

# **Humanities SL INSET**

# **Geography**

**November 2021**

**Kate Moore**

# Introductions, plan for the afternoon

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

## **Main foci**

- Co-ordinator role & **Developments and issues**
- Progression & assessment EYFS>KS1>KS2
- Developing & securing geographical knowledge
- **The place of the environment in the primary geography curriculum**

*(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 geography education stop?
- At 14
- At 16 (GCSE)
- At 18 (A' level)
- With a history 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 EYFS>KS1>2
- Building on pupils' existing knowledge and anticipating future learning
- Identifying what to assess and when
- 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 May) – group discussion

- 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 as subject leader?

# Ofsted research review – GEOGRAPHY June 2021

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

# **The report ..... (and its quite long – 32 pages but not as long as history's 56!)**

- Outlines the national context in relation to geography
- Considers curriculum progression in geography, pedagogy, assessment and the impact of school leaders' decisions on provision
- Summarises Ofsted's review of research into factors that can affect quality of education in geography

# Summary

The geography curriculum in schools identifies the knowledge and skills that pupils are to learn. Like many subjects, knowledge in geography can be organized into 2 forms:

- Substantive knowledge sets out the content that is to be learned....
  - Locational knowledge
  - Place knowledge
  - Human and physical processes (incl. **environmental**)
  - Geographical skills
- Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers

# *High-quality geography education may have the following features re: assessment*

- Assessments allow pupils and teachers alike to appreciate what has been learned.
- Teachers are clear about the assessment criteria which both helps pupils to improve their attainment and motivates them.
- Assessments are designed so that teachers can identify specific gaps in pupils' knowledge and any misconceptions.
- Assessment information flags areas where pupils have a secure knowledge and where they need some aspects to be retaught. If there are common issues, leaders review and adapt the curriculum.
- Teachers recognize that progress is rarely linear due to the cumulative nature of geography.

# ASSESSMENT

<http://www.collaborativelearning.org/04assessment.pdf>

# The co-ordinator and assessment

- **planning** for assessment;
- **understanding progression** in geography including why some work can be judged better than others and how the quality of questions and tasks can affect assessment;
- **managing the assessment process** within the classroom and school;
- **recording and evaluating** the assessment information to enable teachers to judge attainment, progress and what needs to be done to improve performance;
- **reporting** progress.

# Three aspects of pupils' achievements in geography

The GA has identified these three [aspects of achievement](#) in geography:

1. **Contextual world knowledge** of locations, places and geographical features.
2. **Understanding** of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.
3. Competence in **geographical enquiry**, and the application of **skills** in observing, collecting, analysing, evaluating and communicating geographical information.



# Three 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.

# The 'big' (threshold) concepts in geography providing an underlying structure for progression

- Place
- Scale
- Interdependence
- Physical and human processes
- Environmental interaction & sustainable development
- Cultural understanding
- Diversity

# Expectations in geography

- The GA 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%20dimensions%20and%20benchmarks.pdf>

# By the age of 9 pupils should:

- Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
- Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, [geography.org.uk/2014NC](http://geography.org.uk/2014NC) how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.
- Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

# By the age of 11 pupils should:

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

# Long term thinking: planning with the expectations benchmarks:

You could use them to/by:

- inform your understanding of progression and expectations in geography and discuss with colleagues
- modifying them to set standards in your school
- adapting and then share with parents/pupils
- adapting these benchmarks to show expectations for each year group, eg 'an expert geographer in Year 5 knows...'
- compare with expectations in other subjects (e.g. history)
- support long term, **summative assessment** and reporting (see below)
- inform your medium term/unit plans – coming up shortly
- inform review: does the curriculum really deliver this standard?

# Linking three aspects of achievement with the benchmarks:

	Aspects of achievement in geography	Your geography curriculum			Reaching these benchmarks
		Unit/topic A	Unit/topic B	Unit/topic C etc	
<b>Geographic cognition</b>	1. Contextual knowledge				<b>Expectations</b> for age 7, 9, 11, 14, GCSE
	2. Understanding				
	3. Geographical enquiry				
		<b>Assessment opportunities:</b> <ul style="list-style-type: none"> <li>• day to day/short term</li> <li>• periodic/medium term</li> </ul>			<b>Long term</b> assessment and reporting

**Unit A:** Medium term plans with detailed objectives and criteria

# One school's assessment framework (Gg & Hi)

[KS1/yrs 1 & 2](#)

<http://www.collaborativelearning.org/15assessment.pdf>

- [Lower KS2/yrs 3 & 4](#)
- <http://www.collaborativelearning.org/16assessment.pdf>

- [Upper KS2/yrs 5 & 6](#)

<http://www.collaborativelearning.org/17assessment.pdf>



# ASSESSMENT:

## Learning and assessment in geography

- Pupils' learning and progress in geography is seldom linear.
- Assessment needs to be carefully planned into teaching activities - aiming to maximise a pupil's potential by identifying the next steps in learning.
- Effective assessment is an ongoing process throughout the fabric of teaching and learning, in which pupils and teachers develop awareness of their strengths and weaknesses and, armed with this knowledge, seek to improve learning outcomes.

