

# Welcome to the Spring 2023 Primary Geography Network

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@RibbK



# Agenda:

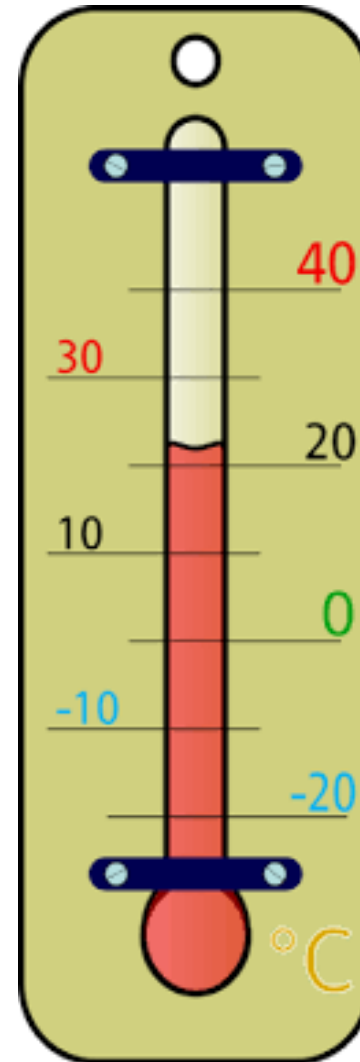
- Key steps in geography leadership
- Myth busting deep dives
- Updates: websites, travel grants, shows, books and more
- A world in books - take one page
- EYFS guidance

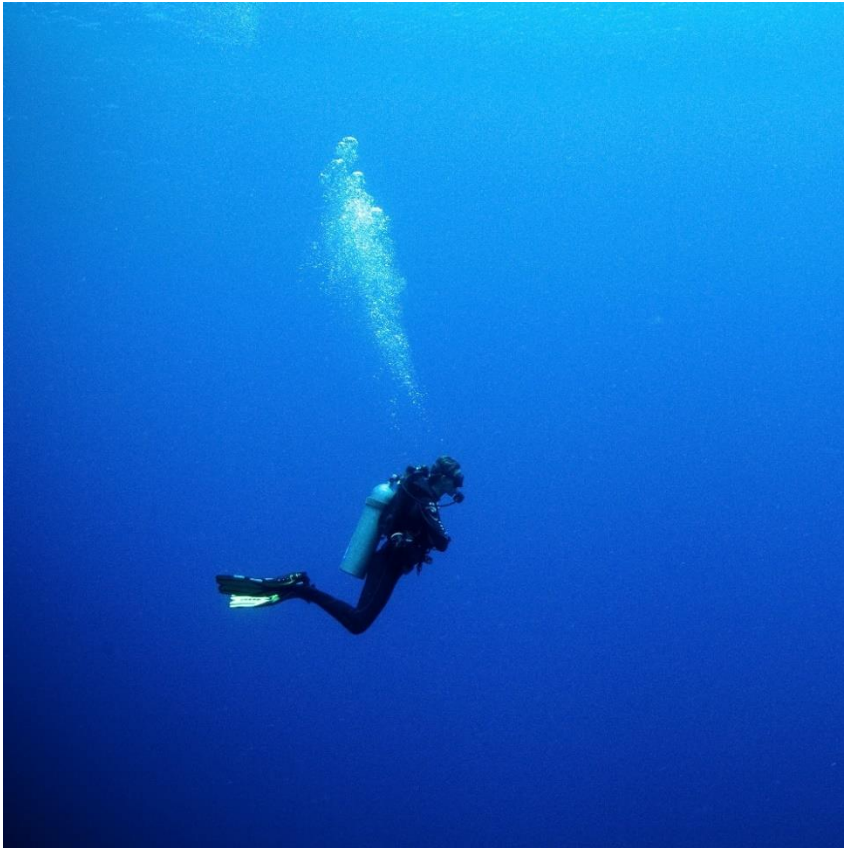


# Temperature Check

**What are the successes and strengths of geography so far this academic year?**

**What are you focussed on developing this term or next?**





**What are your  
experiences of an  
Ofsted deep dive?**

**Plus  
Minus  
Interesting?**



# Key Steps in Geography Leadership

1. action plan
2. using the NC to ensure curriculum coverage
3. establishing staff subject knowledge and confidence
4. resourcing – who has what and who needs what?
5. mapping the curriculum...why this...when then?
6. revisit...what do I want geography to 'look' like in my school?
7. making links with KS3 (or EYFS/KS1/KS2)



# Breakout Tasks

## 1. **Action Plan** using questions from **Newlands Primary**

- Which questions are you confident/less confident in?
- What other questions does your HT/LLP/you ask?

## 2. Using the NC reflect on your **curriculum coverage**

- Which bullet points/statements are you less confident in compliance?
- Have you read the aims?
- How does your curriculum support British values?



3. What activities have you undertaken so far this year to help **establish geography knowledge and confidence** in your colleagues?

4. resourcing – **who has what and who needs what?**  
**When was your last geog resources audit?**

Atlases? (Editions?) Globes? Large Maps – including rugs, shower curtains etc...3D or relief maps, map puzzles, OS maps, digital mapping like digimaps, historical maps...compasses...fieldwork equipment such as tape measures, weather recording



5. **Mapping the curriculum**...why this...when then? Can there be a 'correct' answer? What are the links in your curriculum overview map?

6. What do I want geography to 'look' like in my school?

**What is your intent and/or mission statement?**

What is the definition of geography in your school?

Is this definition in pupil speak?

Does it match what teachers say? (avoiding the geography of everything)

How does it align with school aims and values?





## **7. Preparing for the next stage: Making links with KS3 (or EYFS/KS1/KS2)**

What are/is the most popular secondary feeder?

Do you have links with the geography team there and know their KS3 curriculum?

For infant/junior – how established are your links with the previous/next phase?

EYFS – how well do you know the geography of EYFS?

How often do you take part in geographical activities?



# Potential questions from 2022 deep dives (not an exhaustive list!)

## 1. Coverage

- Do you follow a scheme?
- Do you cover the national curriculum?
- How do you know?
- How do you know that teachers are teaching as per your curriculum?



## 2. Sequence

- What is the rationale for teaching in this order?
- When do you teach this and why here?
- Does your coverage build on knowledge and skills?  
Give me an example. (such as mapping)
- How are you preparing pupils for the next stage?
  
- What do you think knowledge and skills in geography are? Is one more important than the other?



## 3. Assessment

- How do you assess geography?
- How do teachers complete assessment?
- Do you know who the lower attaining children are in the year groups? Why are they lower?



## 4. Lesson observations

- What will I see in a lesson? Show me.

## 5. CPD and supporting staff

- What have you done to support the development of your subject?



## 6. Filling gaps

- How do you catch children up who have missed gaps (missed lessons or incomplete work)?
- How do teachers know what has been missed?

## 7. Areas to develop

- What are the areas to develop in your subject?



# Other questions...

- How is diversity supported in geography?
- How are British Values explicitly taught?



# Keep asking – where is the geography?

1. Real Locations – consider everyday life and real stories to help teach the connections and links. E.g traffic in Mumbai vs our street, or Rocky King of the Stairs
2. Limited Context – show everything. E.g School close to the beach, river, farm, factory...
3. You – your school context and community. Where do your staff and pupils come from and have links to? Exploit these in order to celebrate similarities/differences
4. More than maps – photos, aerial photos, charts and data, globes etc... ensure a wide range of visual imagery for interpretation
5. Don't forget marine!





# Top Tips

- Know your curriculum and sequencing really well – know why you teach things when
- Know how knowledge and skills build sequentially - progression
- Know what teaching will look like in each classroom
- Have consistency across year groups
- Know how you assess and why you do it like that
- Know your bottom 20% and what they do in geography
- Acknowledge development areas in the subject and explain how you are addressing them – action plan
- Know what happens at the next phase KS2/3
- Don't say anything that can't be backed up by evidence
- Know how you support colleagues in developing geography
- What other opportunities are there to support geography in your school – visits, clubs, speakers, theme days





# What **geography** are you surfing?



# Fieldwork Fortnight

## 26<sup>th</sup> June – 7<sup>th</sup> July

- The GA is expanding the national fieldwork event into **two weeks** and this years theme will be **environment**.
- Last year the [GA's page](#) was accessed 8000 times and the most downloaded activities were 'how green is my area' and 'playground activity'
- Resources for 2023 will be uploaded later in spring to support planning.
- Don't forget the [Field studies council primary resources](#) – the school grounds and the high street studies



# Trailblazer calendar of outdoor learning events 2022/23

The brilliant team at Hampshire Outdoor Learning annually produces a calendar signposting great national events that support learning beyond the classroom. Below are some selected events which link to geography and could be used to promote investigations in the school grounds as well as learning about different countries. You can find the full calendar on the Trailblazer website here:

<https://documents.hants.gov.uk/education/trailblazer/Calendar-Themes-Days-Outdoor-Learning.docx>.

