

Welcome to the Spring Primary Geography Network Meeting

Children's
Services

2024

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Hampshire
County Council


Meeting Focus

- The Ofsted subject report...what should you be doing in response?
- Being 'Ofsted ready'
- Sharing good practice
- Fieldwork analysis and progression
- Fieldwork workshop
- Current text and media drivers
- Outdoor learning opportunities

OS Tricky Place Names Quiz - how good are you at spotting the fakes? | OS GetOutside (ordnancesurvey.co.uk)

 Ordnance Survey

 #GetOutside

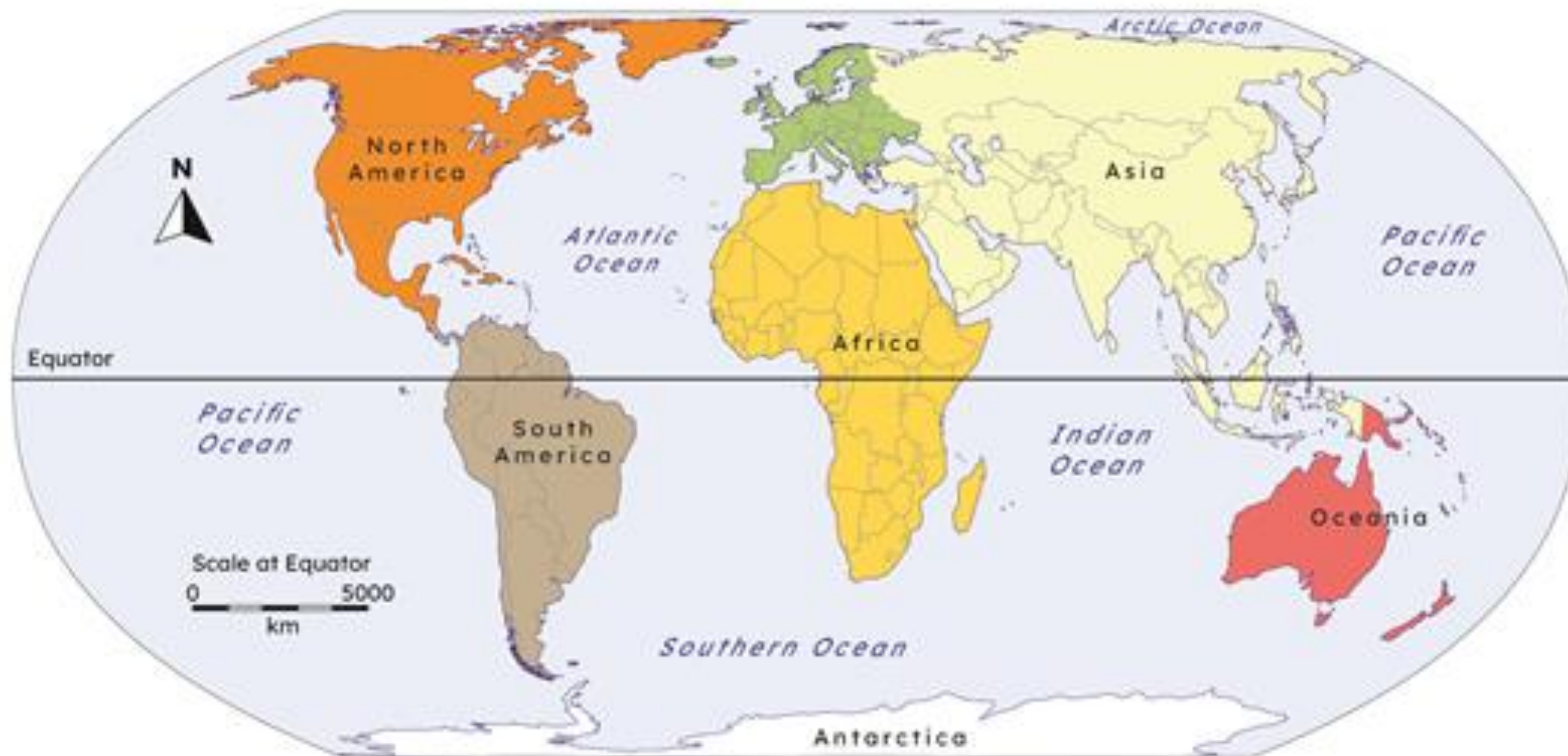


Os tricky place names quiz

Can you spot the real ones?

Map Reading

GA Primary Update 2024



Geography Matters

Geography inside and outside the classroom

The core purpose of geography lessons must be to increase and improve pupils' geographical knowledge, so when considering the study of a specific area or region it is imperative to start with the geography that is found there, including:

- Place: topography, population, location...
- Landmarks: human and physical features, spatial variation...
- Cultural: sport, music, religion, language, food, building...
- Trade: fair trade, industry, economy, interconnections and interdependence...
- Weather and climate: water cycle, temperature, drought, flooding, change...
- Diversity: people, animals, vegetation, land use, similarities and differences...
- Resources: water, energy, minerals, sustainability, migration...

The Ofsted subject report...what should you be doing in response?

The use of assessment

Summary of the research review relevant to the use of assessment

Class teachers should use assessments that are designed to check that the intended curriculum has been covered and that identify how secure pupils' knowledge is. Research has found that this kind of assessment flags any areas that may need further teaching and highlights any misconceptions that pupils have. Equally, it identifies aspects that pupils quickly grasp.

How are you assessing in your subject?

- Do you have examples of both formative and summative assessment happening in your subject?
- What are you doing with this information/data to inform or adapt future teaching/planning?

The Ofsted subject report...what should you be doing in response?

Professional development

Summary of the research review relevant to professional development

If good geographical subject knowledge is a prerequisite for good teaching, then subject-specific training becomes critical. Teachers need to have the knowledge to plan and revise the geography curriculum successfully and to consider their own teaching and its impact on pupils' learning.

As geography is a dynamic subject, it is essential that teachers keep their subject knowledge up to date and engage in discussions about the nature of the subject and pedagogy.