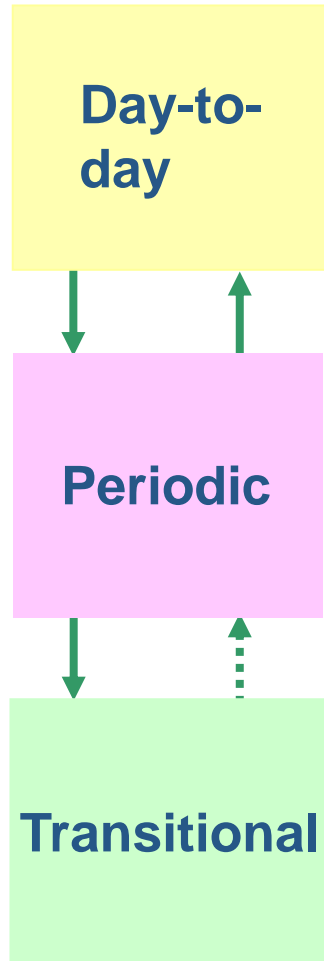
**Source:** primary assessment and accountability under the new national curriculum - GA response October 2013



# Aims of good assessment

- **Pupil:** knows how they are doing and how to improve (promotes progress and achievement)
- **Teacher:** plan next steps, make well founded judgements about attainment
- **School:** structured, systematic assessment system – tracking, reporting
- **Parents and carers:** know how their child is doing, improvement and how they can support child and teacher

# Three levels of assessment thinking



AfL practices such as peer- and self-assessment  
Immediate feedback and next steps (pupils) directly support progress; where next (teachers)  
**Focus:** short term, formative assessment/AfL

Broader view of progress for teacher and learner  
Making interim judgements by applying geography benchmarks in the classroom; opportunities to improve  
**Focus:** mainly medium term, formative/summative

Making summative judgements, formal recognition of achievement, based on geography benchmarks  
Reported to parents/carers and next teacher/school  
Curriculum review  
**Focus:** long term, summative/AoL

# AFL and AOL purposes

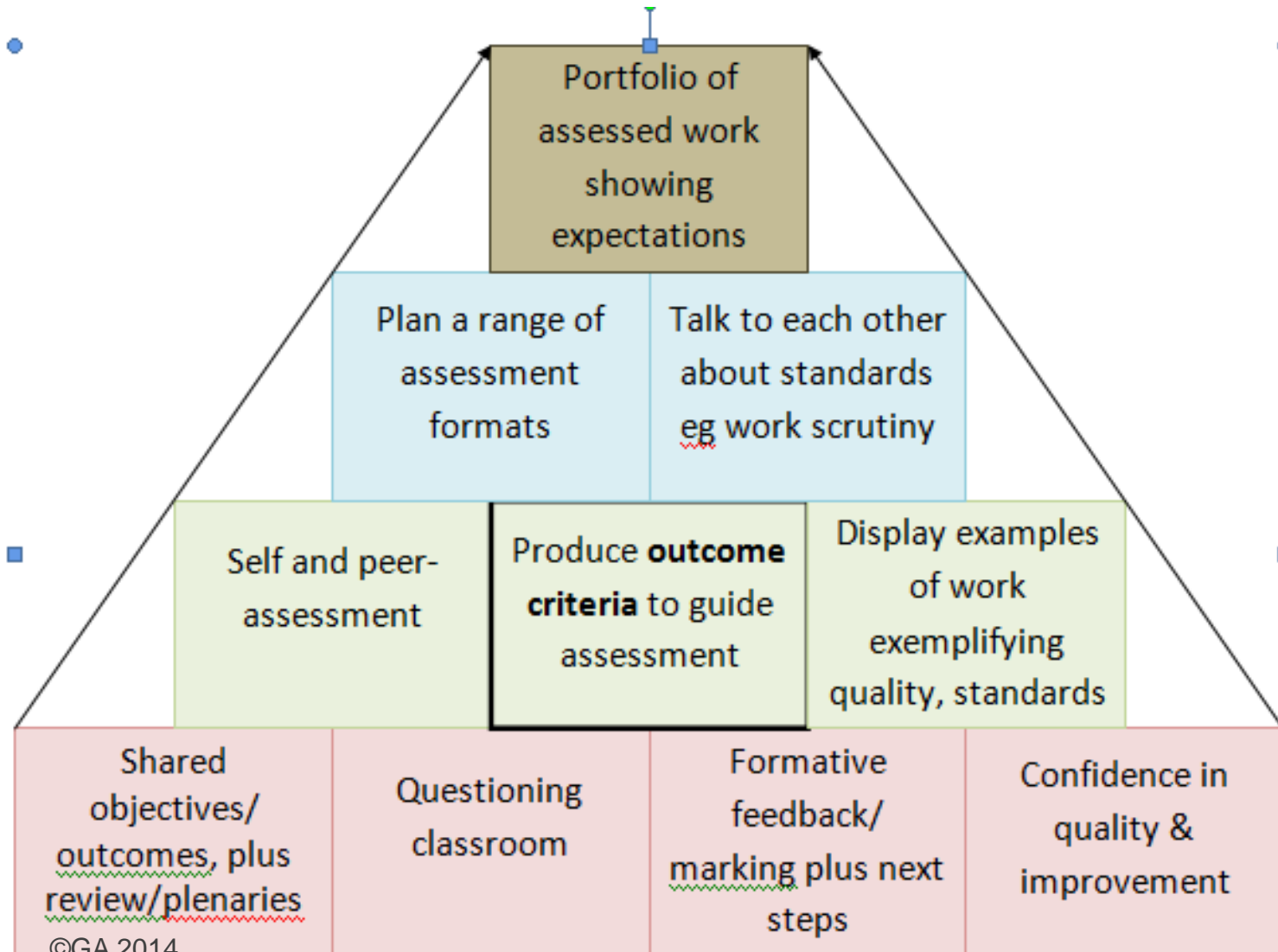
## **Formative/AfL:**

- **day-to-day** (often informal) assessments; looking forward
  - identify pupils' current understanding
  - give feedback to prompt action/improvement by pupils
  - help teachers plan how to help pupils develop next.

## **Summative/AoL:**

- **long-term** (usually formal) summing-up of progress; looking backward
  - providing information
  - certification
  - selection.

