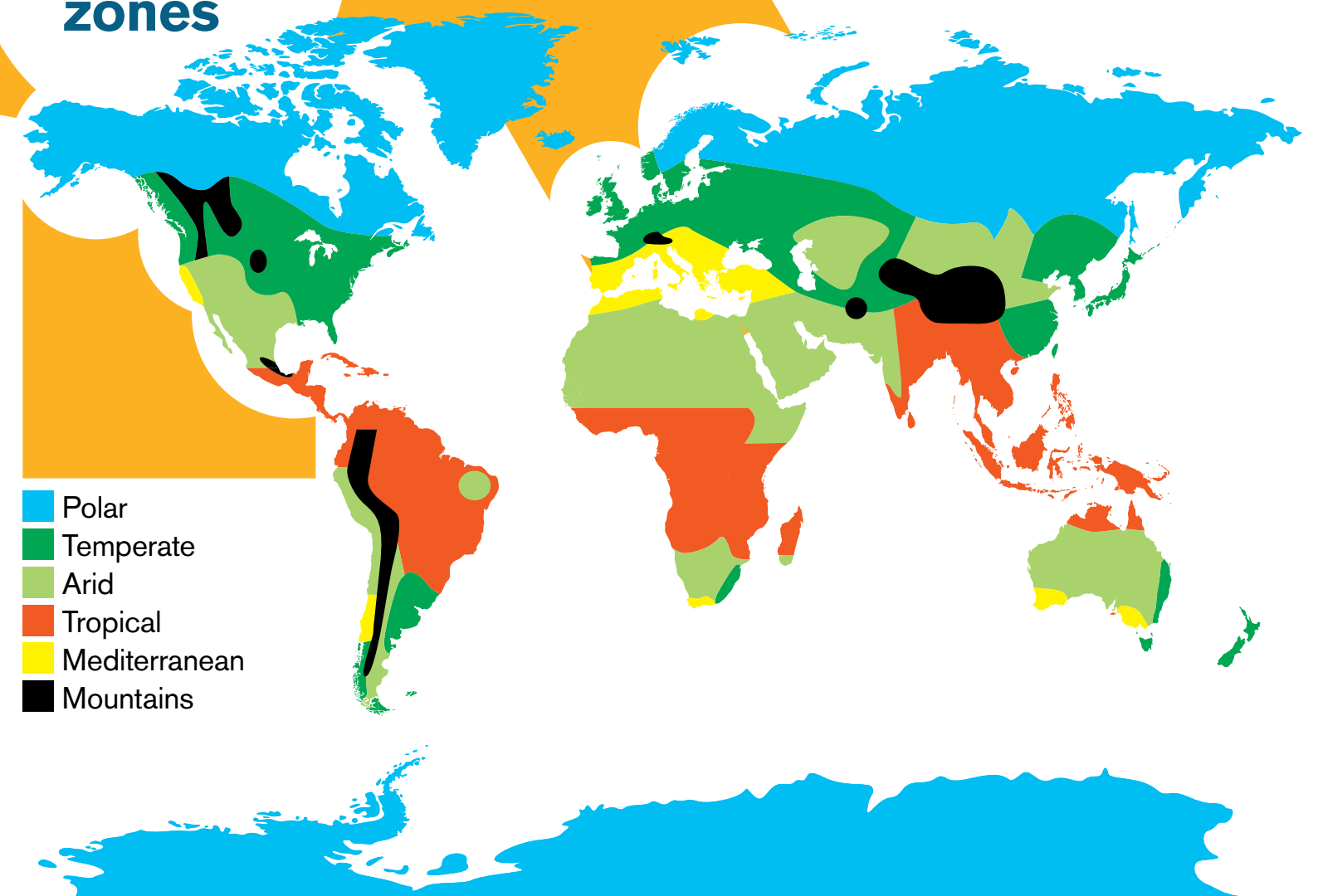
- **Cirrus:** wispy clouds at high altitudes
- **Cumulus:** classic 'fluffy' clouds at middle altitudes including cumulonimbus or storm clouds
- **Stratus:** layers of cloud, at relatively low altitudes



UK climate graph

The **UK Climate** is **temperate maritime**. The UK experiences warm summers and cool winters. The Gulf Stream (a warm current of the North Atlantic Ocean) contributes to the mild, maritime climate.

World climate zones



Jobs geographers do:

10 Policy and Government
Assistant Consultant, International Development, Ecorys UK
Director of the Mayor's Office of Housing Recovery Operations, City of New York
Head of Flood Hazard Research Centre, University of Middlesex
Property Information Manager, Barrow Borough Council
Public Communications Manager, Grantham Research Institute on Climate Change and Economics
Senior Planner, DCLG
Social Development Advisor, DfID
UK Location, Engagement and Monitoring Officer, DEFRA

The Physical Environment
Air Pollution Specialist, Local Authority
Australia Oil and Gas Team Manager, Deloitte
Catastrophe Risk Analyst, Faber
Costal Technical Specialist, Environment Agency
Coastal Technical Specialist, Golder Associates Ltd (UK)
Scientist, Rivers and Coastal Environments, Atkins
Soil Mechanics Scientist, GNS Science
Technical Specialist: Groundwater and Contaminated Land, Environment Agency

Geographical Information Systems
Analyst, Defence Geographic Centre
Crime and Disorder Advisor, MAPCITE
Data Collector, Ordnance Survey
Geographic Information Analyst, Police
GIS Analyst, Animal Health and Veterinary Laboratories Agency
Hydrologist, WS Atkins
Hydrometry and Telemetry Officer, the Environment Agency
Land Requirements Geospatial Officer, MOD
Training and Education Services Manager, Esri UK

The Built Environment
Assistant Planner, Turley
Chartered Surveyor, MOD
Commercial Assistant, Royal British Legion
Events Executive, Historic Royal Palaces
Graduate Land Surveyor, Kemp Chartered Land and Engineering Surveyors
Property Manager, Foxtons
Regeneration Research Assistant, Aspire Housing Group
Senior Transport Consultant, Mouchel
Sustainability Analyst, European Bank for Reconstruction and Development

Travel, Tourism and Leisure
Conservation Projects Coordinator, Indonesia
Educational Travel Consultant
Expedition Manager, Wilderness Expertise
Head of Centre, Field Studies Council
Head of Operations, Frontier
Incident Response Manager, World Challenge
Managing Director, MyDestination Galicia
Travel Writer and Broadcaster

£\$ The Business World
Chairman, Dotted Eyes Ltd
Corporate Responsibility and Sustainability Manager, Camelot
National Accounts Manager, Danone
Resource Manager, Personal Finance Education Group
Sales Manager, Jutexpo Ltd.
Senior Associate, PwC
Strategic Relations Manager, Shell International

Society
Advanced Skills Teacher
Chief Executive, Lake District National Park
Fundraising Officer, RSPB
Her Majesty's Prison Service
Livelihoods Project Officer, Save the Children
New Business Officer, Macmillan Cancer Support
UN Strategy Branch, DEFRA
Women's Outreach Worker, Together Women Project

Development and Global Issues
Assistant Consultant, International Development Division at Ecorys UK
Catastrophe and Exposure Manager, Mitsui
Sumitomo Insurance Group
Catastrophe Risk Analysis, Willis RE
Development and Flood Risk Specialist, Environment Agency
Head of Education and Youth, Oxfam
Head of Polar Territories, FCO
HM Armed Forces
Social Development Advisor, DfID

Going Places with Geography

Studying geography will help you better understand the world's people, places and environments from the local to the global scales.

The skills and knowledge you gain from this subject, at GCSE, A Level or university, are relevant to almost all jobs and workplaces.

With rising numbers of students studying this subject, and geography graduates experiencing some of the lowest levels of graduate unemployment, there has never been a better time to study geography.