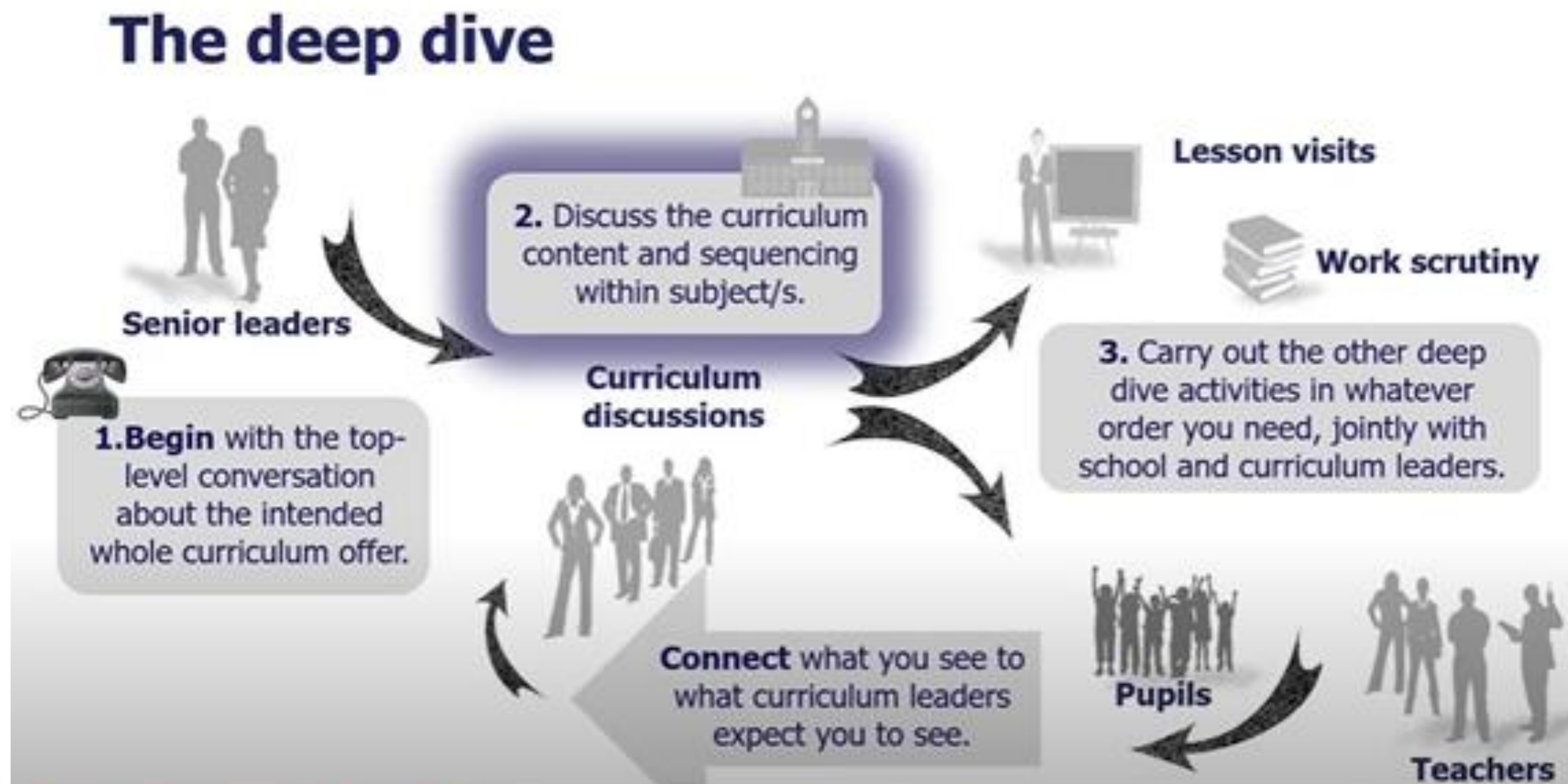
How are you keeping up-to-date with your subject?

- Attending network meetings
- Signing up to subject specific correspondence such as *Outdoor Learning Newsletter – Trailblazer* and *Geographical Association*
- Keeping up-to-date with global/national publications such as the latest Ofsted subject reports and subject specific reviews
- Further reading around the subject such as Mark Enser's *Powerful Geography*

Being 'Ofsted Ready' – in Spring Newsletter

[Curriculum and subject leadership | Ofsted webinar for schools – YouTube](#)

The protocol for a standard deep dive into a subject.



The webinar also goes on to expel certain **myths** surrounding Ofsted visits:

- Ofsted do not expect subject leaders to be subject specialists
- They understand that subject leadership will often be a part of teacher's wider role, not a sole responsibility (in primary)
- They do expect subject leaders to have an overview of the whole subject across the school
- They will look at the support that staff are given to develop subject knowledge
- Schools are not expected to design their curriculums from scratch and may use appropriate schemes of work
- They will talk to multiple people regarding the subject leadership (for example the person who was previously in charge of the subject) if requested

Being 'Ofsted Ready' – *in Spring Newsletter*

Questions from Ofsted - What can you expect them to ask?

Examples:

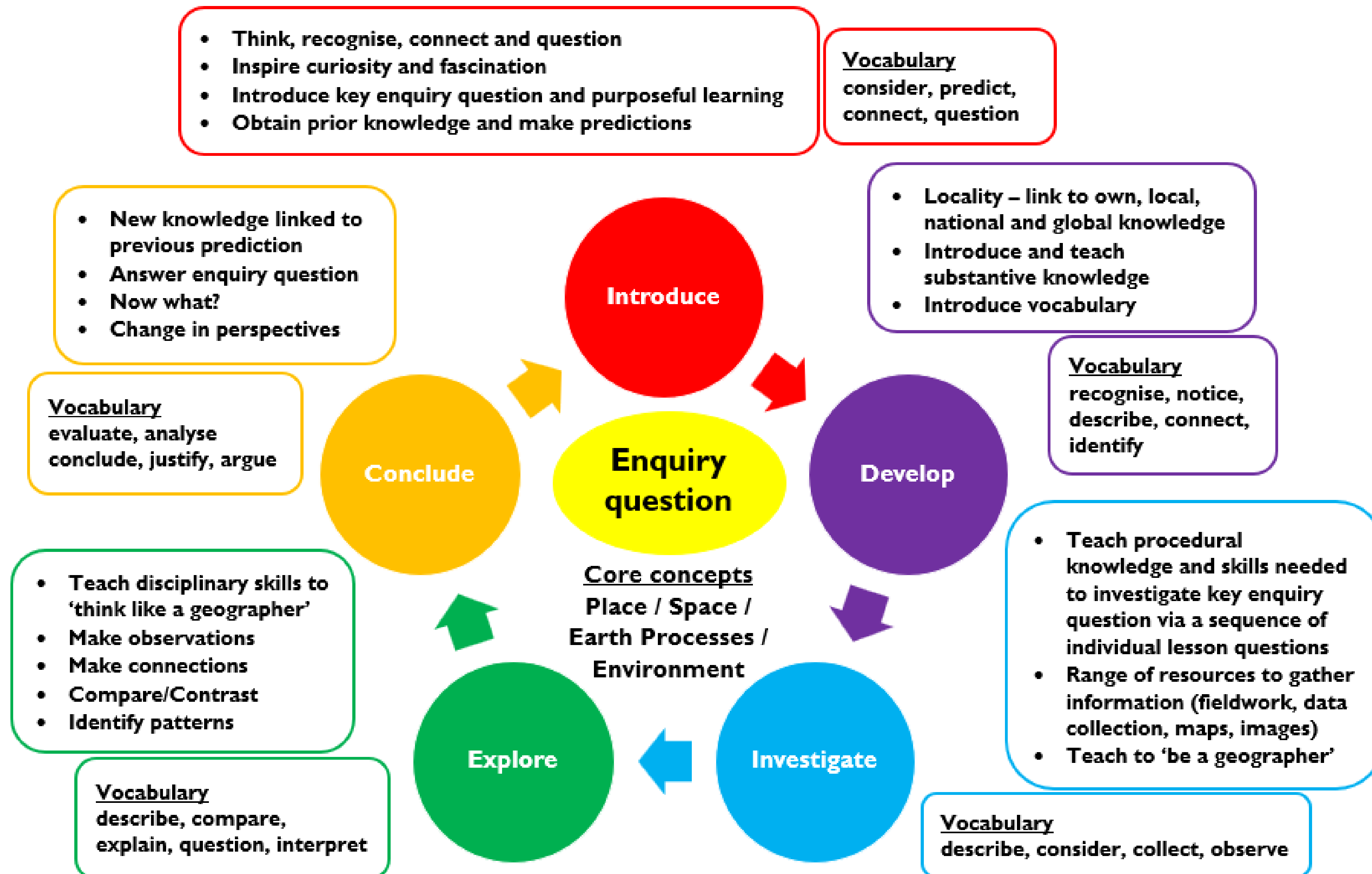
- *Does the subject curriculum match the scope and ambition of the nation curriculum? Is it coherent?*
- *How is the curriculum influenced by whole school priorities and the school context?*
- *How do you order content to ensure that pupils' knowledge, understanding and skills develop progressively?*
- *How are you building substantive and disciplinary knowledge?*
- *How are you developing a curriculum that is ambitious for all? How do you support disadvantaged pupils? SEND? HPA?*
- *How do you ensure that pupils remember the curriculum long term? (retrieval/revisiting)*
- *How does your subject contribute to: British values, SMSC and Diversity?*
- *What are the strengths and areas for development in your subject?*
- *How have you developed and supported staff in your role as subject leader?*

