

Welcome to the Primary Geography Network Meeting Autumn 2023

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The primary aims of the geography subject network meetings are to:



Hampshire
Services

HIAS SCHOOL IMPROVEMENT

- Ensure a clear understanding of the national picture and its application in local and school contexts.
- Share good practice and work by facilitating school to school networking.
- Support effective subject leadership as appropriate to each school's individual context.
- Deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for ALL pupils.
- Structuring key stages 1&2 to ensure pupils are well prepared for the next phase of their education.



Hampshire
County Council



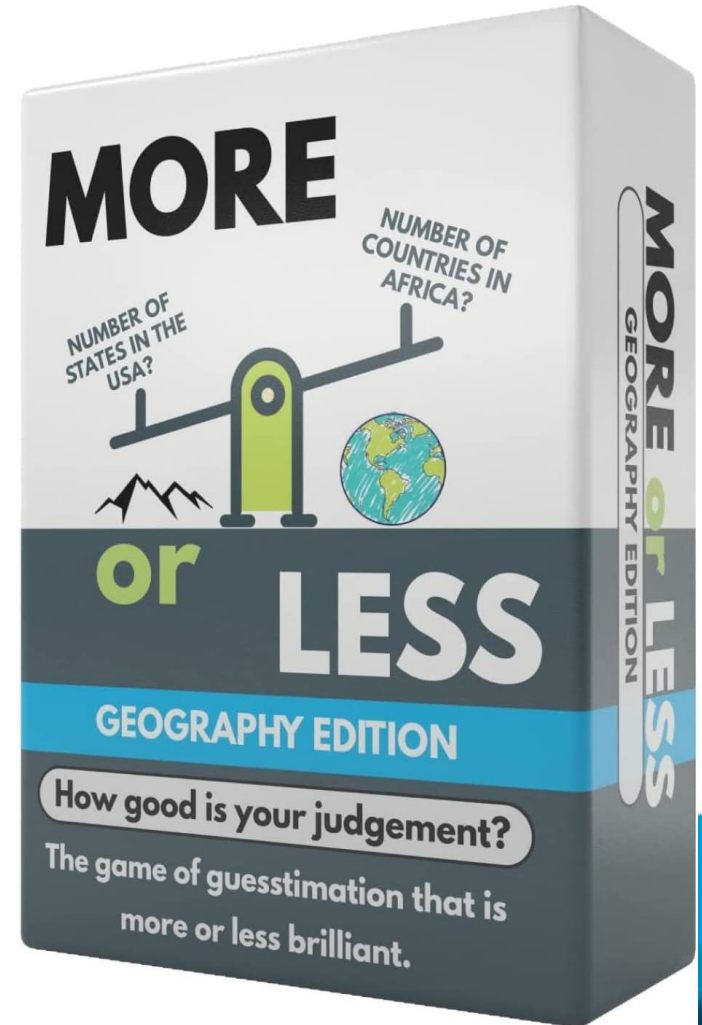
Meeting Focus

- New Geographical Association Subject Framework
- Ofsted Subject Report – implications for schools
- Subject updates, websites & books
- **Mapping and map skills – a workshop on digimaps for schools – Darren Bailey**



Geography More or Less

- More/less continents or oceans?
- More/less countries in North America or South America?
- More/less islands in the UK or USA?
- More/less earthquakes in Italy or Iceland?
- More/less counties in England compared to national parks in USA?
- More/less farmers or factory workers in Brazil?



It aims to help subject leaders and teachers to reflect on the nature of the subject in schools, the relationship between disciplinary and substantive knowledge, and the contents of a current curriculum.



What is geography?

The core concepts:

Content learned through **enquiry** using geographical **skills** and **vocabulary** (identify, describe, explain, compare, evaluate)

1. **Place** – character and landscape
2. **Space** – locations, patterns, distance
3. **Earth processes** – including change and making connections
4. **Environment** – interactions between human and physical geography



What is geography?

