

# **Humanities SL INSET**

# **Geography**

**May 2021**

**Kate Moore**

# Introductions, plan for the morning

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

## **Main foci**

- Co-ordinator role & curriculum audit
- EYFS and progression through KS1 to KS2 in geography
- Story and narrative in geography
- The Global Dimension – A global Pathways initiative – Yeading Infants School

# 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 geography 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 are you finding now that the children have been back for a while?
- 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

# Hillingdon - early adopter schools

Lady Bankes Infant School
Hayes Park School
Brookside Primary School
St Mary's Catholic Primary School
William Byrd Primary Academy
Harlyn Primary School
Hillside Infant School
Whitehall Infant School
Pinkwell Primary School
Deanesfield Primary School
John Locke Academy
St Catherine Catholic Primary School
Heathrow Primary School
Harefield Infant School
Wood End Park Academy

# 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.

# A useful way of looking at story .....

## 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/07enquiry.pdf>



# Bruner @91 in a recent lecture here in the UK

"Why are we so intellectually dismissive towards narrative?" he asks. "Why are we inclined to treat it as rather a trashy, if entertaining, way of thinking about and talking about what we do with our minds? Storytelling performs the dual cultural functions of making the strange familiar and ourselves private and distinctive. If pupils are encouraged to think about the different outcomes that could have resulted from a set of circumstances, they are demonstrating useability of knowledge about a subject. Rather than just retaining knowledge and facts, they go beyond them to use their imaginations to think about other outcomes, as they don't need the completion of a logical argument to understand a story. This helps them to think about facing the future, and it stimulates the teacher too."

# 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>

# 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](#)

# 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....?

- 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.....