Being 'Ofsted Ready' – *in Spring Newsletter*

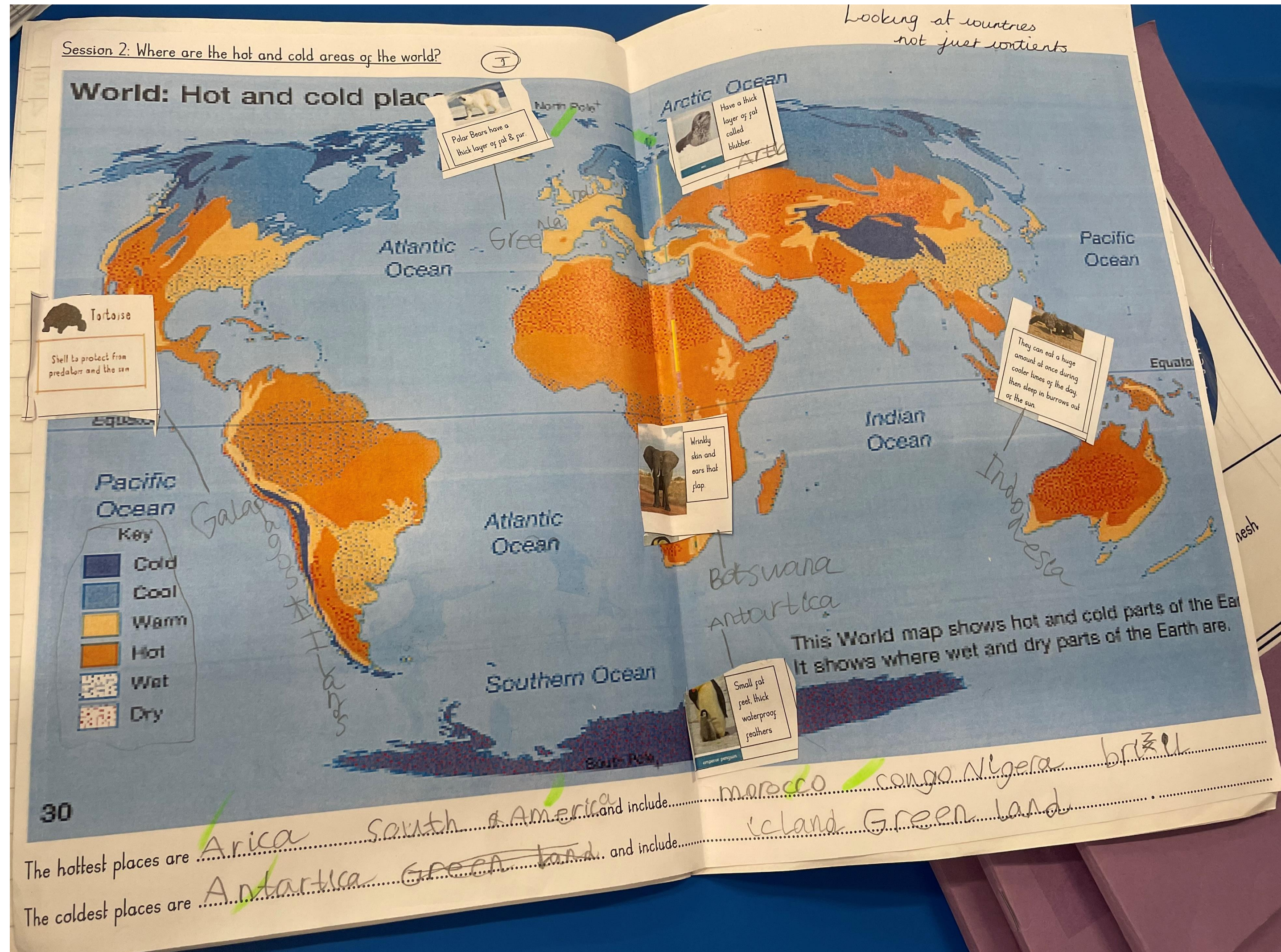
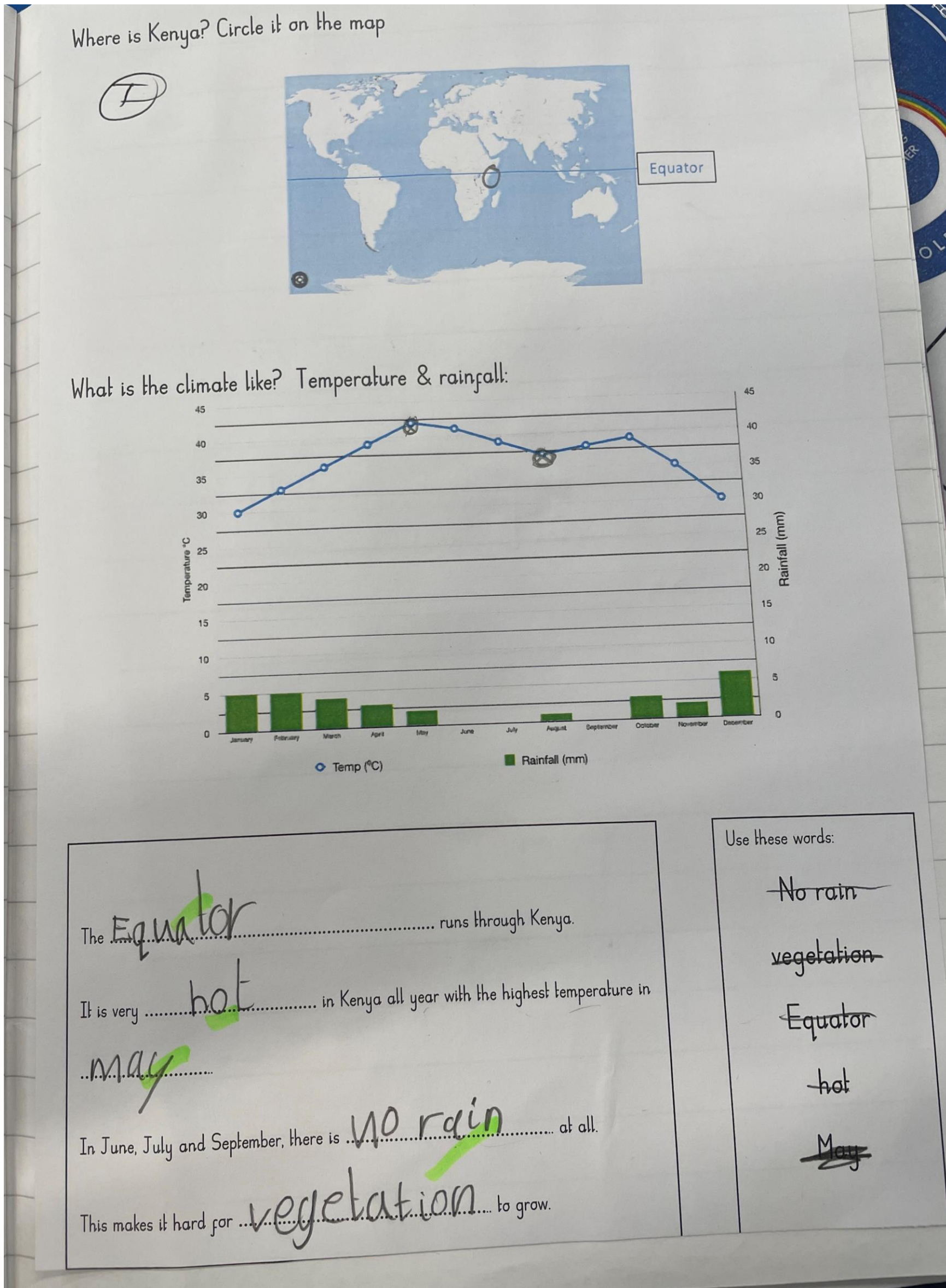
Ofsted top tips:

- **Be forthcoming** with where your subject currently stands but also what you have on your **action plan** in regards to **next steps** – inspectors understand that your school / subject is on a journey of which they are entering on and not seeing in its complete form. Your job as a subject leader is to explain where you are on that journey and where you are hoping to go next. It is better to identify to them your areas for development and show awareness of how to improve these, rather than the inspectors identify them for you.
- Ensure you know what **geography looks like across your school** - Do you have an overview of what is being taught and when?
- Are you able to show what **progression of skills and knowledge** look like across your school with reference to specific documents available?
- Be confident in explaining why you have **structured the geography curriculum** the way you have and how it supports the context of the school's cohort and values as well as ensuring it is accessible for and supporting of children with **SEND, pupil premium and disadvantaged pupils**
- Be confident and show enthusiasm for the subject and remember, you may not be a geography specialist but you are the **go-to person for geography in your school**, and Ofsted just want to see that you know how best to support the staff at your school or at least know who to contact if further support or advice is required

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



Sharing good practice



Map work and data analysis collection at Bedenham Primary

What is so good about our local area?

We found out using a field trip and Google Earth, then I made a Sketch Map:

Key

- Pick [green rectangle]
- hol' [blue house]
- Book [red cross]
- dokter [red cross]
- Le'sorren [orange circle]
- Shop [purple rectangle]
- mac [red cross]
- donog [red cross]
- star [red cross]
- black [red cross]
- howso [red cross]

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Sketch maps and map work in KS1 at Bedenham Primary

Session 5

Where are the hot and cold places in our school?

Create symbols for your map using the key.

Key	
Hot	
Warm	
Cold	
Freezing	

[illegible]

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Driveway

Wild area

Car Park

Badgers' pre-school outdoor area

KS1 playground

Badgers' pre-school

PPA room

Cookery Room

Year R Bears Mrs Messem

Year 2 Tigers Miss Ramshaw

Year 1 Turtles Miss Dexter-Hall

Pond & growing area

Reflection Garden

KS1 trim trail

Year 3 Elephants Mrs Ginn

Year 4 Leopards Ms London

Year 5 Gorillas Mrs Williams/Mrs Ward-Prowse

Year 6 Dolphins Miss Tuck

Penguins Resourced Provision Mrs Sivier/Mrs Gibson & Mr Moloney

Hall

Community Room

Reception Office

SENCO / SEN W Office

Staff

Library

KS2 playgrounds

KS2 trim trail

Key

Hot

Warm

Cold

Freezing

Recall and retention tasks at Bidbury Junior School

Year 3 Recall Example (Lesson 4):
(Topic- Our Local Area: Bedhampton)

This section is recalling knowledge from previous years (during KS1).

