BRENT SCHOOLS PARTNERSHIP

Humanities SL INSET Geography

November 2020

Kate Moorse

BRENT SCHOOLS PARTNERSHIP

Introductions, plan for the morning

- Welcome & introductions
- How this session is going to work (hopefully!)

Main foci

- Co-ordinator role & curriculum audit
- 'Mastery' in geography
- Geographical enquiry
- Locality & covid

(*using polls, break out group discussions & 2 tasks*)

http://www.collaborativelearning.org/londonhumanities.html

BRENT SCHOOLS PARTNERSHIP

Who is here today? - polls slides 4 – 7 incl.

BRENT SCHOOLS PARTNERSHIP

POLLS - Who's here today? - 1

How long have you been subject leader for geography?

- 5 yrs +
- 1-5yrs
- Less than one year
- Just this term

BRENT SCHOOLS PARTNERSHIP

POLLS - Who's here today? - 2

Which key stages do you have responsibility for?

- EYFS + KS1
- KS1 only
- KS2 only
- KS 1 & 2
- All key stages

BRENT SCHOOLS PARTNERSHIP

POLLS - Who's here today? - 3

- When did your own geography education stop?
- At 14
- At 16 (GCSE)
- At 18 (A' level)
- With a geography degree?

BRENT SCHOOLS PARTNERSHIP

POLLS - Who's here today? - 4

- Do you have responsibility for history too?

- Yes/no

BRENT SCHOOLS PARTNERSHIP

Bearing in mind the role of the subject leader in auditing provision….

- Re-visiting planning and preparation with progression in mind KS1>2
- Building on pupils' existing knowledge and anticipating future learning
- Implications for teachers' subject knowledge.

BRENT SCHOOLS PARTNERSHIP

… and given that ….

- Ofsted is alive and well – and has survived the pandemic!! – so the emphasis is (happily) still on delivering the whole curriculum.
- The lockdown will have meant that individual children and groups of children have had very variable access to the humanities.

What challenges face you in your role…. *See slide 11*

BRENT SCHOOLS PARTNERSHIP

Break out rooms for discussion (1)

See next slide (11)

BRENT SCHOOLS PARTNERSHIP

Group discussion – the last 6 months and the curriculum

- **What have been any developments and issues for geography** (especially those arising since March)?
- What strategies have schools used to support learning since Covid struck?
- What are the implications for teaching and learning in the light of current constraints? What provisions are in place in the case of disruption?
- What resources (on-line & other) have you seen/found that have been useful – & that you'd like to share with colleagues?

BRENT SCHOOLS PARTNERSHIP

Feed back from discussion

BRENT SCHOOLS PARTNERSHIP

1. Links Re: mastery & enquiry (for chat section)

- http://www.collaborativelearning.org/18assessment.pdf
- http://www.collaborativelearning.org/11coordinator.pdf
- http://www.collaborativelearning.org/04coordinator.pdf
- http://www.collaborativelearning.org/09coordinator.pdf

BRENT SCHOOLS PARTNERSHIP

Mastery in geography

- What is meant by **'mastery' in geography**? What do we want it to mean?
- "the level of achievement of a particular standard or how well a student needs to know something in order to apply that skill,"
- expert skill or knowledge
- ***What does this look like?***

BRENT SCHOOLS PARTNERSHIP

Caveats

- Theory generated from experience in maths and speaks to linear subjects (and certain aspects of subjects **e.g. mapskills for geography**) more easily than to the humanities in general.
- The humanities – are far too ‘messy’
- Need therefore – to define what it should mean in our subjects.

BRENT SCHOOLS PARTNERSHIP

Mastery Model of Learning Geography and History

1. Procedural knowledge – particular, discrete and often decontextualised ‘knowing’;
2. Concept building – formulating general and often abstract ‘big ideas’ from the particular and discrete information which learners ‘know’;
3. Procedural fluency – applying concepts in new and unfamiliar contexts – connected, joined and linked **‘thinking as a geographer or historian’**.

