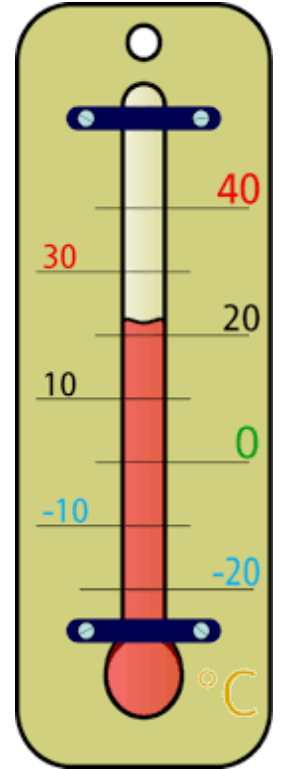


Welcome to the Primary Geography Network Meeting Summer 2023

**Temperature Check – share
subject strengths and areas for
further action on your tables**



kate.broadribb@hants.gov.uk

@RibbK



Meeting Focus

- Assessment – what, how and why?
- Fieldwork – putting the geography back into fieldwork
- Subject updates



Real or Fake?



The original photo taken by Doreen Dalley on June 15 2022 of an iceberg towering over a house in Little Harbour, a tiny community about 4km from Twillingate on Newfoundland's northeast coast.



Considerations:

- Geography is a resource rich subject
- Maps, images, video, audio and artefacts all help bring the subject to life
- The range and quality of resources we use will have a vital influence on geographical learning
- What are you trying to achieve with the use of this resource?
- Beware the stereotype



National Geographic Photo of the Day



My Primary School is at the National Gallery of Ireland

Dr Sandra Austin, Marino Institute of Education

- What might it sound like, smell like and feel like to be in this place?
- How might our experience here be different from other places?
- what does it mean to live in a city?
- How do people work and live together?
- What would our ideal city contain?



Alice Neel,
Cityscape 1934, National Gallery of Ireland



Assessment remains one of the most debated topics in education and it is not consistent across schools.

(Daisy Christodoulou 2016)



Table Discussion:

- How much and what assessment have you done in geography?
- How would you start it if there was nothing there already?



Record key discussion points on A3 paper.
One representative from each table group to feedback

Popular approaches...

- Questioning
- 'Conversations on the carpet' and discussions
- End of term/unit tests focusing on skills and /or knowledge
- Location games & quizzing
- Vocab tests and checks
- 'I can...' statements
- Verbal and/or recorded knowledge
- Book looks
- Knowledge organisers – recap/retrieval tests
- Writing

NB. How we share assessment information between year groups and key stages is vital



Before making any changes to assessment...plan, do, review.