Royal Geographical Society
with IBG

Advancing geography and geographical learning

Briony Coulson
Senior Policy Advisor,
EU Climate Mitigation,
Department of Energy and
Climate Change



Olly Parsons
Disaster Response Coordinator,
Mobile for Development, Groupe
Speciale Mobile Association



Thomas Davidson
Business Development
Manager,
Certitude



Rebecca Shewry
Weather Producer,
Sky News



Katherine Holdstock
Audit Associate,
Insurance
Department, EY



Alice Duff
GIS Consultant,
Technical Pre-sales,
Esri UK



Anup Patel
Programme Manager for
Europe, Middle East, Africa
and Russia, CBRE



Jill Kennedy
Assistant Supervisor,
Trailfinders

Join the Society at www.rgs.org/joinus
As a GCSE or A Level pupil you can become a Young Geographer and benefit from up-to-date case studies, a subscription to the *Geographical* magazine, viewing lectures by leading geographers online or at the Society and also can include your membership in your personal statement.

The Royal Geographical Society (with IBG)
We are the learned society and professional body for geography and geographers. Founded in 1830, we are a world centre for geography: supporting research, education, expeditions and fieldwork, and promoting public engagement and informed enjoyment of our world.

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The Society's Geography Ambassadors programme is supported by Esri UK.



The distribution of these materials to London schools is supported by the Greater London Authority and Department for Education through the London Schools Excellence Fund.

Online teaching and subject knowledge resources

**Royal
Geographical
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with IBG

Advancing geography
and geographical learning

The Rediscovering London's Geography project delivers online resources for Key Stage Two and Key Stage Three to support the implementation of the new geography National Curriculum. Below are links to the full KS2 resources sampled on the USB memory stick. More resources will be coming soon and will be available at www.rgs.org/resources

... **Mountains, Volcanoes and Earthquakes (KS2) – Award Winning**



This module explores how and where mountains and natural hazards form.



<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Mountains+volcanoes+and+earthquakes/Mountains+volcanoes+and+earthquakes.htm>

Exploring Shackleton's Antarctica (KS2)



This module aims to develop an enquiry on the Polar region of Antarctica focusing on Shackleton's 1914–17 Endurance Expedition.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Exploring+Shackletons+Antarctica/Exploring+Shackletons+Antarctica.htm>

The Mediterranean (KS2)



This module takes a 'zoom lens' approach to studying the Mediterranean region within Europe. It moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Bologna, Italy).

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/The+Mediterranean/The+Mediterranean.htm>

Brazil (KS2)



This module aims to introduce pupils to the diverse and unique culture of Brazil. Pupils will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Brazil/Brazil.htm>

Global Trade (KS2)



This module uses up-to-date case study examples from Europe, North and South America to model how global trade impacts upon nations and their citizens. The lessons expose pupils to different viewpoints on global trade, and encourage them to think critically and consider both the positives and negatives of free trade and globalization.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Global+trade/Global+trade.htm>

Australia (Primary)



Australia is a fascinating country to study geographically, and is an excellent choice of non-European country to focus upon at either KS1 or KS2. By following the course of this module, teachers will cover the key areas of learning and objectives of the new geography curriculum. This module is easily adapted to suit KS1 or KS2 pupils.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Australia/Australia.htm>

Coming soon

More schemes of work are coming soon, and will be available at www.rgs.org/resources

- Map Skills (KS2)
- USA (KS2)
- The UK (KS2)
- Rivers (KS2)
- Hong Kong (KS1)

Subject Knowledge Animations

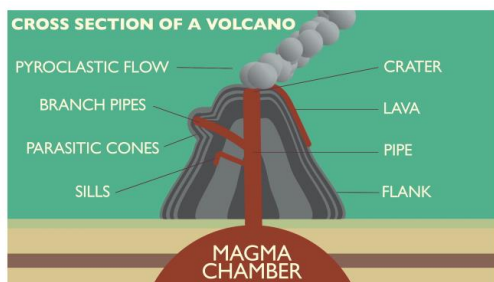
Introduction to Key Stage Two Geography for Teachers



This subject knowledge animation provides teachers with an overview of geography at Key Stage Two.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Subject+knowledge+animation+Key+Stage+Two+geography.htm>

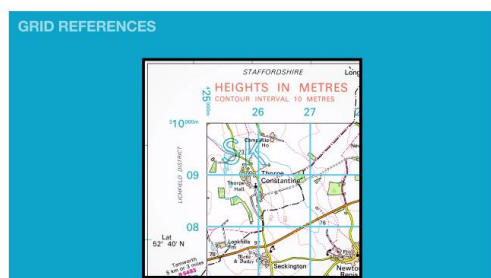
Mountains, Volcanoes and Earthquakes



This subject knowledge animation provides an overview of the geography of mountains, volcanoes and earthquakes.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Subject+knowledge+animation+Mountains+volcanoes+and+earthquakes.htm>

Map Skills



This subject knowledge animation provides an overview of symbols, compass and direction, grid references, scale, contours.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Subject+knowledge+animation+Map+skills.htm>

Coming soon

More subject animations are coming soon, and will be available at www.rgs.org/resources

- Weather and Climate
- North and South America
- Rivers

Efficacy Review: Partner Schools

Fig 1. How much can you do to get through to the most difficult students? (%)

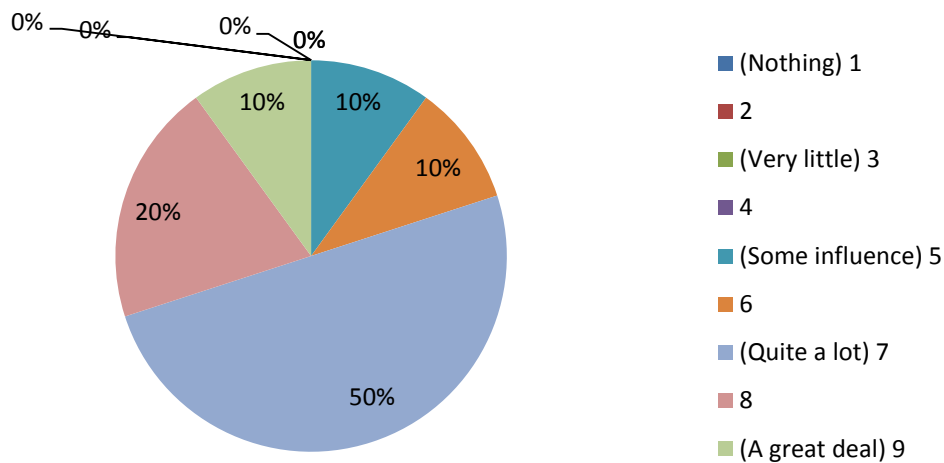


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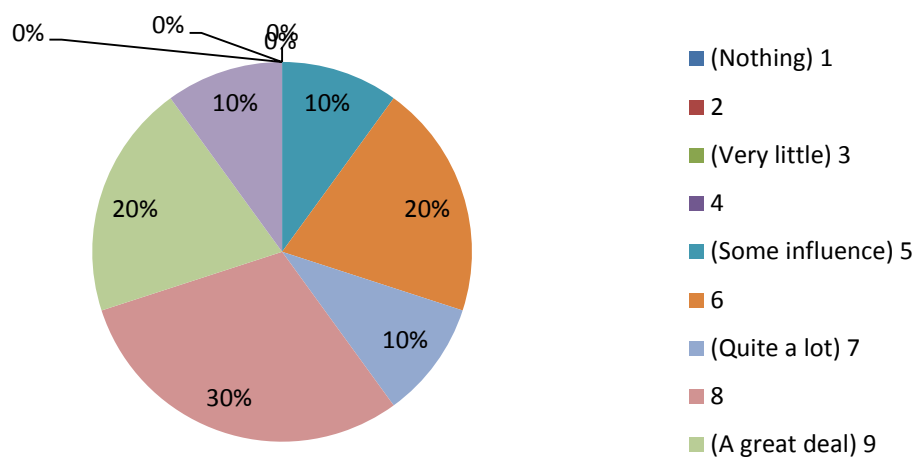