The organizing concepts:

The range of perspectives within which to view geographical knowledge:

- **Time**
- **Scale**
- **Diversity**
- **Interconnection**
- **Interpretation**



What does my curriculum look like at the moment?



Sort the cards into three piles:

- those that you think are embedded in your curriculum
- those that appear in your curriculum but superficially
- those that don't appear in your curriculum.



Disciplinary knowledge

Summary of the research review relevant to disciplinary knowledge

Disciplinary knowledge should be organised in the curriculum so that pupils learn how geographers question and explain the world. Sometimes this is described as 'thinking like a geographer'. This approach adds rigour to the programme of study.

Source:
Ofsted geography report 19.09.23



What is the difference in geography?

Substantive

The 'stuff' we know such as:

- Factual content
- Place locations
- Keywords
- Processes & concepts (rivers, volcanoes etc)
- Stories of place

Disciplinary

Learning how experts in geography think and develop their knowledge over time:

- Making judgements
- Problem solving
- Creative thinking
- Considering different points of view
- Justifying arguments & evaluation



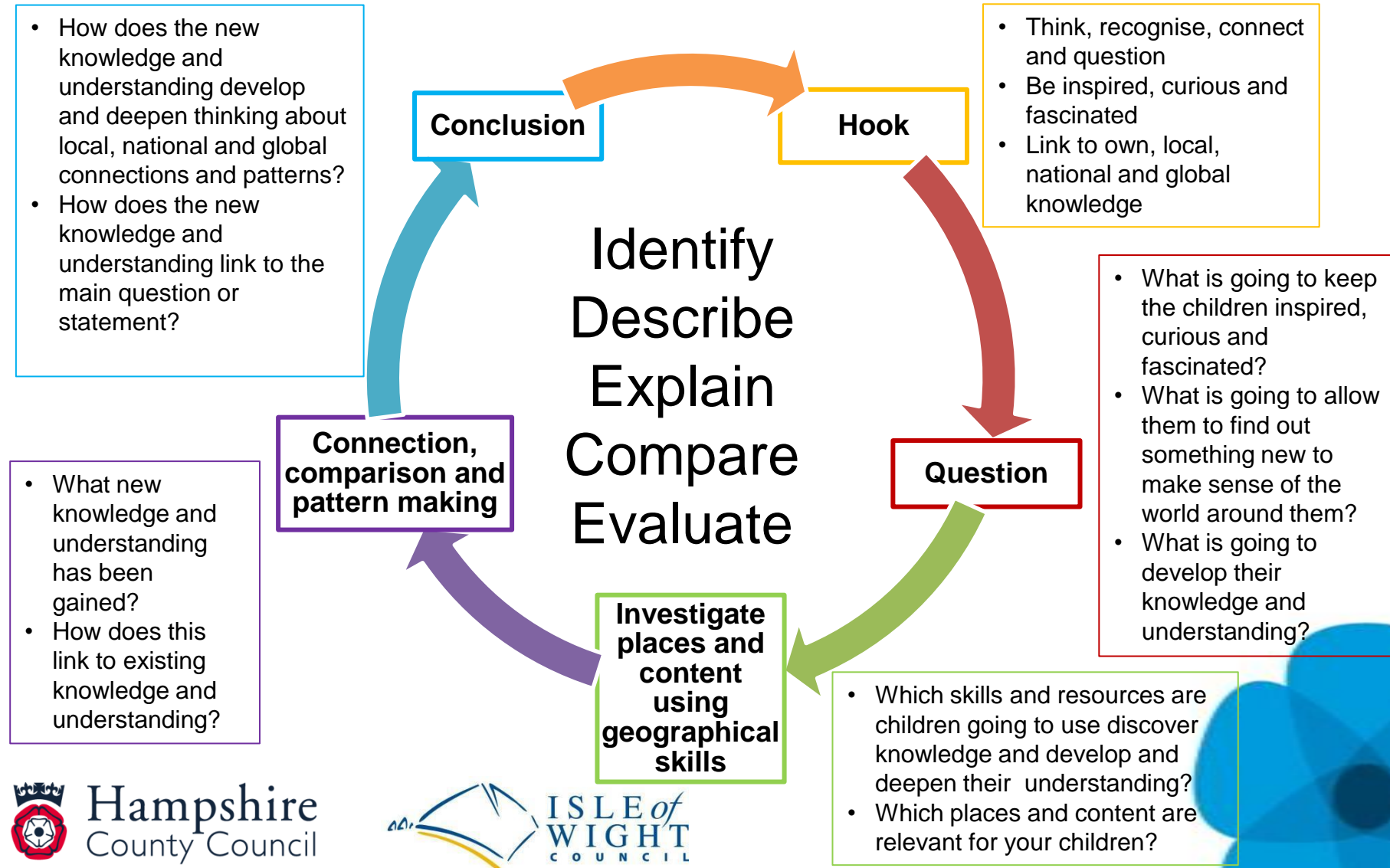
Substantive and Disciplinary Knowledge

- Identifying the substantive kg to be learned and how it feeds through was clear in nearly all secondary schools visited.
- In secondaries, leaders had considered how different topics build on each other overtime. **This was rarer in primaries as primaries build within a topic not over topics and this sequencing was not as clear.**
- Some subject leads struggled to articulate what disciplinary geography knowledge is.
- In some cases, there was **poor to little understanding** of what makes **lessons geographical**.
- Overall, **disciplinary geography is weak** and **the identification of disciplinary thinking is weak**.

Do your lessons have a distinctly geographical focus?

How does geographical enquiry run through the lesson?

A geographical enquiry approach to a lesson or a sequence of lessons



Make an observation, a prediction and a conclusion:



How to teach disciplinary knowledge (coasts example)

- First consider the **substantive knowledge**. E.g. coasts. As the NC is broad, what coastal features, processes and concepts will the children learn about coasts?