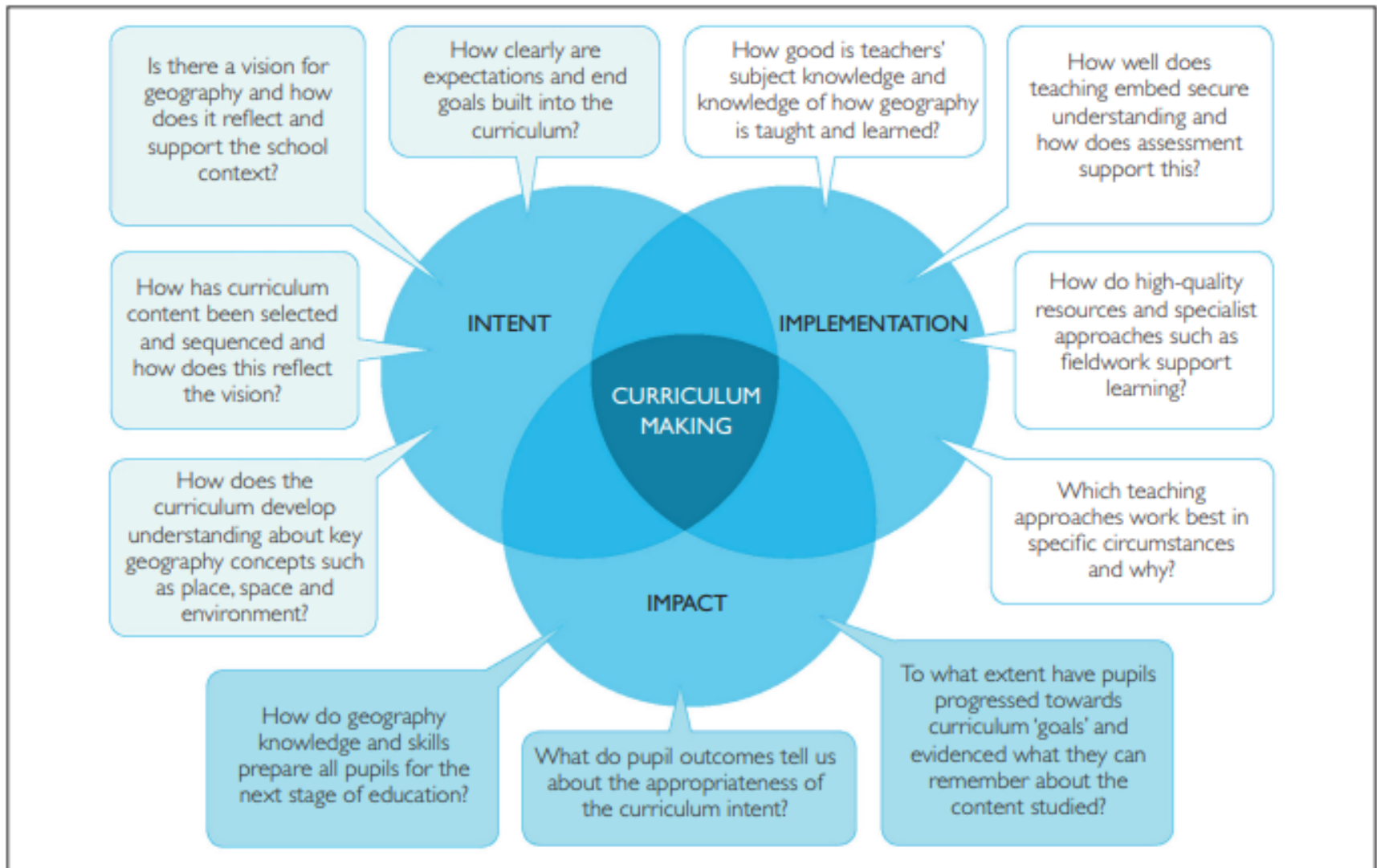


Figure 1: Key questions link Intent, Implementation and Impact around curriculum thinking and making. Source: Kinder, A. and Owens, P. (2019) 'The new Education Inspection Framework - through a geographical lens', *Teaching Geography*, 44, 3, pp. 97-100.

Why, what and how?

1. Why are we carrying out assessment?
2. What are we trying to assess?
3. How are we trying to assess?

1. To gather meaningful and useful information to guide our planning to support pupil progress and improve outcomes
2. Knowledge, understanding and skills
3. Throughout the unit – not the same as the outcome and by a variety of means



GA assessment framework

Identifies 3 aspects of pupils' achievement in geography across all key stages:

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

Source GA: April 2023

Primary Geography progression and assessment



	Expectations by age 7	By age 9	By age 11
Contextual world knowledge of locations, <u>places</u> and geographical features.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, <u>UK</u> and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Understanding of features, patterns, <u>processes</u> and interactions	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.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, 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.	Understand in some detail what a <u>number of places</u> 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, <u>people</u> and environments.
Geographical enquiry applying skills in observing, collecting, <u>evaluating</u> and communicating geographical information	Be able to investigate places and environments by asking and answering questions, making <u>observations</u> and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments independently by asking and responding to geographical questions, making <u>observations</u> and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, <u>graphs</u> and images. They can express and explain their opinions with evidence and recognise and explain why others may have different points of view.

The 5 dimensions of progress in geography:

1. Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content/contexts
2. Extending from the familiar to unfamiliar
3. Making greater sense of the world by connecting information about people/places/processes & environments
4. Working with more complex information about the world including the relevance of people's attitudes
5. Increasing range and accuracy of investigative skills & increasing independence in geographical enquiry

Source GA: April 2023

Assessment **of** learning in geography

- Best practices involve not leaving assessment to the end of the unit/term
- Assessing pupil prior knowledge is a vital part of the formative process
- Vocabulary and assessing children's acquisition of the language of a geographer is vital.