This final section is recalling knowledge from the first lesson of the topic, where the children looked to locate Bedhampton on a world map, map of Europe and map of the UK.

1) Tick the box if you would find it in Bedhampton

school	<input checked="" type="checkbox"/>
park	<input checked="" type="checkbox"/>
shop	<input checked="" type="checkbox"/>
factory	<input checked="" type="checkbox"/>
train station	<input checked="" type="checkbox"/>

2) Circle all of the continents

Asia Spain North America South America
United Kingdom Europe France Africa

3) In which Continent would you find Bedhampton? Circle the correct one.

Asia Africa Europe North America

In the previous lesson, children used Google maps and street view to identify the landuse in their local area (this will be supported by an education visit).

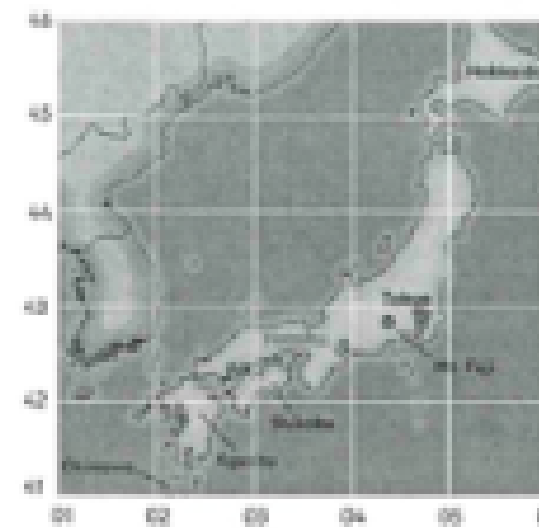
Each element of the retrieval practise is designed to be accessible for all learners, therefore there is limited amounts of reading and writing responses required.

Year 6 Recall Example (Lesson 4):
(Topic- South America Case Study: Copacabana)

In the first lesson of this topic, children learnt about where South America is and what it was like (researching topography, countries etc). This was an opportunity for children to look back in their book and find their South American maps. Additionally, this was another opportunity to revisit one of our key vocabulary terms, 'land locked'

Recall

1) Find the 4 figure grid references of these places in Japan.



Osaka	(02, 42)
Kyoto	(02, 42)
Hokkaido	(05, 45)
Shikoku	(03, 42)
Mount Fuji	(04, 42)
Tokyo	(04, 42)

2) Which countries in South America are land locked?

Bolivia and Paraguay

3) One of the largest rivers in the world - second only to the Nile river - the Amazon river flows for over 6000km throughout the Amazon rainforest. The river is a main way to access other areas of the Amazon and many places within South America. During the dry season, parts of the river can be 4-5km wide and in the wet season up to 50km wide.

wet	✓	Nile	✓	Amazon	✓	dry	✓
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In the lesson before, children practised using 4-figure grid references to identify places in Brazil. Children revisited this skill during the recall. Although Japan is not the area of focus, a discussion was had about location knowledge and where in the world it is, compared to where we are.

This final part of the recall revisits knowledge from the rivers topic they studied in Year 5 but has a link to South America and Brazil which is the current topic. For this cloze, the children had to use their understanding that in the wet season, the river will become wider due to increased rainfall and surface run off.

WHERE IN THE WORLD?

