

Humanities SL INSET

Geography

March 2021

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Introductions, plan for the afternoon

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

Main foci

- Co-ordinator role, catch up & curriculum audit
 - EYFS and progression through KS1 to KS2 in geography via
 - Story and narrative in geography
 - Locality and change
- (using polls, break out group discussion & 2 tasks)*

POLLS - Who's here today? - 1

How long have you been subject leader for history?

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

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

POLLS - Who's here today? - 3

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

POLLS - Who's here today? - 4

- Do you have responsibility for history too?
- Yes/no

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.

... 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 9*

Group discussion – the last 6 months and the curriculum

- **What have been any developments and issues for GEOGRAPHY** (especially those arising since November)?
- What strategies have schools used to support learning over the Covid year?
- What are the implications for teaching and learning in the light of lost time and ongoing 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?
- What are your priorities for the future?

Thinking through **PROGRESSION** from EYFS (taking in the **revised EYFS framework**) to year 6 with a particular focus on **story** and **narrative**.....

- What are the implications of the new early learning goals and their relationship to the national curriculum?
- How can we exploit 'story' with an eye to KS1 & 2?
&
- Keeping children's everyday experience centre stage

Brent early responder schools.

Ark Academy

Ark Franklin Primary Academy

Avigdor Hirsch Torah Temimah Primary School

Byron Court Primary School

Carlton Vale Infant School

Chalkhill Primary School

Fryent Primary School

Gladstone Park Primary School

Islamia Primary School

John Keble CofE Primary School

Maple Walk School

Mitchell Brook Primary School

Mora Primary School

Mount Stewart Infant School

Salisbury Primary School

St Robert Southwell RC Primary School

Uxendon Manor Primary School

Wembley Primary School

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children's vocabulary** will support later reading comprehension.

ELG: The Natural World

Children at the expected level of development will: -

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: Past and Present

Children at the expected level of development will: -

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Stories as an invitation to engage with geography

Using stories to support geographical teaching and learning invite teachers and children to :

- Develop their place knowledge through engaging , connecting and building relationships with the world.
- Recognise the story potential rooted in local landscapes
- Engage cognitively, physically, emotionally and imaginatively with places.
- Develop children's knowledge and sense of place, creative and reflective thinking, enquiry and problem solving skills and descriptive language.

Introducing and developing geographical knowledge and ideas through stories

- Choose stories that give a strong sense of place
- Locational vocabulary
- Developing geographical concepts
- Stimulating images
- Diverse and contrasting lifestyles
- Developing spatial 'literacy' and awareness
- Prompting questions and encouraging enquiry
- <http://www.collaborativelearning.org/18assessment.pdf>

A useful way of looking at geography.....

Bruner: narrative & logico-scientific modes

- **Narrative mode** – constructs 2 ‘landscapes’ simultaneously (action and consciousness)
- **Logico-scientific** (or paradigmatic) **mode** – works through categorization or conceptualization.

we are concerned with the meshing of the two:

- **Geographical enquiry** = logico-scientific mode of thought, enhanced by ‘narrative’ of experience.
- <http://www.collaborativelearning.org/06enquiry.pdf>
- <http://www.collaborativelearning.org/07enquiry.pdf>

Links to the National Curriculum Geography

- **Place Knowledge** is a fundamental concept in geography and geographers have sought to illuminate the way in which people interact with and invest meaning in places (Rawling, 2011)
- Using basic geographical vocabulary to refer to key physical and human features
- Describe and understand key aspects of physical and human geography.
- Built around **enquiry** and imagination.
- **Fieldwork** to inspire and provoke **curiosity**.
- The National Curriculum states 'to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.'

Geography and the English curriculum

What does good English look like in the 21st century and where & how do the two agendas coincide?

- Creative thinking and development.
- Widening horizons - help children to engage with and understand different perspectives by shining a light on the world beyond their own immediate experience.
- Linking to the world beyond school.
- Contexts and connections.
- Pupil participation, independence and choice -purposeful activities that allow children to explore and make personal responses.
- The importance of spoken language.
- Language across the curriculum.

Tennet , (undated), The new National Curriculum for English, UKLA, <http://bit.ly/1qfLshn>










Talk for geography

Starter activity – Tell personal stories of place

Guided Talk -

- Where is this place?
- Why did you choose this place?
- When did you visit this place ?
- How did you travel there?
- What is it like?
- What happened/ might happen in this place?
- What did you see, hear, feel, smell, taste in this place ?
- How did this place make you feel? How did you feel in this place?
- What were the human and physical features of this place?
- Are there other places you love? dislike etc.