E.g, what words are used to describe the journey to the local shops? Can they name streets walked? Direction travelled? Was the journey on flat or hilly ground?...



What is meaningful to assess in a local area unit:

Identify the locations of	Locks Heath, Fareham, London, UK
Use geographical vocabulary to identify and describe	Woodland, vegetation, soil, weather house, shops, library, town
Demonstrate knowledge and understanding by	Explaining why the shopping centre is going to be developed
Demonstrate knowledge and understanding of	How different people use the human and physical features in the very local area
Investigate Locks Heath through	Fieldwork: types of shop, likert survey, emotional mapping and devising their own maps
Interpret a range of sources about Locks Heath	Including identifying key features in aerial photographs/maps/plans.

Over to you:

Using either the HIAS planning KS1: My School, KS2: European region or one of your own MTPs unpick what is meaningful to assess for the unit:

Identify the locations of ...	Contextual world knowledge of locations, places and geographical features
Use geographical vocabulary to identify & describe	
Demonstrate knowledge and understanding by	Understanding of the conditions, processes and interactions that explain features, patterns and changes over time and space
Demonstrate knowledge and understanding of	
Investigate X through	Competence in geographical enquiry including the application of skills in observing, measuring, mapping and communicating geographical information
Interpret a range of sources about X by	

Verbal



Dr Emma Till, Winchester University



Wk Beg 30.01.23

Group Assessment Sheet – Frozen Planet

	Disciplinary Knowledge	Locational Knowledge				H & P Geography
Name (PP/EAL/SEND /LAC)	I can explain in simple terms how I have gathered geographical information (e.g. globes, atlas photographs)	Europe	Antarctica	Southern Ocean	Arctic Ocean	I can explain in simple terms how I know that a place is hot or cold because of where it is in relation to the equator.
<i>How to record assessment</i>	Write down what each child says.	tick or cross				Write down what each child says.






Please write an additional notes on the back if needed including any extra support children have been given or any children who have shown confidence during the assessment.

Wednesday 30th November 2022

LO: to show physical and human features to crab wood map



Key

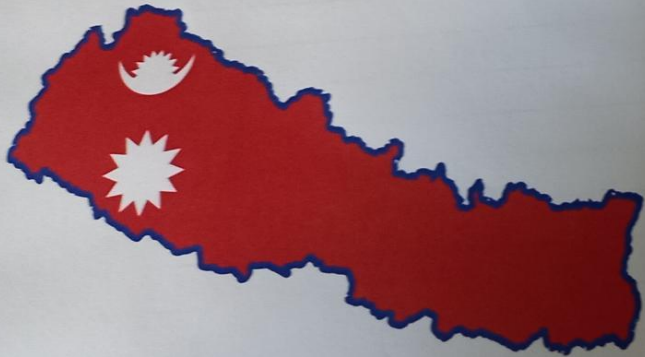
 Start/Finish  Wooded area
- - - - - our route
 path
 Muddy area
 Tress
— Road

Lydia Wells, Stoke Park Infants



Geography Unit 2 Year 3

Physical Study Mountains and Earthquakes



Geography- Mountains, Earthquakes and Nepal

Key statement: Mountains don't move.

Week 1	Absent 27-1-22
Week 2	I think mountains move because a mountain was once a hill.
Week 3	The same I still think mountains move. They move over 10000 of years.
Week 4	The same mountains move over lots up and down
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Session 2 -



I can sort human and physical geographical features into features found in the UK and features found in Uganda.

I think I've been to that beach

Charlotte

Uganda has a mountain - Chris said he climbed it

Leo



That looks like my house

Willow

They use mud and straw for their houses

Harrison

It's a tractor and we have them here - they don't

Patrick

Grace Abraham, Calmore Infants

Session 3



I can compare my school and local environment to Kagando, Uganda.



I can compare my school and local environment to Kagando school.

- have libraries
- Strict teachers
- Use slate/chalkboards and chalk.
- Ugandan schools
 - Some children sit on the hard floor!
 - crowded
 - small classrooms
 - classrooms 100+ People!
 - children have to clean their own school!
 - love to play!
 - have uniform
 - like reading
 - desks with 1 or 2 people per desk

Hinge questions

Hinge questions are pre-planned questions used at key points in the lesson to diagnose if students are ready to move on. (Wiliam 2015)

Geography example - Why did Boscastle flood?