- Next consider the children's **everyday –tacit- knowledge**. E.g pupils may have visited the coast here/abroad and have knowledge of landforms along it such as wide sandy beaches or rocky high cliffs. This is important as it raises the misconceptions they may have.
- Thirdly what is the **procedural knowledge** needed – such as knowing how to use map key/compass?
- Now you are ready for **disciplinary knowledge** - how do we know what we do about the coast? How does our knowledge change overtime? How does it make you see the world differently?



Location and Place Knowledge

- **Locational knowledge is strong and growing stronger in primaries.** Much more focus is on 'where is this taking place?'. Lessons began with where is this place and returned to the location during the lesson and in later lessons.
- **Place kg is patchy.** Where SLs considered where places were going to reoccur and the place ran through the curriculum it is strong.
- Above all so many children are being given a **single story of a place**
- Some **stereotypical views** evident through resources like PPT/sheets 'This places is poor...'. This lack of diversity needs addressing, at simple level use Dollar Street



Skills and Fieldwork

Supporting fieldwork

Summary of the research review relevant to how leaders support fieldwork

Sending pupils off site requires a significant investment of curriculum time. However, fieldwork is a core part of the geography curriculum, and pupils need to practise their geographical skills regularly and in different environments. For some purposes, this is possible on the school site, which is less time consuming. For most, it involves visiting other locations.

- Plan procedural knowledge into their curriculum in the same way as they do substantive knowledge, so that pupils make progress in their ability to use different geographical skills. In secondary schools, this should include the use of GIS.
- Teach pupils about fieldwork. Pupils should know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this should include first-hand experience of collecting data. Pupils should get better at carrying out fieldwork over time. This will make sure that pupils who continue to A level are better prepared for geographical investigation, as they will have experienced a wider range of fieldwork techniques in different settings.
- Make sure that there is a planned transition between key stages. Teachers should plan their respective curriculums to support effective transition from EYFS into key stage 1, key stage 1 into key stage 2 and key stage 2 into key stage 3, so that content is not repeated across key stages.