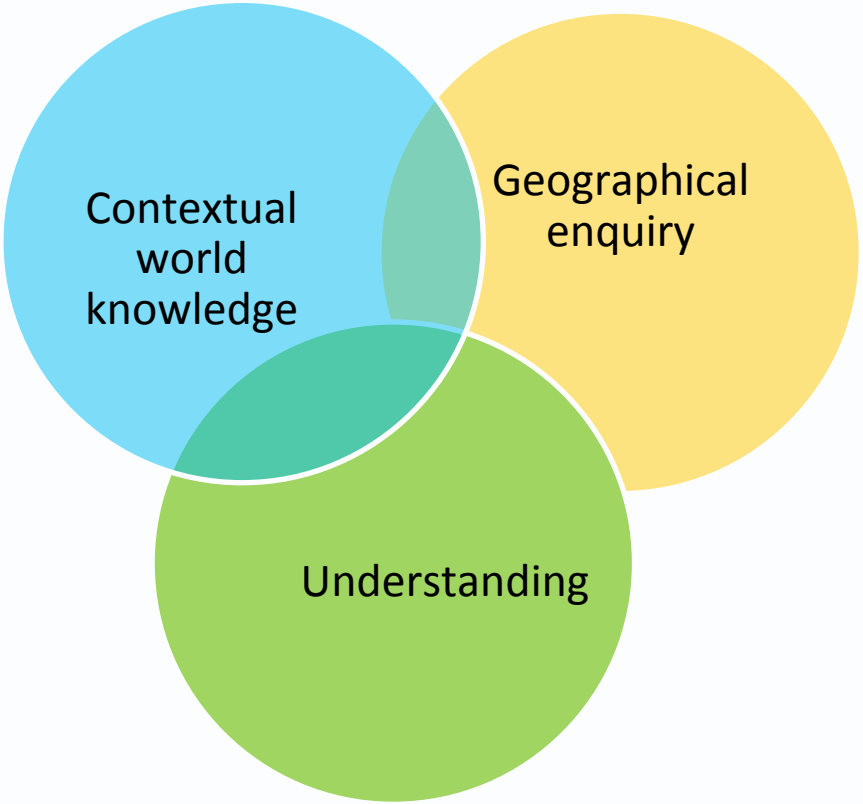
BRENT SCHOOLS PARTNERSHIP

Mastery, Bloom and the humanities

- Bloom's mastery learning strategy outlined, in summary:
- 1) The teacher identifies the concepts and skills they want students to acquire and plans short learning units.
- 2) High-quality initial teaching of these concepts/skills.
- 3) Formative assessment to identify precisely what students have learned well by the end of the unit and where they still need additional work. The formative assessment provides *correctives* – i.e. what students must do to correct their learning difficulties and to master the desired learning outcomes.
- 4) Students complete their corrective activities. Then there is a second formative assessment that addresses the same learning goals but includes different problems or questions. This offers students a second chance to succeed and finds out if correctives were successful.
- 5) For students who demonstrate their proficiency on the first assessment, enrichment or extension activities are planned. These give opportunities to broaden and expand learning.

BRENT SCHOOLS PARTNERSHIP

Geography – 3 aspects of achievement



BRENT SCHOOLS PARTNERSHIP

Dimensions of progress:
what does it mean to get better in geography?

For the three **aspects of achievement**, we have identified these five dimensions of progress in geography:

Contextual world knowledge

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.

Understanding

- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.

Geographical enquiry and skills

- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

©GA 2014

BRENT SCHOOLS PARTNERSHIP

Contextual world knowledge

Contextual **world knowledge** of locations, places and geographical features.

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.

BRENT SCHOOLS PARTNERSHIP

Understanding

Understanding - of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.

Understanding

- Extending from the familiar and concrete to the unfamiliar and abstract.
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.

This is sometimes known as ***procedural knowledge.***

BRENT SCHOOLS PARTNERSHIP

Geographical enquiry

Competence in **geographical enquiry** - the application of skills in observing, collecting, analysing, mapping and communicating geographical information.

- Increasing the range and accuracy of investigative skills, and advancing their ability to select and apply these with increasing to geographical enquiry.

GEOGRAPHICAL ENQUIRY -SOME QUESTIONS

(focused on understanding places, changes that occur and ways in which people both affect and are affected by the features being studied)

- What is it?
- Where is it?
- What is it like?
- What is it about?
- How did it get like this?
- How and why did it happen?
- What processes are involved?
- With what effect?
- What might happen?
- With what impacts?
- What decisions will be made?
- With what consequences?
- What do people think and feel about this?
- What do I think and feel about this?
- What next?

Enquiry about a locality

- What is this place like?
- Why is it like this?
- How is it connected to other places?
- How has it changed?
- What does it feel like to be there?
- Where is this place?
- What does it look like?
- What are the main features of the landscape?
- Do many or few people live there? Why?
- What do people do in this place?
- How is this activity distributed?
- Do many people visit this place? Why?
- How is it similar/different from our home area?

BRENT SCHOOLS PARTNERSHIP

An Enquiry framework for fieldwork

Investigating OS maps

Doing a risk assessment with pupils

Young geographers go local

Messy Maps and other approaches

Collaborating and Selecting

Which are the best questions, tools and techniques?

sking

What do I already know?
What do I think I know?
What do I want to know?
Why do I want to know?

Doing

Fieldwork, research, active data gathering

Using the PGQM Framework

Evaluating

What have we learnt?
What new questions do we have?
Where next?

Reflecting

What have we found out?
What does it mean?
How reliable is the evidence?