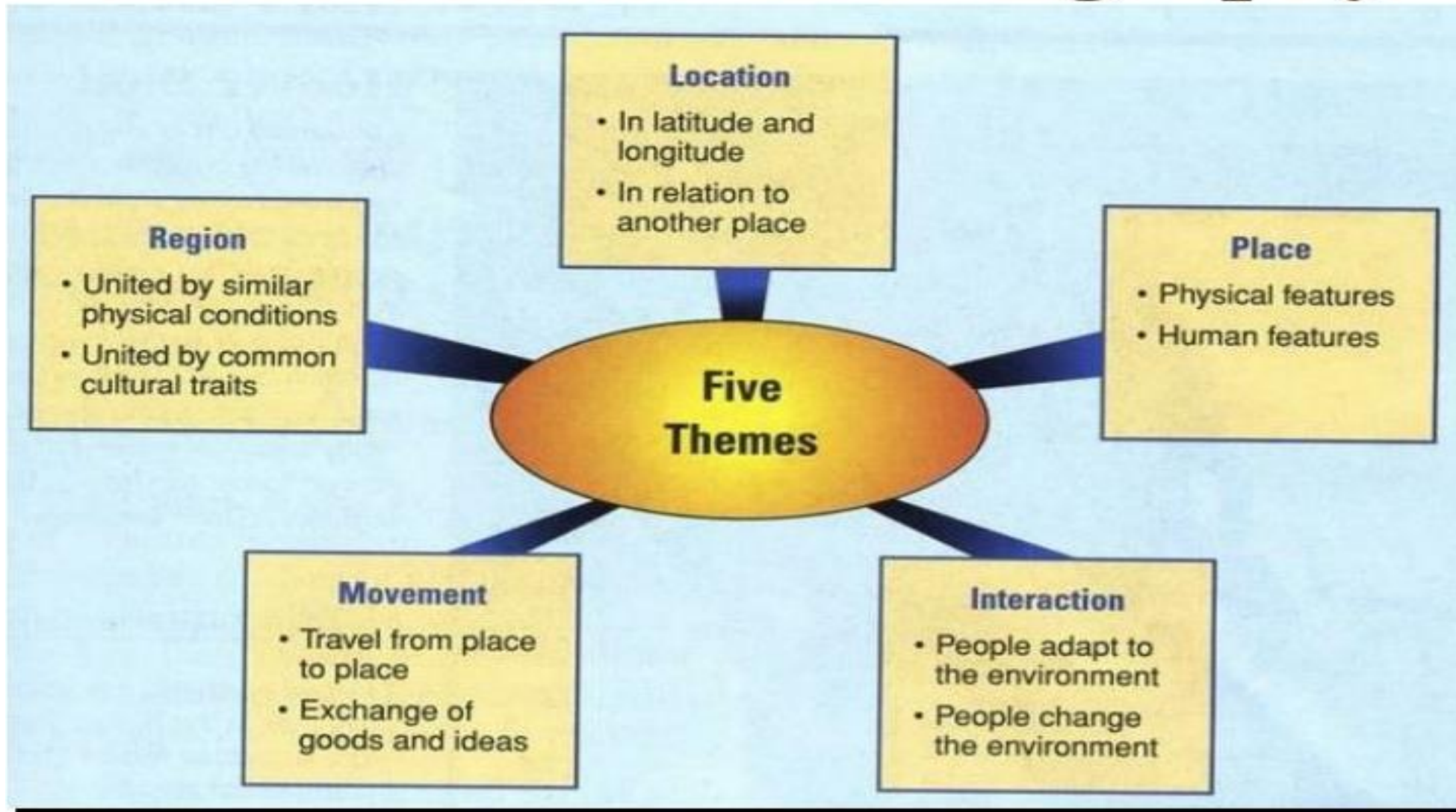
# Personalising & customising practice

- 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



# 