

Humanities SL INSET

Geography

June 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 & curriculum audit
 - Progression EYFS through KS1 to KS2
 - What to do about fieldwork after 2 disrupted years
 - Developing & securing locational knowledge
 - Information & resources exchange
- (using polls, break out group discussion & a task)*

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

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*

Developments and issues in geography (arising since March) –group discussion

- Examples of fieldwork during lockdowns & in between?
- strategies adopted to support learning?
- recommended resources, websites etc.
- implications for teaching and learning in the light of lost time and ongoing constraints
- Ofsted & geography
- priorities for next year as subject leader?

Ofsted & primary geography (pre-covid)

<https://educationinspection.blog.gov.uk/2021/05/11/geography-in-outstanding-primary-schools/>

- **Teaching geography in the early years was almost universally strong.** Teachers were adept at helping pupils to understand their locality, the wider world and phenomena, such as the weather and seasons. Pupils with special educational needs and/or disabilities were fully included in the provision for geography. Teachers and other adults supported these pupils well so that they could access the same content.
- Pupils told us how much they love geography, **showing great curiosity about the world around them and the people in it.** Many were passionate about the planet and looking after it – **a number told us that they were taking direct action to protect the environment.**

... And fieldwork?? Mapwork?

- Fieldwork is vital to geographical practice, but this was weak in key stage 2 in many of the schools we inspected. That's not to say that pupils did not visit different places, but, when they did, **they did not make the observations or collect data that they could analyse and present their findings.**
- **Fieldwork was much stronger in the early years and key stage 1.**
- **Important geographical skills** (using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using Ordnance Survey maps and fieldwork) **were not taught particularly well.** When pupils were constructing their own plans or maps, these often lacked the accuracy or conventions followed by geographers, such as the use of scale. In some schools, teachers were making good use of the plentiful supply of globes, atlases and maps at various scales. In others, this was less common.

...and locational knowledge??

-led to teachers **not drawing out important geographical concepts** or introducing errors. We found that **pupils often struggled to recall places they had studied, including the principal cities of the United Kingdom and major world oceans.** Very few showed a good appreciation of scale.

And finally – a general finding...

- Very few schools were working with secondary schools (or junior/middle schools in the case of infants schools). **This limited the precision with which primary schools set their curriculum goals and make sure pupils are properly prepared for the next phase of education.**

- [Mapzone | Ordnance Survey](#)
- [LRM Legend 2015 ENGLISH LAND RE-BRAND 2 \(ordnancesurvey.co.uk\)](#)
- [Education | Free resources for teachers \(ordnancesurvey.co.uk\)](#)
- [Resource \(edina.ac.uk\)](#)

Ofsted's guide to a 'high-quality' geography curriculum (posted 17th June 2021)

1. Consider pupils' prior knowledge

2. Locational knowledge can help pupils build identity...

“knowing where's where” – was one of the mainstays of geographical education and teachers should recognise it helps pupils “build their own identity and develop their sense of place”.

3. ...but place knowledge is the most important

This knowledge should be built by linking to places pupils are already familiar with, and built up over time to allow pupils to make “meaningful comparisons”.

Contd:

4. Fieldwork should be practised regularly

Fieldwork such as data collection, analysis and presentation should be practised regularly, Ofsted said.

5. Avoid overloading pupils' working memory

“They break larger concepts or ideas into smaller ‘bite-size’ chunks and teach a small number of these.” Pupils then commit knowledge to long-term memory through “recalling and repeated practice”.

6. Allocate sufficient teaching time to geography

What is Geography Fieldwork?

Geography Fieldwork asks and answers questions about :

LOCATION	<i>Where is it? Why here? How does it connect to ...?</i>
PLACE	<i>What is this place like and why?</i>
SCALE	<i>How does this place fit together? What's the bigger (or smaller) picture?</i>