Stories of Places

<p>A place you love</p> 	<p>A place you dislike</p> 	<p>A place where you feel happy</p> 
<p>A place you go to when feeling sad</p> 	<p>A place you like to eat</p> 	<p>A place you like to play</p> 
<p>A place you like to read in</p> 	<p>A place to celebrate your birthday</p> 	<p>A place you would like to visit</p> 

Rosie's Walk and spatial thinking

- <https://www.youtube.com/watch?v=g3Qr3Ec3Mbc> Rosie's Walk
- <http://www.collaborativelearning.org/rosieswalk.pdf>
- Other good stories: Peace at Last; We're Going on a Bear Hunt;
- Make track games see [track games.pdf](#)

Early Years & talk – more collaborative activities with geographical attributes.

- <http://www.collaborativelearning.org/copsandrobbers.pdf>
- <http://www.collaborativelearning.org/superworm.pdf>
- <http://www.collaborativelearning.org/bearhunt.pdf>
- <http://www.collaborativelearning.org/farmerduck.pdf>
- <http://www.collaborativelearning.org/peaceatlastpairs.pdf>

Constructing narrative

- Scaffolding to support writing, ‘telling’, explaining etc.
 - Use of question prompts
 - Writing frames
- Developing geographical language and concepts – from naming to describing to explaining
 - Name features and activities
 - Describe features and activities
 - Explain patterns and processes

Link between story and narrative

Constructing narrative & CL activities

- <http://www.collaborativelearning.org/rovingrainforestreporters.pdf>
- <http://www.collaborativelearning.org/rainforestquestionsinfogap.pdf>
- <http://www.collaborativelearning.org/rainforestphotosortinfogap.pdf>
- <http://www.collaborativelearning.org/rivergangesinfogap.pdf>
- <http://www.collaborativelearning.org/volcanoes.pdf>
- <http://www.collaborativelearning.org/settlementinvasion.pdf>

Walking the map

- Leads to the creation of intriguing writing
- Maintains the importance of place/ setting throughout the story
- It allows the setting to reveal itself within the story (you find the story walking through the setting)
- The influence of the setting on the action- aid/ barrier
- It invites the creation of stories 'in place' and values the child as writer
- Rich description of locations, environments, characters, actions, thoughts, emotions, situations, predicaments & events etc.



What story can I tell/imagine from the map....?

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

- What did I see
- What did I do
- Where did I go
- What transport did I use/did I see
- How did I get here
- Who did I meet/see
- How did I/it feel to be here
- What did I wonder/ask questions about
- What do I think is special about this place.....?

Today I went to Poole in Dorset ... What did I do and see there?

Map Symbols

	Motorway		Post Office
	Dual Carriageway		Clubhouse
	Main Road		Town Hall
	Footpath (Public Right of Way)		Site of Battle
	Railway		Site of Antiquity
	Bridge		Contours
	Electricity Transmission Line		Spot Height (in metres)
	Bus Station		Picnic Site
	Coniferous Trees		Public House
	Non-Coniferous Trees		Public Toilets
	Orchard		Information Centre
	Place of Worship with Spire, Minaret or Dome		Parking
	Place of Worship with Tower		Camp Site
	Museum		Cycle Trail

daydream



Supplementing with images.....