## TRAILBLAZER

Finding your feet outside the classroom!

|                       |                                 |  |   |
|-----------------------|---------------------------------|--|---|
| 22 January            | Chinese New Year/Lunar New Year | This occurs every year on the new moon of the first lunar month, about the beginning of spring (Lichun). The exact date can fall any time between January 21 and February 21 (inclusive).<br><br>In 2023 we move into the year of the rabbit.  |    |
| 27 – 29 January       | RSPB Big Garden Bird Watch      | Take part in the world's biggest wildlife survey 2023: <a href="http://www.rspb.org.uk/get-involved/activities/birdwatch">www.rspb.org.uk/get-involved/activities/birdwatch</a> .  |    |
| 20 February – 5 March | Fair Trade Fortnight            | Fair Trade is a system of certification which aims to transform the farming industry and to ensure that farmers and workers get a fair deal for the food they grow.<br><a href="http://www.fairtrade.org.uk/get-involved/current-campaigns/fairtrade-fortnight">www.fairtrade.org.uk/get-involved/current-campaigns/fairtrade-fortnight</a> .<br><br>Why not share a mug of Fair Trade hot chocolate round the campfire? |  |

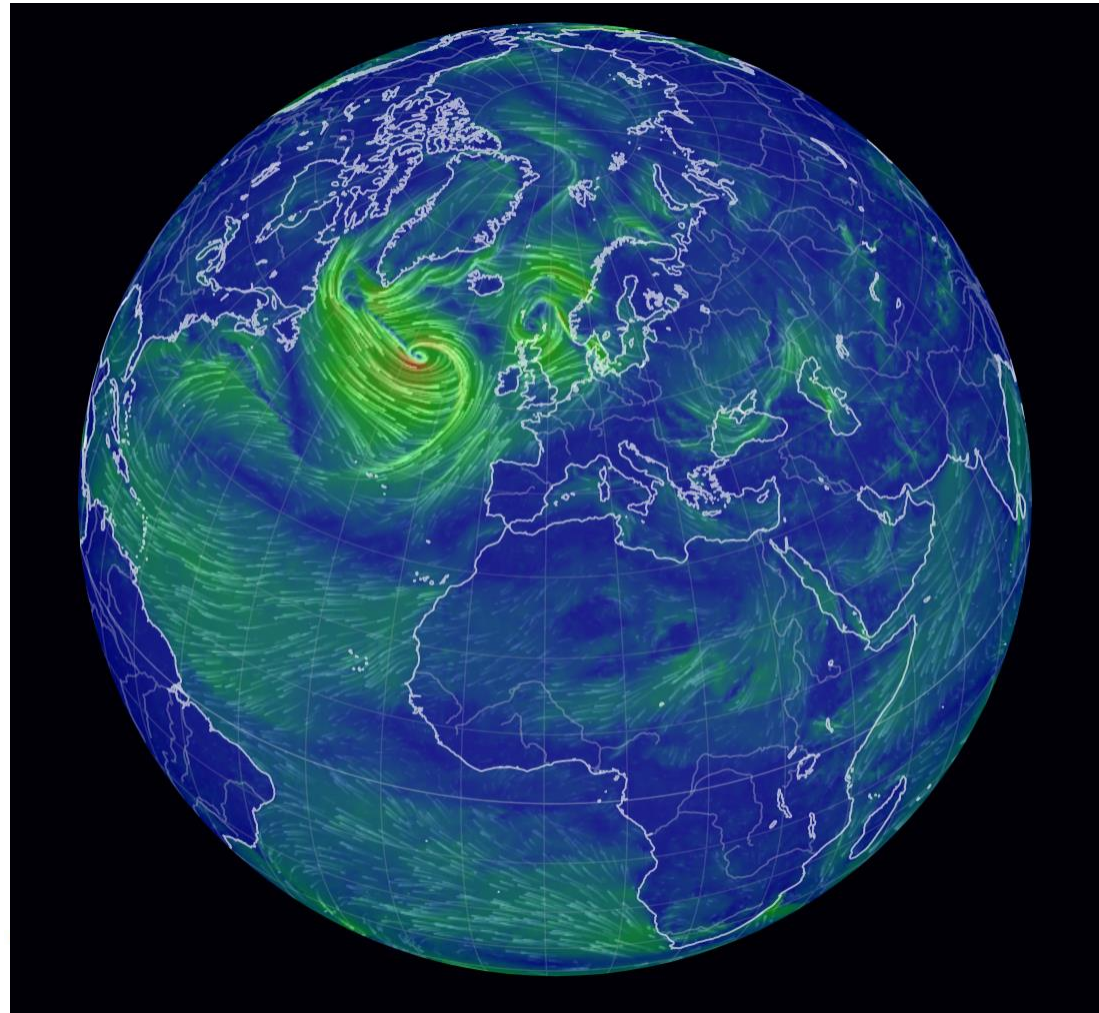


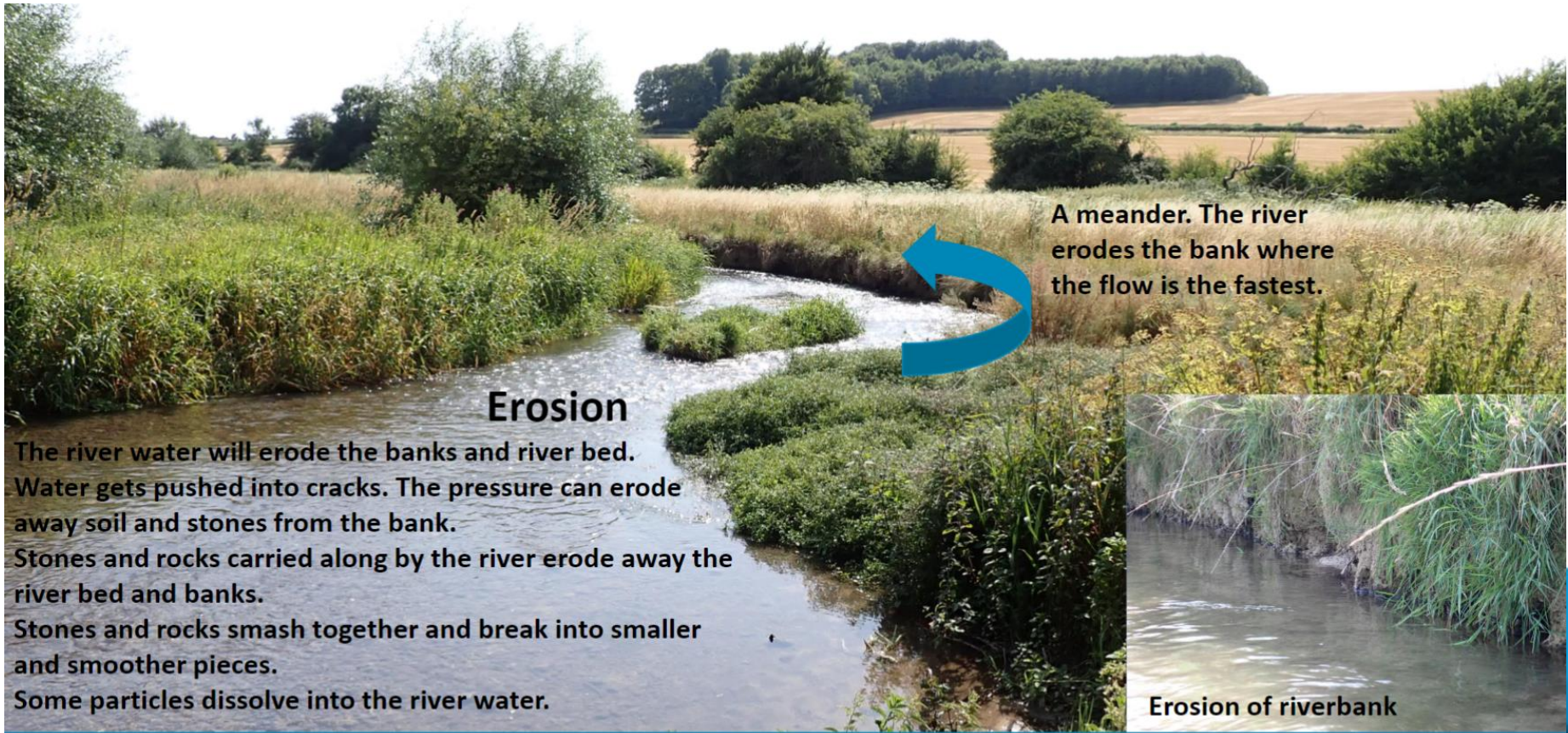


| Date          | Event                        | Links/resources  |
|---------------|------------------------------|--|
| 2 March       | World Book Day               | <p>World Book Day seeks to promote a love of books and shared reading. Why not encourage your children to take photos of themselves reading their favourite books outside in an unusual out-of-the-ordinary place?</p> <p><a href="http://www.worldbookday.com">www.worldbookday.com</a></p>    |
| 3 March       | World Wildlife Day           | <p>A special day for wildlife. Why not carry out a survey on the wildlife in your school grounds? Can you improve the habitats you have?</p> <p><a href="http://www.wildlifeday.org">www.wildlifeday.org</a></p>    |
| 20 – 31 March | Sustrans Big Walk and Wheel  | <p>Big Walk and Wheel (was the Big Pedal) is all about inspiring pupils, staff and parents to take active journeys to school.</p> <p><a href="http://www.sustrans.org.uk/our-blog/projects/uk-wide/schools/sustrans-big-pedal">www.sustrans.org.uk/our-blog/projects/uk-wide/schools/sustrans-big-pedal</a></p>   |
| 21 March      | International Day of Forests | <p>Celebrating all types of forest worldwide. The theme for 2023 is <i>Forests and health</i>.</p> <p><a href="http://www.un.org/esa/forests/outreach/international-day-of-forests/index.html">www.un.org/esa/forests/outreach/international-day-of-forests/index.html</a></p> <p>Why not have a go at Forest Bathing?</p> <p><a href="http://www.forestryengland.uk/resource/forest-bathing-home-activity-sheets">www.forestryengland.uk/resource/forest-bathing-home-activity-sheets</a></p>  |

# A global map of wind, weather, and ocean conditions

<https://earth.nullschool.net/>





A meander. The river erodes the bank where the flow is the fastest.