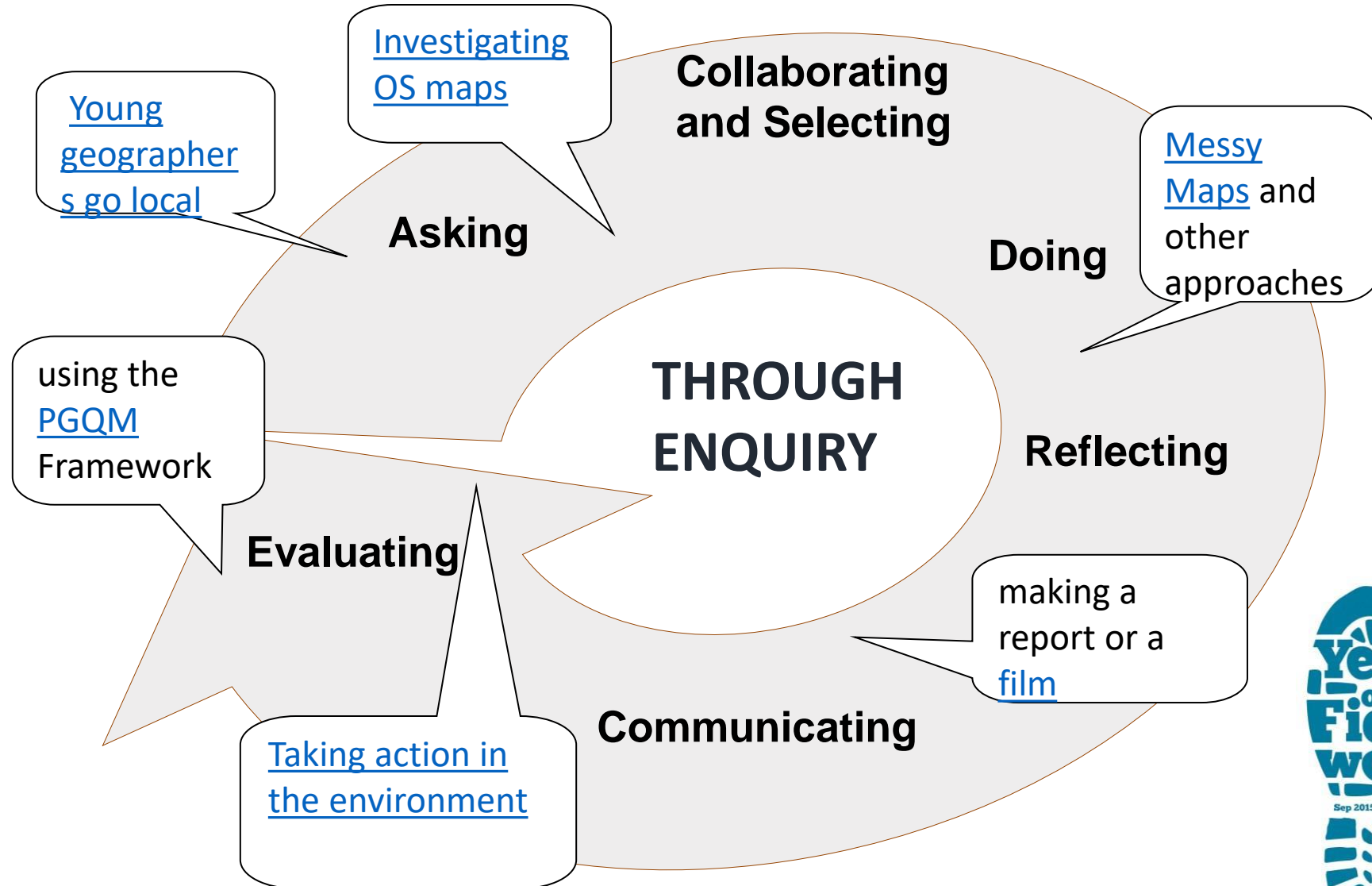


What can we learn about places through fieldwork?

Core Knowledge	<i>Factual information</i>	<i>How, where, why and when human and physical geography interacts to create, sustain and change the world around us.</i>
Personal knowledge	<i>Perceptions and feelings</i>	
Empathic knowledge	<i>Others' perspectives</i>	



How do we do geography fieldwork?



Enquiry-based Fieldwork

Enquiry based fieldwork involves

- Asking questions
- Working out how to answer them
- Planning fieldwork
- Collecting field data (observing/measuring, identifying/classifying, recording)
- Analysing the data to establish the answers to the questions
- Communicating about the enquiry and its outcome to someone.