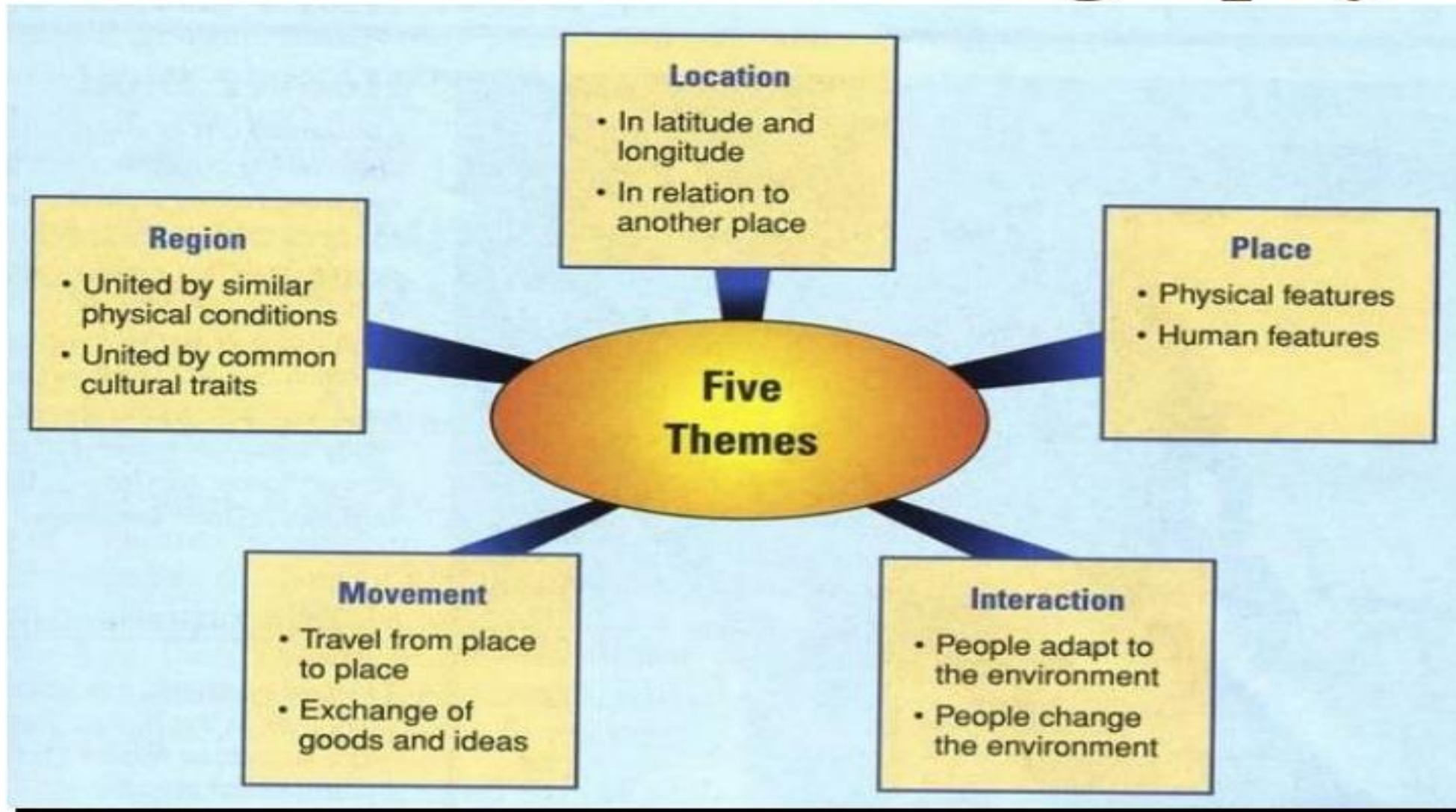
Personalising & customising practice

- Teacher could draw outline and add footprints on – Who walked through this place?
- Artefacts could be added e.g. natural materials , litter etc.
- To support children to develop ideas word banks are helpful e.g. people, places.
- Endless possibilities to change setting e.g. island, desert, beach, river etc.
- Create different settings for different times of day, weather, seasons etc.
- Consider possibilities for a geographical enquiry focus e.g. rubbish, accessibility, land use etc.

The five themes of Geography

- **Location,**
- **Place,**
- **Human-Environment Interaction,**
- **Movement,**
- **Region.**

The 5 Themes of Geography



From Down Under by Bill Bryson

Location

Place

Human-Environment Interaction

Movement,

Region.

I spent the night in Port Fairy, and drove on the next day to the Mornington Peninsula along the Great Ocean Road, a tortuous, spectacularly scenic coastal highway built after the First World War as a make-work scheme for veterans. It took fourteen years to construct and you can see why at once because for most of its 187 miles it swoops along an impossibly challenging coastline in a hair-raising manner, barrelling around rocky headlands and clinging to the edges of sheer and crumbly cliffs. So demanding of attention are the endless hairpin bends that you scarcely have a moment to notice the views, but I figured an occasional glimpsed view was better than none. Here and there in the water stand pinnacles of rock created by the tireless erosive might of the sea. There used to be a natural rock arch called London Bridge over which you could stroll to stand above the sea, but in 1990 it collapsed, sending tons of debris into the surf below and stranding two startled but miraculously unharmed tourists on the seaward stub. London Bridge is now London Stacks.