- A. There was heavy rain
- B. The steep valley sides meant the lag time was short and the river couldn't contain the water
- C. The river had been artificially straightened upstream
- D. Deforestation led to soil erosion that made the river channel too shallow to contain the water



When to use hinge questions

A check for understanding at a 'hinge point' in the lesson.

It is the point where you move from one idea/task to another.

You need pupils to show they understand the content so you can move onto the next chunk of learning.

Fletcher-Wood, 2013



Success criteria for planning hinge questions

When to use:

- At a point in lesson before pupils move on to a new concept/task

What to assess:

- Pupil understanding of key learning
- Likely misconceptions

How to design:

- > Sufficient structure to provide a clear response
- > Accessible to all pupils
- > Swift to answer and quick to review

How to use:

- > To inform next steps in teaching
- > To identify individuals who require more support



Designing a hinge question for tectonics

Key knowledge:

- The outermost layer of the Earth is called the crust.
- The crust is broken up into large pieces. These are called tectonic plates.
- Tectonic plates are constantly (slowly) moving.

Key misconceptions:

- Each continent has its own tectonic plate.
- Tectonic plates and crust are the same thing.
- Plates move quickly and crash into each other violently



First draft:

True or false

Each continent sits on a plate

true false



Second draft:

True or false

Each continent has its own plate.

true false

The Earth's crust is broken up into tectonic plates.

true false



Finished question:

For each statement, decide whether it is true or false?

1. Each continent has its own plate. true false
2. The Earth's crust is broken up into tectonic plates. true false
3. Tectonic plates are moving quickly and constantly. true false



Success criteria for delivery of a hinge question:

1. Provide statements using economy of language.
2. Provide a count down if appropriate.
3. Ask pupils to show/represent the answer to the hinge question.
4. Pupils to present their answer(s) in unison.

Task: with your partner, devise a hinge question.

For each of these four criteria, why is it important to plan and deliver a hinge question in this way?



Closing the gaps...

- Children have gaps in geography knowledge as often many adults do too – **how do you support your teachers subject knowledge?**
- Follow MFL: listening, speaking, writing and reading (including 'reading' maps/atlases/globes/GIS/photos/ aerial images...)
- Bring the map to life, less labelling of maps, more stories of place through the weather, landscapes, habitats, schools, businesses... and more games such as playing higher/lower when learning climate zones.
- Be clear on the vocab and revisit it
- Chunk the spaces and build up over time. E.g. teach 4 countries, capitals and 3 seas of UK first
- Promote creativity – playground continents, 3D maps, river in a box, watercycle in a bag, carve a loaf coasts...



GA Fieldwork Fortnight

26 June – 7 July

This year's theme is 'environment'



Fieldwork audit:

where do your pupils conduct fieldwork?



Year	School grounds	School locality	Wider locality	UK locality
R				
1				
2				
3				
4				
5				
6				



Approaches to fieldwork

Field excursions – a traditional approach to fieldwork using a knowledgeable guide with which knowledge is transmitted to learners.

Hypothesis testing – when learners take a scientific approach to fieldwork and usually use quantitative data gathering techniques to follow up on a prediction.

Enquiry-led – when learners pose and investigate questions.

Earth education – based around sensory experiences in the environment where connections are made between nature and the learner.

Discovery – when learners are encouraged to explore the environment in less formal ways

Kinder, A. (2013) 'What is the contribution of fieldwork to school geography?' in Lambert, D. and Jones, M. (eds) Debates in Geography Education. Abingdon: Routledge



Fieldwork enquiry process

Fieldwork is the gathering of information about something in a real, natural environment.	
Title	What is the question or statement that is going to drive the fieldwork?
Prediction	What do you think you will find out and why?
Method	How are you going to collect data? Risk Assessment
Data collection	Go and collect data; observe, count, survey, ask, photograph your evidence.
Data presentation	Show your collected data visually, e.g. graphs and maps.
Data analysis	Look at your data to see any patterns and anomalies.
Conclusion	Decide the answer to your questions or statement based on your data collected.
Evaluation	Think about what you did to get reliable and valid data. What could be improved?



