

Developing ICT resources to explore the extent of flooding.

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Within the department there are many skilled ICT practitioners with groups regularly taught in the cross curricular ICT rooms. We want to explore how pupils could be more involved in capturing information spatially using ICT. Also our aim is to make pupils work more independently using ICT. An area identified as needing redevelopment within our curriculum is Year 8 river management. This area of the curriculum also appears in the syllabus at GCSE and AS and so we want to develop a resource that could be used in these areas as well.

ACTIONS	TIMESCALE	SUCCESS CRITERIA
Planning meeting Receive coaching	21 st Jan	Decide on a ICT resource. Plan identified
Develop template of lesson idea	21 st Jan	Template decided upon.
Adapt resource.	By 28 th Jan	Add place specific information. Adapt statements for new resource
Research	By 28 th Jan	Bring along any helpful material to next department meeting
Collate information	By 8 th Feb	Revise resource as needed.
Teach and observe	15 th Feb – 3 rd Mar	Lessons taught to all year 8 classes.
Evaluate lessons.	15 th Feb – 3 rd Mar	Lessons revised and evaluated as they are taught
Department review	10 th March	Department meets to discuss and write up findings as a Learning Forum. Shared with Jon Bridgeman and colleagues across the school.

- All members of the department taught the lesson and we were able to make modifications to the plan depending on the needs of our pupils.

In light of the increasing focus on skills in KS3 Geog, we decided to adapt this lesson to incorporate a variety of mapping and annotation skills using two essential geography websites; ordnance survey and environment agency, with the aim of enhancing student understanding of local river features and potential flood risk and impact (noting proximity to Finham Park) After our initial discussions, we decided to modify an existing lesson plan and activities that we knew to be successful, but which still had the potential for improvement.

Pupils enjoyed working with real websites that are used to inform planning for river management. The use of satellite image overlays also helped them understand the land use of the floodplains and allow for discussions about future developments. Pupils have appeared more knowledgeable about the case study and were very interested in the risk of flooding to their own homes.

Discussions with other staff were very valuable. During the evaluation sessions we talked about the delivery of the lesson and not just the Geography. I learnt that other staff had prepared their groups with more information about the case study before they went into the ICT room and this helped pupils work more quickly. I feel that I was able to influence the Department through suggesting that we amended the original work so we compared our school location to Leamington. Our research is also to be shared with other departments across the school through the Learning Forum documents.



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