The drive was as gorgeous as the guidebooks had promised: on one side the steep, wooded, semi-tropical hills of the Otway Range plunging straight into the sea, on the other foamy surf rolling onto long, curving beaches framed at either end by rocky outcrops. This stretch of Victoria is famous for two things: surfing and shipwrecks.

Task: What does the Kapiti Plain story deliver on the 5 themes of geography?

Geographical themes	Notes/comment
Location	
Place	
Human-environmental interaction	
Movement	
Region	



K31 Geography Through Story Books 18pk
Image 1.20.2



Geography through story - works of fiction that make good use of the geographic perspective, recommended by National Geographic staff.

Eliza and the Moonchild by Emma Chichester Clark

Investigating the school grounds

The Shepherd Boy by Kim Lewis

Life on a sheep farm in northern England

Oliver Who Travelled Far and Wide by Mara Bergman and Nick Maland

Fantasy introducing rainforest, desert and high mountain environments

A Balloon for Grandad by Nigel Gray

A balloon flies from the UK to an island in the Nile

We all went on Safari by Laurie Krebs and Julia Cairns

Counting story set in the East African plains

Voices in the Park by Anthony Browne

A walk in a local urban park

Eco-Wolf and the Three Pigs by Laurence Anholt and Arthur Robins

Retelling of the classic story with an environmental twist

Mirror by Jeannie Baker

Parallel stories of everyday life in Australia & Morocco

Hey! What's that Nasty Whiff? by Julia Jarman and Garry Parsons

Environmental story set in the African savannah

Mia's Story by Michael Foreman

A story of life and change set in Chile

Flotsam by David Wiesner

An ancient camera travels the oceans

Belonging by Jeannie Baker

Picture book illustrating the greening of an urban neighbourhood

The Other Side of Truth by Beverley Naidoo

Two Nigerian children find themselves refugees in London

In the Bush: Our holiday at Wombat Flat by Roland Harvey

A camping trip in the Australian outback

Kensuke's Kingdom by Michael Morpurgo

A round the world sailing trip ends in shipwreck on a tropical island

Good picture story books without words For talk & telling

- Window – Jeannie Baker
- Where the Forest meets the Sea – Jeannie Baker
- Zoom & Re-Zoom – Istvan Banyai
- Where's Wally series – Martin Handford