## Erosion

The river water will erode the banks and river bed.  
Water gets pushed into cracks. The pressure can erode away soil and stones from the bank.  
Stones and rocks carried along by the river erode away the river bed and banks.  
Stones and rocks smash together and break into smaller and smoother pieces.  
Some particles dissolve into the river water.



Erosion of riverbank



# newforestnpa.gov.uk

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# Activities, worksheets and games



EXPLORE  
BY MAP

[HOME](#)

[COMMUNITIES](#)

[SCHOOLS AND GROUPS](#)

[NEW FOREST CURRICULUM](#)



:Padlet

Education Team • 8mo



# Caring for the New Forest- Activities for primary schools - Summer

Help students to explore responsibly as we all get outdoors this summer! A collaboration between New Forest National Park and Forestry England

## Introducing the New Forest National Park

### The New Forest Code

The New Forest Code

Have you heard of the Countryside Code before? <https://www.ons.gov.uk/countryside-code>

As the New Forest is a mosaic of unique habitats and diverse wildlife, we have worked with partner organisations to create our own.

The code is to protect the landscape, livestock and wildlife of the New Forest and helps visitors and residents care for the New Forest in nine simple ways.



DOCX

New Forest Code Activity

9 simple ways residents and visitors can care for the New Forest, with suggested classroom activities.

### Special qualities of the Forest



## New Forest animals

### New Forest Ponies activity booklet



PDF

New Forest Ponies Activity book

Everything you ever wanted to know about New Forest ponies!

### Keep your distance poster



## Climate change challenges

### Why are BBQs a problem?



[newforestnpa.gov.uk](http://newforestnpa.gov.uk)

BBQ-free New Forest campaign - New Forest National Park Authority

Our climate is getting warmer so our heathland, peat and woodland

## Connect to Nature

### A Walk in the Forest



PDF

up

4. Discussion

A Walk in the Forest

Go on an audio-guided walk through the woods. Listen to sounds of the forest and complete our complimentary activity sheet to help your pupils re-connect with nature. Ideal for KS2 but adaptable for all.

### Tree of Life



## Looking

### Keep in



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service -

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# National Parks KS2 SoW & quality maps and images



[Introduction for educators to our learning resource - National Parks](#)



# Advanced warning for the new financial year - £750 travel grants

HELP US TO #RENATURE  
SOUTH DOWNS  
NATIONAL PARK

The Authority Planning News Contact [Donate to ReNature](#)



Search



Discover The Park

Things to Do

Plan Your Visit

Caring for the Park

Discovery Map



[Grants for schools and colleges - South Downs National Park Authority](#)



March 18, 2023

# Level 2 Outdoor Learning Practitioner

Berkshire

Reading

Thanks to a generous grant from the Forestry Commission, FENE are able to offer this heavily subsidised course to individuals who meet the following criteria:

- Individuals working in an English School, Early Years Setting or Woodland Organisation
- Individuals who do not currently have a Level 2 or above Outdoor Learning or Forest School qualification

## What does the course cover?

By taking part in this course you will develop an understanding of the benefits and risks of using the outdoors as a learning environment, looking at the background and context of modern outdoor learning.



# Relief maps and postcards

› Postcards › Europe Relief Postcard



Europe Relief Postcard

Georelief

GEORELIEF.PC.20

ISBN: 4280000002587

**£4.50**

Delivery on this item is usually 3-10 working days

| 1+    | 15+   |
|-------|-------|
| £4.50 | £4.05 |

QTY:

[Postcards Georelief \(mapsworldwide.com\)](http://mapsworldwide.com)



# [home / RHS Campaign for School Gardening](#)

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## Book your next training course

If you're looking to get your school growing in 2023, our training courses are the perfect place to build your skillset.

[Find a course](#)



### MONTHLY ACTIVITIES

#### Gardening activities in January

Explore our top activities of the month to complete with your children and young people.

### GETTING STARTED

#### Take part in our School Gardening Awards

Kickstart your growing journey by working through our five level award scheme.

### LATEST NEWS

#### School gardening highlights of 2022

From swanky bug hotels and seed swapping to dahlia perfume and DIY ponds, discover our mem-

RHS Campaign for School Gardening website is a good place to start when thinking about gardening in your school. It offers monthly activities of planting, maintaining, harvesting and supporting wildlife in your school garden, and has projects and lesson plans all freely available

[The Childrens People and Nature Survey 2022 Info graphic.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Most children and young people said they had spent time outside every day.



**60%**

spent time outside in their garden.

Most children spend time outdoors at school.



**85%**

spent time outside at school.



**50%**

spent time outside in other green spaces.



**23%**

had done activities or lessons outside that were not PE.





## Places most often visited by children and young people in the last week.



Gardens



Parks/playing fields/playgrounds



Grassy areas in the streets nearby



Woods / forest



Beach or seaside



Grassy areas you pay to go to



Rivers / lakes / canals



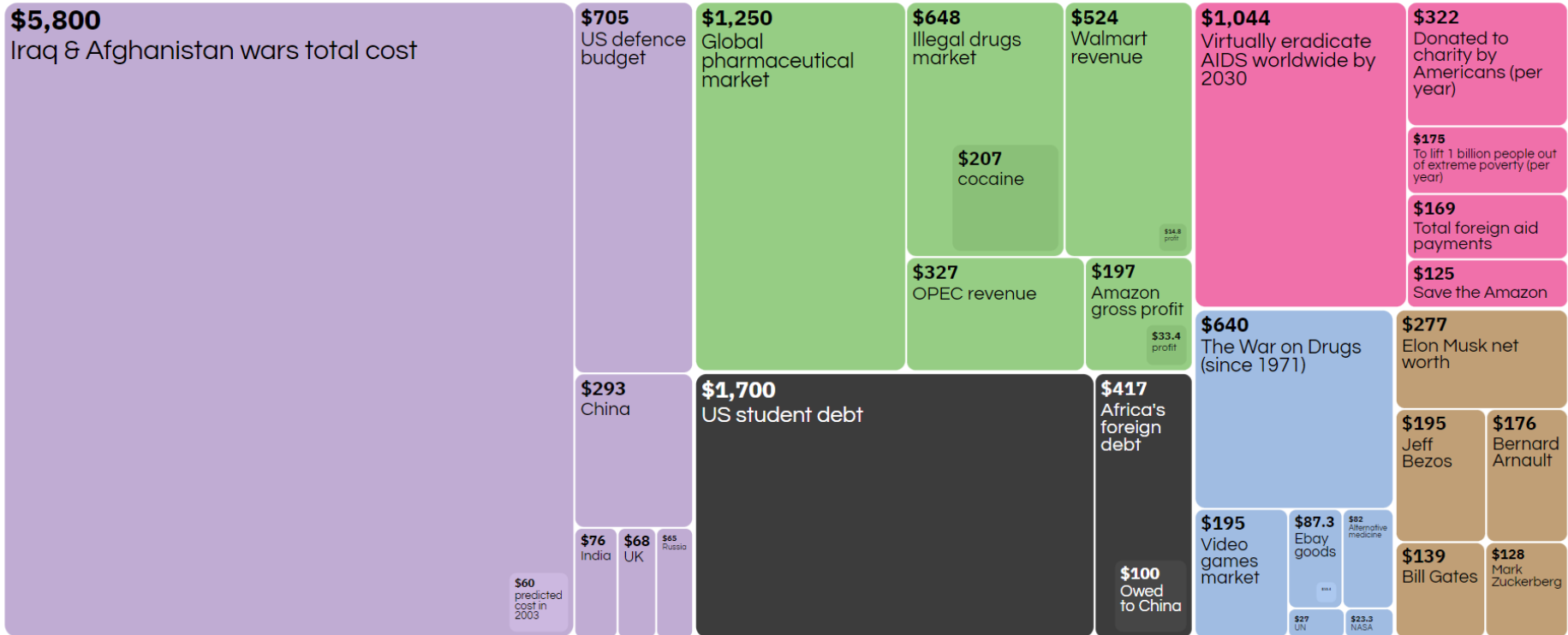
Fields / farmland / countryside



# Information is beautiful

■ accumulating 
 ■ earning 
 ■ fighting 
 ■ giving 
 ■ owing 
 ■ spending

↑↓ sort: category ▾



David McCandless  
Information is Beautiful

updated Jun 2022 // see the [data sources](#) United Nations, Guardian, CNBC, Wikipedia & news reports