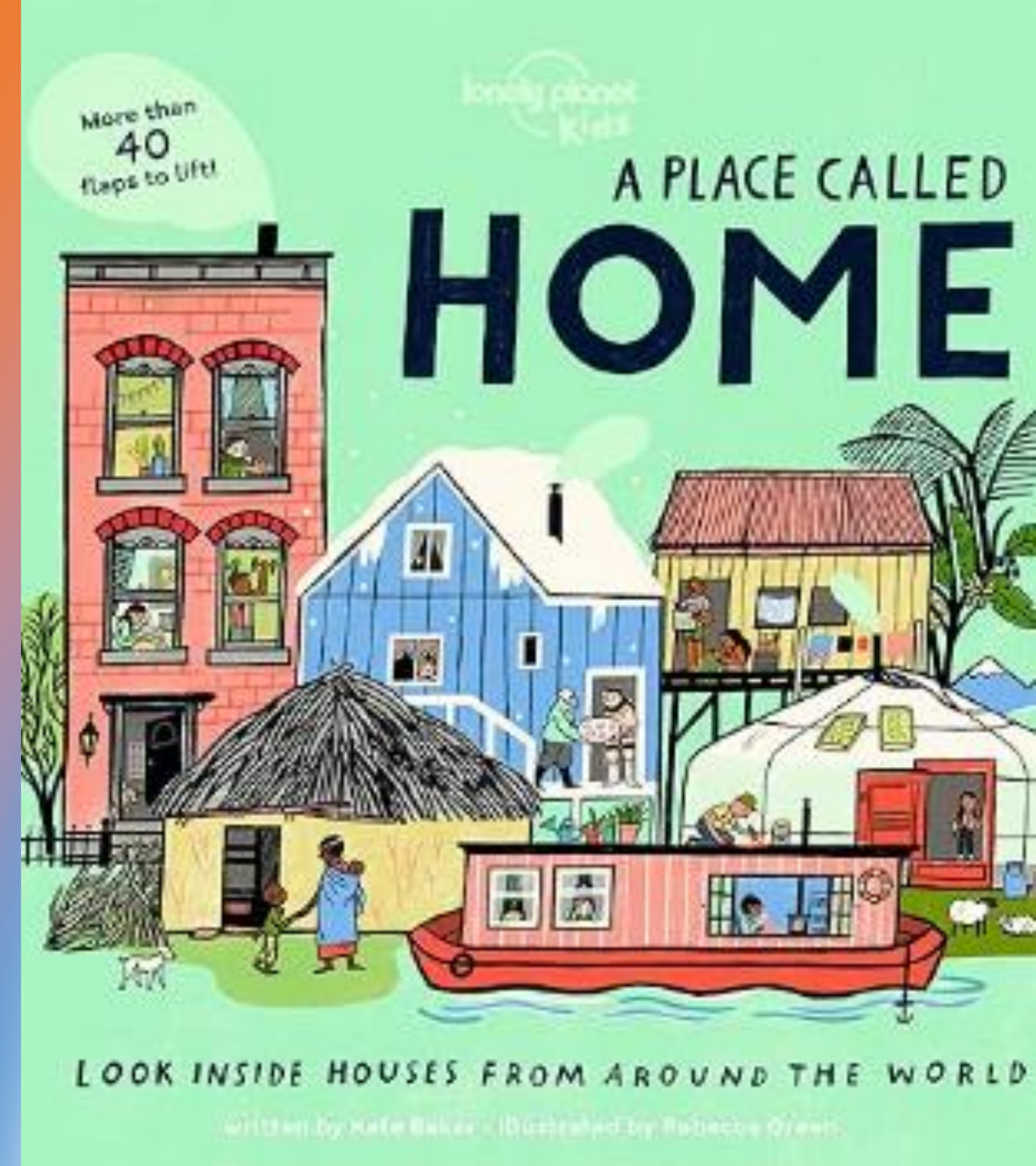


Celebrating travel and diversity at Mengham Junior School



Where on Earth? – KS1 & 2

Where on Earth is the UK? Where are koalas from, and who lives on Antarctica? From landscapes to animals, cities to people and languages to food, this series will let readers take a trip to each continent. It's time to travel around the Earth.



A place called home - KS1

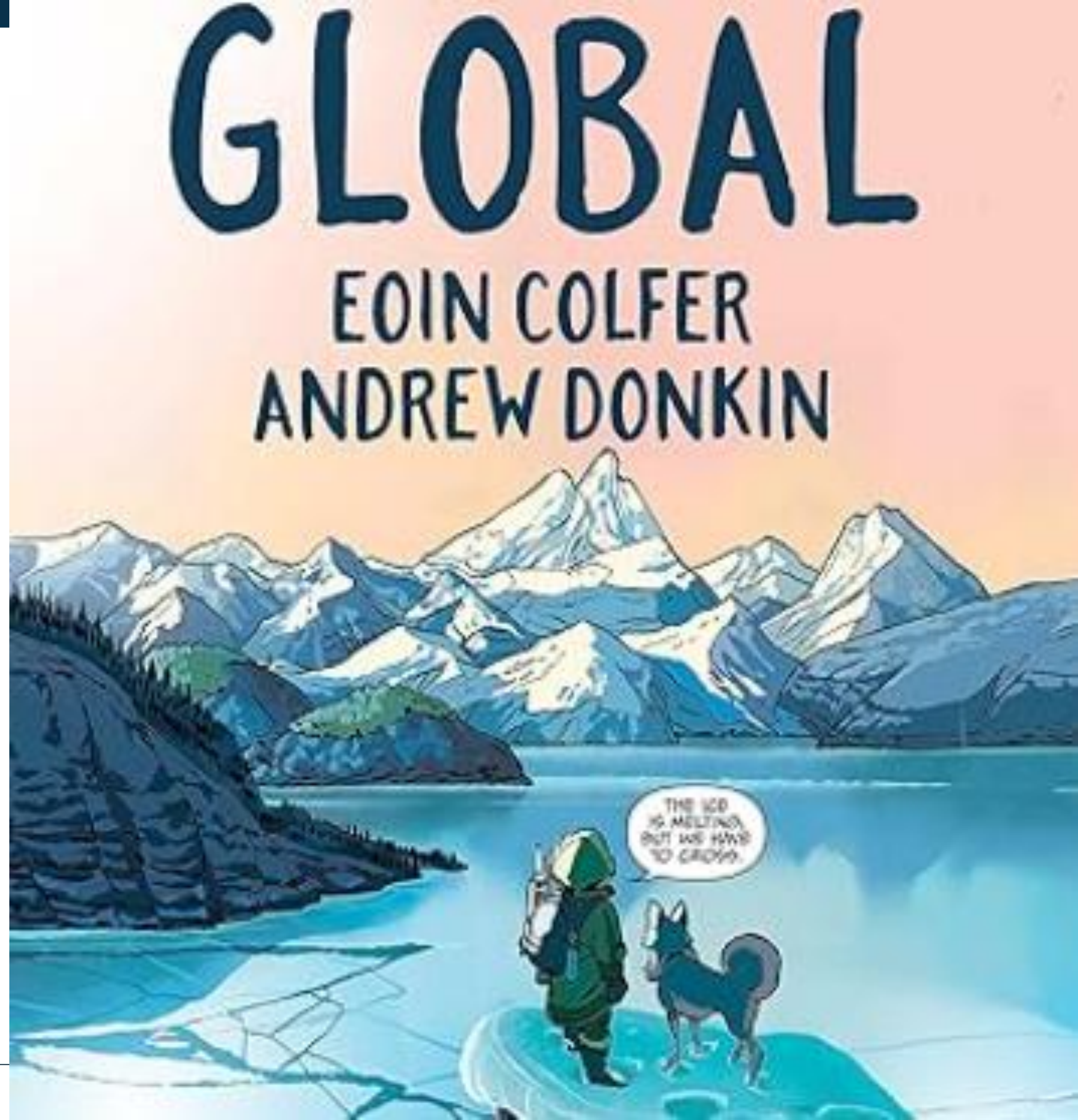
Take a sneak peek inside homes from all around the world with this charming lift-the-flap book, written by Kate Baker and beautifully illustrated by Rebecca Green. From cosy wooden houses in snow-blanketed Greenland to traditional Maasai mud huts in East Africa, young children will discover different ways of living across the globe and get a unique glimpse into diverse cultures and communities.

Suitable for children aged three and upwards, the colourful artwork is filled with fun details, helping to bring these miniature worlds to life. With flaps on every page allowing kids the chance to open doors, peep through windows and uncover what makes each distinct culture tick, this book encourages kids to be curious about our diverse world.

Whether it's Mongolian yurts in the rolling plains of the Gobi Desert or raised jungle homes in the wilds of the Amazon Rainforest, A Place Called Home will take you on a journey all around the world to see how other people live.

Global – KS2

This is a powerful, hopeful and timely story about the real effects of climate change: two young people on different continents whose lives are catastrophically changed by global warming. A graphic novel with glorious colour artwork throughout for children of all ages - from Eoin Colfer, previously Irish Children's Laureate, and the team behind *Illegal*, and his bestselling *Artemis Fowl* graphic novels.