BRINGING THE RAIN TO KAPITI PLAIN

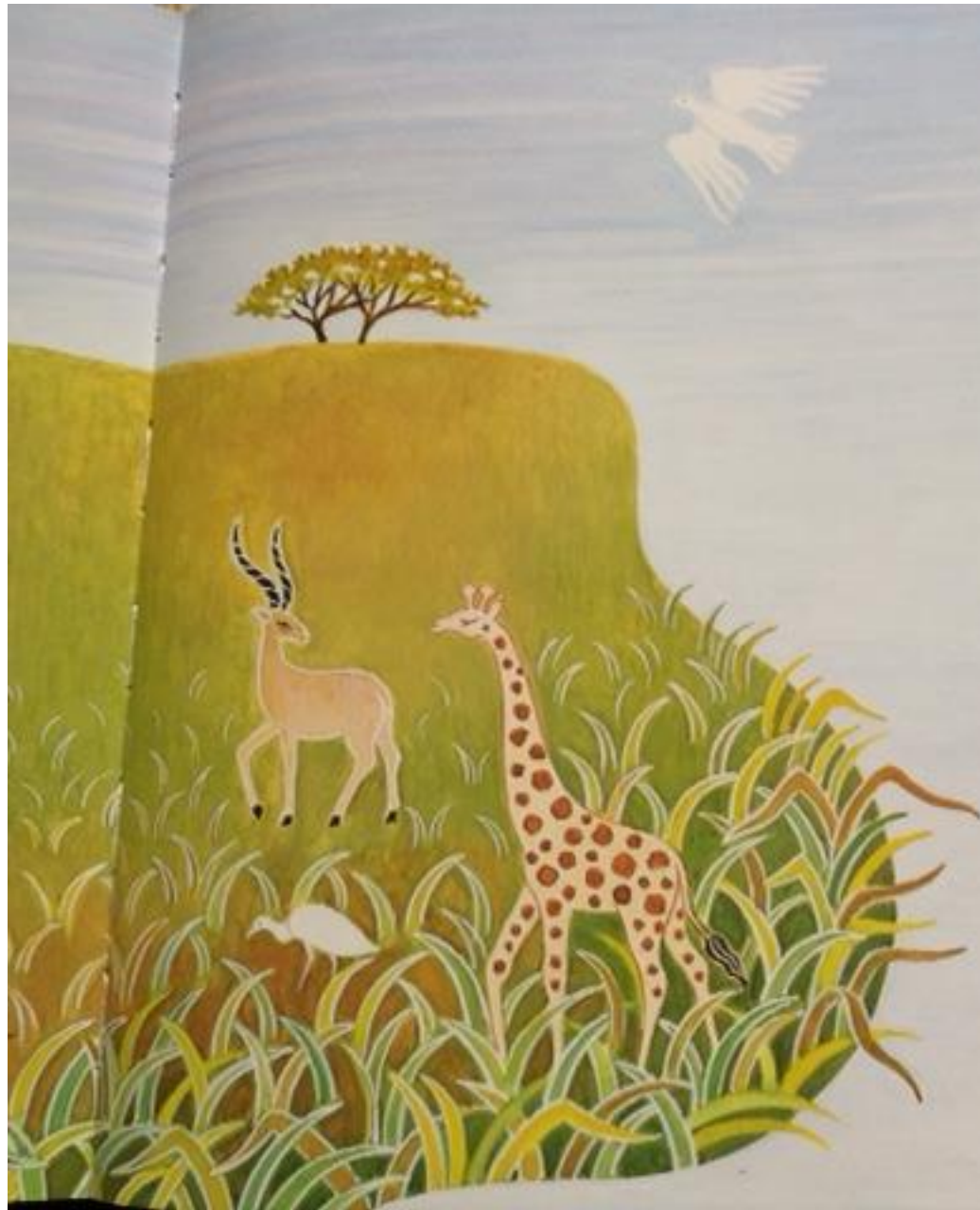
by Verna Aardema

illustrated by Beatriz Vidal



This is the great
Kapiti Plain.
All fresh and green
from the African rains —
A sea of grass for the
ground birds to nest in,
And patches of shade for
wild creatures to rest in ;
With acacia trees for