# Assessment components



# Long-term assessment, recording and reporting: transitional

## **Using the expectations benchmarks, you could:**

- collect small samples of work which exemplify quality work at each benchmark and/or for each aspect: annotate them
- include longitudinal work which exemplifies progress for a small number of individual pupils at your school
- share/moderate this portfolio which exemplifies and evidences your standards and progress with colleagues, pupils, governors, inspectors, other schools
- use the benchmarks as a backdrop for annual reporting
- apply the system of 'working towards' 'meeting' 'exceeded' to make judgements about attainment in the long term, and support recording and reporting
- differentiate expectations by looking at the benchmark above or below.

# Medium-term assessment, recording and reporting: periodic

**Using the objectives and criteria**, you could:

- share them with pupils
- adapt the format to include the most useful features to you
- add or modify the objectives to suit your course/interests
- write similar objectives/criteria for other units/ content to guide assessment
- express outcomes based on the three domains (knowledge/understanding/enquiry)
- make some objectives/criteria more demanding, to allow for differentiation or progression within the unit
- plan a variety of assessment formats to pin down different aspects of achievement
- apply 'working towards'/'met'/'exceeded' to make judgements about attainment in relation to this unit

# Short term assessment: day to day

You could (probably should) deploy the following practices:

- objectives and success criteria shared with pupils, and regularly reviewed, reflected on
- modelling quality, examples of quality work shared with pupils to set expectations, promote progress
- a questioning classroom
- self- and peer-assessment
- formative feedback (written, oral) and subsequent improvement
- confidence in quality and improvement for all.



# Monitoring progress at different timescales

Scale/focus	Practice, e.g.:	Progress and standards
<b>Short term: day to day</b>	AfL classroom practice, e.g. questioning, formative feedback/response etc	Evident in teaching and learning, in pupils' ongoing work, response to feedback etc
<b>Frequent</b> : basic knowledge/skills	Short test, identified piece of homework More in-depth marking	Progress check (confidence vs concern?) – can give you a number
<b>Half/Termly:</b> conceptual, procedural knowledge	Short research task, problem-solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment	Criterion marking and feedback linked to pitch/age- related expectations
<b>Long term: Year/Key Stage:</b> substantial, conceptual development	A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing learning together	As above, plus opportunity to develop portfolio of geog work exemplifying & sharing standards and illustrating progress.



# A range of strategies and evidence help demonstrate progress:

Progress evident:	Monitoring/reference point
In action – AfL classroom processes applied to geographical learning	Your professional judgements Lesson obs, (e.g. paired/co-obs)
In books/work: formative marking, plus pupils' response/improvements	Book scrutiny e.g. paired groups
In mark-book (e.g. homework, tests)	Quick checks on progress
On more significant pieces of work, criterion-marking	Standards and progress by unit/term, yearly progress in relation to expectations
Across unit/s the demand will rise, so pupils meeting expectations will make progress	
Geography portfolio: samples to show standards (e.g. end of Y6, Y9), plus progress over the key stage for a <b>few</b> pupils	Long-term review of standards and progress



# Reporting

You could:

- Turn the outcome criteria for units or a year into a narrative
- Talk about progress in relation to the expectations, give examples from the dimensions of progress
- Talk about expectations (meet/above/below) in relation to the work studied

# Assessment and geography – making it meaningful and manageable

- Having a broad take on what constitutes assessment
- Importance of building towards a synthesis over a sequence or unit of work: desired or anticipated outcome(s), planning, coherence, management of time (link to enquiry planning & use of key questions)
- Clarity over what is important – at which stage & for what purpose: learning objectives – single or multiple? Formative or summative?
- Assessment = marking/assessing individual pieces of work focused on valid objectives and criteria – in both formal and informal contexts
- Openness to a variety of approaches beyond the written; observation, questioning, pupil talk, self and peer assessment
- A clear and manageable recording system that delivers on evaluation as well as pupil performance against the key elements of the subject.

## The co-ordinator's checklist for developing progression and assessment ....

1. Understand the school policy on assessment and ways in which geography attainment and achievement might be effectively used within this structure. Ensure senior managers and governors are aware of some of the features and aims of primary geography assessment;
2. Build assessment opportunities into long, medium, and short term plans including plenty of scope for revisiting so that there can be reassurance that something has been embedded;
3. Familiarise staff teaching geography with the main features of the national curriculum for the subject;
4. Attend inset or use staff meetings to share understanding of the curriculum and discuss and agree standards of work, eg. sharing and discussing common assessment tasks;
5. Build a bank of good questions and tasks that can be used across the school which are both challenging, varied and allow meaningful assessment;
6. Build in opportunities for feedback and discussion with pupils about their progress and goals for improvement;
7. Produce a school portfolio of work with specific examples of pupils' work in a range of contexts - formal and informal with some annotation which can be replaced over time with better examples if appropriate;
8. Devise a simple recording system that is agreed and used throughout the school;
9. Provide examples of "model" meaningful reports;
10. Access guidance and training from the Geographical Association and other respectable providers.

# The relationship between planning and assessment

- Very strong links – **BUT** ....
- Assessment shouldn't lead the planning though progression and scope of the curriculum should inform the range of assessment
- Formative vs summative
- Central place of learning objectives (and how do they link together in a sequence of work?)