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**

- 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

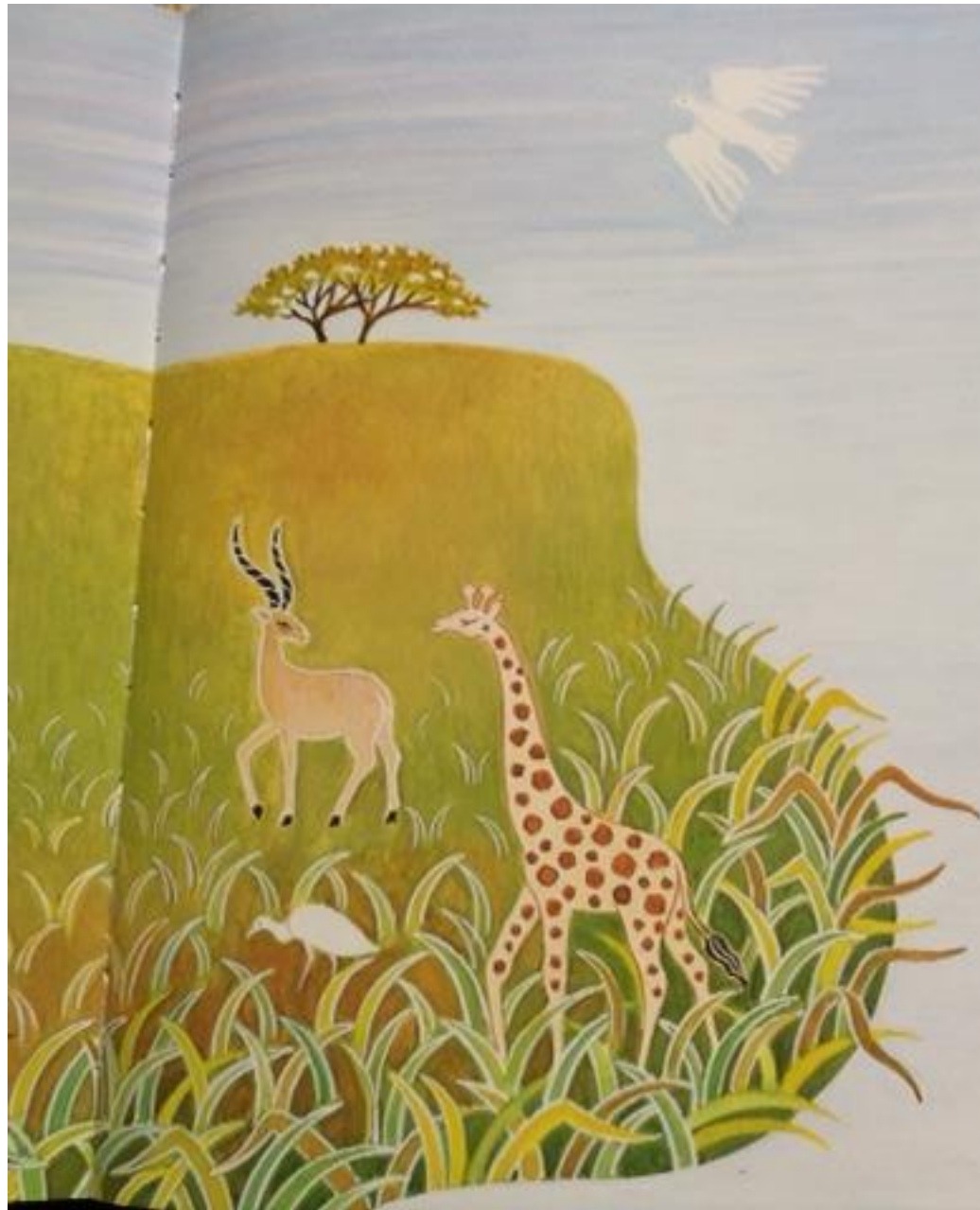
by Verna Aardema