Assessment

- Ensure that, if teachers are being asked to make some form of summative judgement about what a pupil knows or can do, this judgment is based on reliable and accurate assessment.
 - Plan assessments that check both that pupils have learned component knowledge and that they can apply it. Assessments should check pupils' procedural knowledge as well as their substantive knowledge.
-
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Books, weblinks, TV and more...



2041 school programme – Champions of Antarctica Oddizzi

[2041 SCHOOL – Oddizzi](#)

This free resource won the GA publishers gold award this year.
Register for your free learning pack

Film Titles (5-7)

Champions of Antarctica - Introduction
Chapter 1 - Olive goes to Antarctica
(short version)
Chapter 2 - Cold hands, warm hearts
Chapter 3 - Soundscapes

Film Titles (7-11)

Champions of Antarctica - Introduction
Chapter 1 - Olive goes to Antarctica (long
version)
Chapter 2 - Cold hands, warm hearts
Chapter 3 - Soundscapes
Chapter 4 - Working at the bottom of the world
Chapter 5 - Why Antarctica is special and how
we can protect it
Chapter 6 - Change in Antarctica
Chapter 7 - To the South Pole

Places to go in WEST PALM BEACH & PALM BEACH, FL

Places to go in WEST PALM BEACH & PALM BEACH, FL

Streets: US 1, FL TURNPIKE, OKEECHOBEE BLVD., SOUTHERN BLVD., FOREST HILL BLVD., WORTH AVENUE, NORTON.

Attractions and Landmarks:

- GRASSY WATERS PRESERVE
- MOUNTS BOTANICAL GARDEN
- KRAVIS CENTER FOR THE PERFORMING ARTS
- ARMORY ART CENTER
- PALM BEACH ZOO
- COX SCIENCE CENTER AND AQUARIUM
- ANTIQUE ROW
- CENTENNIAL SQUARE & GREENMARKET
- RESPECTABLE STREET
- NORTON MUSEUM OF ART
- CHURCH OF BETHESDA-BY-THE-SEA
- WORTH AVENUE
- HENRY MORRISON FLAGLER MUSEUM
- THE BREAKER

Other Features:

- GRASSY WATERS PRESERVE
- OKEECHOBEE PARK
- FOREST HILL BLVD.
- US 1
- FL TURNPIKE
- WORTH AVENUE
- NORTON
- COX SCIENCE CENTER AND AQUARIUM
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Global charter



- The UNCRF's Children's Advisory Team has created a Global Charter that reflects the key demands and messages of children and young people from around the globe on their rights, the environment and climate change.
- There is also a digital art gallery from around the world.



Wessex Rivers Trust

The WRT offer classroom and riverbank sessions to support geography fieldwork in both Key Stage 1 and Key Stage 2. For further details please follow this link:

<https://www.wessexrt.org.uk/education.html>



School River Education

One of the aims of the Trust is to educate school children about the history, national importance and wildlife of our chalk streams and rivers. We offer low cost education programmes to schools and youth groups to match our aims and improve knowledge of our rivers throughout the Wessex area



Watercress & Winterbournes Education Programme

As part of the Watercress & Winterbournes Landscape Partnership Scheme, funded by the National Lottery Heritage Fund (NLHF), we are able to offer free education sessions in the headwaters of the Test & Itchen catchments.



Digital Education Resources

Learn about our unique rivers from home or at school. Our two miniseries will teach you about incredible creatures "Beneath the Surface" and how to become a "River Wildlife Investigator"

[Watch our videos >](#)



South Downs National Park

National education nature park The **National Education Nature Park**, a Department for

Education initiative, launches on **4th October**.

All education settings in England will be able to get involved in the scheme which aims to empower children and young people to make a positive difference to both their own and nature's future.