Some considerations:

- Fieldwork improves if we really plan **what geography we want pupils to do on a trip** - what skills and knowledge are they focused on?
- **Fieldwork happens all year** round such as weather and seasons, or changing seasonal land use, traffic, litter, environmental quality
- Find opportunities for children to **collect and present data in the school grounds/local area** through your audit
- Involve students in the enquiry process, especially **making predictions and conducting risk assessments**
- Lots of map work goes on – but it can be shallow. **Get pupils to practice so they don't need working memory to recognise map symbols** on a key.
- Where can we get **live data** from? What sources provide it?
- Share it – give pupils a **real audience** and purpose



Locality Fieldwork

Dr Emma Till
Head of Quality-Faculty of Education & the Arts
Senior Lecturer in Primary Education
Geography (ITE) Subject Lead
Winchester University



What makes a place?

Telling the story of a settlement

Survey one area of the locality.

What is it like? What are the distinct places and buildings and what is their purpose? What are the natural and man-made features?

- How would you describe this part of the settlement to a visitor? What do people do here? What is the main economic activity? Is there any evidence of change in the physical landscape or have any of the buildings changed their purpose?
- Where do people go from here? What evidence is there of transport links?
- How is the environment managed? Is there evidence of the area being managed by individuals or groups or even external organisations?
- What's missing in the village?
- What issues could you explore – parking, buses, is there a mobile library that visits or a mobile bank? What shop or other business would you open here?



Observing and recording weather patterns.

Studying the physical geography

- Cloud watch: describe the colour and shape of different clouds. Which is highest, and which is lowest? Why is this? Are the clouds moving, if so which direction?
- Take a photograph of a cloud ready to research later.
- Microclimate & weather recording. Use the weather instruments at different points in the village to record temperature, wind direction and speed. Compare results. Which site would be the best place for a bin, solar panels, a bird food station, friendship bench?
- If you wanted to study the river/forest, where would you go, what route would you follow and what would you do? What are the health and safety considerations.



Geographical skills

- Plan a route for another group around the locality. What key features would you include? Include directions e.g. walk northwest and then turn right at the footpath. Aim to include as much geographical vocabulary as possible.
- Take photographs around a theme – e.g. patterns in the environment.
- Plan a palette walk or look a walk that takes in different land use, or physical features.
- Plan a soundscape trail, or a sensory trail.
- Make up some **True or False** statements for another group e.g., the church is northwest from the shop - True or False?
- Practice using a clinometer to measure heights of buildings or trees.



Affective geography

Special places

- Choose one place, take a photograph and bring back to group ready to explain why you took it.
- Postcard Persuasion. What 3 photos would you take to promote the settlement?
- Use the derive cards as you take a wander around the village.
- Tourist Hotspot. Where would you direct people to go to find out about the key features of the area?



Geography in the news

[Young geographer of the year](#) – RGS

KS2 entries – theme is 'blueprint for the future'

Closing date 2/10/23

[Grants for schools and colleges – Outdoor Learning Grant - South Downs National Park](#)

Opened yesterday 22/5/23

[Census maps - ONS](#)

Search for population data, industry, % households using renewable energy



Geography in the news

[City Walks](#)

Brilliant website of virtual walks around cities – huge range

[Countryle - The best wordle game about geography](#)