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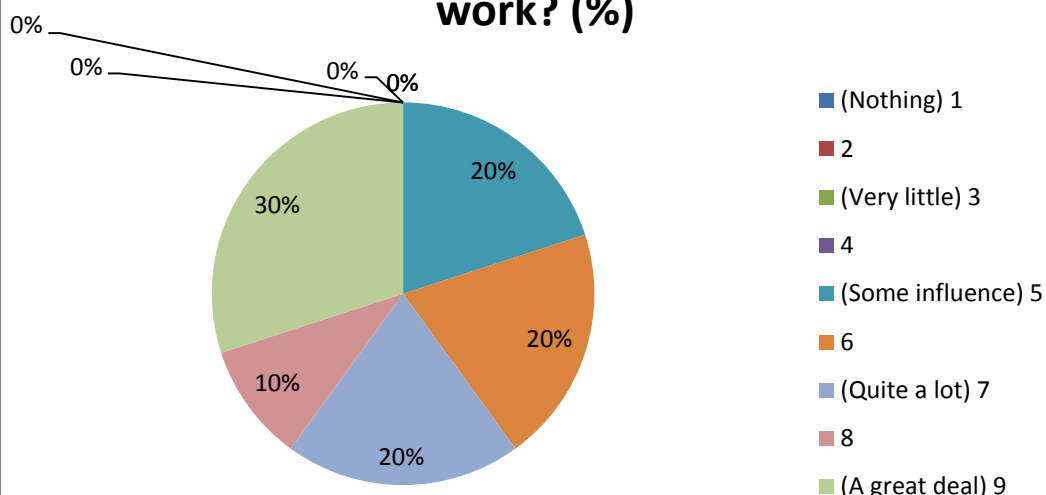


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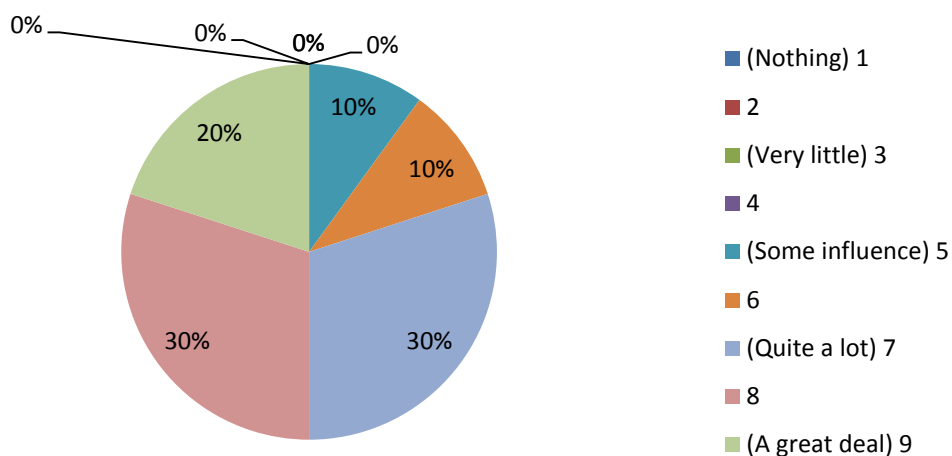


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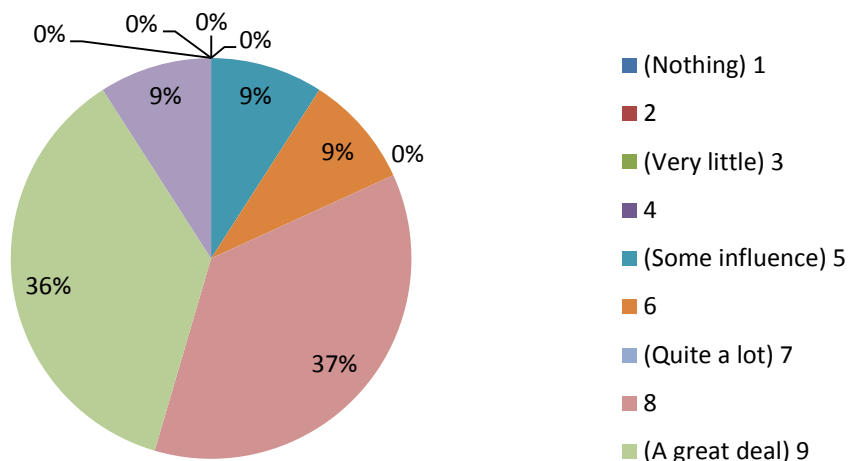


Fig 6. How much can you do to help your students value learning?

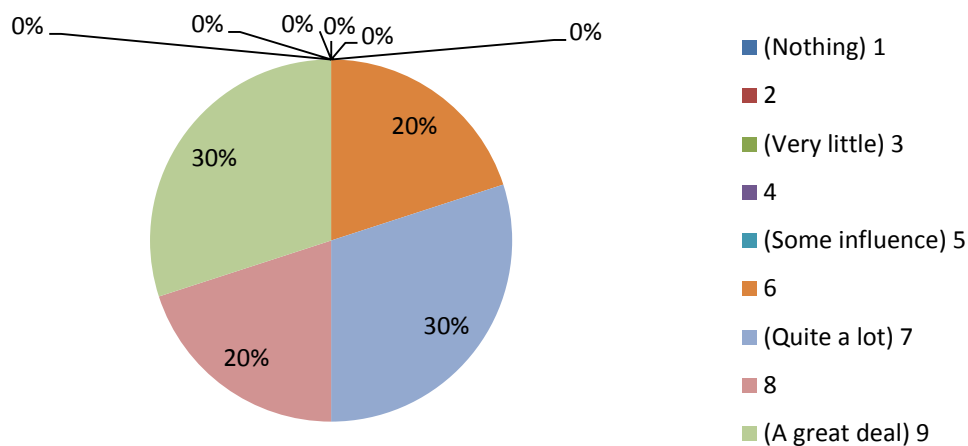


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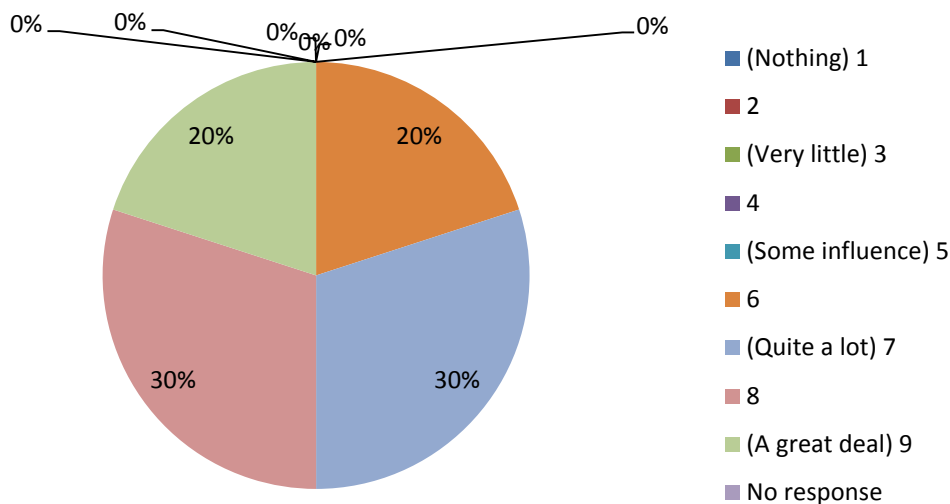