The Goodwood Education Trust has funding available to offer free trips to eligible schools, with high numbers of children eligible for Free School Meals, those with Special Educational Needs or those with English as an Additional Language. We can offer a free farm trip and support with coach travel. This offer is for Autumn 2023 and into 2024/2025. Please contact them direct to book.

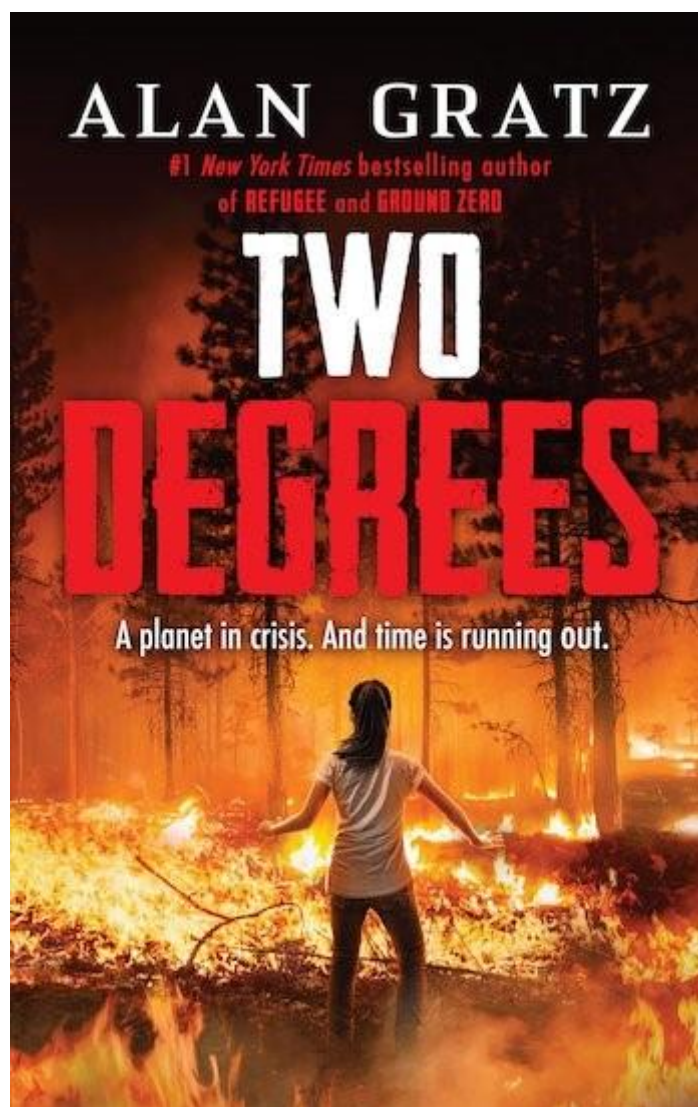


£50 off - Gilbert White's House and Gardens!

This Autumn, Gilbert White's Field Studies centre are piloting new sessions using boxes of resources from their natural history collections. Sessions include Nature Connectedness (with cross curricular links), Rocks & Soils and Classification & Adaptations. They are also developing sessions in response to what schools would like so please get in touch to discuss your requirements.

They are offering a £50 discount to schools booking a session in January or February! Please [email](#) for more information.