A Fieldwork Continuum

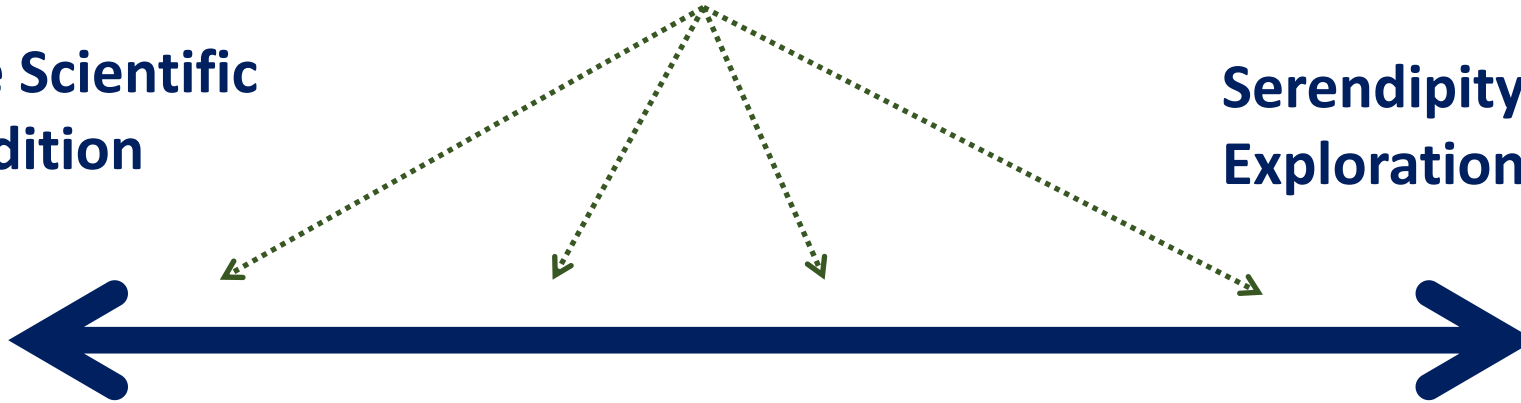
GEOGRAPHY

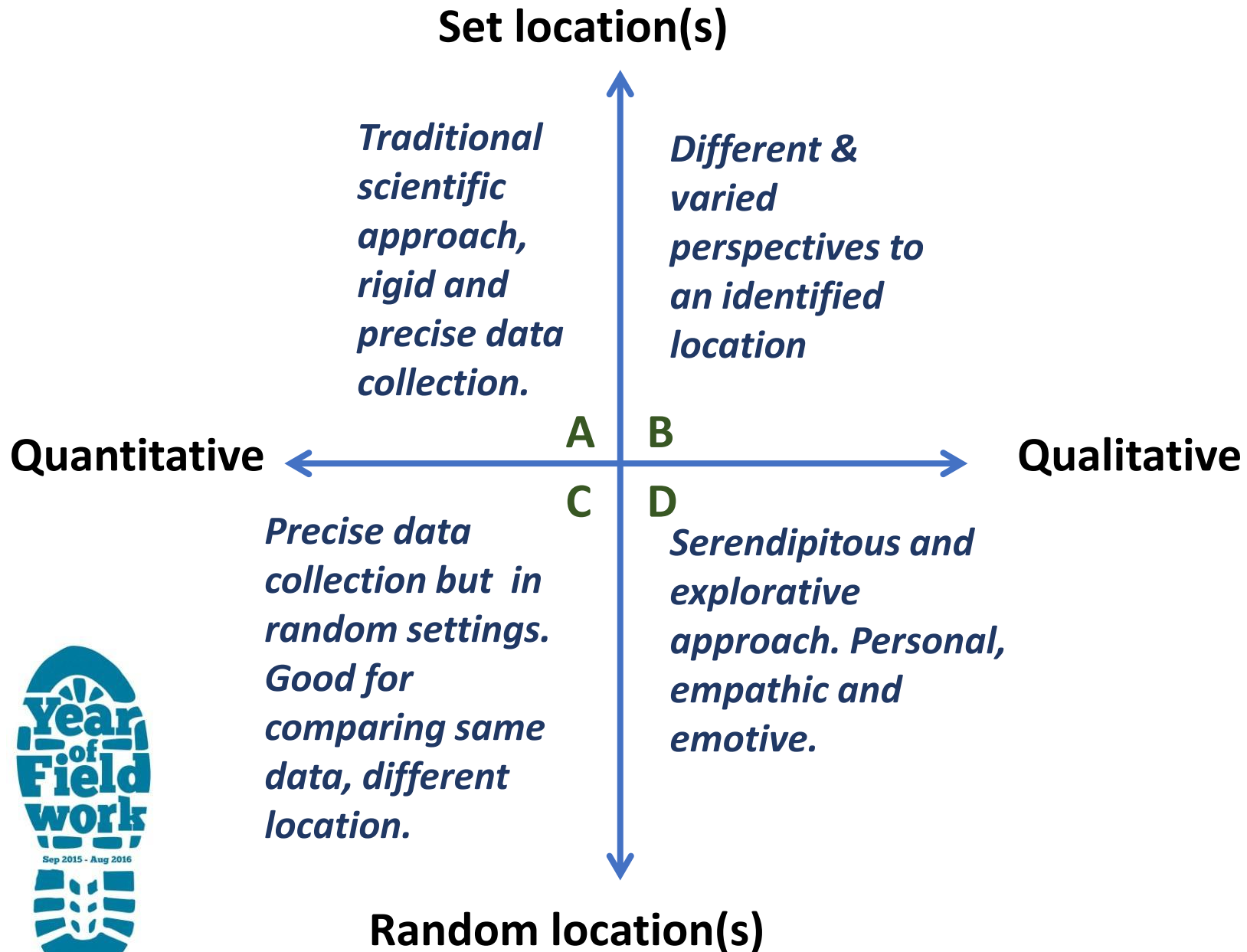
**The Scientific
Tradition**

**Serendipity and
Exploration**

*Systematic
sampling and
data collection,
controlled
structures.*

*Unsystematic
sampling and data
collection, flexible
and changing
structures.*





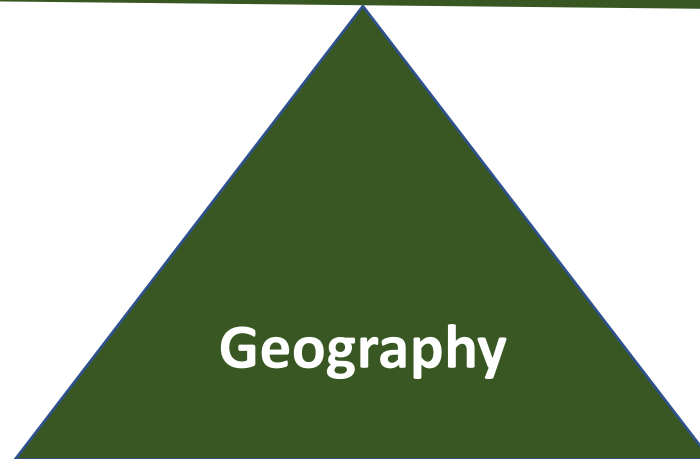
Core knowledge and Sense of Place

Core knowledge

*Facts, location,
names, vocabulary,*

Sense of place

*Senses, emotions,