# Reminder about the NC programme of study and the central role for enquiry

- The really useful guidance document for both progression and disciplinary knowledge and historical enquiry is found here:

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

- And a useful article on thinking geographically

<http://www.collaborativelearning.org/08assessment.pdf>

- And on mastery

<http://www.collaborativelearning.org/11coordinator.pdf>

And here for an exemplar enquiry into extreme weather & climate change

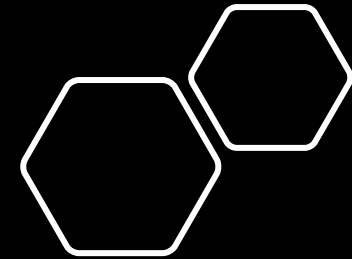
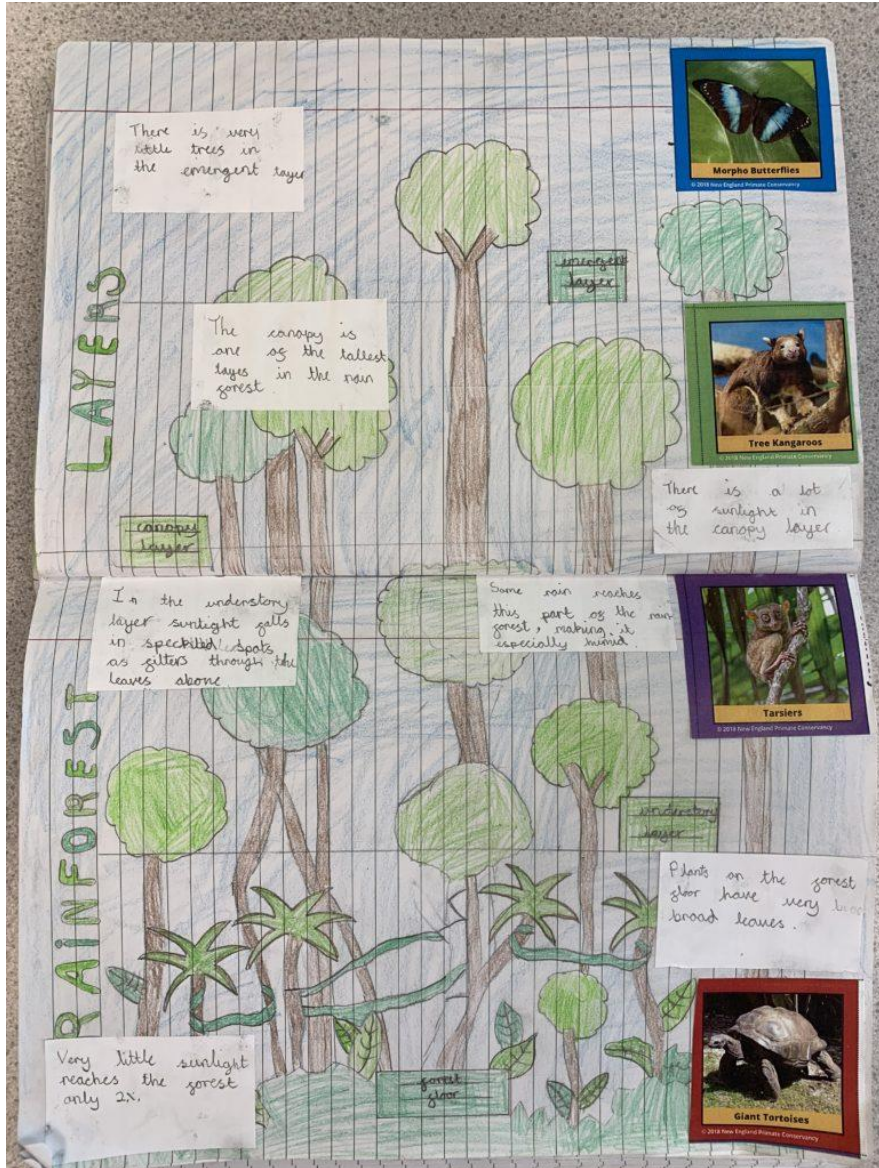
- <http://www.collaborativelearning.org/20enquiry.pdf>

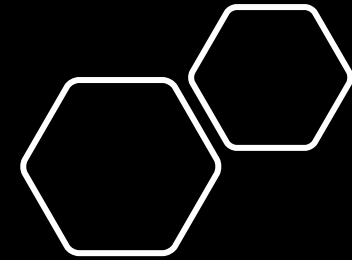
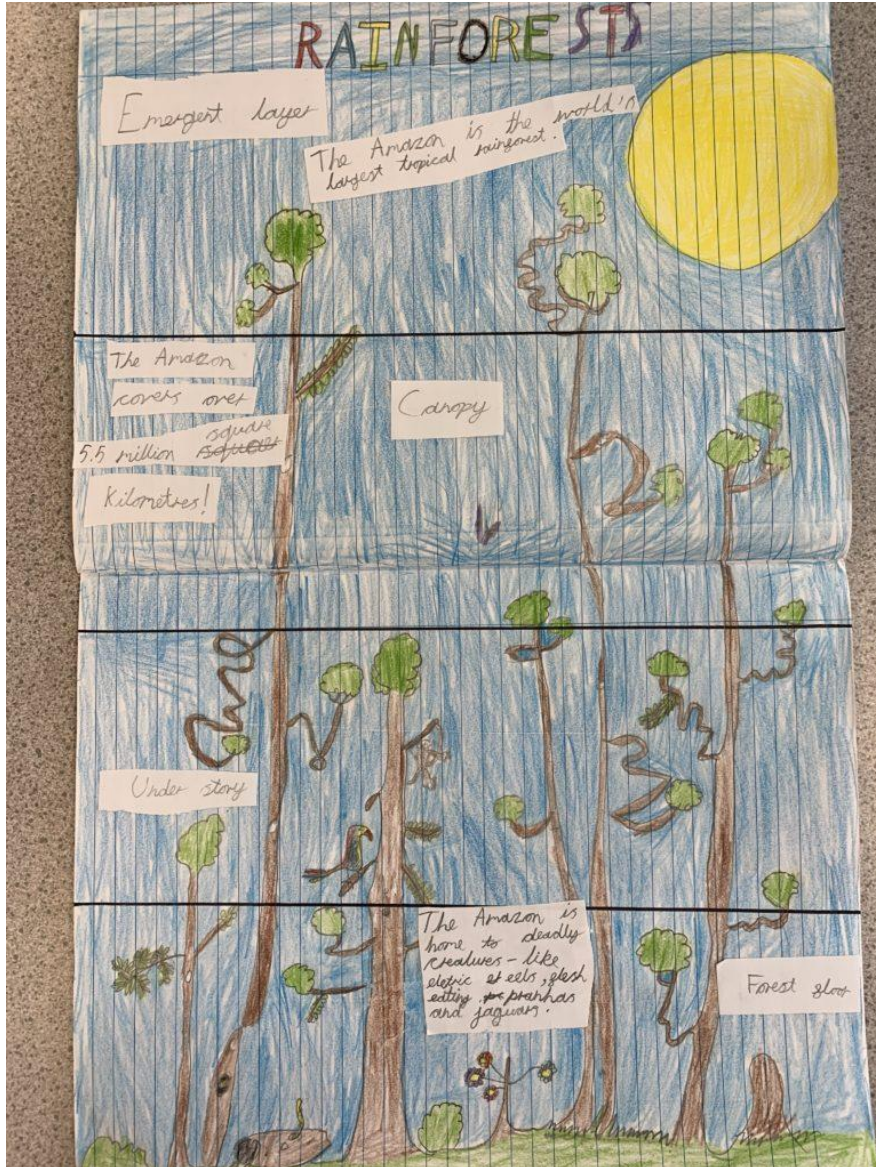
# Exploring rain forests!