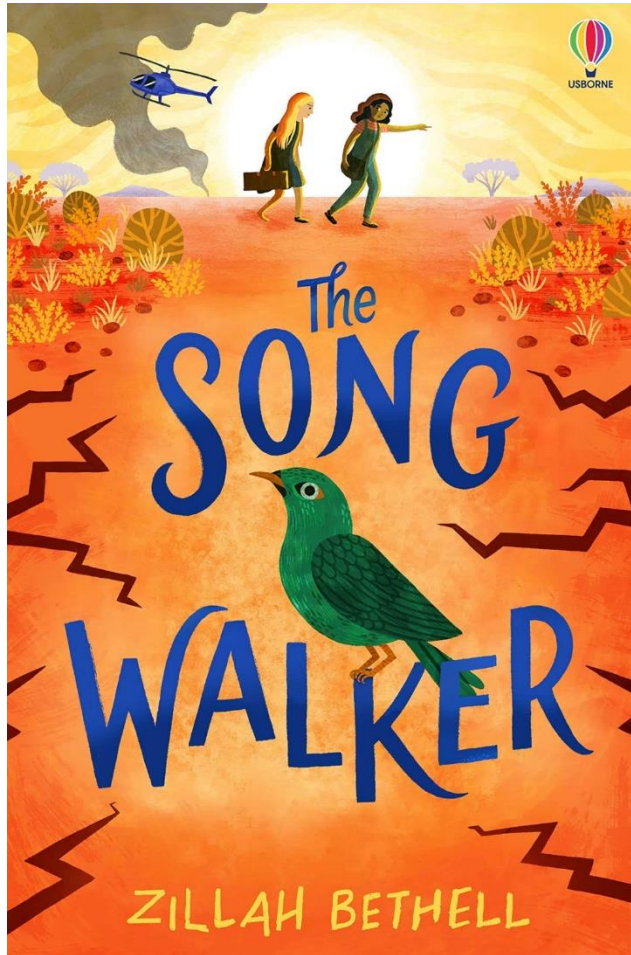
Alan Gatz (2022)

This novel is aimed at **upper KS2 pupils** and is focused on climate change.

Bringing characters together from three fictional events: a forest fire in Sierra Nevada amongst the giant sequoias, a polar bear attack on two boys in Alaska and a Category 5 hurricane hitting Miami the author draws all his characters together to deliver speeches at an international climate conference.



The Song walker

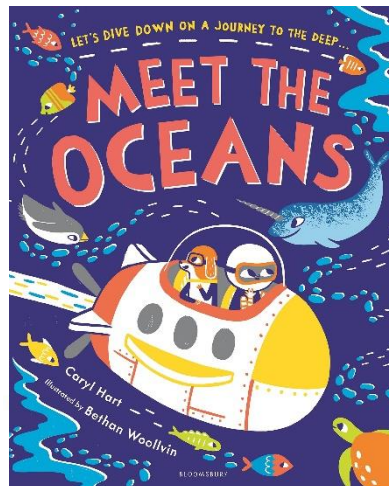


Zillah Bethell (2023). The most recent book by the author details a story set in the extreme Australian Outback.

A girl awakens in the middle of a desert she has no idea who or where she is. With only a locked briefcase and one shoe the girl has to survive the cold desert nights and blistering hot days as she tries to find her way to a settlement. She quickly meets Tarni a first Australian and the book details their struggles to survive as they hunt for water, food and shelter.