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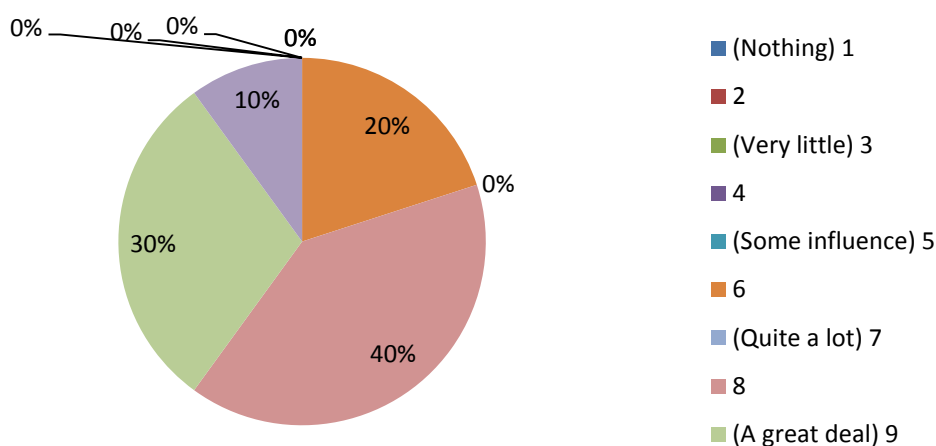


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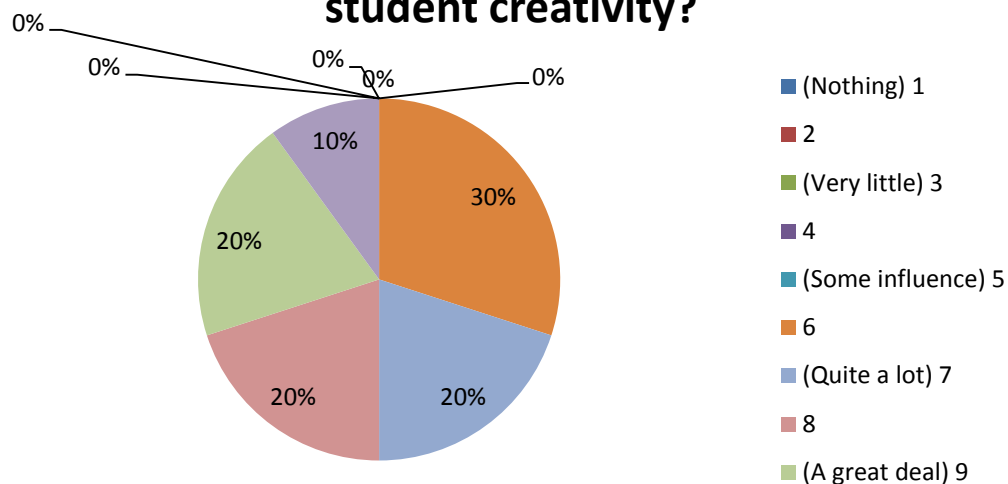


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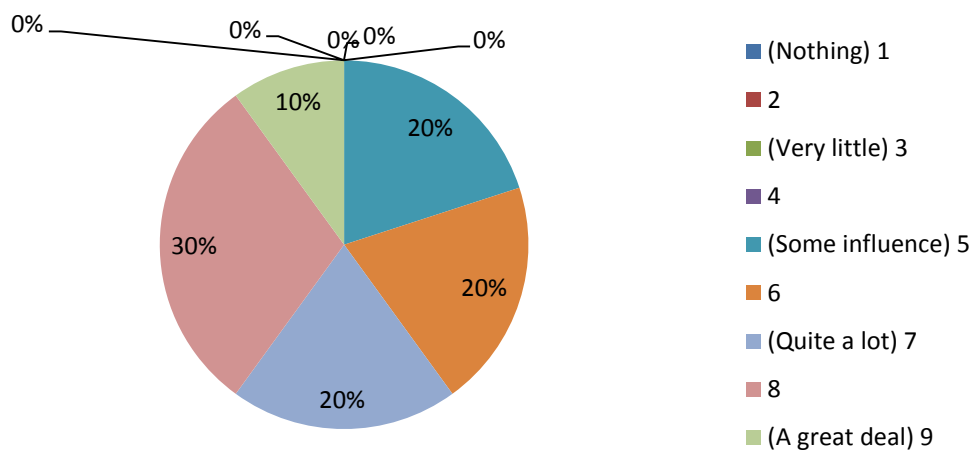


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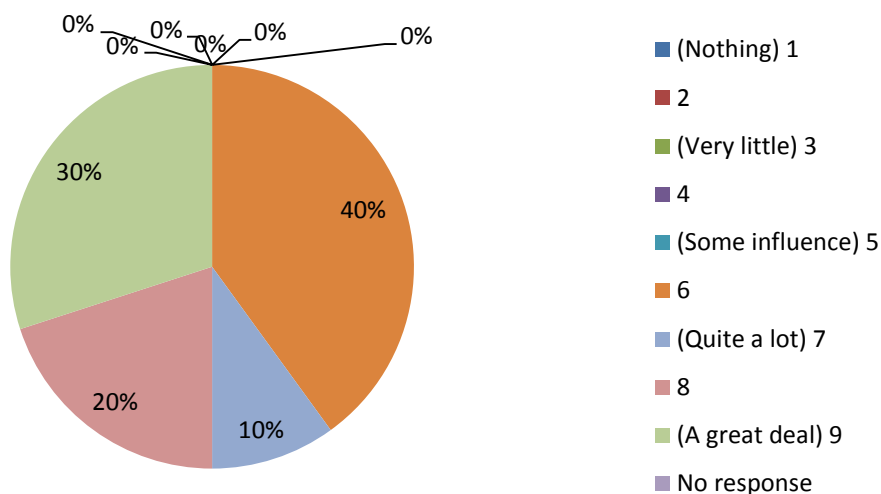


Fig. 12 How much can you use a variety of assessment strategies?

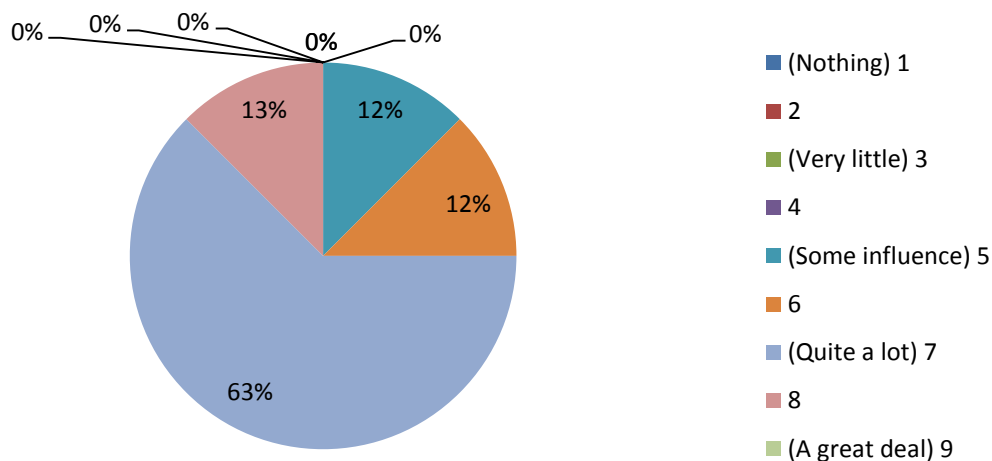


Fig. 13 To what extent can you provide an alternative explanation or example when students are confused?