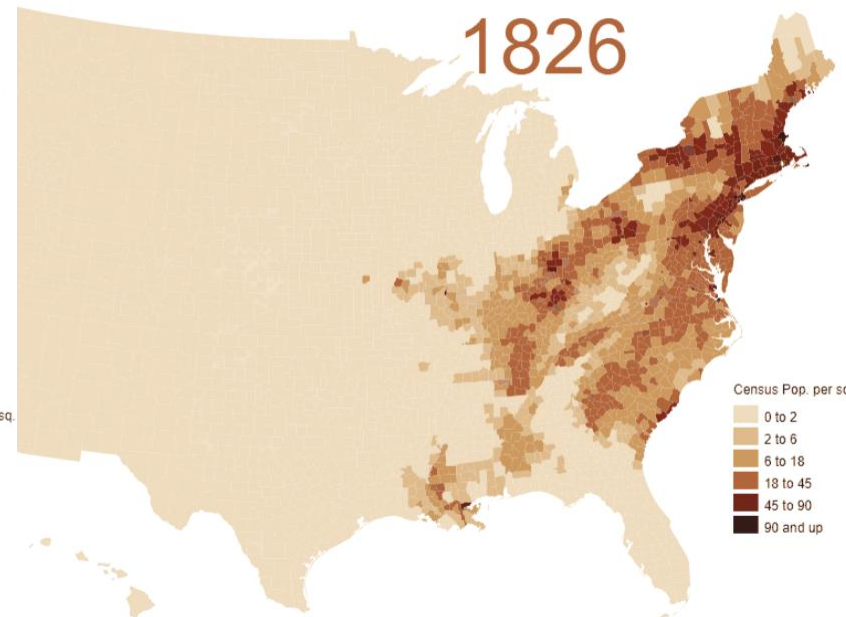
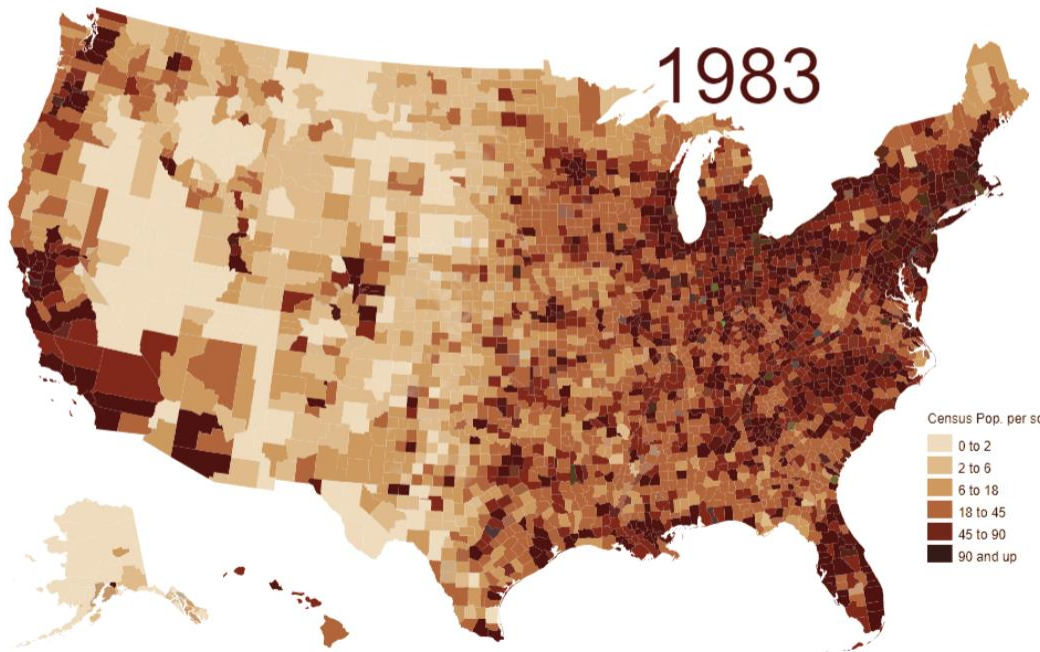


# Brilliant Maps – Making Sense Of The World, One Map At A Time

## 200 Years Of Us Population Growth In 2 Minute:

October 6, 2021 — 8 Comments

 Share  Pin  Tweet



# Moodle: geography.hias.hants.gov.uk



## Leading Geography

Subject leadership support including with planning and progression is accessed in this course

[Find out more](#)



## Medium Term Planning

Access materials and guidance to support the development of your schools geography curriculum here

[Find out more](#)



## Fieldwork

Get help with planning fieldwork for every year group in your school here

[Find out more](#)

THIS module  
home

Geography home

Open resources

Home Learning

Moodle+

Moodle+  
preview

Course  
materials

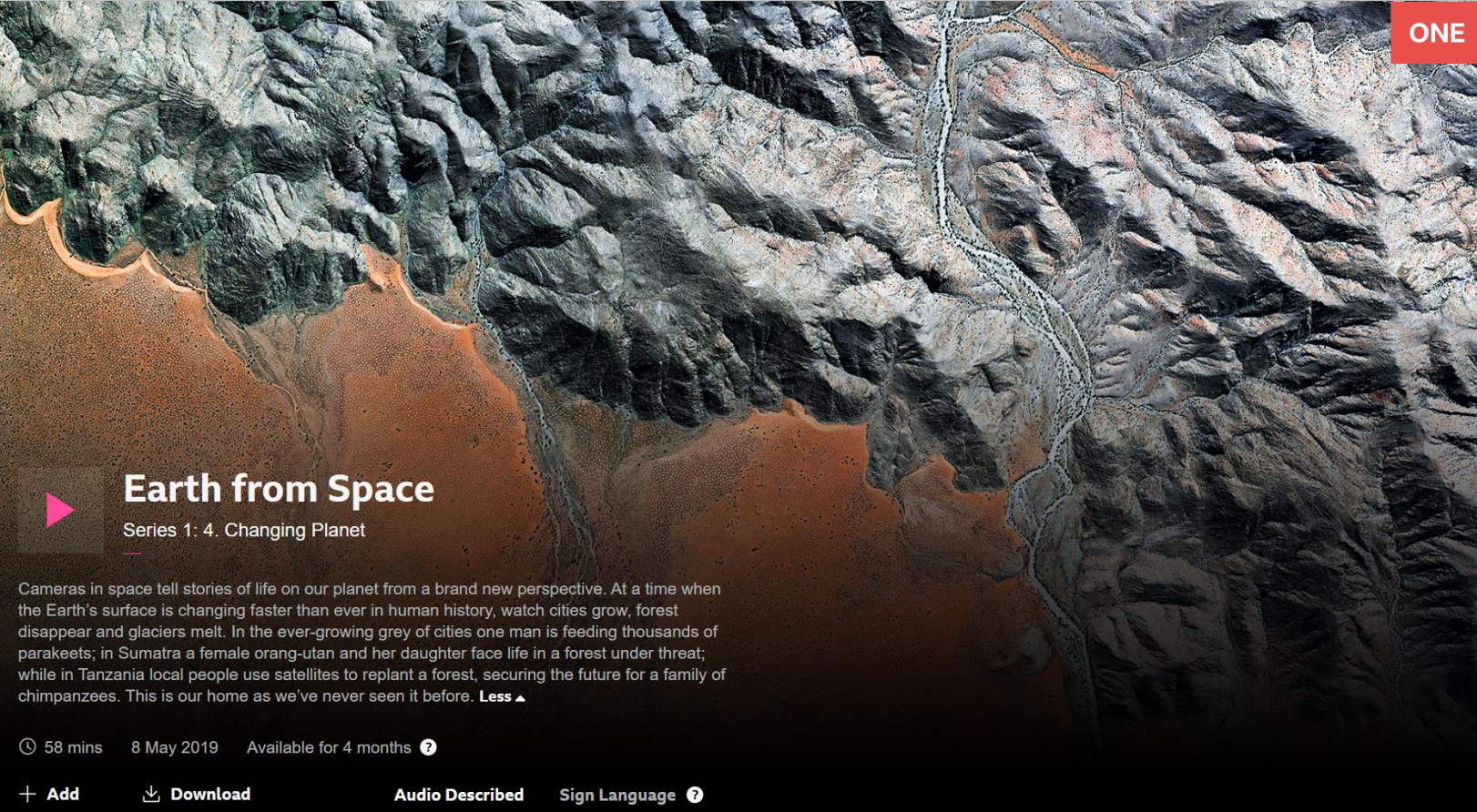
# What **geography** are you watching?