values, opinions*



Thinking about FIELDWORK

- Do a risk assessment (on own and with pupils)
- Consider when and why?
- How structured?
- Purpose?
- Grouping?
- Techniques?
- How local?
- Resources and support needed?



Is there a 'best time' for Fieldwork?

To initiate interest and formulate questions

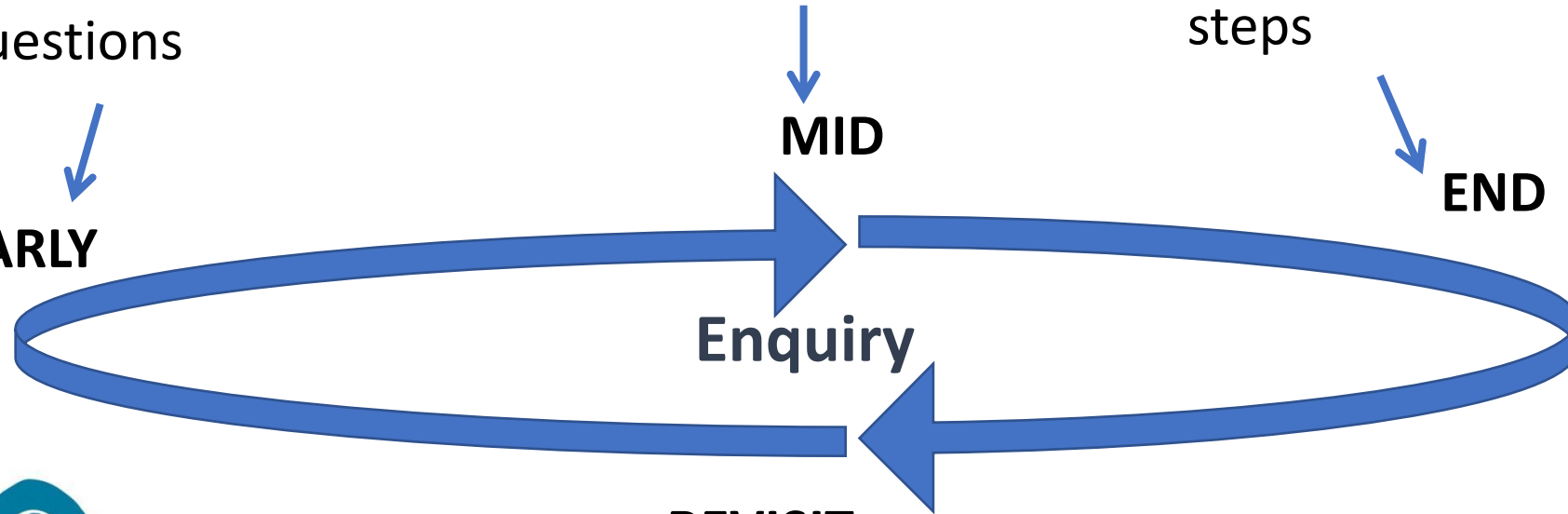
EARLY

To test hypotheses and questions

MID

To review, apply or consider next steps

END



To test over time, evaluate changes and consolidate learning.