Great adventures – KS2

** WINNER OF THE ORDNANCE SURVEY CHILDREN'S TRAVEL BOOK OF THE YEAR 2019 AND LONG-LISTED FOR THE BLUE PETER BOOK AWARD 2019**

Hand-picked by adventurer Alastair Humphreys, this compilation retells the extraordinary journeys undertaken by his personal heroes. These men and women have ventured into space, oceans, deserts and jungles and inspired Alastair's own adventures. They may do the same for you too.



TV series

<https://www.disneyplus.com/en-gb/brand/national-geographic>

<https://www.itv.com/watch/orkney-britains-green-islands-with-julia-bradbury-and-alex-beresford/10a1712/10a1712a0001>





SPRING 1 2024 NEWSLETTER

DfE Sustainability and Climate Change Strategy Update

[DfE Sustainability and Climate Change Strategy](#).

Here is the [DfE's December Climate in Education Snapshot - Dec 2023](#)



Sign up now to be part of the **National Education Nature Park** and its free educational resources and webinars.



Free Webinar:

[Making changes to your learning site](#) - Thurs 25 January, 16.15 - 16.45 [Register here](#)

By 2025 all education settings will need to have nominated and trained a **Sustainability Lead** who will put in place a climate action plan. [Sustainability Leadership and Climate Action Plans in Education](#) The DfE stipulates that these Action Plans should cover:

1. Decarbonisation: e.g. calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient
2. Adaptation and resilience: e.g. taking action to reduce the risk of flooding and overheating
3. Biodiversity: e.g. engaging with the National Education Nature Park and enrolling in the Climate Action Award
4. Climate education and green careers: e.g. ensuring education gives knowledge-rich and comprehensive teaching about climate change

In the News ...

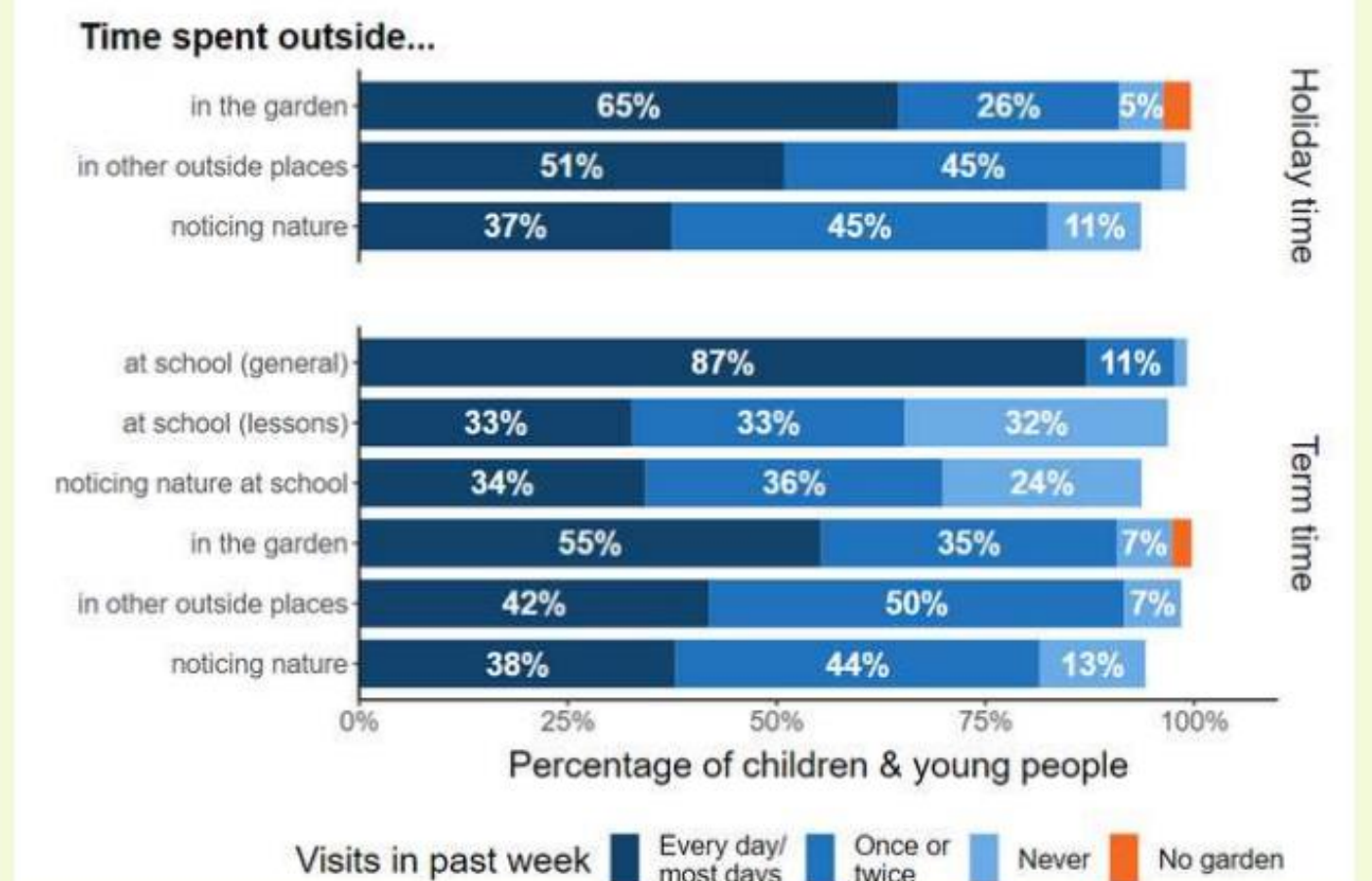
The Children's People and Nature Survey for England: 2023 update



The '[Children's People and Nature Survey](#)' (C-PANS) provides information on how children and young people experience and think about the natural environment. It is run twice each year, once in term time and once in holiday time. Here are some key findings collected in 2023.

- **Most children and young people are spending time outside at school.**

87% of children and young people said they had spent time outside at school most days or every day in the past week (1% said they never did this). When asked about how often they had done activities or lessons outside that were not PE, 33% said most days or every day, which is an increase from 23% in 2022 and 30% in 2021.