[Alpine slopes face snow shortages in unseasonably warm winter | ITV News](#)



# Earth From Space iPlayer until April



**Earth from Space**  
Series 1: 4. Changing Planet

Cameras in space tell stories of life on our planet from a brand new perspective. At a time when the Earth's surface is changing faster than ever in human history, watch cities grow, forest disappear and glaciers melt. In the ever-growing grey of cities one man is feeding thousands of parakeets; in Sumatra a female orang-utan and her daughter face life in a forest under threat; while in Tanzania local people use satellites to replant a forest, securing the future for a family of chimpanzees. This is our home as we've never seen it before. [Less](#)

58 mins 8 May 2019 Available for 4 months

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# [2022: The Year from Space | All 4 \(channel4.com\)](https://www.channel4.com)



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## 2022: The Year from Space

Every day, satellites take millions of images of Earth, giving a unique view of the big stories of 2022, from war in Ukraine and climate crisis to post-Covid revellers at Glastonbury

[My5 \(channel5.com\)](http://My5.channel5.com)

# The beast from the east -2018 big freeze





# Geography in the Early Years: Guidance for doing wonderful and effective geography with young pupils

## Aims of the G.A guidance:

- To inspire practice that builds on the power of geography in the early years
- To support subject leads in understanding how geography weaves through the strands of EYFS
- To exemplify the guidance for doing 'wonderful' geography

[PG\\_AUT\\_2022\\_EYFS.pdf\(geography.org.uk\)](https://www.geography.org.uk/PDF/AUT_2022_EYFS.pdf)





### Space

Where am I? How do I get there? Is it near or far?

### Change

How is this similar to and different from other places? How and why does this place change over time?

### Environment

What other animals and plants live here?

### Making connections

Where does my lunch come from?

### Place

What is it like here?  
What can I do here?  
How do I feel about it?  
What is special about it?

### Scale

How big is an ant's home?

Figure 4: Thinking through concepts. Photo © Helen Castle.

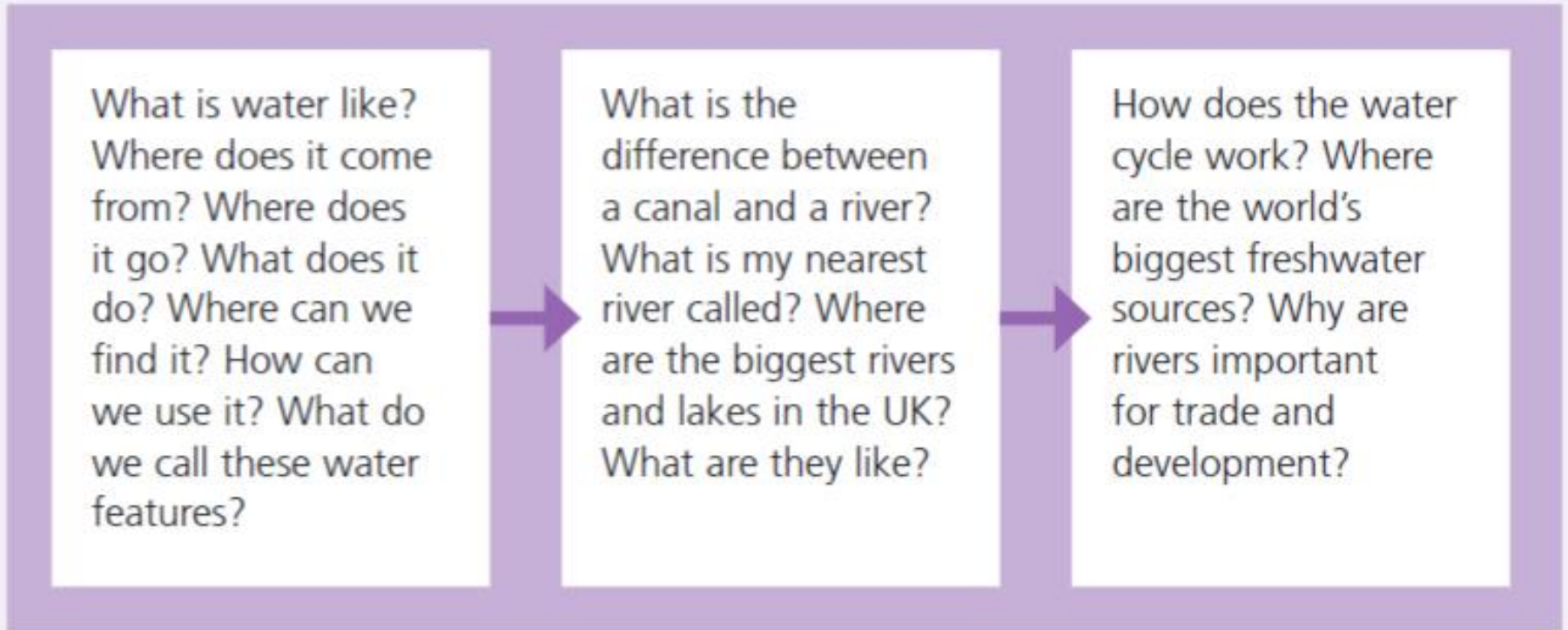


Figure 2: From early ideas to upper KS2.