## Kingsleigh Primary School (thnx to their blog!)

- Year 4 have had a fantastic few weeks exploring the rainforests. We have thought about where they can be found and what awesome animals and plants may live there! We started our topic by using our senses and imagined what types of things we might find in the rainforest; we also learnt lots of facts by listening carefully to David Attenborough.
- This week, all the children have worked so hard to complete beautiful, factual double-page spreads all about the rainforests. We thought really carefully about the different layers such as the forest floor, the understory, the canopy and the emergent layer. We then thought about these different environments and how different species all need to live in environments which will help them survive. For example, giant tortoises need to stay on the forest floor whereas spider monkeys need to be in the canopy!
- [Plastic Polluting OUR Planet! - Kingsleigh Primary School](#)







# RAINFORREST LAYERS

Emergent Layer



Hummingbirds

The Emergent Layer is exposed to the sun and birds often swoop down the catch their prey. It is home to small monkeys and large parrots.

Canopy



Red Pandas

The canopy has lots of sun and sunlight and is home to sloths, monkeys and parrots.

Under-story

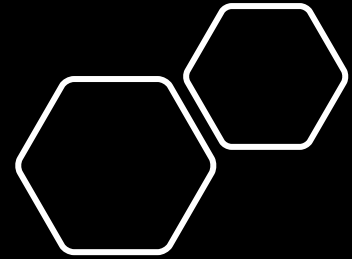
The under-story has small trees and is where you'll find lots of vines, orchids, butterflies and frogs.

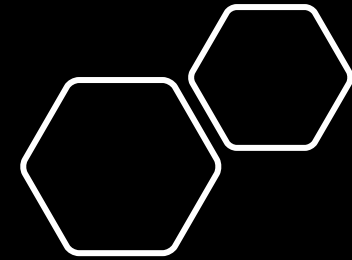
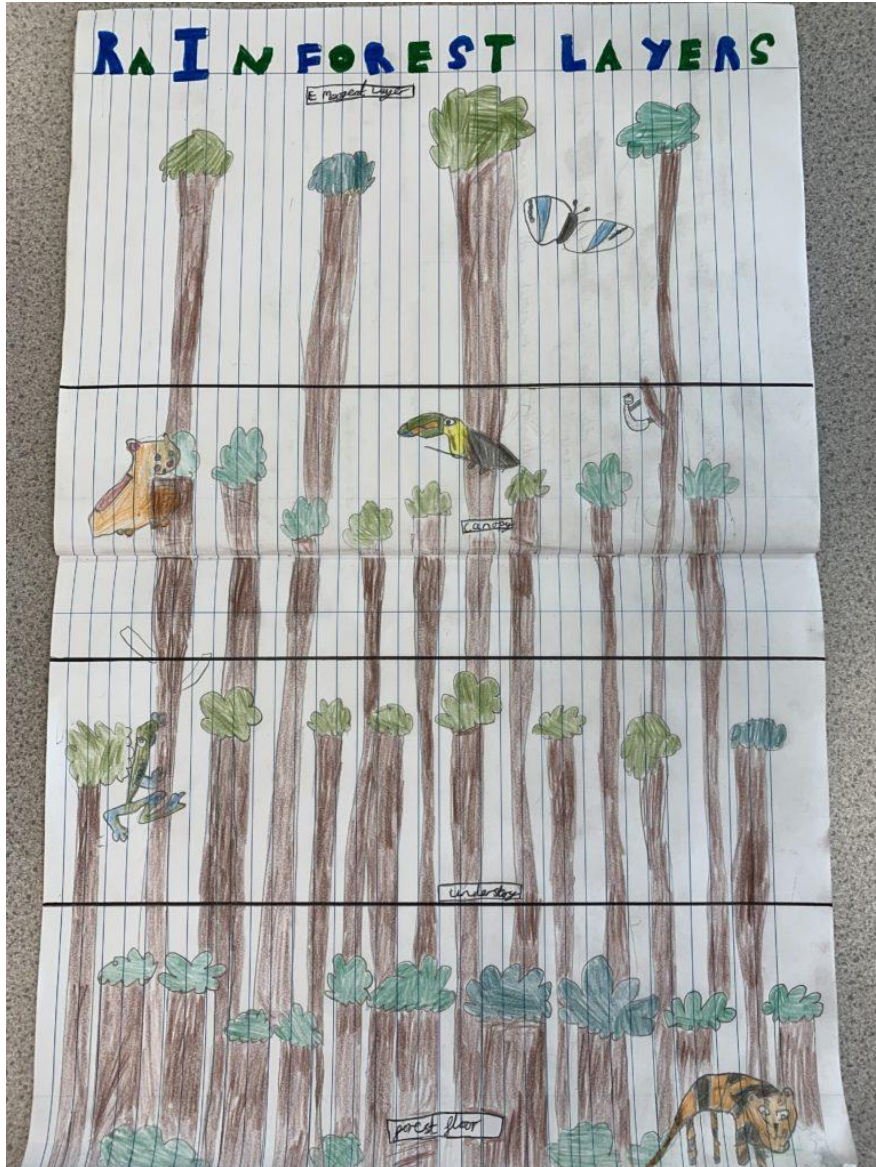