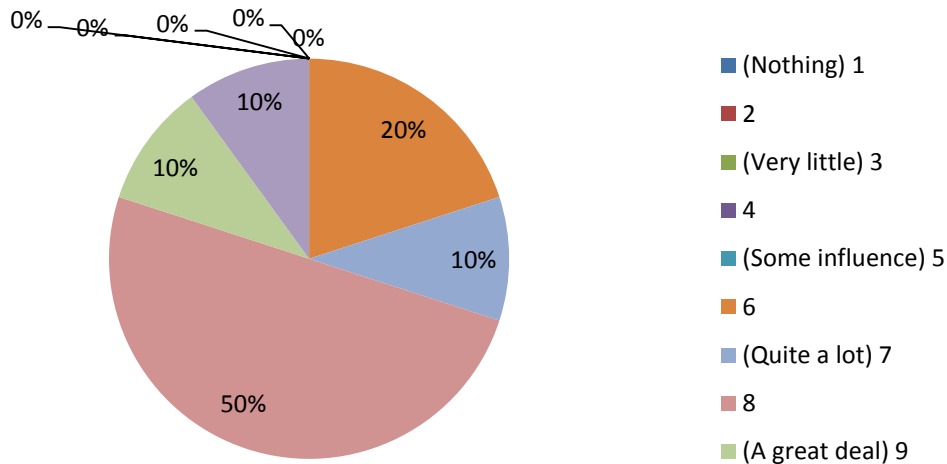


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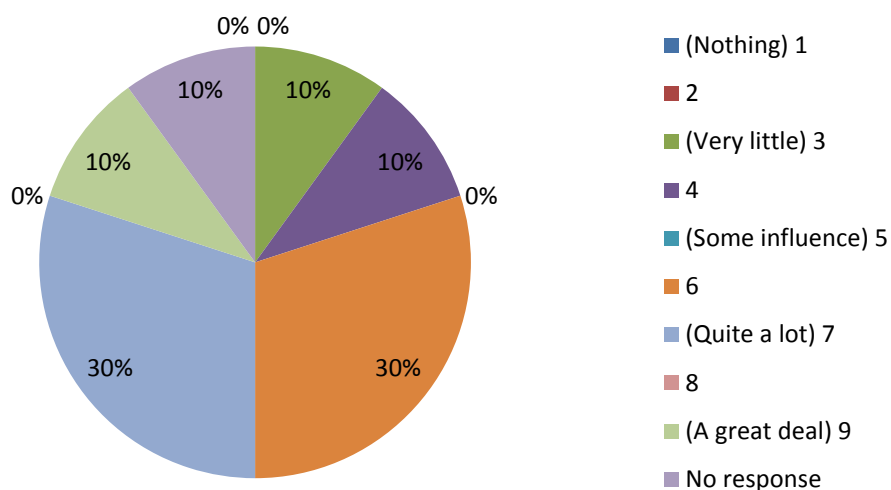


Fig. 16 How well can you provide appropriate challenges for very capable students?

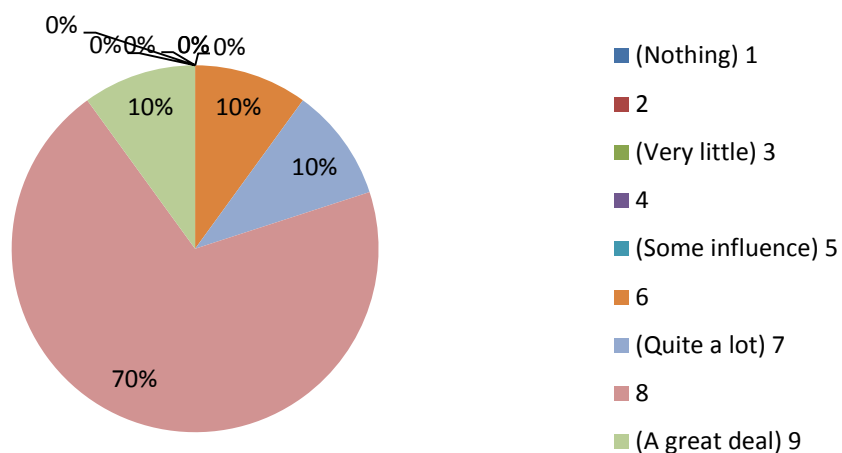
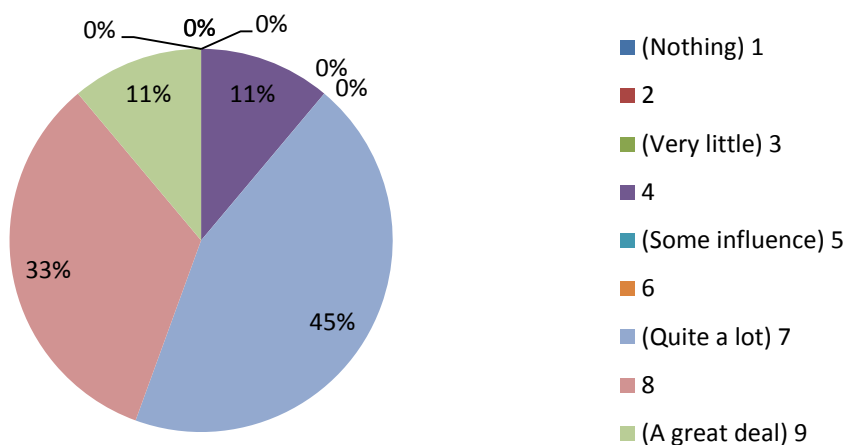


Fig. 15 How well can you implement alternative strategies in your classroom?



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for

Rediscovering London's Geography



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www.geography.org.uk

Alan Kinder

Alan Kinder, Chief Executive



Online teaching and subject knowledge resources

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and geographical learning

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...

Glaciation and geological time scales (KS3)

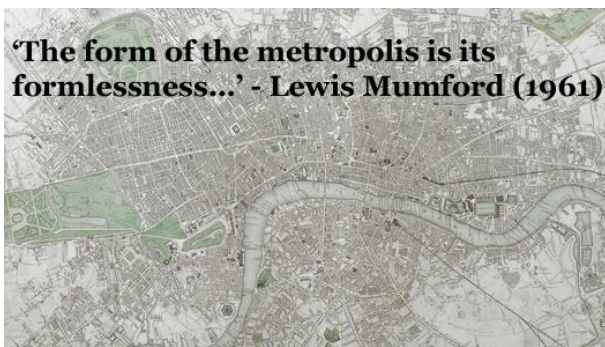


The aim of this module is to provide a foundation for understanding glaciation and geological timescales



<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Glaciation+and+geological+timescales/Glaciation+and+geological+timescales.htm>

Mapping London (KS3)



This unit offers a series of sessions, complete with lesson plans and activities to guide teachers and students in an exploration of mapping (and related themes), focussing on England's bustling capital city: London



<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Mapping+London/Mapping+London.htm>

Russia's regions and roles (KS3)



In this self-contained six-lesson module, students will develop an understanding of how Russia is a globally significant place and home to a diverse range of landscapes and environments.



<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Russias+regions+and+roles/Russias+regions+and+roles.htm>

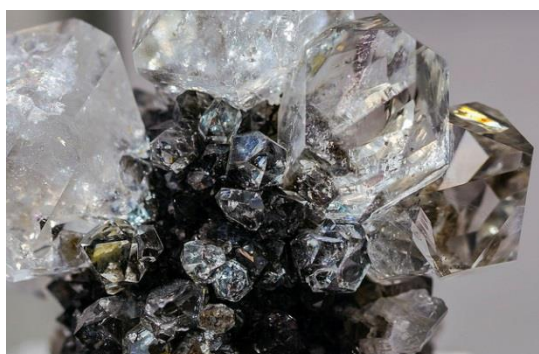
Coasts (KS3)



The aim of this module is to explore coasts as dynamic and changing systems. It will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Coasts/Coasts.htm>

Natural resources (KS3)



The aim of this module is to introduce students to the global distribution of natural resources, and the international relationships these resources generate and some of the key issues related to the use of natural resources.