Hints include hemisphere, continent, temperature and population



Geography in the news

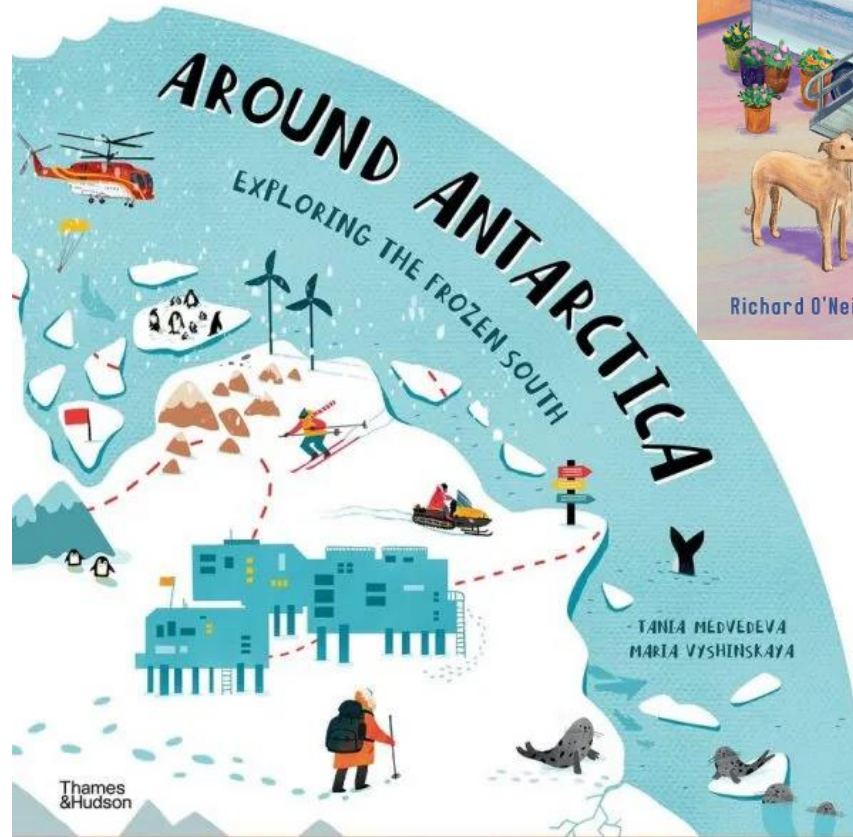
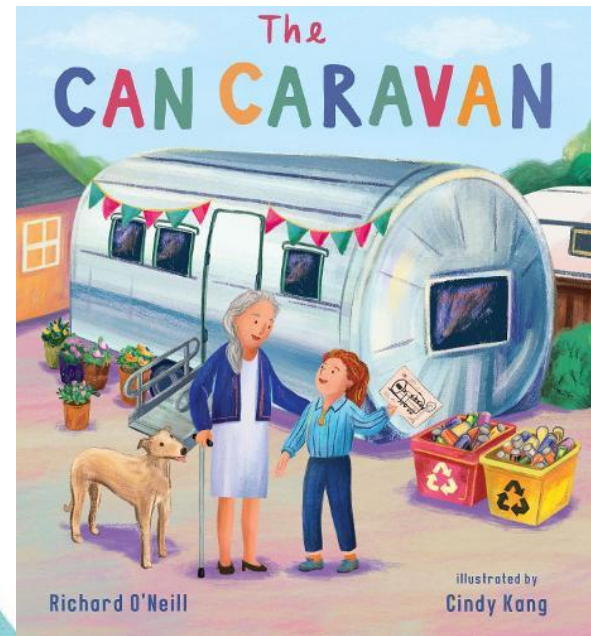
[Footage – British Pathé \(britishpathe.com\)](https://www.britishpathe.com)

British Pathé is home to a treasure trove of 220,000 news films from 1896 to 1984

[Episode 70 - Anthony Barlow -
Primary Education Voices | Podcast on Spotify](#)



What I'm reading...



BBC iPlayer - Sahara with Michael Palin Hampshire Services

HIAS SCHOOL IMPROVEMENT

Himalaya also available on iPlayer





















GEOGGLEBOX!



What can I watch to improve my Geography knowledge & understanding?