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!

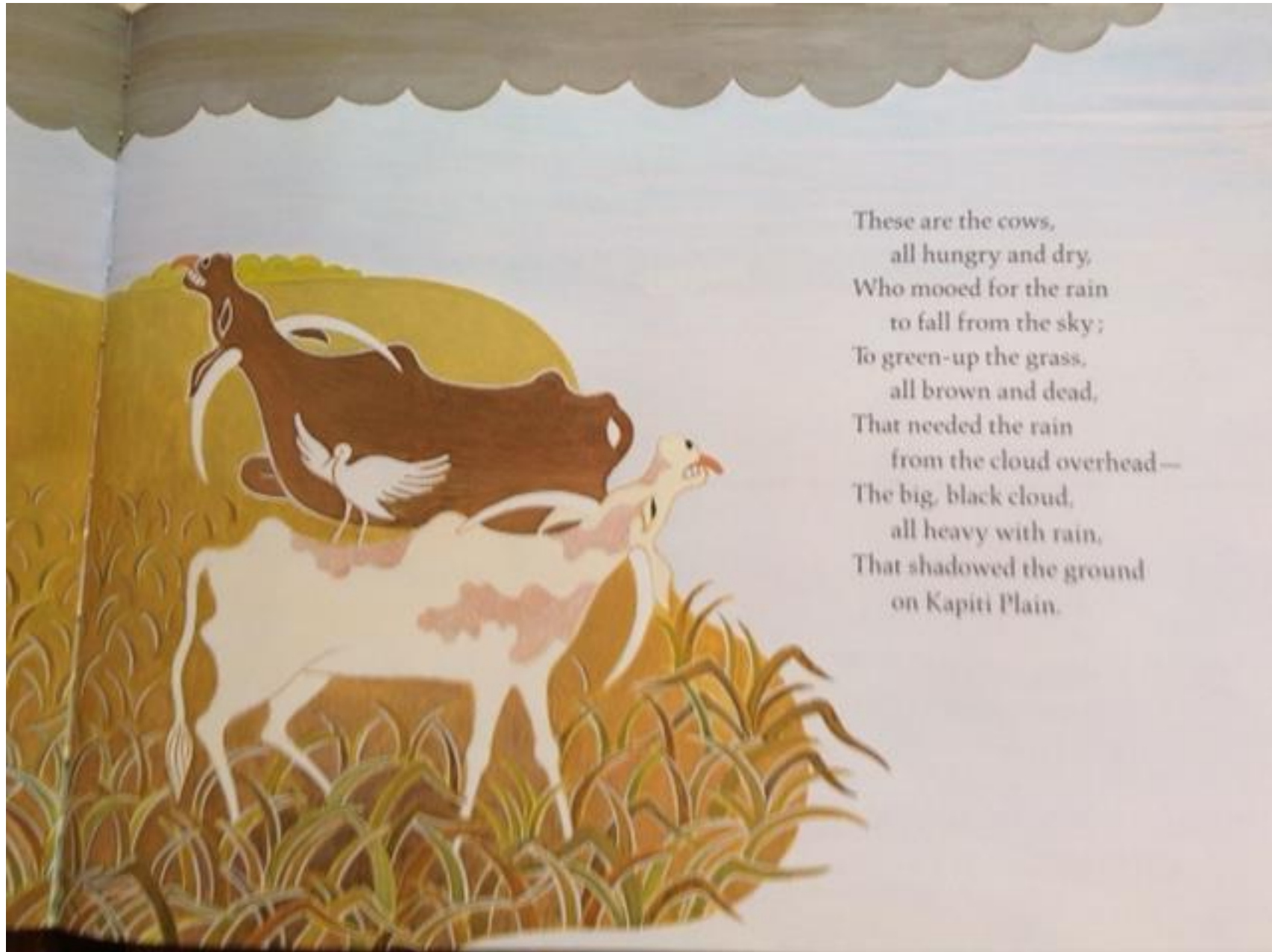
This is the cloud,  
all heavy with rain,  
That shadowed the ground  
on Kapiti Plain.