giraffes to browse on,
And grass for the herdsmen
to pasture their cows on.





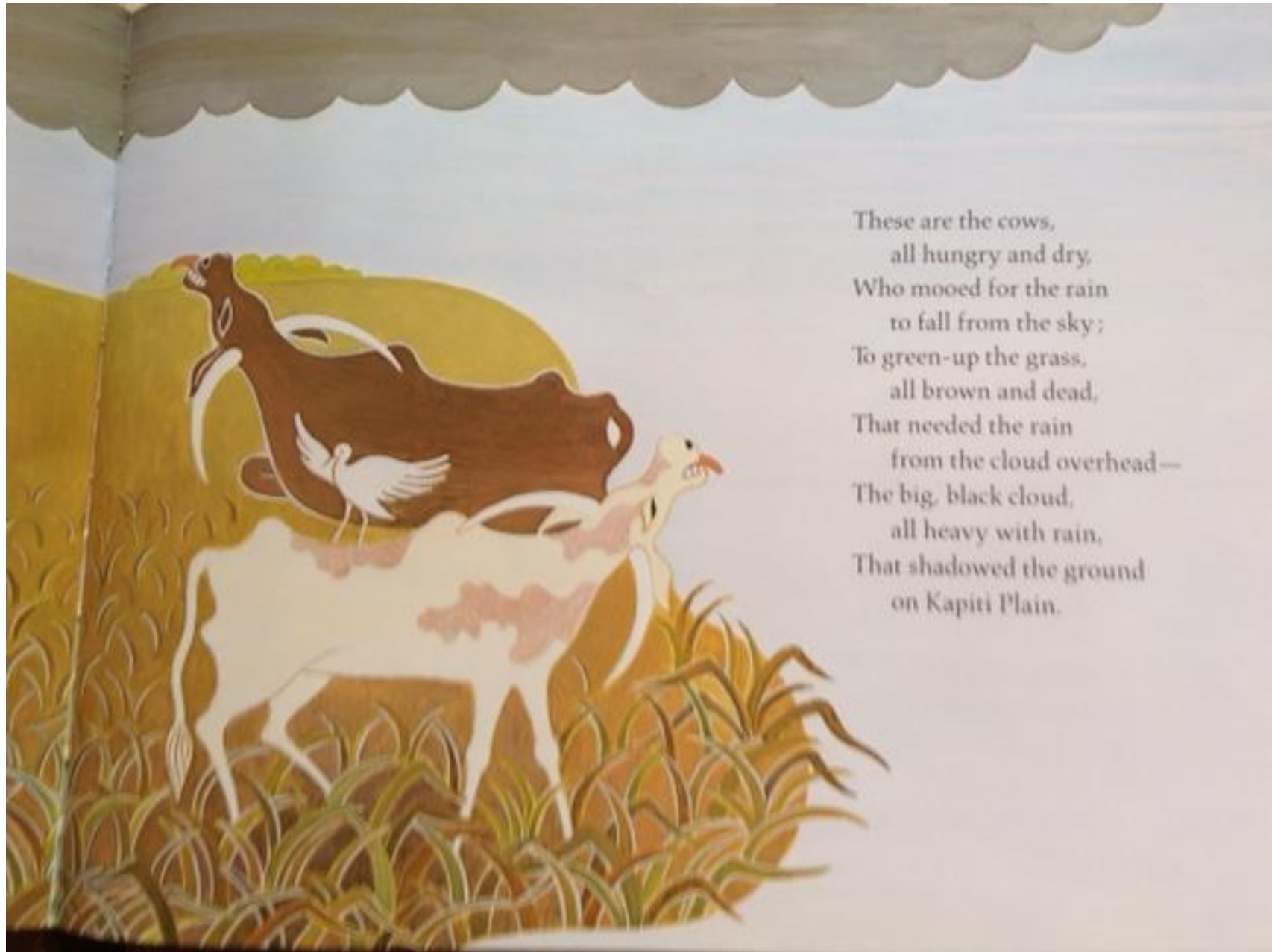
But one year the rains
were so very belated,
That all of the big wild
creatures migrated.
Then Ki-pat helped to end
that terrible drought —
And this story tells
how it all came about!

