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ITY TEACHING HONESTY RESPECT RESILIENCE CURIC
E CHARACTER 
RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM

GEOGRAPHY

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Teaching Character Through Subjects - Geography Suite 2 Key Information

Teacher	Steph Stringer	School	Harris Academy Battersea
Overview			
Curriculum Area	Geography		
Subject Focus	<p>Year 7 settlements with a focus on developing their evaluation skills throughout the unit of work. The lessons build on knowledge of city zoning and the components of a 'healthy' settlement. Students are introduced to the concept of sustainability for communities and the environment. This is transferrable to KS4 as urbanization is a common topic among all exam boards.</p>		
Identified Key Character Qualities	<p>Honesty and integrity – both from the moral domain.</p> <p>These character qualities were selected as experience has found that students were often biased when completing evaluations and failed to make a balanced report of the effectiveness of theirs – or others- work.</p>		
Character Focus	<p>Each lesson focuses on building students ability to form a balanced evaluation. Students are introduced to a range of evaluations – evaluating their own work, the work of others and of projects established in different countries. This means that students are able to not only develop their own honesty and integrity, but evaluate the character virtues of others too.</p> <p>An example of the caterpillar effect in action is in lesson one, where students are encouraged to create a map then stop, think and consider how effective their own creation has been. This then forms the basis of an evaluation discussion in small groups.</p>		
Differentiation	<p>In the group discussion stage, the seating plans have been particularly fundamental in ensuring that all students can access the activities. For example, sitting an EAL student next to another student with the same language skills.</p> <p>Lower ability learners are supported by a speaking frame, to help them to articulate their personal evaluations.</p>		
Adaptability	<p>The evaluation focus of the lesson could be added as a starter or as a knowledge check in the middle of a lesson.</p> <p>Older students could develop their written evaluations in more detail using exam board criteria for successful controlled assessment evaluations.</p> <p>As the evaluation, which explores the character virtues of</p>		

	honesty and integrity is the focus, it could easily be adapted to other humanities subjects throughout all year groups.
Affect on School Priorities	<p>Students are more reflective as learners and are able to be more critical and identify bias. Having said this, students only have geography for one lesson a week so it is less obvious if it is as a result of these interventions.</p> <p>For less experienced teachers, they have been able to explore the concept of evaluation in more detail, which has pushed student learning to a much higher level.</p>
Things That Worked Well	Giving students time to consider how honest they have been with an evaluation. It was interesting to see how students were able to question the honesty of others as well as of themselves in relation to this.
Things That Might Be Improved	At times, it was difficult to dedicate enough time for the deeper discussion of the character virtues as a group as a result of a need to give students the required subject knowledge too. Perhaps this could have been avoided by giving students homeworks to research the subject knowledge independently? In my context, KS3 receive two homeworks a half term so I was unable to use this strategy.
Lessons	
Subject Focus	<p>Lesson One:</p> <ul style="list-style-type: none"> - To be able to use secondary data to create a crime map - To be able to describe trends in crime 'hotspots' <p>Lesson Two:</p> <ul style="list-style-type: none"> - To explain the likelihood of crime in different areas - To analyse why the crime rate is higher in certain areas <p>Lesson Three:</p> <ul style="list-style-type: none"> - To be able to name different global resources - To be able to describe cities use natural resources <p>Lesson Four:</p> <ul style="list-style-type: none"> - To be able to describe the geography of Masdar City - To be able to identify sustainable features of the city <p>Lesson Five:</p> <ul style="list-style-type: none"> - To be able to identify errors in assessment - To be able to describe improvements needed
Character Focus	<p>Lesson One:</p> <ul style="list-style-type: none"> - To evaluate the success of map <p>Lesson Two:</p> <ul style="list-style-type: none"> - To be able to evaluate the impact of crime on a settlement <p>Lesson Three:</p>

- To be able to evaluate the impact of global resource use

Lesson Four:

- To be able to evaluate the sustainability of Masdar City

Lesson Five:

- To be able to evaluate success in assessment

Lesson Activities

Lesson One:

- 1. Exploring crime data as a class and describing highest and lowest crime rates**
- 2. Class discussion of components of a good quality map**
- 3. Creation of individual crime map of boroughs of London**
- 4. Describing trends in crime map using predetermined success criteria**
- 5. Students complete a think, pair, share – what is an evaluation?**
- 6. Evaluating the quality of map created earlier, reflecting on class discussion of components of good quality map. Discuss components of a good evaluation and qualities needed of the evaluator (honesty, integrity).**

Lesson Two:

- 1. Students complete a think, pair, share of what crime is**
- 2. Using a table, students work in groups to decide whether different locations would have a high or low crime rate and why this would be the case**
- 3. Students explain why some areas would be more likely to face more crime than others using sentence starters**
- 4. Students evaluate how much of an impact that crime has on a settlement (return to character virtues – why might somebody not be honest?)**

Lesson Three:

- 1. Students categorise different natural resources into renewable and non-renewable resources**
- 2. Students mix and match different cards to reveal how cities use different natural resources**
- 3. Using research cards, students research at different levels how natural resource use can have an impact at the local, national and international scales**
- 4. Students evaluate the impact of natural resource use at each of these levels in the form of a group**

discussion

Lesson Four:

- 1. Against the clock – Students have 1 minute to write down the features of a successful evaluation without looking at their books**
- 2. Students analyse an evaluation of an urban regeneration scheme in Masdar City**
- 3. Students have to empathise with decision-maker and brainstorm reasons for why they may have evaluated the project inaccurately. This leads into a whole-class discussion surrounding bias and morality. Challenge – Is it ever morally right to be biased?**
- 4. Students complete an SWOT analysis of the project – Who would benefit? Who would miss out? What are the opportunities? What are the potential threats?**
- 5. Hot seating: Students put themselves in the position of the manager of the project. Why would they want to continue with the project in spite of opposition from certain stakeholder groups?**
- 6. Individual reflection – What would you do? In the position of project manager, what would you do and why? (Reintroduce students to moral virtues)**

Lesson Five:

- 1. Students get assessments back and have to identify mistakes that have been made**
- 2. Using scaffolds and support cards, students correct their responses**
- 3. Students then use an evaluation sheet to judge their effort in their assessment.**

Notes on Differentiation and Adaptability

Lesson One:

- Alter the number of boroughs explored
- Explore different cartographic techniques for higher ability students

Lesson Two:

- Give students prompt questions for each image so that they are able to discuss whether crime is likely in that location in more detail
- Add a 'red herring'- a rural area with a high crime rate for example
- Reduce the amount of images for lower ability groups/ add familiar locations so that they are able to use their own real-world knowledge

	<p>Lesson Three:</p> <ul style="list-style-type: none"> - For higher ability groups, add nuclear energy as an interesting discussion point and a way to explore different character virtues - Lower ability groups could explore less natural resources in more detail <p>Lesson Four:</p> <ul style="list-style-type: none"> - For a lower ability group, the case study could be based in this country (for example Greenwich Millennium Village) so that they are able to bring in their own world knowledge of the country too - A higher ability group could compare different sustainability projects and evaluate which is the most effective in each location <p>Lesson Five:</p> <ul style="list-style-type: none"> - For higher ability groups, get students to create their own evaluation grid to judge their own performance in their assessment
<p>Other Points Worth Noting</p>	<p>I planned a homework to get students researching different types of global resources so that they were familiar with these concepts before they started.</p> <p>I also had to alter my previously planned series of lessons so that it slotted in with the school term and lesson times. Lessons are an 1 hour 25 minutes so I have planned around these timings.</p>