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.



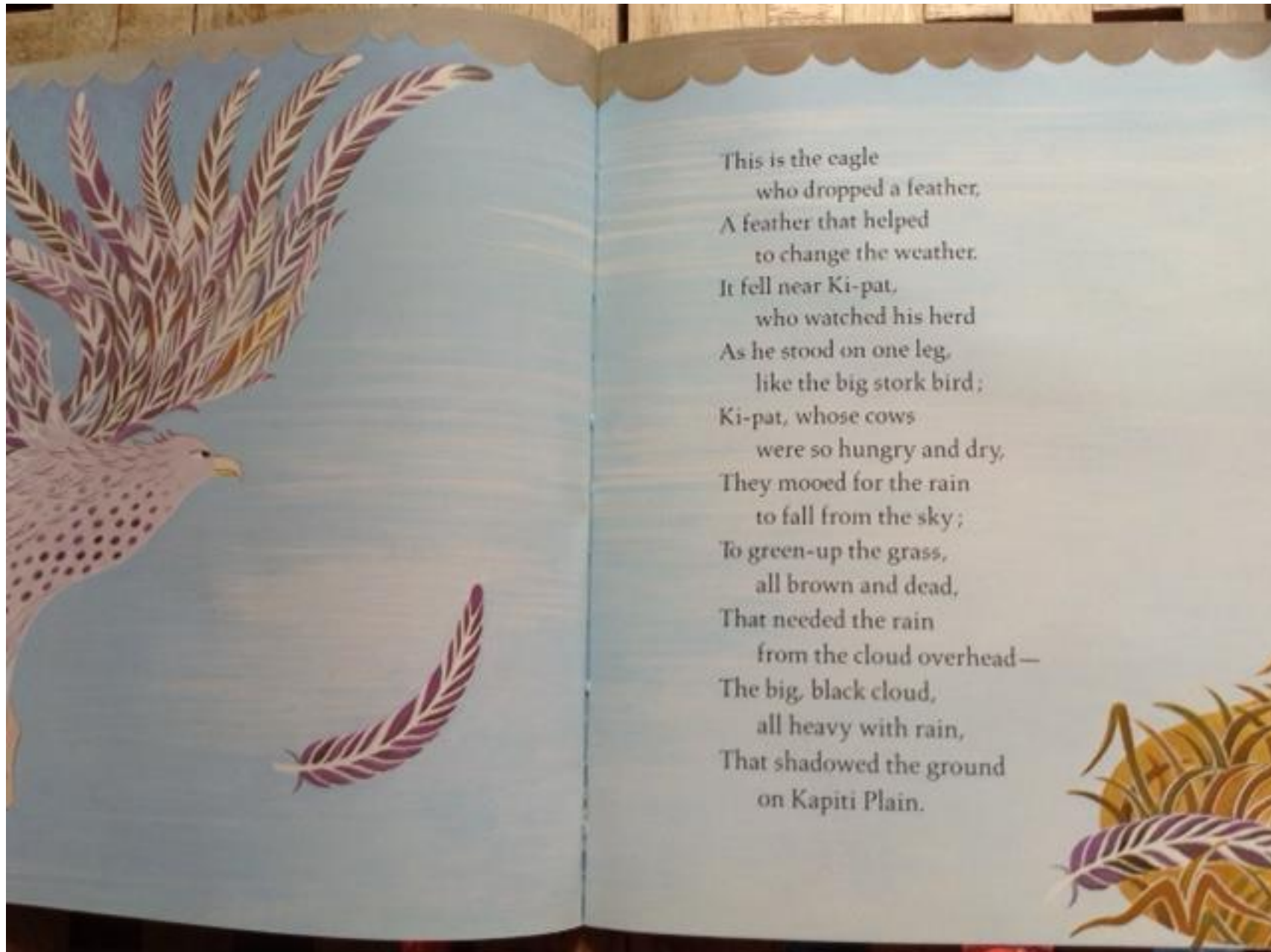




These are the cows,  
all hungry and dry,  
Who mooed for the rain  
to fall from the sky;  
To green-up the grass,  
all brown and dead,  
That needed the rain  
from the cloud overhead—  
The big, black cloud,  
all heavy with rain,  
That shadowed the ground  
on Kapiti Plain.

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 moored 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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That ne  
from  
The big  
all b  
That sb  
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.



# Bringing the rain to Kapiti Plain - Dominoes activity – collaborative learning

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

## GLOBAL PATHWAYS TO INCLUSIVE EDUCATION:

*Learning strategies, Accreditation and Curriculum Resources*  
**funded & accredited by the British Council**

This **course aims** to support schools and teachers to:

- learn about the Global Goals and anti-racist approaches and how these can contribute towards inclusive educational provision
- access a range of teaching strategies and resources to introduce teaching about the Global Goals and create opportunities for international collaborative action with your partner school overseas
- develop and nurture long-term equitable and sustainable partnerships.



# Global Pathways Project



## **On-line Session 1: Wednesday 13<sup>th</sup> January 2021, 4 – 5.30pm (UK time)**

- To support teachers and teaching assistants to develop skills and knowledge around the United Nations Global Goals and an anti-racist approach which recognises Black contributions to our society. In this way, to provide an inclusive education through learning schemes, accreditation frameworks, curriculum resources and funding

## **Schools Based Task:**

- Carry out a curriculum-based activity of your choice in between the meetings and be ready to report back.

## **On-line Session 2: Wednesday 10<sup>th</sup> March 2021, 4 – 5.30pm (UK time)**

- Includes a learning community style feedback on the school-based tasks carried out. The session will cover the International School Award as a framework for engaging with the Global Goals. It will also explore how schools can develop and nurture long-term equitable and sustainable global partnerships, embedding the values of inclusivity, diversity and decolonisation.



# Sylvia Matteoli – Yeading Nursery and Infant School

- Global Pathways Project

# pangea map