This is the cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.



This is the grass,
all brown and dead,
That needed the rain
from the cloud overhead—
The big, black cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.

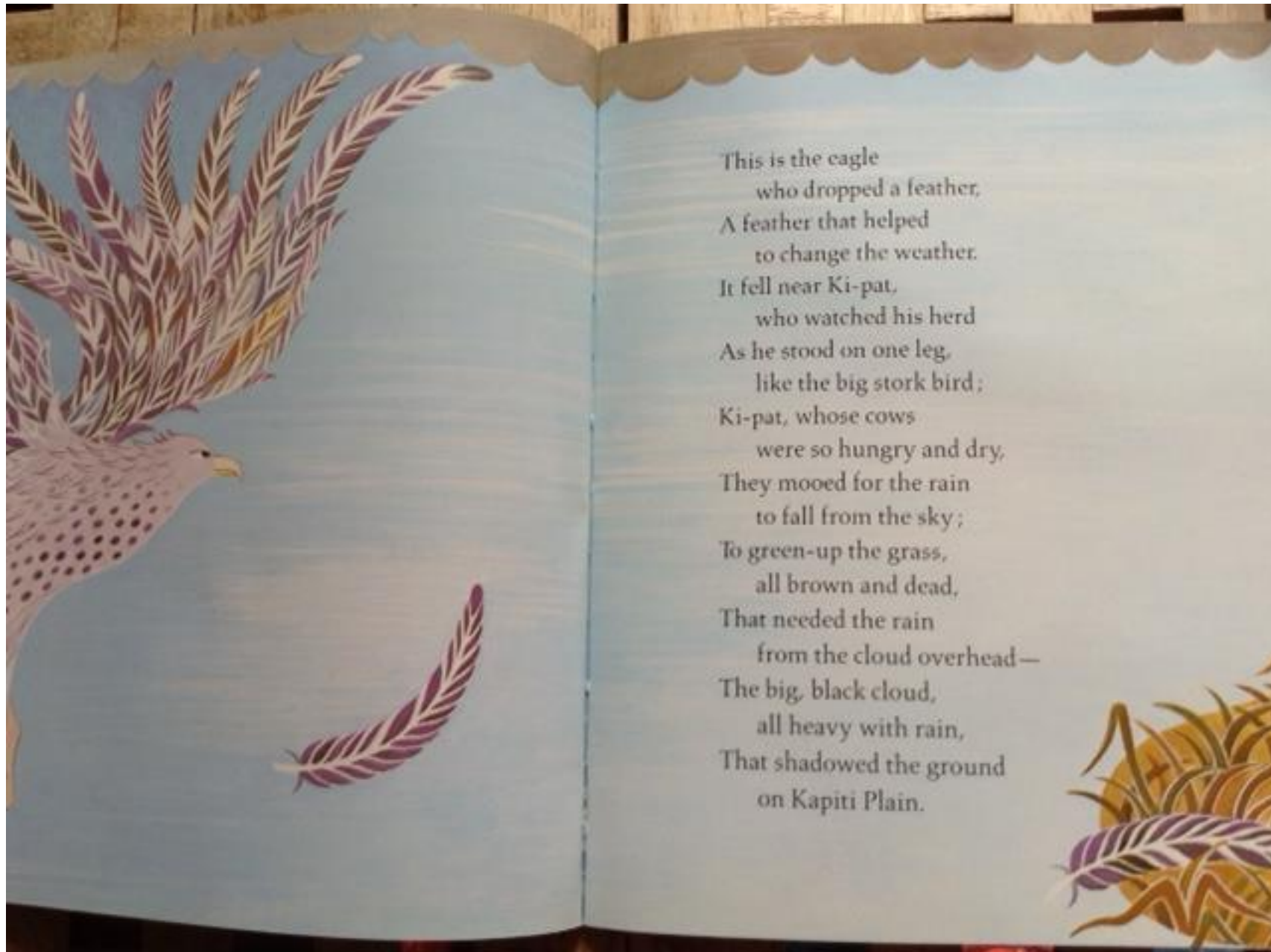




These are the cows,
all hungry and dry,
Who mooed for the rain
to fall from the sky;
To green-up the grass,
all brown and dead,
That needed the rain
from the cloud overhead—
The big, black cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.

This is Ki-pat,
who watched his herd
As he stood on one leg,
like the big stork bird;
Ki-pat, whose cows
were so hungry and dry,
They mooed for the rain
to fall from the sky;
To green-up the grass,
all brown and dead,
That needed the rain
from the cloud overhead—
The big, black cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.





This is the eagle
who dropped a feather,
A feather that helped
to change the weather.
It fell near Ki-pat,
who watched his herd
As he stood on one leg,
like the big stork bird;
Ki-pat, whose cows
were so hungry and dry,
They mooed for the rain
to fall from the sky;
To green-up the grass,
all brown and dead,
That needed the rain
from the cloud overhead—
The big, black cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.




This is the arrow
Ki-pat put together;
With a slender stick
and an eagle feather;
From the eagle who happened
to drop a feather.
A feather that helped
to change the weather.





It fell near
who w
As he stoc
like th
Ki-pat, w
were:
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to fal
To green
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from
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on

It fell near Ki-pat,
who watched his herd
As he stood on one leg,
like the big stork bird;
Ki-pat, whose cows
were so hungry and dry,
They mooed for the rain
to fall from the sky;
To green-up the grass,
all brown and dead,
That needed the rain
from the cloud overhead—
The big, black cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.