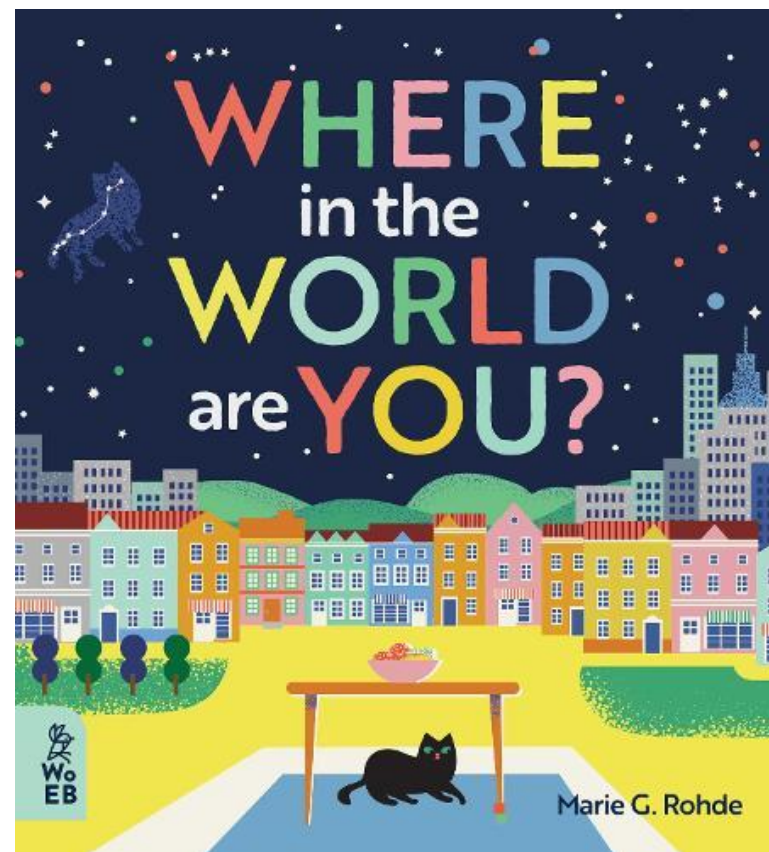
Meet the Weather

Written by the same author as 'meet the oceans' this book suitable for early years with wonderful stories and imagery to develop excitement about weather conditions.



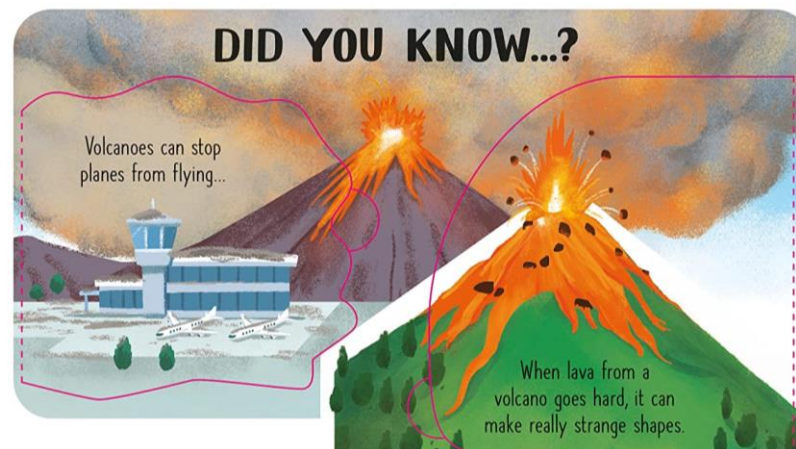
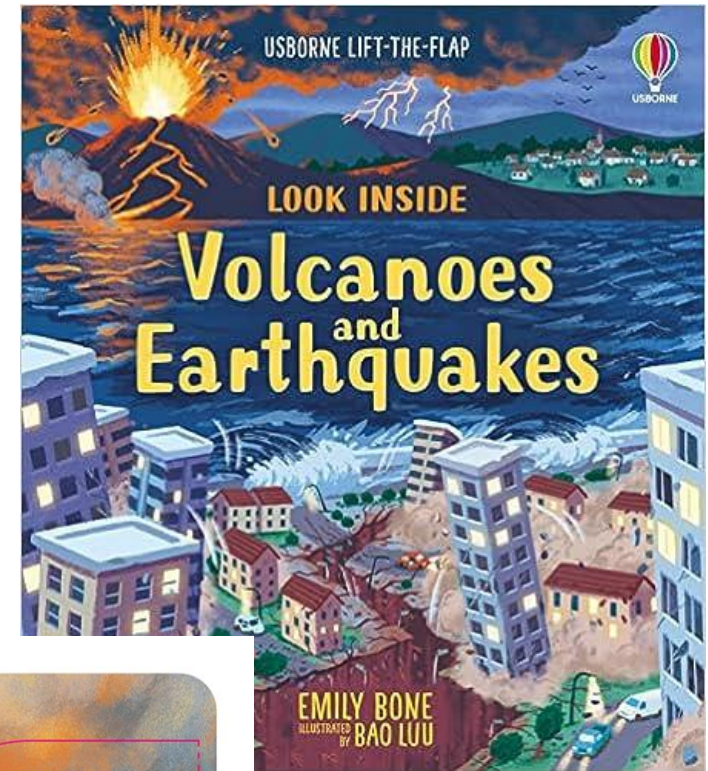
Where in the World are you?