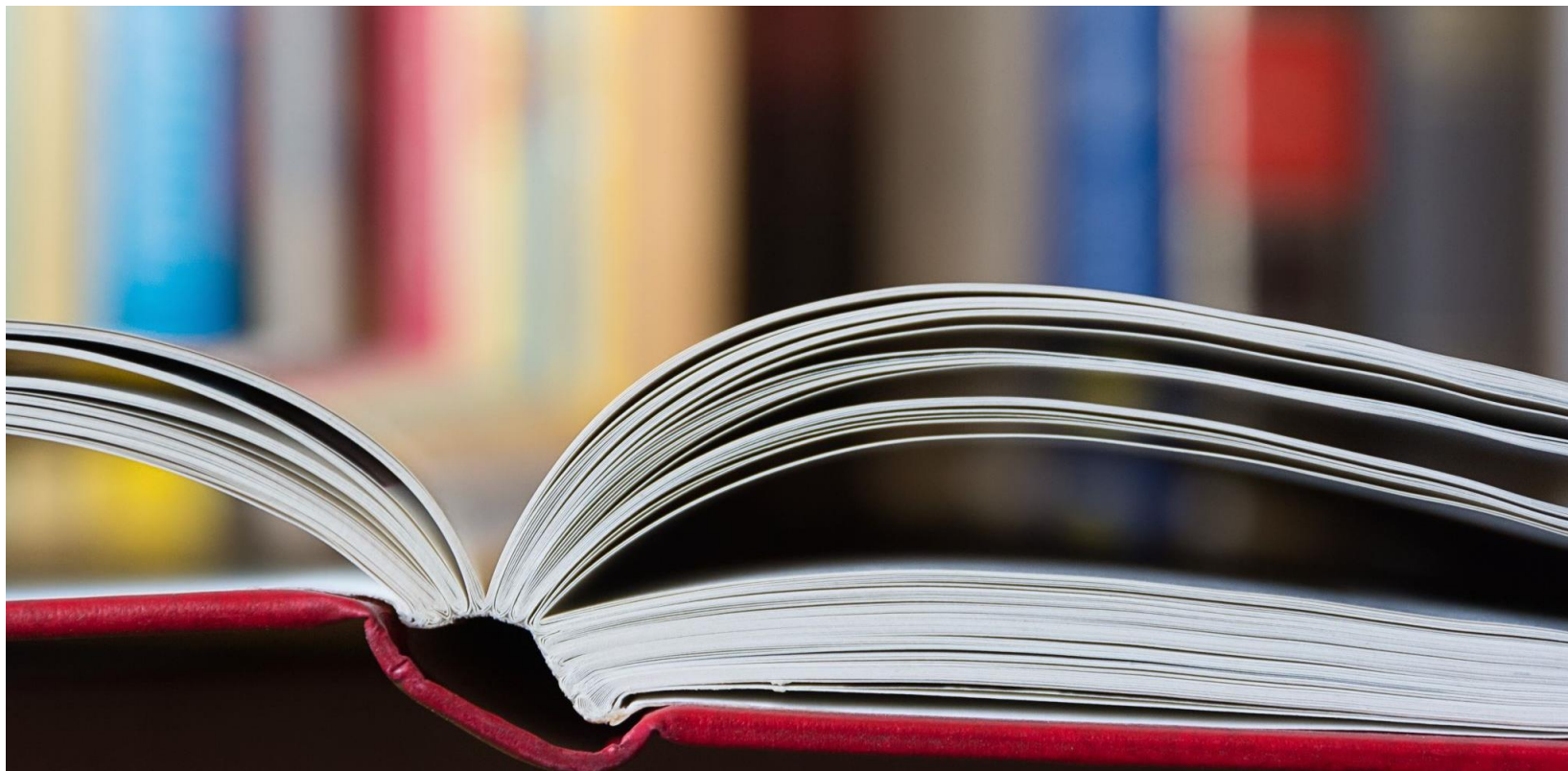


# Source – forthcoming School Geography Curriculum for 5-19, G.A.

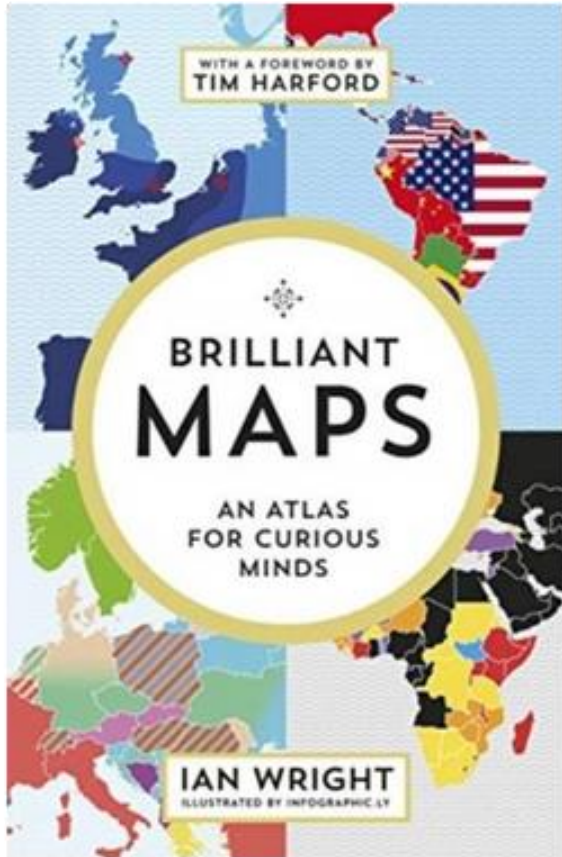
| Substantive knowledge   | Disciplinary knowledge   |
|---|--|
| <p><b>The World Around Us</b><br/><i>A focus on developing geographical vocabulary and learning about the world through first-hand experience, stories and play</i></p> | → Guiding curiosity and experience: through concepts of place, space, environment, and scale |
|   | → Guiding curiosity and experience: through exploratory play                                 |
|   | → Guiding curiosity and experience: through decision-making and doing                        |



# What **geography** are we reading?



I'm reading...



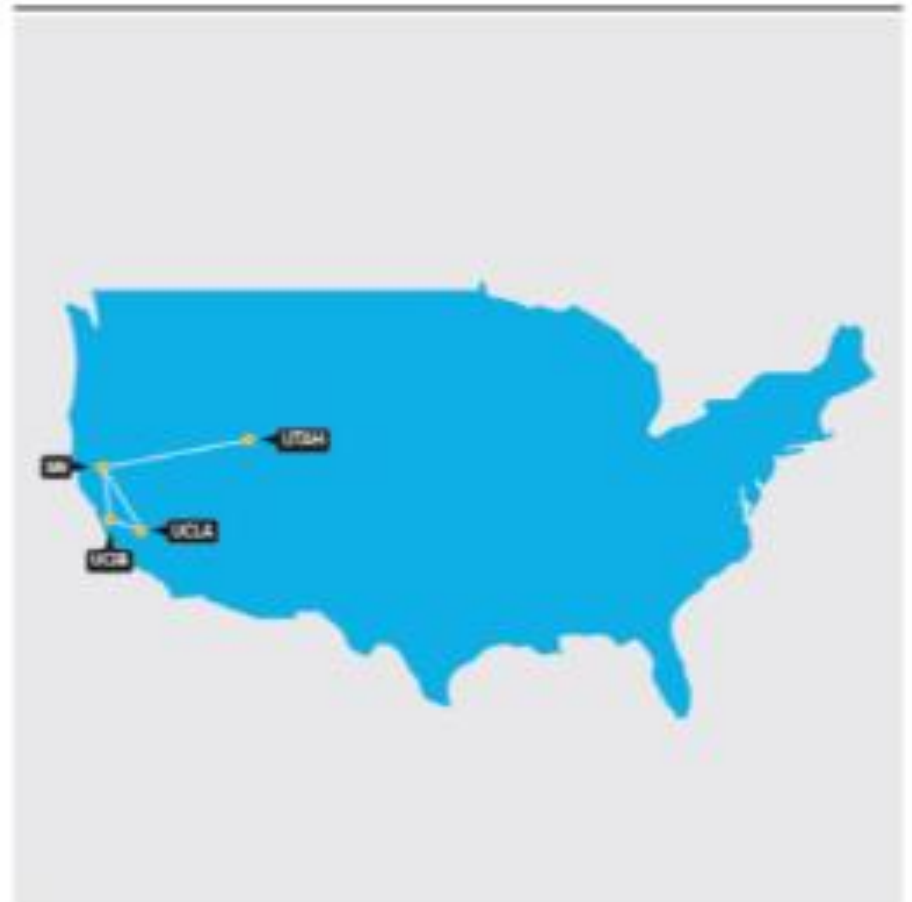
## Map of the entire Internet in December 1969

UCLA Network Measurement Center at the University of California, Los Angeles

UCSB Cullen-Fried Interactive Mathematics Center at the University of California, Santa Barbara

SRI NLS system at SRI International in Menlo Park, California

UTAH University of Utah School of Computing



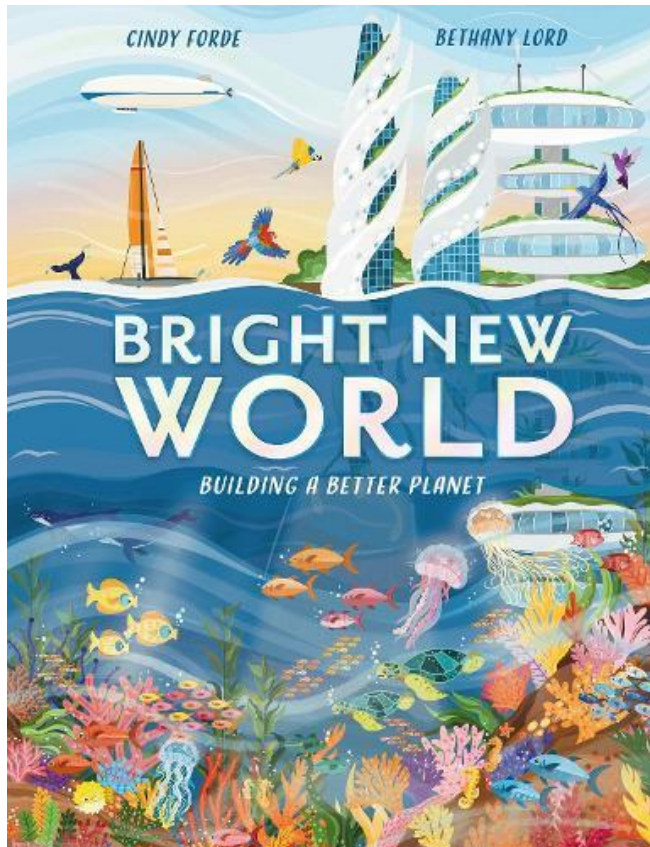
# Probability of a **white Christmas** across Europe\*



\*and Russia



# Upper KS2



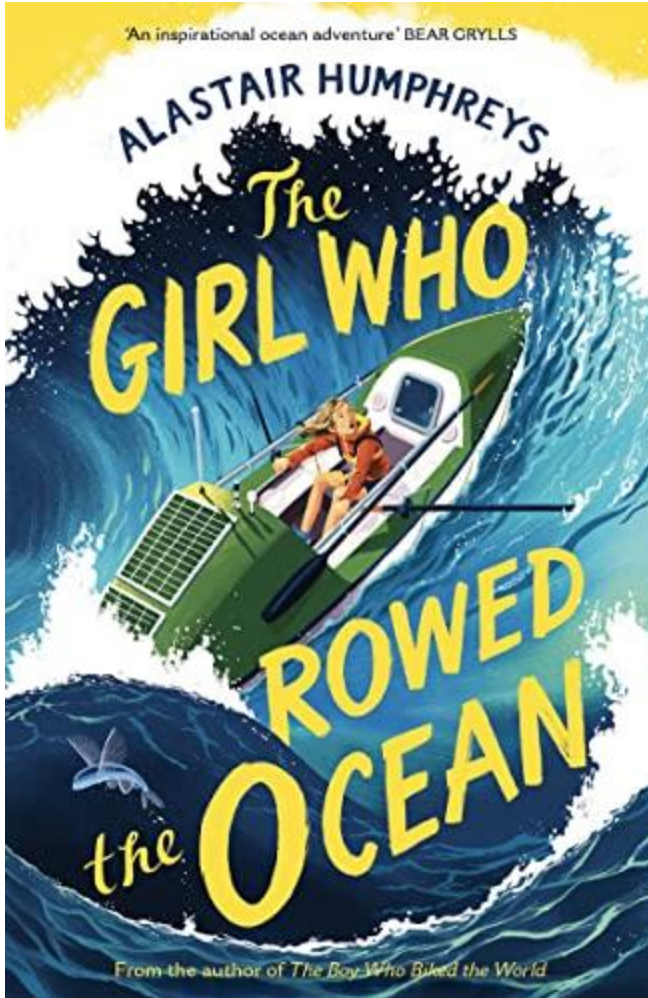
Written by environmentalist Cindy Forde the book beautifully describes and illustrates sustainable solutions to the worlds environmental challenges.