Week beginning Monday 1st May 2023

The show	The channel	The day/time	The lowdown	Catch up?
Help! We Bought a Village		Monday 1st 17:00 - 18:00	Intrepid Brits breathe new life into remote villages abroad. Landscape gardeners Paul and Yip explore their new Normandy settlement. Francesca and Carl buy an Italian hamlet.	All4
Clive Myrie's Italian Road Trip		Monday & Thursday 18:30 - 19:00	Clive explores the ancient subterranean city where people have lived underground for millennia and meets the Scotsman who swapped office life for olive farming.	BBC iPlayer
Great Asian Railway Journeys		Monday - Thursday 19:00 - 19:30	In Java's royal city, Yogyakarta, Michael visits the Sultan's palace and admires the ancient art of shadow puppetry known as wayang.	BBC iPlayer
Canal Boat Diaries		Monday - Thursday 19:30 - 20:00	Robbie begins his 300-mile adventure across the north of England and the Midlands. He is forced to make a running repair while on the Tinsley lock flight.	BBC iPlayer
Grand Tours of Scotland's Lochs		Monday & Thursday 19:45 - 20:00	Paul sets sail through the Kyles of Bute to the Holy Loch and on to Ardentinn, his childhood home overlooking Loch Long. Journey's end is on the summit of the Cobbler.	BBC iPlayer
Landward		Tuesday 2nd 19:30 - 20:00	Dougie explores the Caithness coast, discovering some hidden historic sites along the John o' Groats Trail, while Arlene takes the plunge in a fast-water river rescue.	BBC iPlayer
Around the World in 80 Days - 20 Years On		Wednesday 3rd 20:00 - 21:00	Michael Palin goes in search of the wooden dhow Al Shama and its crew.	BBC iPlayer
Race Across the World		Wednesday 3rd 21:00 - 22:00	[Post-watershed] The remaining pairs are just two checkpoints away from the £20,000 cash prize.	BBC iPlayer
Coastal Devon & Cornwall with Michael Portillo		Thursday 4th 19:00 - 20:00	Coves, sub-tropical gardens and smugglers' creeks as Portillo walks Cornwall's South Coast	My 5
Iain Robertson Rambles		Thursday 4th 19:00 - 19:30	Having covered almost 50 miles of the Speyside Way, Iain Robertson is joined by River City co-star Sally Howitt for an exciting diversion on a steam train.	BBC iPlayer
The Seychelles with Jane McDonald		Thursday 4th 20:00 - 21:00	Jane visits the beautiful beaches of Mahe in the Seychelles, snorkelling over coral reefs, creating a silk sarong and feasting on the island's fabulous foods.	My 5
Great Railway Journeys: Confessions of a Trainspotter		Thursday 4th 20:00 - 21:00	Self-confessed railway enthusiast Michael Palin travels from Euston in London to the Kyle of Lochalsh, along routes steeped in history.	BBC iPlayer
Landward		Thursday 4th 20:30 - 21:00	With spring in the air, Dougie lends a hand with calving and lambing at an East Lothian farm. Also	BBC iPlayer
Sahara with Michael Palin		Saturday 6th 19:00 - 20:00	Trekking across the Sahara, Michael reaches Timbuktu, once one of the great centres of Islamic learning, then heads east to the land of nomadic herders the Wodaabe.	BBC iPlayer
Himalaya with Michael Palin		Saturday 6th 20:00 - 21:00	Michael Palin continues his Himalayan trek by going from K2 in Pakistan to Ladakh in India - a short distance as the crow flies, but a huge loop on the ground due to politics.	BBC iPlayer
Countryfile		Sunday 7th 18:00 - 19:00	Matt Baker and Margherita Taylor are back in the New Forest in Hampshire to catch up with the community and families who have come together to help Ukrainian refugees.	BBC iPlayer
Simon Reeve's South America		Sunday 7th 21:00 - 22:00	[Post-watershed] Simon Reeve travels through the remote and little-visited north east of South America, from Venezuela to French Guiana.	BBC iPlayer
Crossing England in a Punt: River of Dreams		Sunday 7th 22:00 - 23:00	[Post-watershed] Tom Fort embarks on a 170-mile journey down Britain's third-longest river, the Trent.	BBC iPlayer

SUMMER 1 2023 NEWSLETTER

Welcome to the Summer 1 edition of our outdoor learning newsletter.

After a sunny Easter, the signs of spring are all around us. As you head outside with your children to explore the sights, sounds and smells of spring, why not use the Tree ID sheets from the Woodland Trust to identify budding trees, blossoms and their tree leaves.

Their Tree Tools for Schools website also has a number of signs of spring activity sheets including Spring Spotter Sheet and Sounds of Spring.



The theme for our newsletter this half term is ***Fieldwork***.

The Geographical Association is promoting **National Fieldwork Fortnight** from **26 June to 7 July 2023**, to encourage teachers and schools to return to organising fieldwork visits again after the challenges of recent years, which severely reduced activities both in and out of school. This year's theme is 'Environment'. You can be flexible as to when you celebrate fieldwork fortnight. The important thing is to go out and do some fieldwork! There are lots of fieldwork ideas for all ages on their website.

Read on to find an article by Kate Broadribb, Geography Advisor & Secondary Phase Inspector for HIAS. She considers the place of fieldwork in the National Curriculum, and with some brilliant examples and both Minstead and Stubbington Study Centres also share some fieldwork ideas.