A fantastic book aimed at **KS1**, this book explores the story of a little, black cat and where he fits into the world. Each page 'zooms out' in locality from finding the cat at home under the table, inside his flat, situated on the street, within the city etc. A great book to support KS1 children with understanding their personal and local geography. (Planning support for this book to be added to the **Moodle** page soon!)



Volcanoes and Earthquakes

A fun and interactive 'flap' book aimed at **upper KS1** and **lower KS2**, this informative but eye-catching book is a great way to engage children in fact finding around the topics of volcanoes and earthquakes.



TV series - SK

[BBC iPlayer - Simon Reeves](#)
[South America - Series 1:](#)
[Episode 1](#)



[Watch Griff's Canadian](#)
[Adventure | Stream free on](#)
[Channel 4](#)



Geography matters

SPRING 2023

Primary Geography News

In this issue:

The importance of mapping at Stoke Park Infant School

Geography curriculum development at Woodcroft Primary School

A focus on fieldwork

Does your school subscribe?
Two times a year – full range
of subjects
Articles share best practice



Trailblazer newsletter

The trailblazer newsletter is a great resource which provides lots of great articles, resources such as weblinks, free CPD and information about global initiatives, events, competitions and awards. In this latest edition, there is a big focus on 'food' and 'farming' and lots of emphasis on how to incorporate outdoor learning into the curriculum. The newsletter states:

'A 2014 British Nutrition Foundation Survey of school children revealed great confusion around where food comes from. For example, it found:

- A quarter (25%) of 5-8-year-olds think bread comes from animals*
- Over a quarter (26%) of 5-8-year-olds and 22% of 8-11-year-olds think cheese comes from plants'*



Some useful weblinks provided in the newsletter:

- [RHS School Gardening Awards / RHS Campaign for School Gardening](#)
- [About Us | LEAF \(Linking Environment and Farming\)](#)
- [Places to Visit | Countryside Classroom](#)
- <https://documents.hants.gov.uk/education/trailblazer/Calendar-Themes-Days-Outdoor-Learning.docx>



Calendar of Themes and Days for Outdoor Learning Sep 2023 - December 2023



Education | Free resources for teachers (ordnancesurvey.co.uk)



MapZone home (ordnancesurvey.co.uk)



How to take a 4-figure grid reference with Steve Backshall and Ordnance Survey



Ordnance Survey
9.17K...



Subscribed



754



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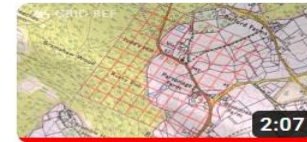


All

From Ordnance Survey

Maps

Related



How to take a 6-figure grid reference with Steve Backshall and Ordnance Survey

Ordnance Survey
377K views • 7 years ago



Choosing the right map with Steve Backshall and Ordnance Survey

Ordnance Survey
164K views • 7 years ago



Understanding contour lines with Steve Backshall and Ordnance Survey

Ordnance Survey
376K views • 7 years ago



How to take a compass bearing with Steve Backshall and Ordnance Survey

Ordnance Survey
352K views • 7 years ago



Understanding map symbols

The spring meetings:

Date	Location
28.2.24	Havant/East Hants
29.2.24	Romsey for NF/TV area
6.3.24	Basingstoke
7.3.24	Gosport and Fareham

Focus:

- The Ofsted subject report...what should you be doing in response?
- Being 'Ofsted ready'
- Sharing good practice

Usual sign up via the Learning Zone