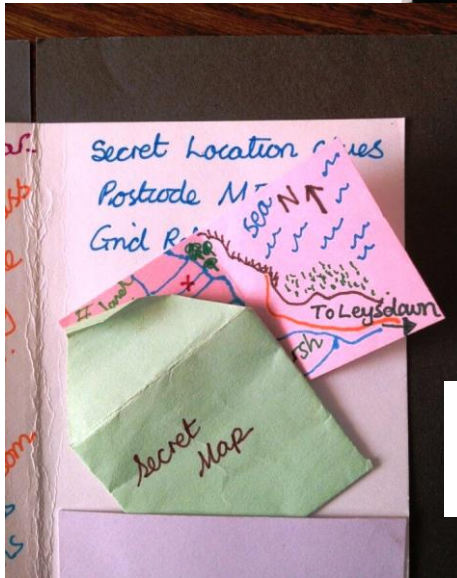
Maximise Fieldwork



Opportunity to deepen and develop existing fieldwork expertise. **NOT** just a recount of a journey.

Use a heart shape mask in Tagxedo to past words describing what you like about a place.

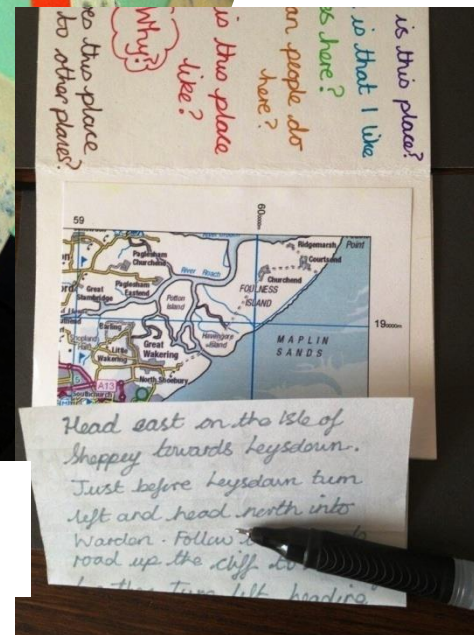
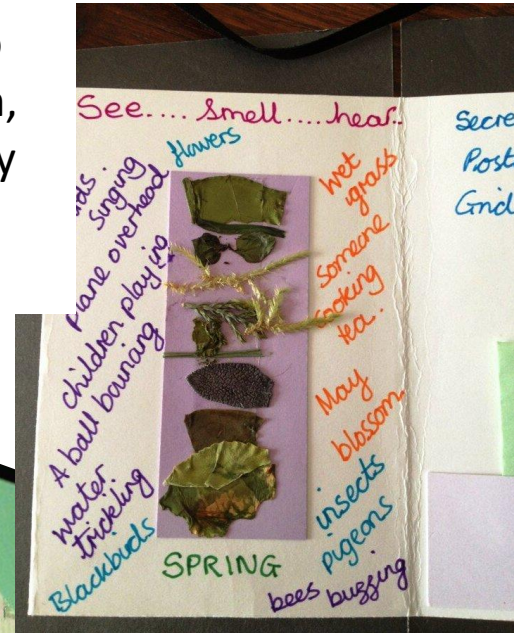
Journey Booklets



Items of interest – map extracts, travel tickets, sketches of patterns ...

Hand drawn maps in secret envelopes, written directions, Grid References...

Double sided tape to gather items, written, colour-coded sensory impressions
#senseofplace





Place Detectives

- Go outside and create your own enquiry.
- Make something to share what you have found out.
- Ask and answer questions about locations, place and scale
- Have some core knowledge and some personal and / or empathic knowledge
- Use whatever media you wish.
- Be prepared to share

Why use the school grounds?

- Accessibility - they are just outside your classroom door
- Builds on children's existing knowledge and experience of a familiar place
- Motivation - children are interested in 'their place'
- Provides the opportunity to investigate many aspects of physical, human and environmental geography
- Provides the context for the development and application of geographical skills - enquiry skills, geographical vocabulary, fieldwork skills, map using and map making skills
- School grounds investigations offer the possibility of 'authentic learning activities' which have real world outcomes
- Required by new NC

Fieldwork in the school grounds

At KS1, pupils should be taught to

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

At KS2, pupils should be taught 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.