Communicating

What do we do with this knowledge? Who can we share it with? And how?

BRENT SCHOOLS PARTNERSHIP

So what is the process of Geographical Enquiry?

Becoming a geographical 'researcher':

a) Find data - look at a source or two
b) Select and sort - ask questions about this material
c) suggest a hypothesis (a possible answer) to your question/s
d) investigate some more data/source material
e) use this new material to test and build your hypothesis until you reach an answer you are happy with.
f) Record and report

BRENT SCHOOLS PARTNERSHIP

Mastery learning & the spiral curriculum.

- It is frequently acknowledged that geography benefits from a spiral approach to the curriculum, revisiting places and topics in ways that build depth of knowledge and understanding rather than a simple step-by-step process.
- We should plan an engaging curriculum that allows pupils to progress by providing opportunities to revisit the elements of the benchmark expectations and build on previous achievements.

BRENT SCHOOLS PARTNERSHIP

A progression framework …

The GA has written age-related benchmark expectations for 7, 9, 11and 14 years and also linked to GCSE subject criteria. These provide a way to map out progression when planning.

http://www.collaborativelearning.org/18assessment.pdf

BRENT SCHOOLS PARTNERSHIP

Expectations in geography

- We've devised benchmarks for expectations at ages 7, 9, 11, 14, to 16: these reflect the three aspects of achievement and five dimensions of progress, e.g.:

By the age of 7 pupils should:

  - Demonstrate simple locational knowledge about individual places and environments, in the local area, but also in the UK and wider world.
  - Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment
  - Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

- Download these from:

http://www.geography.org.uk/download/GA%20NC14%20Aspects%20dimnensions%20and%20benchmarks.pdf

©GA 2014

BRENT SCHOOLS PARTNERSHIP

Why is Geographical Enquiry so important?

Anyone ‘doing’ geography, from pupils in primary school to those doing research and writing books, is undertaking enquiries, i.e. aiming to answer questions and deepen their knowledge and understanding. Enquiry is a cornerstone of geography, providing a common thread as children progress and mature from primary to secondary school.

BRENT SCHOOLS PARTNERSHIP

Geographical Enquiry's place in mastery

It's important that the enquiry process is made explicit so that pupils can use it with **increasing independence** as they mature. It's equally important that children appreciate that enquiry is a **common thread** in their study of geography. One reason children can find history difficult is because they constantly feel they're starting again. They think each new topic is completely different because it features new names, terms, places etc. This new detail acts as camouflage, preventing pupils realising that they can use what they've learned before to help them with a new topic. In contrast the **enquiry process** is the same each time, regardless of the geographical topic, and children **gain confidence** because they know the steps to take in exploring a new topic.

BRENT SCHOOLS PARTNERSHIP

Remember …..

- Enquiries' are sometimes seen as one-off issues or items of intrigue but although they may be discrete, this is a misconception.

- An Enquiry can last half a term, a term or even longer.

- They may begin by focussing on a single phenomenon, event or topical issue (as with the current week's topical event/s for example) but such an enquiry is best seen as a 'starter', an intriguing doorway into a much more substantial and/or wide-ranging enquiry.

Using the iceberg story as an example - think of it as the smallest of a series of Russian dolls building a scheme of work

1. What is currently happening in the South Atlantic?

V

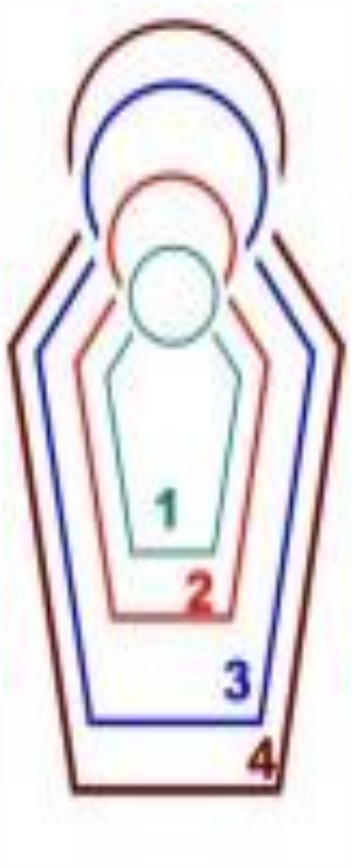
2. What does this tell us about climate and the weather?

V

3. Is there such a thing as climate change? – if so why?

V

4. What does climate change mean for us?



BRENT SCHOOLS PARTNERSHIP

and another thing ….

- We can never know, study or learn everything there is that falls under the definition of ‘geography’, topic or location – we therefore need to find ways of selecting and rationalising to make studies manageable …
- Enquiry provides both a rationale and a route through a wealth of content by giving focus and providing possible learning pathways.