<https://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Natural+resources/Natural+resources.htm>

Coming soon

More resources are coming soon, and will be available at www.rgs.org/resources
Soils (KS3), Middle East (KS3) and A Level subject overviews

Subject Knowledge Animation

Russia



This subject knowledge animation is an overview of the geography of Russia.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Subject+Knowledge+Update+Russia.htm>

Coming soon

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- KS3 Middle East

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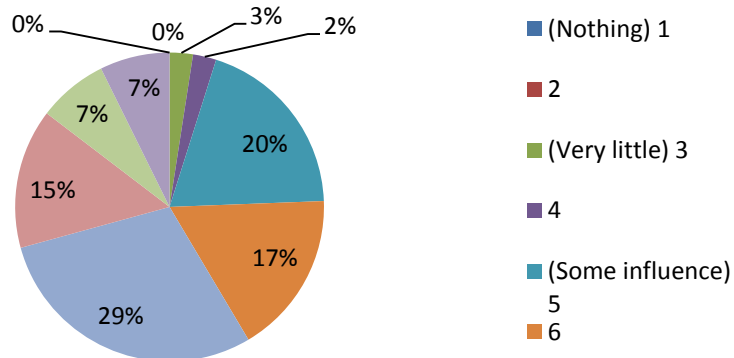


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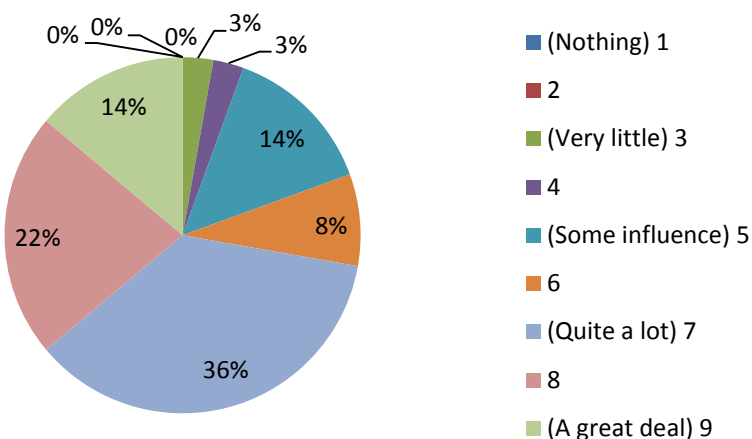


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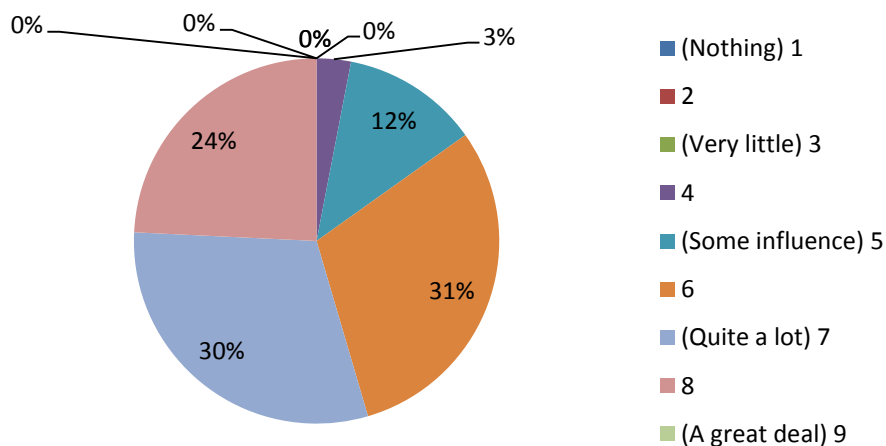




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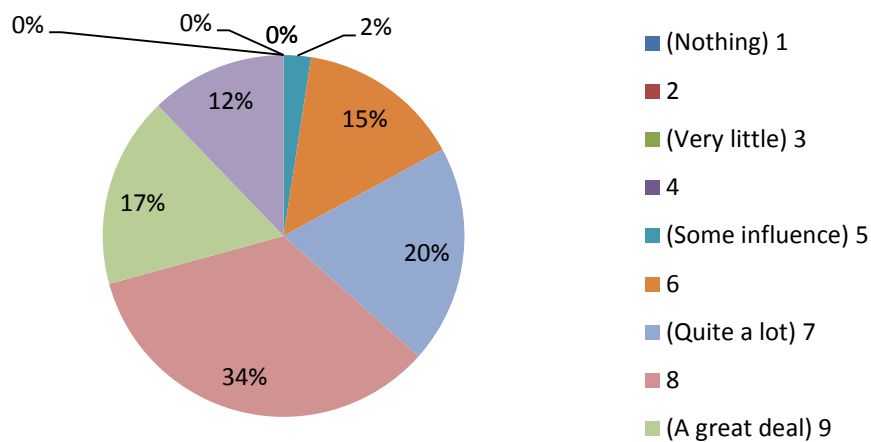


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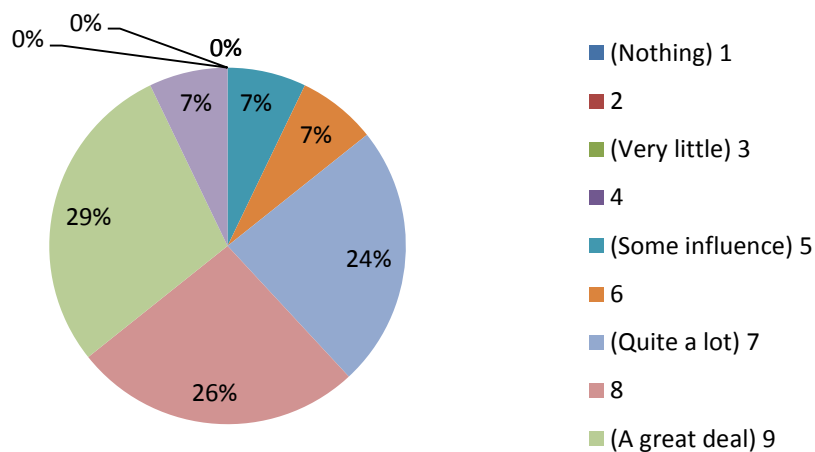


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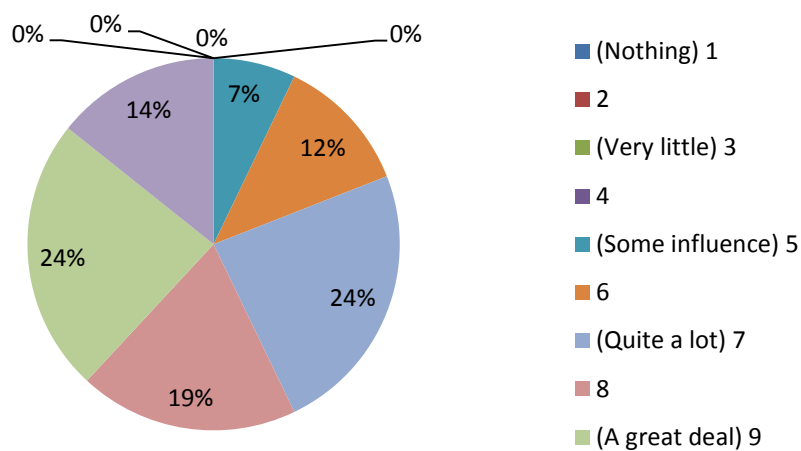