Key data collection techniques

- Close observation
- Recording sheets
- Taking photographs
- Using iPads
- Collecting things
- Making rubbings
- Interviewing people

Useful Resources

- School site maps /plans
- Large scale OS plan - 1:1250 scale (available from Digimap)
- Photographs of the school building and grounds
 - - taken at different times of day/different seasons
- Photographs of features of the school building and grounds
 - - taken at different times of day/different seasons
- Aerial photographs of the site (from Google Earth)
- Old photographs of the site
- Compasses
- Measuring tapes, trundle wheels, rope or string
- Digital cameras/mini iPads
- Weather-recording instruments

Useful Publications

Catling S and Willy (2009) *Teaching Primary Geography*, Exeter, Learning Matters

Learning through Landscapes (2014) *Learn and Play Out: How to develop your Primary School's Outdoor Space* London, Routledge

May S and Richardson P (2006) *Fieldwork File: For the primary years*, Sheffield, GA

OFSTED (2008) *Learning Outside the Classroom* London, OFSTED

Macintosh M and Kent G (in press) *Everyday Guide to Primary Geography: Art* Sheffield, GA

Scoffham S (ed) (2013) *Teaching Geography Creatively* London, Routledge

Scoffham S (ed) (2013) *Primary Geography Handbook*, Sheffield, GA

Tanner J and Whittle J (2013) *Everyday Guide to Primary Geography: Story* Sheffield, GA

Tanner J and Whittle J (in preparation) *Everyday Guide to Primary Geography: School Grounds and Local Area*, Sheffield, GA

Useful websites

Council for Learning Outside the Classroom – www.lotc.org.uk

Groundwork – www.groundwork.org.uk

Growing Schools – www.growingschools.org.uk

Learning Through Landscapes – www.ltl.org.uk

Ordnance Survey - www.ordnancesurvey.co.uk

Play England – www.playengland.org.uk

The Geographical Association - www.geography.org.uk/

The Royal Horticultural Society – www.rhs.org.uk

RSPB – www.rspb.org.uk

Sustainable Schools and Sustainability and Environmental Education (SEEd) – www.se-ed.co.uk/sustainable-schools

8 Ways Thinking

- **Linguistic intelligence** – words and language
- **Logical-mathematical intelligence** - logic and numbers
- **Spatial intelligence** - images and space
- **Bodily-Kinaesthetic intelligence** – body movement control
- **Musical intelligence** – music, sound, rhythm
- **Interpersonal intelligence** – other people's feelings
- **Intrapersonal intelligence** - self awareness
- **Naturalist intelligence** – natural environment

From work by Steve Rawlinson adapted from: 8 Way thinking Gilbert, Ian (2006)

<http://digimapforschools.edina.ac.uk/>

About £65 per year for a school licence to print off and use maps of GB at different scales. And to annotate them online using simple annotation tools.

Complies with National Curriculum need to use OS maps and symbols and related map skills.

NC 2014 - Enquiry

Pupils are competent in the geographical skills needed to:

- **collect, analyse and communicate with a range of data gathered through experiences of fieldwork** that deepen their understanding of geographical processes
- **interpret a range of sources of geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- **communicate geographical information** in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

(From the aims of Geography in NC)

NC 2014 – Skills (KS1)

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

NC 2014 – Skills (KS2)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

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

A progression framework ...

The GA has written age-related benchmark expectations for 7, 9, 11 and 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>

Expectations in geography – GA benchmarks

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

By the age of 11 pupils should:

- Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.
 - They can express and explain their opinions and recognise why others may have different points of view.
- Download these from:

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

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

by age 11

- Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.
- They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change.
- They show some understanding of the links between places, people and environments.

Contextual world knowledge of locations, places and geographical features

by age 11

- Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news

What about teachers'
geographical knowledge?

Based on the above, high-quality geography education may have the following features(Ofsted)

<https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography>

- Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework they need to understand locational knowledge.
- ‘Knowing where’s where’ supports pupils’ identity and sense of place and contributes to their understanding of geographical processes.
- Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.

Substantive knowledge

Locational knowledge

For example: name and locate locations; positioning systems

Place knowledge

The connection of location and physical and/or human geography processes with personal experience

Environmental, physical and human geography

For example: migration; glaciation; climate change

Geographical skills and fieldwork

For example: using maps and globes; collecting first-hand evidence

Disciplinary knowledge

Insight into the ways geography experts think

A way forward? – *Everyday Geographies*

- Daily life provides geographical experience, information and understanding.
- Everyday we think and act geographically – but we often do not recognise this, because it comes naturally!