From alternative fuels, to smart cities and vertical farming there is a wide range of ideas shared using key geographical vocabulary.





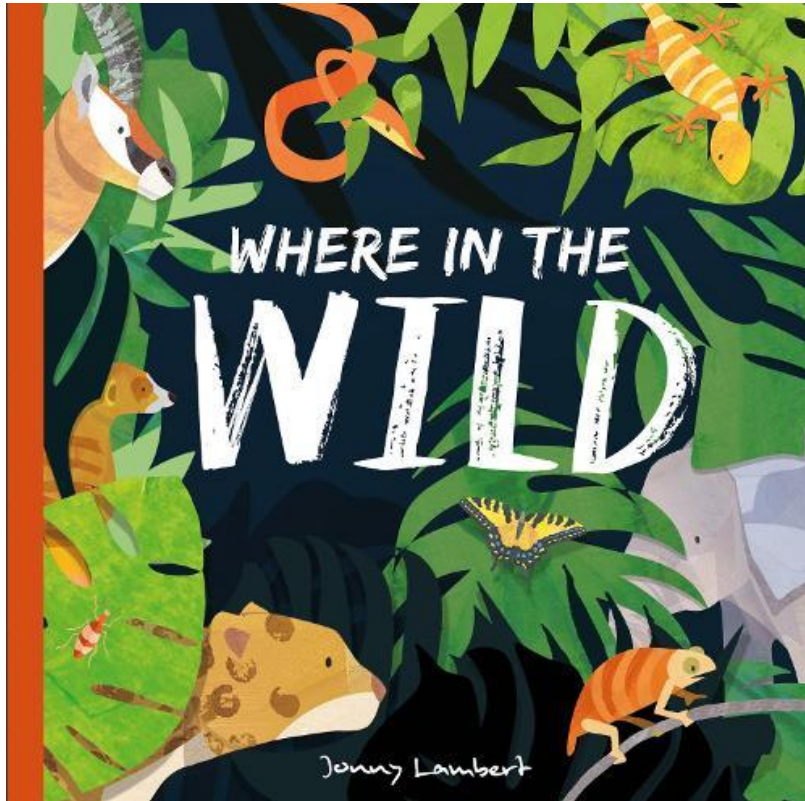
Year 4 +



Written by the author of the 'Boy who bike the world' the story is based on Lucy who wants to explore the world and decides the row the Atlantic. The story provides lots of geographical and scientific learning moments from chapters on navigation and foodwebs during the 45 day row to Barbados.



# EYFS & KS1

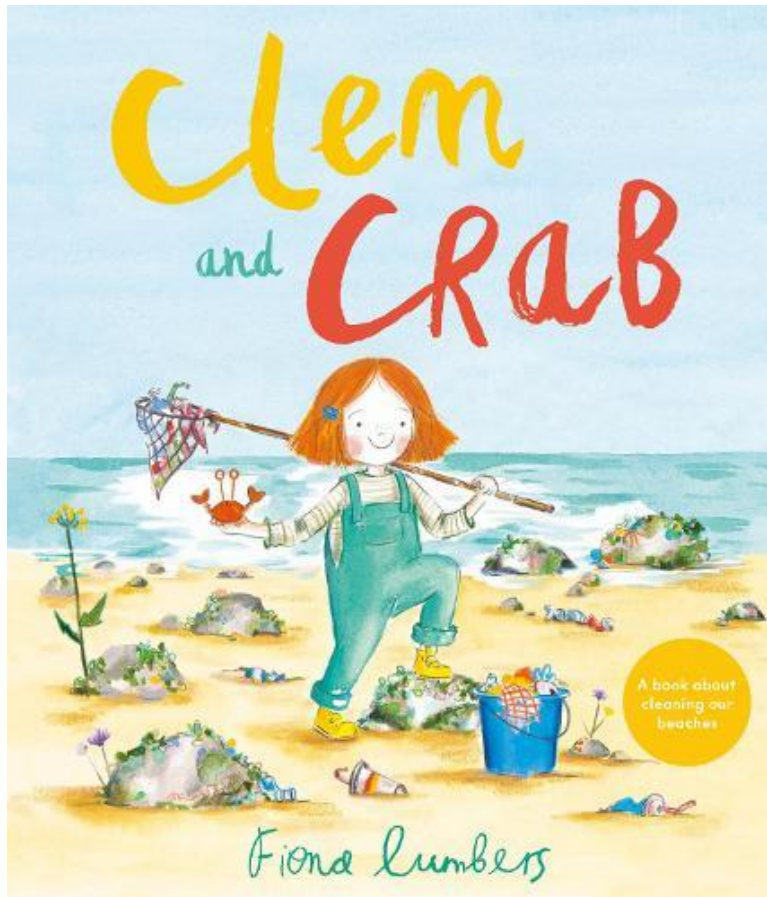


A peep-through picture book showing where animals live in their natural habitat and the challenges they face in survival.

It describes each animal's location in clear detail, introducing keywords like meadow, tundra and coral which would be useful for an introduction to biomes and/or hot cold environments.



# EYFS & KS1

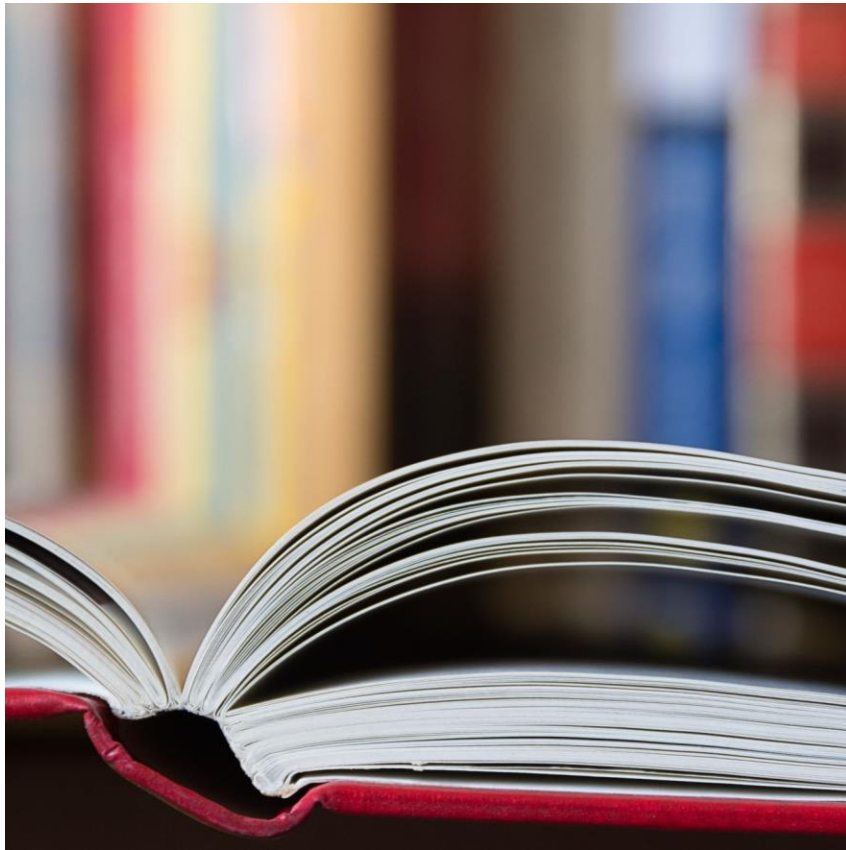


Clem is at the beach with her sister and finds a crab with his pincer caught in a plastic bag. Her little sister sneaks the crab home whilst Clem makes artwork from all the rubbish they litter pick off the beach.

Bringing both into show and tell at school the entire class decides to do a beach clean and return the crab to its habitat.