BRENT SCHOOLS PARTNERSHIP

BUT…

- We have to anticipate in our planning what knowledge will be required to make the most of what an enquiry has to offer. ….
- And then – contrive that learners are able to encounter or acquire this at appropriate points on the way through.
- We also need to have thought about how one topic or study relates to and builds on those that have gone before – and find ways of making that explicit to learners – essential for contextual knowledge and understanding.

SO – what are the implications for teachers' subject knowledge?

BRENT SCHOOLS PARTNERSHIP

AND ……

- Having a scheme of work full of enthusing enquiry questions is not enough to develop pupil's understanding of **ENQUIRY** if all the posing of questions and structuring of enquiry is done by the teacher. An effective scheme must help pupils develop the ability to ask their own questions and plan their own way through enquiries, simultaneously **using and developing their understanding of geographical enquiry**.

BRENT SCHOOLS PARTNERSHIP

Share screen – topical event/climate change enquiry

http://www.collaborativelearning.org/18assessment.pdf

followed by…

http://www.collaborativelearning.org/20enquiry.pdf

http://www.collaborativelearning.org/06enquiry.pdf

BRENT SCHOOLS PARTNERSHIP

Beak out rooms – Discussion 2 – Task 1

- TASK 1 – Topical event case study (slides 40 – 43 incl.)

BRENT SCHOOLS PARTNERSHIP

Links re: task 1 – topical event

(this week - floating iceberg)

To do ….

BRENT SCHOOLS PARTNERSHIP

Task 1 – enquiry case study topical or extreme weather event

- **Review** the climate enquiry as a scheme of work/sequence of learning

http://www.collaborativelearning.org/20enquiry.pdf

- **Refer** to GA Assessment and progression framework for geography

http://www.collaborativelearning.org/18assessment.pdf

- **In your groups** – select a segment & think through responses to the set of 'deep dive' questions on the next slide.
- You will be **feeding back** on those aspects in bold so spend more time on them…

BRENT SCHOOLS PARTNERSHIP

Deep Dive type questions…(viz.Ofsted)

- How well is a series of lessons sequenced within the intended curriculum **and how well do they provide purposeful opportunities for pupils' progression** through it?
- What is the **purpose** of a lesson or task, **how does it fit into a sequence of lessons over time, and what do pupils already know and understand.**
- How are teachers supported to both develop their subject knowledge alongside pedagogical knowledge and to teach the component knowledge leading to NC outcomes?
- How are teachers supported to ask specific questions related to the school curriculum content? … e.g. '**give me an example of something that is a taught in Y2 that is built on in Y4 and Y6**'
- **How have you built on learning in Y3? … in Y5**?

BRENT SCHOOLS PARTNERSHIP

Task resources

Resources

- Likely focused 'deep dive' questions posed by inspectors (previous slide no 41)
- Assessment and progression framework for geography document

http://www.collaborativelearning.org/18assessment.pdf

- Topical event enquiry/sequence of work
- http://www.collaborativelearning.org/20enquiry.pdf

BRENT SCHOOLS PARTNERSHIP

Book/pupils' work scrutiny - indicators

Table 3: Book scrutiny indicators selected for the pilot

Building on previous learning	Depth and breadth of coverage	Pupils' progress	Practice
Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time.	The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.	Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.	Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.

BRENT SCHOOLS PARTNERSHIP

Feedback - TASK 1 –topical (weather-related) event case study

BRENT SCHOOLS PARTNERSHIP

Collaborative Learning Project - – Stuart Scott

http://www.collaborativelearning.org/activities.html

works in progress and planned:

- Effects of covid19 …… science and …. **geography**

BRENT SCHOOLS PARTNERSHIP

Beak out rooms – Discussion 3 – Task 2

- **the locality since covid19** – case study (slides 48 & 49)

BRENT SCHOOLS PARTNERSHIP

Links re: task 2 – locality & covid19

- http://www.collaborativelearning.org/19enquiry.pdf
- *To do ….*

BRENT SCHOOLS PARTNERSHIP

Task 2 - Case study – Covid19 and the changing locality

- Workshop activity on **how the locality has changed since March** – outline for a sequence of work/ enquiry.
- Choose a year group or key stage to focus on.
- Can you ‘chart’ an enquiry/sequence of work along the lines of the ‘Russian dolls’ climate change enquiry example?
- What could the scope of such an enquiry be?

BRENT SCHOOLS PARTNERSHIP

Re: locality and covid - resources

- http://www.live.co.uk/retail-consumer/list-shops-fallen-administration-2020-18177619
- *More to add…..*

BRENT SCHOOLS PARTNERSHIP

Feedback - TASK 2 – the locality since covid19 case study

BRENT SCHOOLS PARTNERSHIP

Priorities for next time …. Whole group discussion