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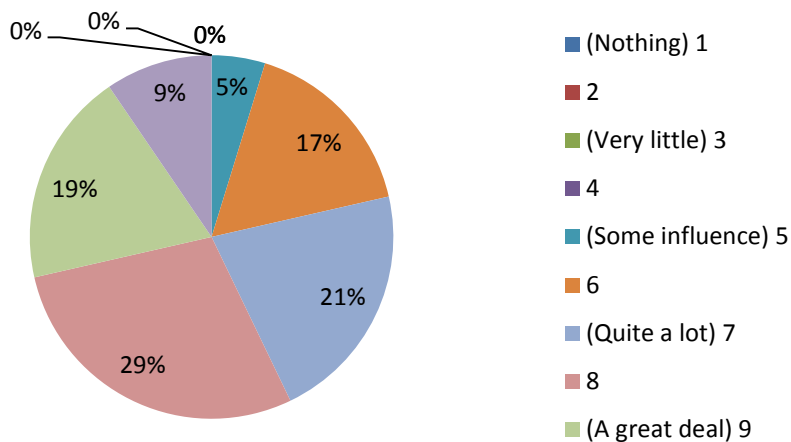


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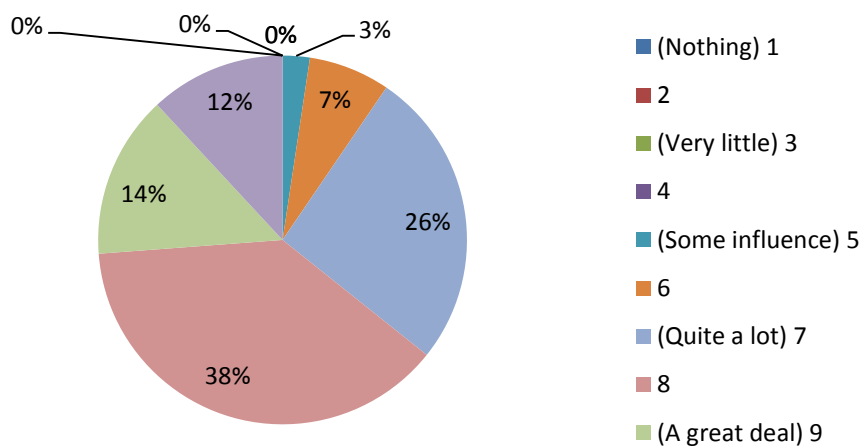


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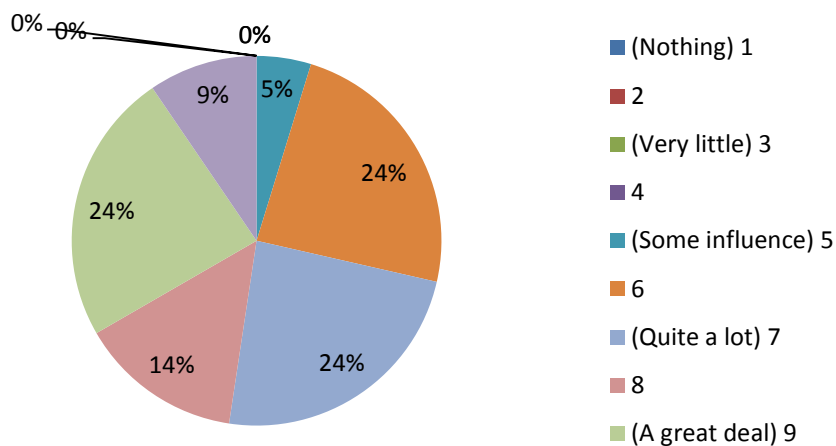


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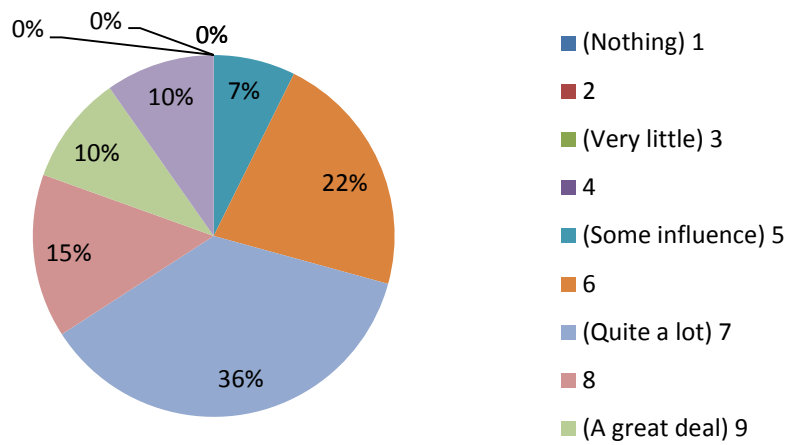


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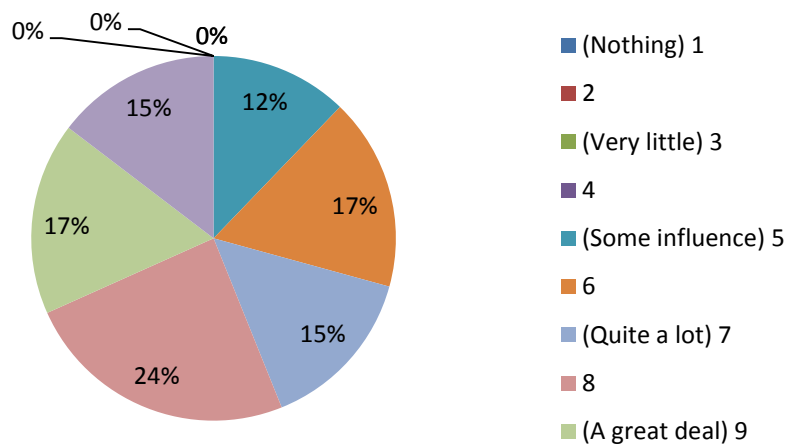


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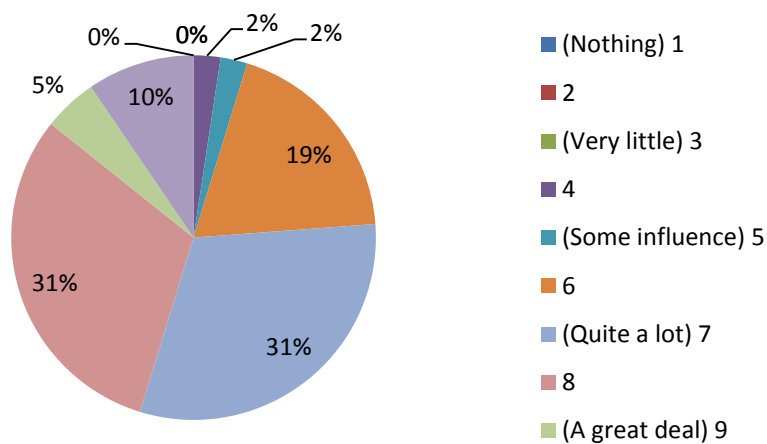




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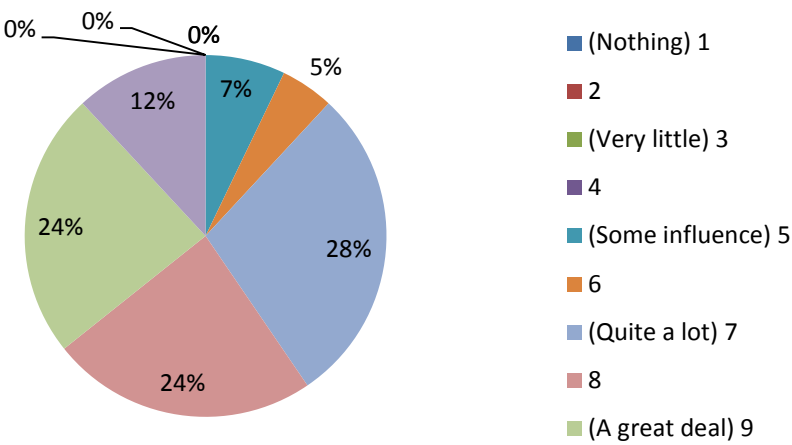