# Question:



**How are texts and stories used to support geography in your school?**



# GA's Geog Live

[Course: Literacy, Keywords and more \(hants.gov.uk\)](https://hants.gov.uk)



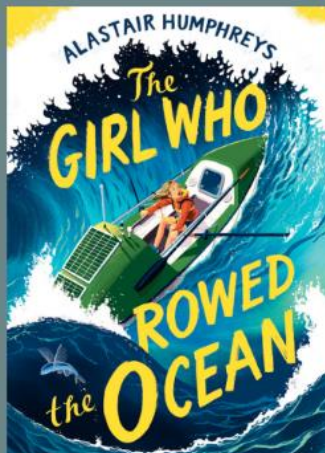
## A World In Books



© GeogLive @EYPPC

In the primary classroom, picture books and stories are an engaging and enjoyable tool to promote all learning including geographical learning. Picture books and stories can offer the key that is needed to unlock rich geographical discussions and questioning by giving the children we teach the context and understanding needed to explore and learn about geographical issues. Whilst reading and sharing a text with your class, there are often numerous opportunities to promote curiosity and questioning; engage in discussions and debates and explore different perspectives and responses. Exploiting these moments within a story enables the teacher to extend place and locational knowledge, develop geographical knowledge including deepening understanding of key human and physical features and explore social and environmental issues within a context that is more accessible and less abstract. We hope that you enjoyed watching the GeogLive webinar entitled a World in Books and found the books and ideas discussed within the webinar have stimulated your creativity as you continue to select high quality texts to enrich the education of the pupils that you teach. This handout provides you with a summary of the books that were discussed within the webinar and a few extras that we did not have time to include. These books are merely scratching the surface of surface of the enormous range of high quality fiction texts that can be used to stimulate brilliant geography in the primary classroom. Ultimately, we hope to have inspired you to continue to explore children's fiction and discover even more brilliant picture books and stories.

This handout has been created by @primary\_geog on behalf of GeogLive and the @EYPPC. Copywrite resides with EYPPC

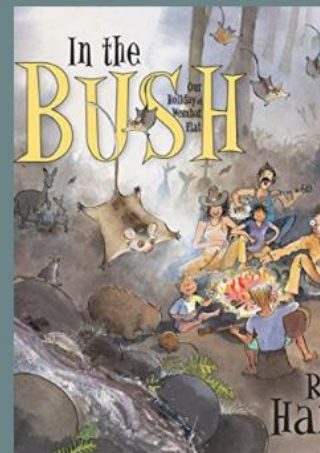


**The Girl Who Rowed The Ocean**  
Alastair Humphreys

UKS2

The girl who rowed the ocean is a thrilling tale that follows the main protagonist, Lucy, as she undertakes the adventure of a lifetime by rowing across the Atlantic ocean. From a teaching perspective, homework from Lucy and her classmates that can be found between chapters offer a fascinating geographical insight into the world's oceans.

Excellent for developing a sense of place, oceans and conservation.



**In The Bush**  
Roland Harvey

All ages

A humorous picture book set in around campsite in New South Wales, Australia. Follow the adventures of a family as they camp in the outback.

Excellent for developing a sense of the place, a variety of landscapes and leisure activities, and visual literacy.

# Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. (Plato)

- We all appreciate the value and importance of reading from a young age.
- From research findings shared by the Education Endowment Foundation ([EEF](#)) [report on literacy](#) at KS2 and the recently published 2022 DFE guidance '[The Reading Framework, teaching the foundations of literacy](#)' there is a wealth of current research supporting teachers in developing strategies to help our learners to read with more confidence and enthusiasm.



# A world in books

- The reading and telling of stories is a powerful learning experience and can help generate **emotional connections** to the character and place.
- Stories **aid our memory** and have been proven to improve our ability to learn and retain information. [How Stories Change the Brain | Greater Good \(berkeley.edu\)](#)
- Wordless books can support pupils learning in geography by opening up the world around them by bringing different places to life as they act as **windows to the world**.
- Furthermore picture books can also help children in developing **comparative and reflective skills** as they stimulate interest in different environments and surroundings to their own. They can also provoke emotional reactions that translate into personal actions such as the generational family tradition of tree planting in 'Hike'.

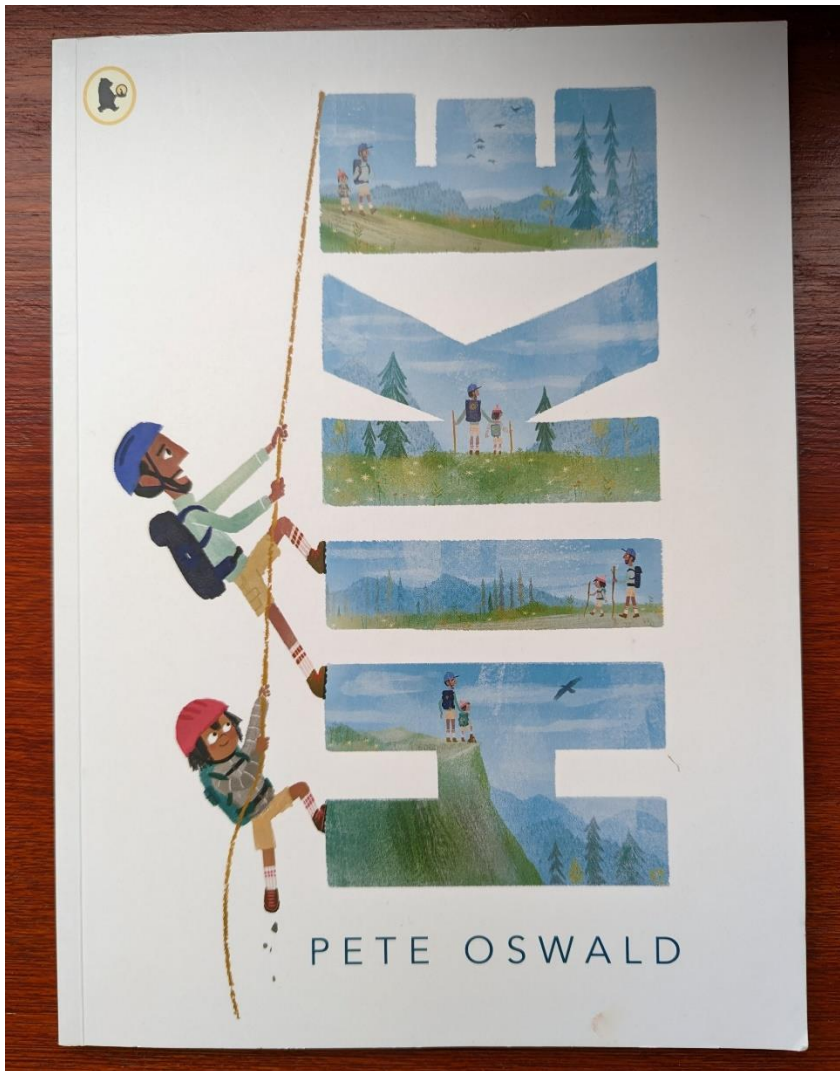


# How can we use high quality text and stories to support geography?

- To extend locational knowledge
- To develop the sense of place
- To enhance knowledge of physical and human geography as well as processes such as water cycle or river erosion
- To develop geographical skills
- To explore geographical issues – such as around environmental concerns
- To engage interest and excite geographical curiosity
- To provoke questions
- To support problem solving
- To develop map skills
- To be aware of journeys and routes
- To pose dilemmas
- To ignite imaginative responses
- To consider different points of view and ways of living







- Bungalow, town, city, shops, bank, skyscrapers
- Forest, trees, deciduous, coniferous
- Habitat, foxes, deer, bugs, ladybird, rabbits, birds, eagles, bees
- Valleys, hill, mountains, summit
- Seasons, weather, snow, spring, winter
- Lake, river, waterfall
- Reforestation



**Take one  
page**



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## Locational Knowledge

- Describe the landscape – the small hills, leafless deciduous trees and triangle shaped coniferous trees.
- Where could this be in our local area, Hampshire, UK, the world?
- Use google maps and satellite view to locate nearby forested areas like the New Forest

## Place Knowledge

- Ignite the senses – what can you see if you were in this landscape? What would you smell, touch and hear?
- Emotions – what do you feel about this place? What would you like to see and do here – why would you visit it?
- When would you visit – changing seasons
- Label the image – what are son and child doing, thinking, seeing?
- Can you visit a similar local landscape and compare perceptions?



## Physical/Human

- Look for vocabulary and describe the environment and explain features such the changing seasons and leafless deciduous trees, or whether the settlement they drive past is a town or city
- Explore vocabulary related to geographical processes such as the waterfall – can pupils explain what happens
- List and/or categorise the ways humans use the environment
- How have our cities/towns changed? What facilities do they have and why?

## Skills

- Using geog vocab
- Posing and answering geographical questions
- Making decisions and considering different opinions
- Creating maps – such as of your own hike
- Using OS maps – locate forested areas with grid references. Use the scale to measure the distance from school/home to the nearest woodland/park. Use the key to spot the difference between coniferous/deciduous. Look for contour lines or spot heights to identify higher ground
- Use maps, images and aerial photographs to identify other landscape features

# Next Time

## Assessment & Fieldwork

23<sup>rd</sup> May – Basingstoke/Hart/Rushmoor

7<sup>th</sup> June – Winchester & Eastleigh

13<sup>th</sup> June – Fareham and Gosport

14<sup>th</sup> June – East Hants and Havant

23<sup>rd</sup> June – New Forest & Test Valley