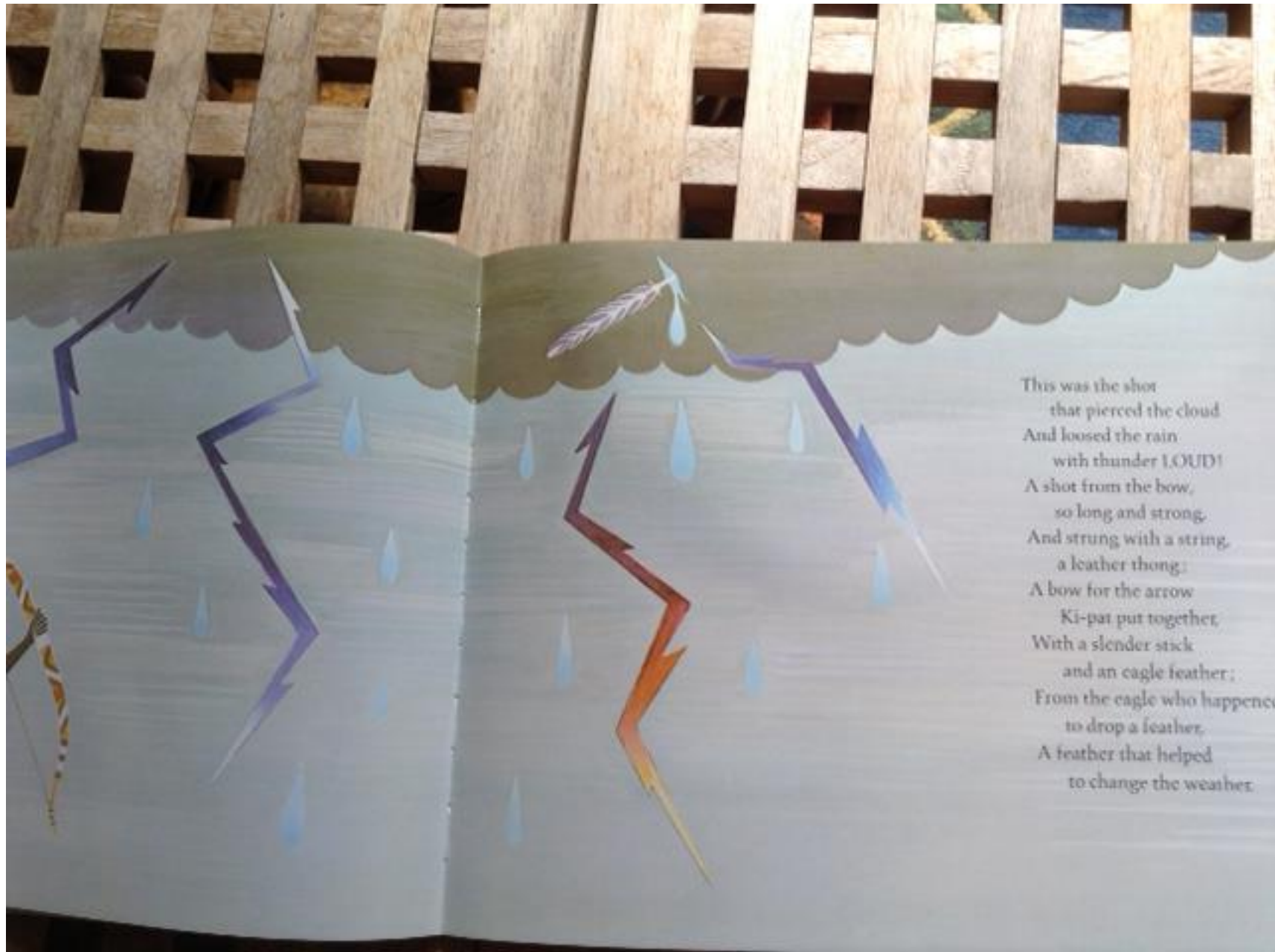


This is the bow,
so long and strong,
And strung with a string,
a leather thong;
A bow for the arrow
Ki-pat put together,
With a slender stick
and an eagle feather;
From the eagle who happened
to drop a feather,
A feather that helped
to change the weather.



It fell near Ki-pat,
 who watched his herd
As he stood on one leg,
 like the big stork bird;
Ki-pat, whose cows
 were so hungry and dry,
They mooed for the rain
 to fall from the sky;
To green-up the grass,
 all brown and dead,
That needed the rain
 from the cloud overhead—
The big, black cloud,
 all heavy with rain,
That shadowed the ground
 on Kapiti Plain.





This was the shot
that pierced the cloud
And loosed the rain
with thunder LOUD!
A shot from the bow,
so long and strong.
And strung with a string,
a leather thong;
A bow for the arrow
Ki-pat put together
With a slender stick
and an eagle feather;
From the eagle who happened
to drop a feather.
A feather that helped
to change the weather.

It fell near Ki-pat,
who watched his herd.
As he stood on one leg,
like the big stork bird;
Ki-pat, whose cows
were so hungry and dry.
They mooed for the rain
to fall from the sky;
To green-up the grass,
all brown and dead.
That needed the rain
from the cloud overhead—
The big, black cloud,
all heavy with rain,
That shadowed the ground
on Kapiti Plain.





So the grass grew green,
and the cattle fat!
And Ki-pat got a wife
and a little Ki-pat—



So the grass grew green,
and the cattle fat!
And Ki-pot got a wife
and a little Ki-pot —

Who tends the cows now,
and shoots down the rain,
When black clouds shadow
Kapiti Plain.



Dominoes activity – collaborative learning @

- <http://www.collaborativelearning.org/kapitiplaindominoes.pdf>

Food for thought & another timePangea map



Pangea disaggregated....