- ***Everyday geographies:***
 - 1) Our daily geographical *primary* and *secondary* experiences, such as making journeys, going shopping, meeting at cafés, hearing local and international news, reading about real and imagined places, and watching documentaries and films, which contribute to ‘the worlds’ encountered, experienced, etched on and changing in our minds: **not just local but also global.**

- Our *everyday geographies* are implicit in our behaviours; we do it!

- *Everyday geography* helps us develop geographical understanding:
 - because geography is a natural and universal activity.
 - our lived geography is dynamic and multi-layered.
 - because our geography is physical, social and socialised.

Everyday geographies....

- 2) *'Folk' and cultural* information, knowledge and understandings about places and the world learned from families and friends, acquaintances and strangers, through local observations and activities, and via paper and technological media (eg stories, news, films...).
- 3) *Spatial* understanding and *environmental* knowledge, through moving about, awareness of 'elsewheres', knowing about features and services, using our mental maps, care for places and peoples....
- 4) Awareness of *geography* as a word and an idea referring to locations, features, maps, places, scales, environments, events, activities, movements, connections, environmental care and concerns.
- 5) Geographical *affordances*, based in knowledge of places and what is there, involving decision-making, agency and actions – ways to make use of opportunities.

15 everyday geographies

1. Knowing your way round your home.
2. Your journey to school/work.
3. Using a road atlas or digital route display.
4. Making sense of the local or national daily news.
5. Postal and other deliveries to your door.
6. Shopping decisions.
7. Following a national or global sport or hobby.
8. Knowing what your neighbourhood has and offers.
9. Deciding on a holiday location and getting there.
10. Responding to the weather forecast, or not!
11. Recognising the sources of a recipe you use.
12. Understanding the 'flows' that provide goods you buy from who sells them.
13. Appreciating your global 'tea' interdependence.
14. Feeling for those flooded.
15. Discussing sustainability or climate change or care for places – or not!

We all have *everyday geographies*!

1. We need to recognise this!
2. We need to make use of our *everyday geographies*.
3. We need to recognise how our *everyday geographies* enable us to live our lives.
4. They give us to access ‘scholarly geography’:
 - its key concepts and their role in our daily lives,
 - and support our geographical thinking.

THIS IS WHAT EY/P TEACHERS KNOW IMPLICITLY.

It is not about knowing the minutiae of the world, the local area, every feature and facet of the planet, cultures, activities. It is about understanding and appreciating our geographical knowledge, and acknowledging it grows and evolves.

WHAT IS MORE...THE CHILDREN WE TEACH HAVE THIS TOO!! WE DRAW IT OUT AND ADD TO IT: EDUCATION!

Geographical Words/Phrases

environment – feature – landmark – topography – location.

places – school grounds – local area – locality – community – region – continent – Earth – ocean – country – capital – sea – season – weather – hot area – cold area.

United Kingdom – Europe – non-European – North America – South America – World.

physical geography – weather – climate – mountain – coast – hill – valley – water – river – water cycle – volcano – earthquake – beach – cliff – forest – soil – vegetation – biome – vegetation belt – climate zone.

human geography – settlement – house – town – city – factory – office – port – harbour – shop – farm – land use – route – natural resources – food – minerals – energy – economic activity – trade.

latitude – longitude – Equator – North Pole – South Pole – Tropic of Cancer – Tropic of Capricorn – Arctic – Antarctic – hemisphere – prime/Greenwich meridian – time zone – day/night.

compass direction – north – south – east – west – eight compass points.

map – globe – atlas – computer mapping – aerial photograph – plan perspective – key – symbol – (4 and 6 figure) grid references – Ordnance Survey map – sketch map.

fieldwork – observation skills – fieldwork methods – measure – graph – record.

environmental region – geographical region – (geographical) characteristics – (geographical) similarities/differences – (geographical) distribution and pattern.

Largely everyday words and phrases we know and understand.

Which are key geographical concepts?

- **Place:** our places; the range of places over the Earth; features in places; our images and senses of places, their meanings for us and importance; what makes places the way they are, and change; how places have common and different features which give them character.
- **Location:** where features and places are and how we describe this; causes for their distributions, and patterns created; what effect this has.
- **Scale:** from rooms, through localities, regions and continents to the Earth; ways that scale influences what we do, and how we see and understand; how we de- and re-scale through maps and photos.
- **Connectedness:** ways that features, places and services are connected and interdependent; what influences these connections and their effects.
- **Human and physical processes:** natural Earth processes, from weather to erosion and earthquakes; processes which people use to create and change features and places, from urban habitats and environments to agriculture, mining, manufacturing and commerce.
- **Environmental impact:** ways in which, and reasons why, the natural Earth and people interact and affect themselves and each other through decision-making, management, exploitation and care quality; ways to approach sustainability for the future.