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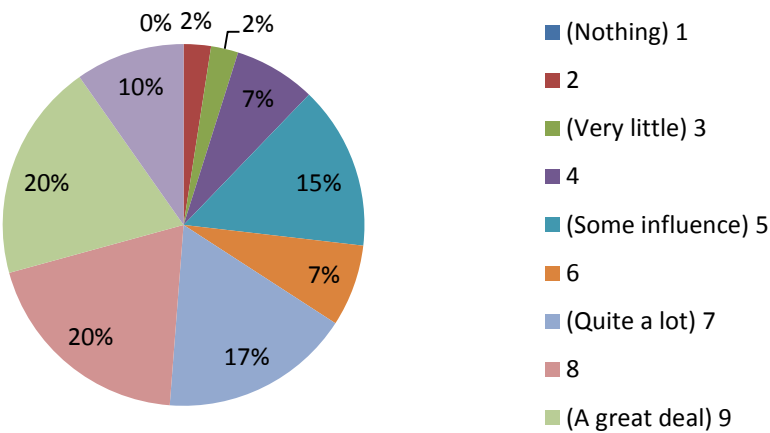
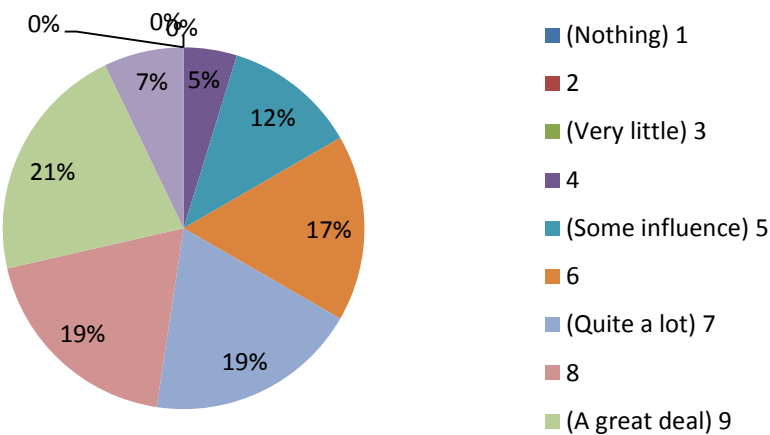
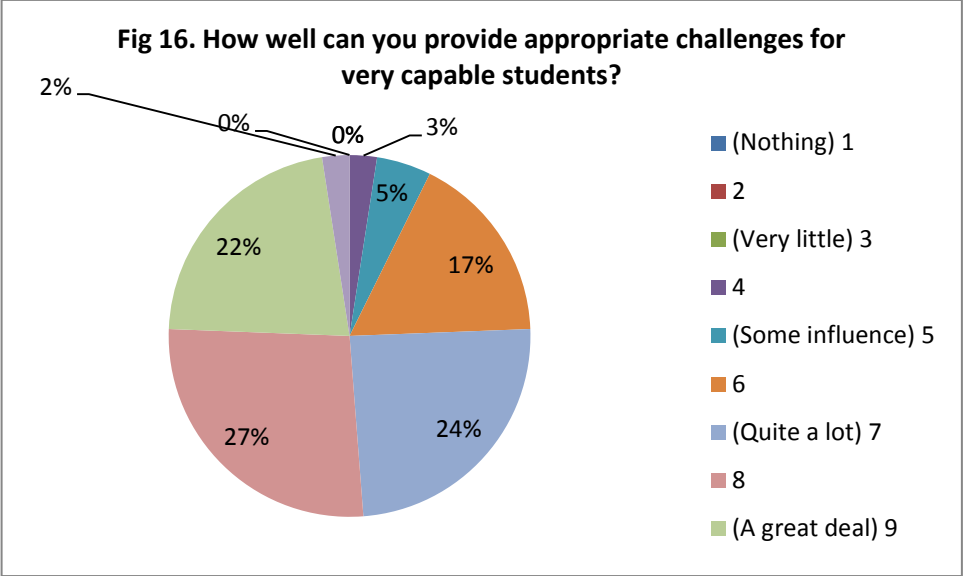


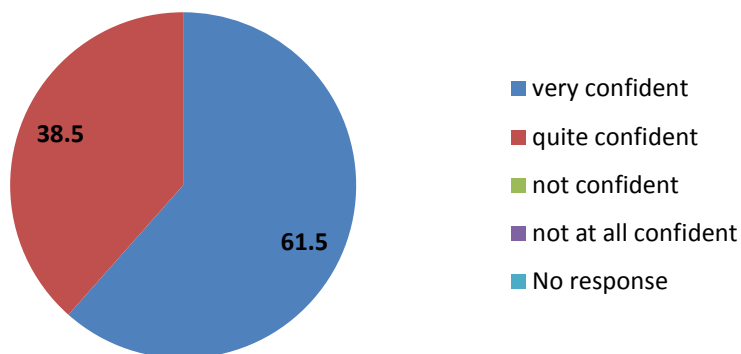
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End of project data Q1 replies: Partner Schools

**Fig 1. Current confidence in teaching of
geography (%)**



**Fig 2. Confidence in teaching geography
compared to colleagues (%)**

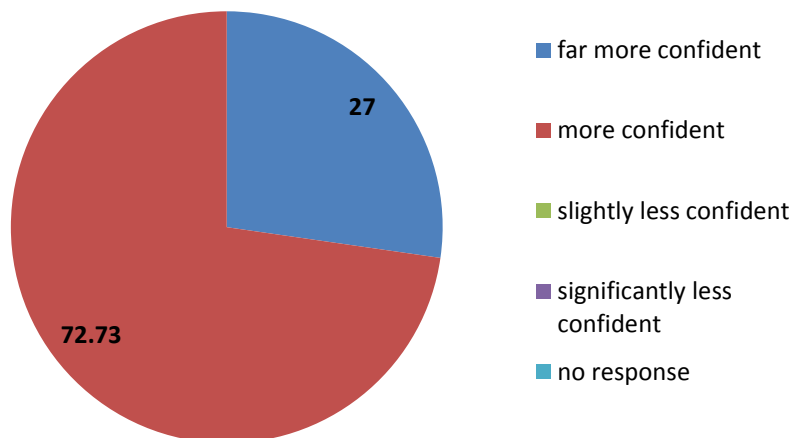
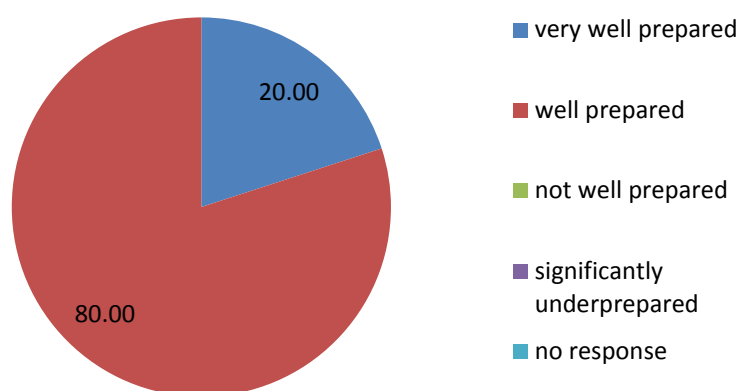


Fig 3. Preparation for implementing new National Curriculum for geography (%)



Aspects that partner teachers feel they have been most supported on during the Rediscovering London's Geography project