Calendar of Themes and Days for Outdoor Learning February – April 2024

World
Wetlands Day
2 February



**WORLD
WILDLIFE DAY**
3 MARCH



The Summer meetings:

Date	Start time	Finish Time	Location	Preferred Venue
5.6.24	1:30pm	4:30pm	Was Havant/East Hants area, now Gosport and Fareham area	St Judes Primary - confirmed
13.6.24	1:30pm	4:30pm	Romsey for NF/TV area	Lymington Infant - confirmed
12.6.24	1:30pm	4:30pm	Basingstoke	Newlands Primary - confirmed
6.6.24	1:30pm	4:30pm	Was Gosport and Fareham area, now Havant/East Hants area	Warren Park Primary - confirmed

Usual sign up via the Learning Zone

Your feedback matters

Please scan the QR code to complete our online training evaluation form

Or access the form using the URL below

<https://forms.office.com/r/QE21XtDJ2r>

Thank you



Geography Skills and Fieldwork



What is fieldwork and the fieldwork 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?

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?

Possible methods

Land use survey	Use a map and key to show what the land is used for, e.g. classroom, mixed use, play, office.
Environmental Quality Index	Identify 3-5 criteria and give each a score from 1-5 for the different locations.
Emotional mapping	Use a map and key to show how children feel in different locations.
Field Sketch	Sketch (not draw) a view and add labels (one or two words).
Annotated Photo	Add description and explanation to a photo.
Traffic/pedestrian/country/feature counts	Tally the number of cars/lorries/people/foods from USA that you identify.
Weather equipment	Measure the weather such as temperature using thermometer or a simple gauge, e.g. swimsuit, school uniform, coat, and hat.
Survey	Carry out a survey collecting qualitative (words) or quantitative (numbers) evidence.
Questionnaire	Ask questions to a range of people to find out information.
Interview	Ask in depth questions to people to find out more information, e.g. caretaker, HT, friend or family of a teacher living in a different place.

KS1 topic	Possible questions
Seasons and daily weather patterns	<p>Where on our school site is the wettest/warmest/sunniest/windiest?</p> <p>How do we use our school site in different weather?</p> <p>How does our school site and local area get affected by extreme weather? Explore the area looking for places affected by extreme sunshine, rain, wind, frost.</p>
Hot and cold areas	<p>Where on our school site is warmest and coldest?</p> <p>Is there a pattern to the warm areas in school?</p> <p>Where in our local area is hot and cold?</p> <p>What is it like to live in a cold area like the North Pole or a hot area like a desert? (go outside when the weather is very cold or hot)</p>
Physical features	<p>What can we spy on our school site/in our local area?</p> <p>What clues can we find to prove that our local area is in a deciduous forest and not a hot/cold desert?</p> <p>What would a tourist want to visit on our school site/in our local area?</p>
Human features	<p>What can we spy on our school site/in our local area?</p> <p>What clues can we find to prove that our local area is a</p>
	<p>village/town/city?</p> <p>Where do people work in our local area?</p> <p>How do people use our local area?</p> <p>What would a tourist want to visit on our school site/local area?</p>

Maps	<p>Where would the Mr Men like to visit on our school site?</p> <p>Is the map the truth?</p> <p>What is the map missing?</p> <p>How do we feel about different places in our school?</p> <p>I spy from the sky.</p> <p>What journeys do we make around our school site/local area?</p> <p>Where is special about our school?</p>
Compass directions	<p>What is immediately/in the local area/in the country/in the world to the N, E, S, W of the school fence?</p> <p>Which areas of the school are bright when the sun is in the east (rising), south (midday), west (setting)?</p> <p>What do we like in the N/E/S/W of the classroom/school?</p> <p>Which direction from our school are the continents and countries in the UK?</p>
Grid references	<p>Where is the treasure hidden around the school?</p> <p>Where would be the best place to hide treasure?</p> <p>Where would be good for a picnic/disco/meeting/lessons?</p> <p>Where would the Mr Men like to live?</p> <p>Where are the main features of the school?</p> <p>Where do Year R/1/2/3/4/5/6/staff spend their day?</p>

What could that look like in KS2?

KS2 topic	Possible questions
Climate zones	<p>What is the weather today and does the monthly average match the climate for this time of year?</p> <p>Where on our school site is the wettest/warmest/sunniest/windiest?</p> <p>How does the water cycle change in different climates?</p>
Biomes and vegetation belts	<p>Which biome do we live in?</p> <p>What would change around school if we lived in a hot/cold desert biome?</p> <p>How does the water cycle change in different biomes?</p>
Rivers	<p>How flood proof is the school?</p> <p>How does a river work?</p> <p>How is infiltration affected by type of surface?</p> <p>Where can we find evidence of erosion, transportation, and deposition around school?</p>
Mountains	<p>What are the advantages and disadvantages of mountains? (this is hard to do if you have a flat site and a single storey school).</p>
Volcanoes	<p>Where in school is riskiest?</p> <p>What would be the evacuation route through school and into the local area if a volcano had erupted?</p> <p>Where in school would be safest if a lava flow, ash, pyroclastic flow was coming?</p>
Earthquakes	<p>Where is school is riskiest?</p> <p>What would be the evacuation route through school and into the</p>

Water cycle	<p>Where is the water cycle happening in our school?</p> <p>How does the water cycle picture change day to day?</p> <p>Which surface does water infiltrate quickest?</p>
Settlement and land use	<p>How is the land used in our school?</p> <p>Which area of the school would be most suited to your interests if you could migrate within the school?</p> <p>What is it like in our school and local area?</p> <p>How could we make our school more like a city, town, or village?</p> <p>How happy are people in our school?</p> <p>What is our local issue and how can we reduce it?</p>
Economic activity including trade links	<p>What jobs can we find on and linked to our school site?</p> <p>What are the pros and cons of different jobs in school?</p> <p>How globally connected is our school? Cars/food/staff/children</p>
Natural resources (energy, food, water, and minerals)	<p>Where would be the best location for a wind turbine/solar panel/water butt?</p> <p>Where would be the best place to grow X?</p> <p>How do we use and waste food/water/energy/minerals?</p> <p>What infrastructure would we need if we found gold in a specific location in the local area?</p> <p>Where is food grown in the local area and how does it get to the shops?</p>
Maps	<p>Where would the Mr Men like to visit on our school site?</p> <p>Is the map the truth?</p> <p>What is the map missing?</p> <p>How do we feel about different places in our school?</p> <p>I spy from the sky.</p> <p>What journeys do we make around our school site/local area?</p> <p>Where is special about our school?</p>
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