Thinking geographically – a turn of mind

- Being curious and inquisitive about the Earth and its life.
- Noticing and questioning what there is locally and elsewhere, what happens around us and further away, the processes at work and their effects, what we have in common, diversity, valuing variety and differences, spatial distributions and patterns – to appreciate how the World works and the effects these geographical aspects have on us and others.
- Applying geographical concepts to understanding the World.
- Using our growing knowledge of the Earth, its environments, features, places, peoples, cultures, and activities in creating, enhancing and using our own and shared mental maps, locally to globally.
- Applying our geographical understanding to daily encounters, news, decisions and problems, personally and for others.
- Valuing our World and its life, and acting *for* it.

An example of everyday knowledge: Some questions

What's where – about *location* and *scale* – relevant to teaching FS/Year 1 our places and the world:

- Where are you in the nursery or school?
- What is in the room and where is it (near what, next to what...)?
- What is around the base or classroom?
- What else is around you and where is it in the building and grounds?
- Where are you in the neighbourhood, and what is there - where?
- Does our neighbourhood, village, part of town, town/city have a name? Which country are we in?
- What planet do we live on, and what shape is it? How big is it?
- Who has seen a globe and played with it? What do you know?
- What are those large expanses of land and water named, and which are near to or far from each other?
- Has anyone been to any of these continents? Which are we in?
- Can we be in several places at once, like Russian dolls?

Place...location...scale...connectedness...human/physical processes ...human impact...

Another example of everyday knowledge: some matters to consider

Rivers – what they are, how we use them – teaching Year 5/6:

- The nature and purpose of rivers and their water on our planet.
- How streams and rivers run from from source to mouth – and why.
- Why erosion, transportation and deposition are key aspects of rivers.
- The roles of tributaries, meanders, waterfalls and other river features.
- Fresh water and tidal reach – and what they may be used for.
- The erosion of wide valleys and narrow gorges – and their effects.
- The names, locations, routes and roles of major rivers around the World.
- The uses rivers are put to, why, by whom and with what effect.
- How rivers support and undercut environments, people and places.
- The effects of rivers losing water or having too much, or of being polluted.
- Ways in which people ‘adjust’ and use rivers, and the effects of this.

Place...location...scale...connectedness...human/physical processes ...human impact...

- What is implied if a child has never seen a stream or river?
- Why might children think rivers can flow uphill? Do they think the same?

The geography that EY/primary teachers might know to teach children geography.

- About the school's neighbourhood and community, and the wider area.
- About a wide variety of physical and human environments and their features.
- About contrasting non-European localities, including how these compare.
- Different parts of the UK, Europe and the Americas, including aspects of their physical and human geographies and characteristics and how these compare.
- Aspects of weather, seasons, climate zones, and biomes and vegetation belts.
- Of the water cycle, rivers, hills, valleys, mountains, earthquakes and volcanoes.
- About homes, shops, businesses, parks, etc., and patterns in settlements and land use.

Contd:

- Some economic activities, trade, key services and resources: water, energy, minerals.
- The location of the key features of the Earth, from continents and oceans to seas, mountains, deserts and rivers, to most countries and some cities.
- Caring for, improving and sustaining our local/global places and environments.
- A good range of geographical vocabulary, both 'everyday' and some technical.
- Using map skills to read and understand maps and aerial photographs, atlas maps, Ordnance survey maps and digital maps, and drawing a map.
- Making enquiries, undertaking fieldwork, using several methods of observing and measuring, and various ways for recording and communicating findings.

Useful links....

- <https://classroom.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1>
- <https://classroom.thenational.academy/units/building-locational-knowledge-europe-0322>
- <https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography>

Collaborative Learning Project

- www.collaborativelearning.org
- And for the dedicated page for London humanities teachers:
- <http://www.collaborativelearning.org/londonhumanities.html>

Some useful collaborative activities

- [http:// www.collaborativelearning.org/hurricaneirma.pdf](http://www.collaborativelearning.org/hurricaneirma.pdf)
- <http://www.collaborativelearning.org/seenfromabove.pdf>
- <http://www.collaborativelearning.org/mapwork.pdf>
- <http://www.collaborativelearning.org/leicesterbusroutes.pdf>
(adaptable to your local area)
- <http://www.collaborativelearning.org/villagetowncity.pdf>
- <http://www.collaborativelearning.org/timeandplace.pdf>
- <http://www.collaborativelearning.org/postcardsfromabroad.pdf>
- <http://www.collaborativelearning.org/thepark.pdf>