Snakes

Forest Floor

The forest floor has lots of plants, bushes and small trees. Several animals call it home such as turtles, pigs and frogs.





# RAINFOREST LAYERS

## Emergent Layer



They can reach heights of nearly 70 meters. The tallest in the rainforest.



Hummingbirds

## Canopy Layer

The canopy is one of the uppermost layer.



Red Pandas

## Understory Layer

In the understory, sunlight falls in spots as it filters through the leaves above.



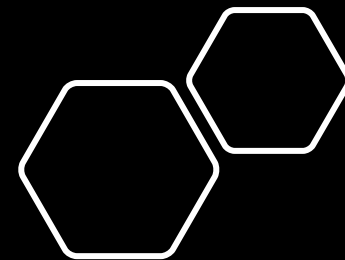
Marmosets

## Forest Floor

The big cats that provide the greatest fear sometimes climb up to the understory.



Tigers and other big cats



# KS1 – year 2

## Kingsleigh Primary School

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- This week, the Year 2 children have been doing research on habitats. They discovered that a habitat is a place where an animal or plant lives. It provides the animal or plant with food, water, air and shelter. There are eight different types of habitat.
- We challenged the Year 2 children to create a poster to show 4 animals in their natural habitats, like below:



Forest  
 Forests have lots of trees  
 They have a lot of plants, water and  
 animals. Forests have many kinds of trees.

Swamp  
 Swamps are damp places with  
 water. They are called wetlands.

Desert  
 Deserts are very dry places.  
 They have no water.



# Habitats



Mountain  
 Mountains are high places  
 with lots of snow and  
 rocks. They are very cold.

Ocean  
 Fish and plants  
 live in the ocean.  
 There are many kinds of  
 fish and plants.

Marsh  
 Marshes are wet places  
 with lots of water and  
 plants. They are very  
 muddy.



# Environmental impact (organizing or 'big' concept)

<http://www.collaborativelearning.org/londonhumanitiescurrentinset.html>

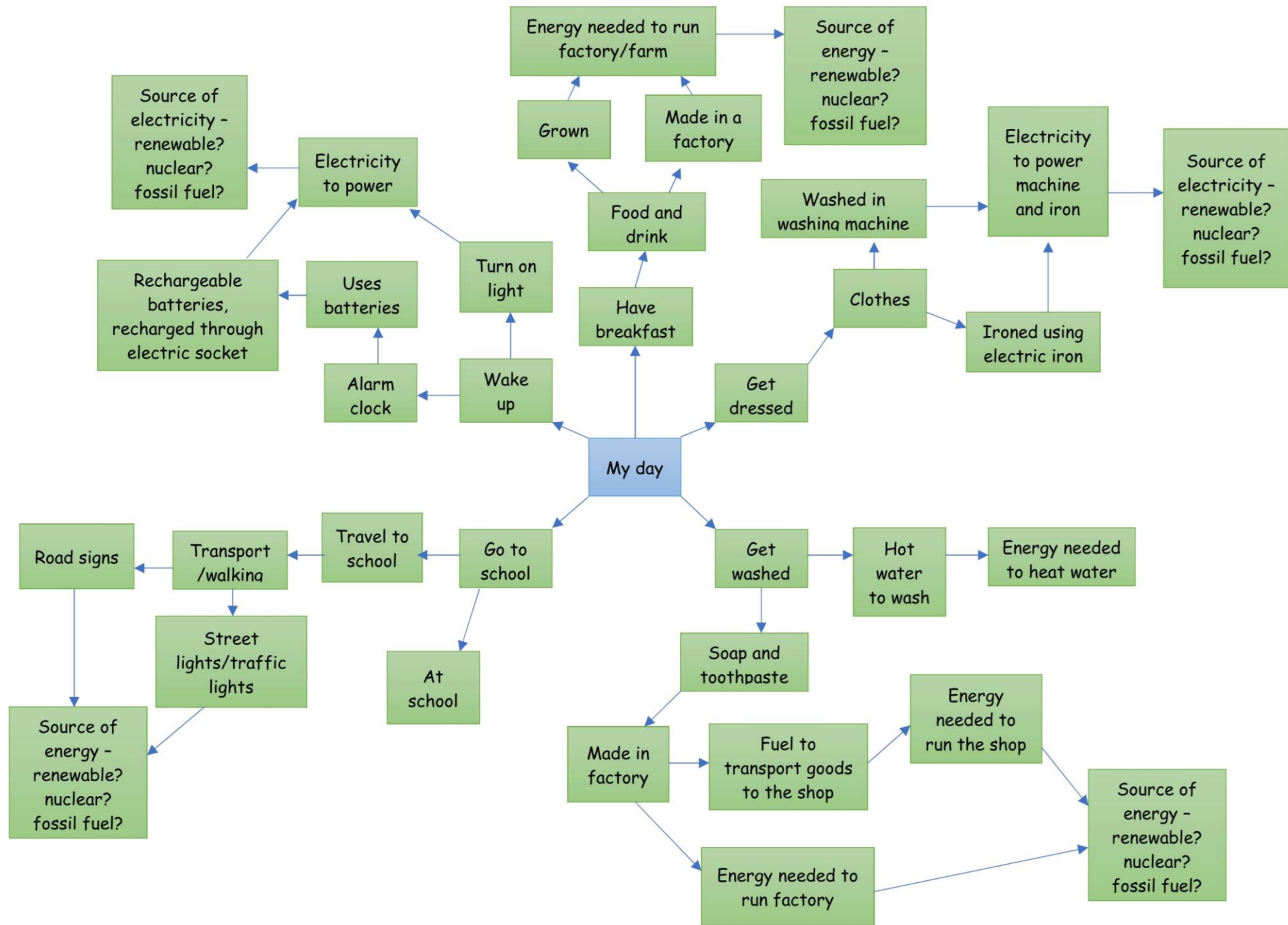
<http://www.collaborativelearning.org/12planning.pdf> (topical issue)



# Classroom of the Future

- How many things in your future classroom require energy?
- Are there more things requiring energy in the future classroom than now, or fewer?
- What energy sources are fuelling your future classroom? Are these sources renewable? Are they sustainable?
- What alternative sources of energy could be used? Would these be more or less sustainable?

After discussing your design, what could be done to improve the sustainable use of energy in your future classroom?



# Using a topical event or issue as a hook..... e.g. **COP26**

What has been in the news recently?

Where was it happening?

Why now?

What does it mean for us?

# What is climate change?

## Possible enquiry questions

- What are the factors that affect the climate? Why is it in the news so much?
- How much agreement is there?
- Why do some people disagree?
- What is the difference between climate and weather?

Points to note: **Gg aspects/dimensions, locations, concepts & vocab** etc.

- **Contextual knowledge;**
- **Factors:** Latitude; ocean currents; wind, elevation, relief; nearness to water
- Climate, weather,
- Cause& effect
- Debate; consent, dissent; comparisons;

# Why is climate change happening?

## Possible enquiry questions

- What are the causes – natural and human?
- What are the effects?
- How does carbon (and other pollutants) get into the atmosphere?
- Why now?

Points to note: **Gg aspects/dimensions, locations, concepts & vocab** etc.

Contextual knowledge:

### Physical (natural) geographical processes

- Changing weather patterns; rising temperatures; changes in the sun's energy; planetary movements; release of carbon from melting permafrost.

### Human agency:

- Industrial development; fossil fuels; increase in greenhouse gases; animal husbandry, deforestation; Population pressures & pollution

**Impact** on wildlife & ecosystems; food production and supply; danger to supply of safe, drinking water; damage to

### Cause & effect; impact

Vocab. Carbon, atmosphere, pollution

# What do we mean by 'extreme weather'?

## Possible enquiry questions

- Where and how often do extreme weather events occur?
- How does it link to the climate? What is the difference between the two?
- What factors affect the climate?

Points to note: **Gg aspects/dimensions, locations, concepts & vocab etc.**

- Opportunity to explore concept of climate 'change'

NB CL activities e.g Hurricane Irma; Extreme weather; Rain forest et al)

<http://www.collaborativelearning.org>

## Choice of global and locational contexts

### Extreme weather

- Storms, hurricanes, cyclones, high temperatures, drought, heavy rains, floods, extremes of heat and cold,
- Climate vs weather – long and short term

### Cause & effect

**6 factors:** latitude, ocean currents & varying temperatures, wind, elevation, relief, proximity to water)

# How is climate change related to natural disasters?

## Possible enquiry questions

- What is the evidence for climate change and natural disasters to share common features or be linked?
- How do scientists interpret what is happening?

Points to note: Gg aspects/dimensions, locations, concepts & vocab etc.

- Greater frequency of serious environmental problems
- e.g. pandemics and infectious diseases; fires; land (and river) management and floods; agricultural practices; volcanic and tectonic activity; acidification of the sea e.g bleached coral reefs, coastal erosion
- NB hottest and wettest years in the UK have been in the very recent past

# What's to do?







# CLIMATE RISKS: 1.5°C VS 2°C GLOBAL WARMING

## EXTREME WEATHER

100% increase in flood risk vs 170% increase in flood risk.

## SPECIES

6% of insects, 8% of plants and 4% of vertebrates will be affected vs 18% of insects, 16% of plants and 8% of vertebrates will be affected.

## WATER AVAILABILITY

350 million urban residents exposed to severe drought by 2100 vs 410 million urban residents exposed to severe drought by 2100.

## ARCTIC SEA ICE

Ice-free summers in the Arctic at least once every 100 years vs Ice-free summers in the Arctic at least once every 10 years.

## PEOPLE

9% of the world's population (700 million people) will be exposed to extreme heat waves at least once every 20 years vs 28% of the world's population (2 billion people) will be exposed to extreme heat waves at least once every 20 years.

## SEA-LEVEL RISE

46 million people impacted by sea-level rise of 48cm by 2100 vs 49 million people impacted by sea-level rise of 56cm by 2100.

## OCEANS

Lower risks to marine biodiversity, ecosystems and their ecological functions and services at 1.5°C compared to 2°C.

## CORAL BLEACHING

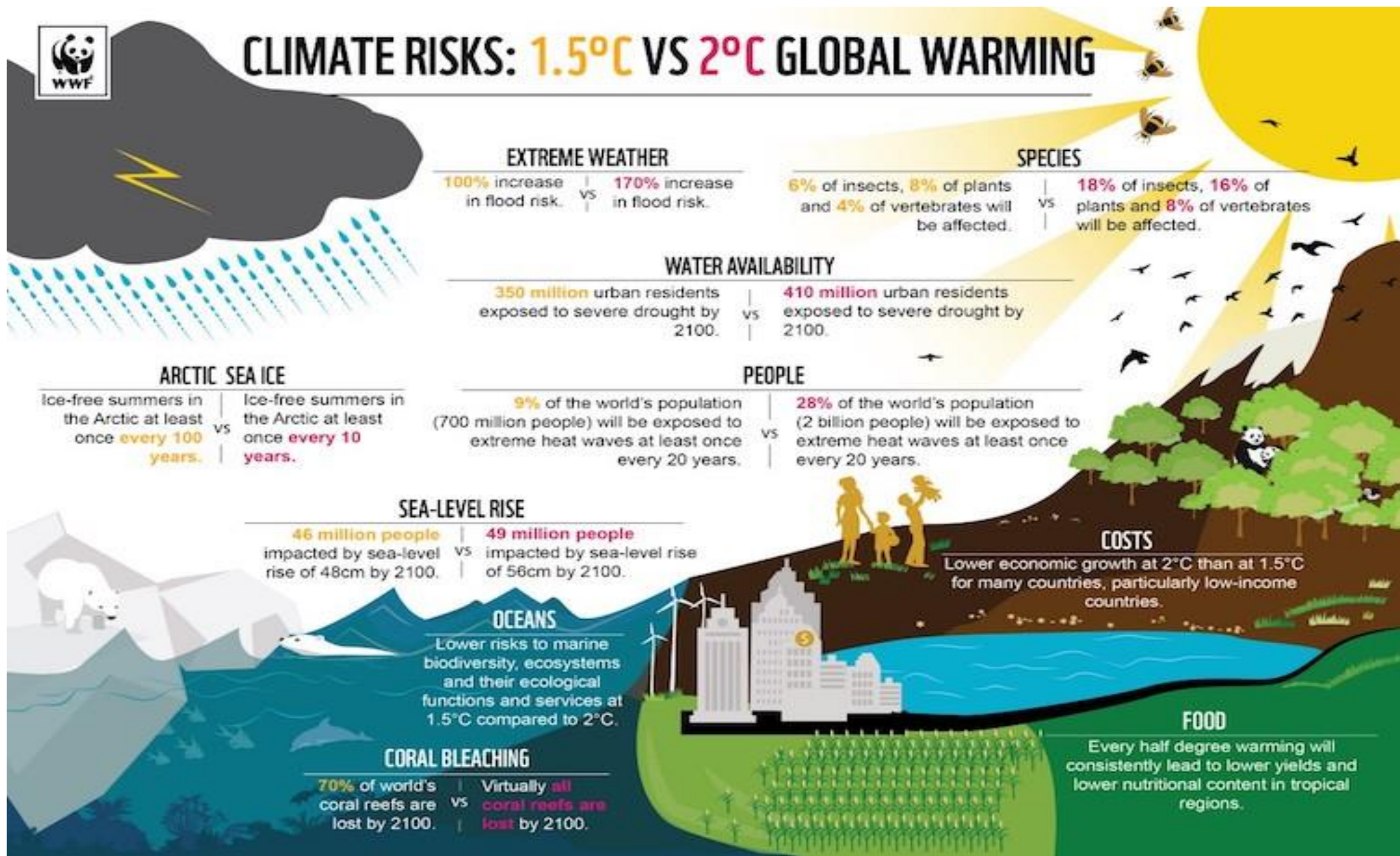
70% of world's coral reefs are lost by 2100 vs Virtually all coral reefs are lost by 2100.

## COSTS

Lower economic growth at 2°C than at 1.5°C for many countries, particularly low-income countries.

## FOOD

Every half degree warming will consistently lead to lower yields and lower nutritional content in tropical regions.



# What is needed?

## Possible enquiry questions

- What solutions do scientists and others suggest?
- How urgent is the crisis?
- How do governments need to work?
- How should businesses, farmers and others behave?

Points to note: Gg aspects/dimensions, locations, concepts & vocab etc.

- Biodiversity damage in UK amongst the worst in developed world
- Exacerbating pollution
- Changes to energy, lower emissions; supply chains, agriculture & food supplies;
- Tree planting; renewable energy; biofuel crops; green transport; clean air zones
- NB Bug burgers Primary geography (GA) article

# Who's doing what?



# The Eden Project in Cornwall



# Who is taking action?

## Possible enquiry questions

Points to note: Gg aspects/dimensions, locations, concepts & vocab etc.

- Governments, politicians & political parties; activists (Greta Thurnberg, Caroline Lucas & Green Party); Pressure groups; NGOs; (some) manufacturers, industries and businesses; private individuals;
- Initiatives – e.g. Eden Project
- Forest schools (UK)
- IPCC

# What can I/we do?

## Possible enquiry questions

Points to note: Gg aspects/dimensions, locations, concepts & vocab etc.

- Opportunity for active citizenship activities in and/or across the school e.g .....

# Collaborative Learning Project

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

# Some useful CL activities to support rain forests, climate change & related issues

- <http://www.collaborativelearning.org/rainforestvocabulary.pdf>
- <http://www.collaborativelearning.org/rainforestphotosortinfogap.pdf>
- <http://www.collaborativelearning.org/rainforestintroduceme.pdf>
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- <http://www.collaborativelearning.org/palmoil.pdf>
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