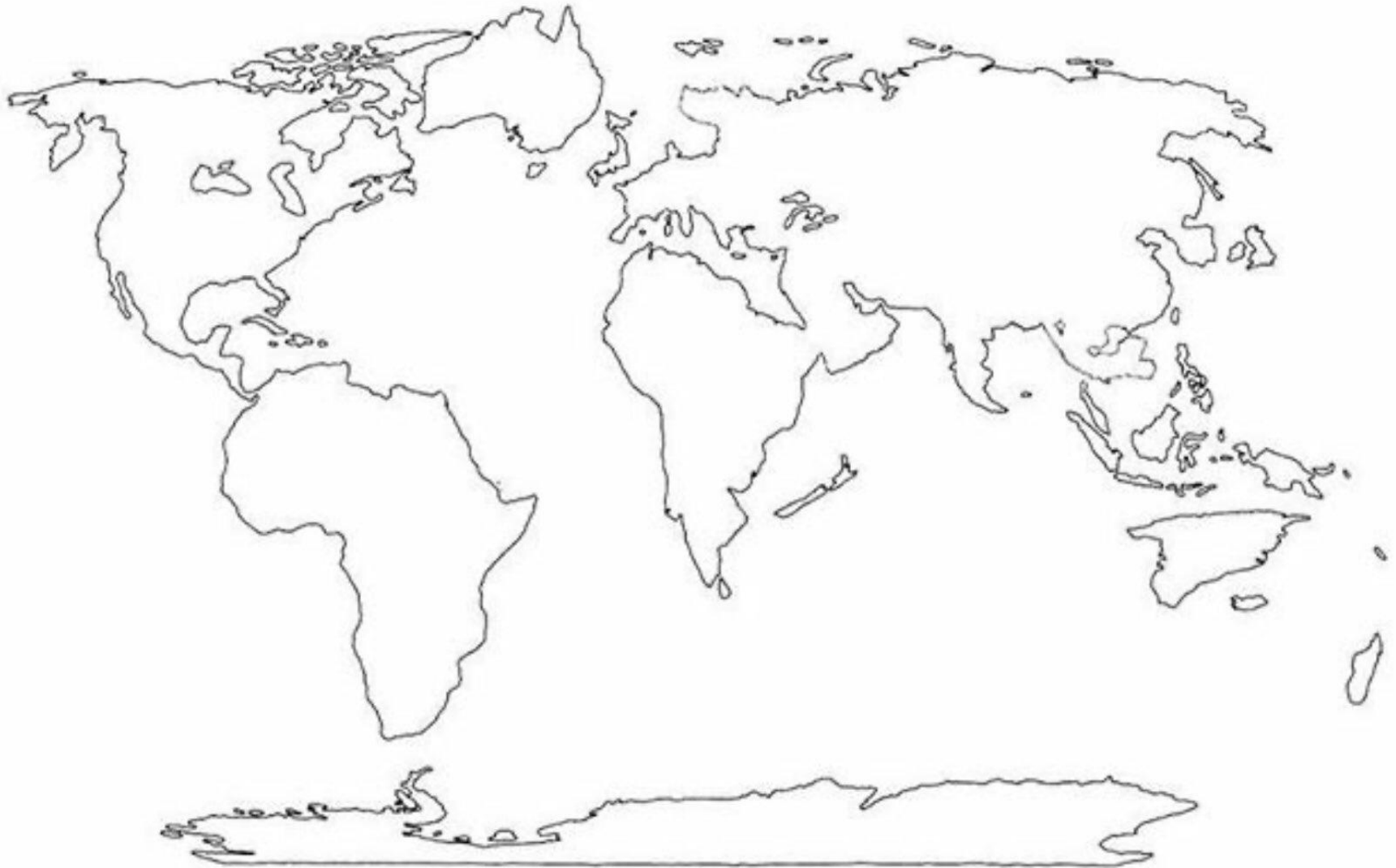


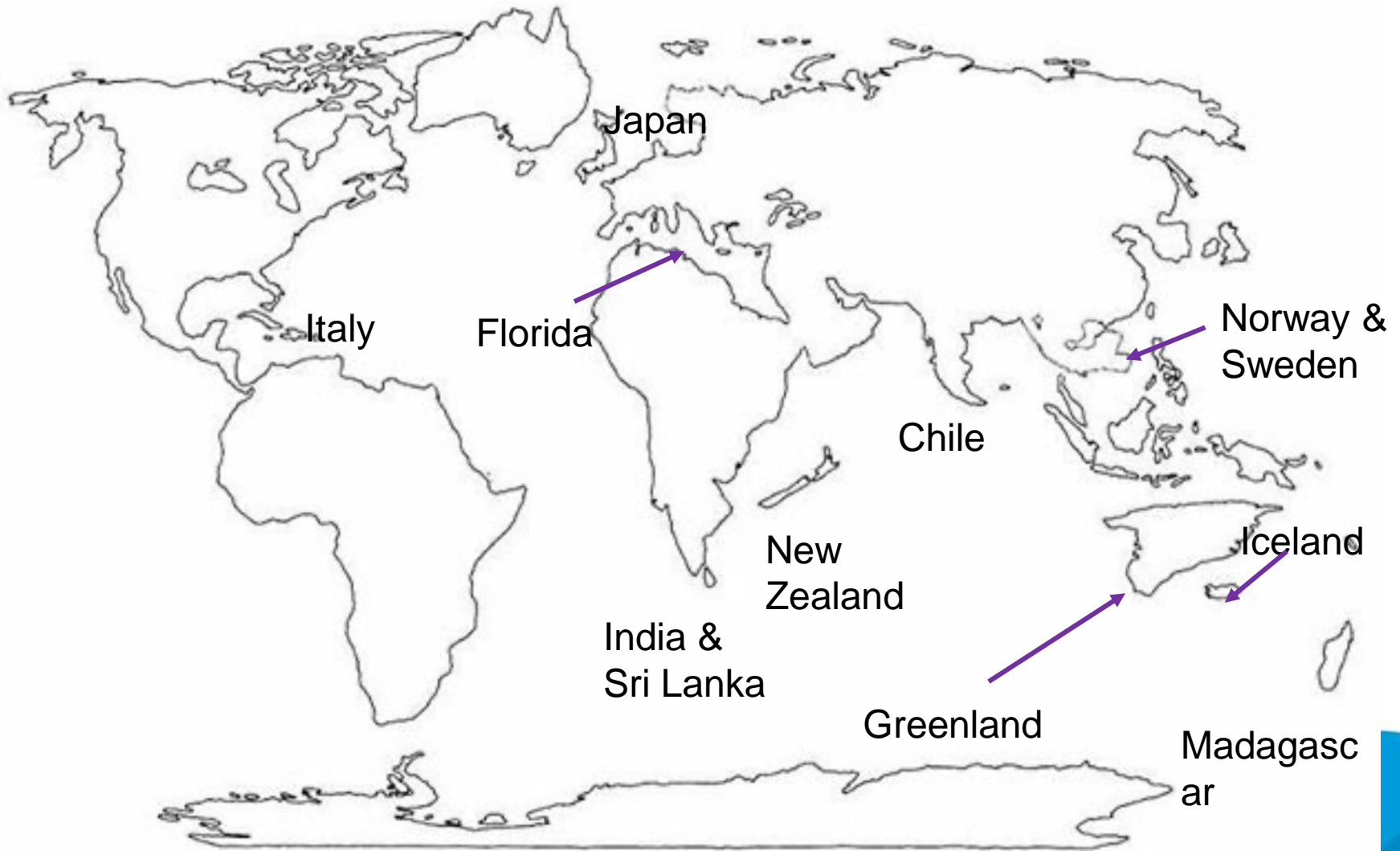
Primary Network Meeting Autumn 2022

kate.broadribb@hants.gov.uk
@RibbK



Label continents and countries:





The primary aims of the subject network meetings are to:

- Ensure a clear understanding of the national picture and its application in local and school contexts.
- 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.
- Facilitate school to school networking and develop strength across the system.



Meeting Focus

- 'Where's where?' Shape, Space and supporting locational knowledge
- How to support the acquisition of disciplinary knowledge
- Geographical vocab – for teachers and pupils
- Sharing good practice and work
- Subject updates and what's new



MAP PROJECTIONS

MERCATOR



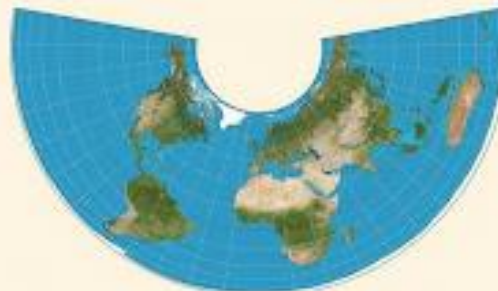
GALL-PETERS



GOODE-HOMOLOGINE



WATERMELON

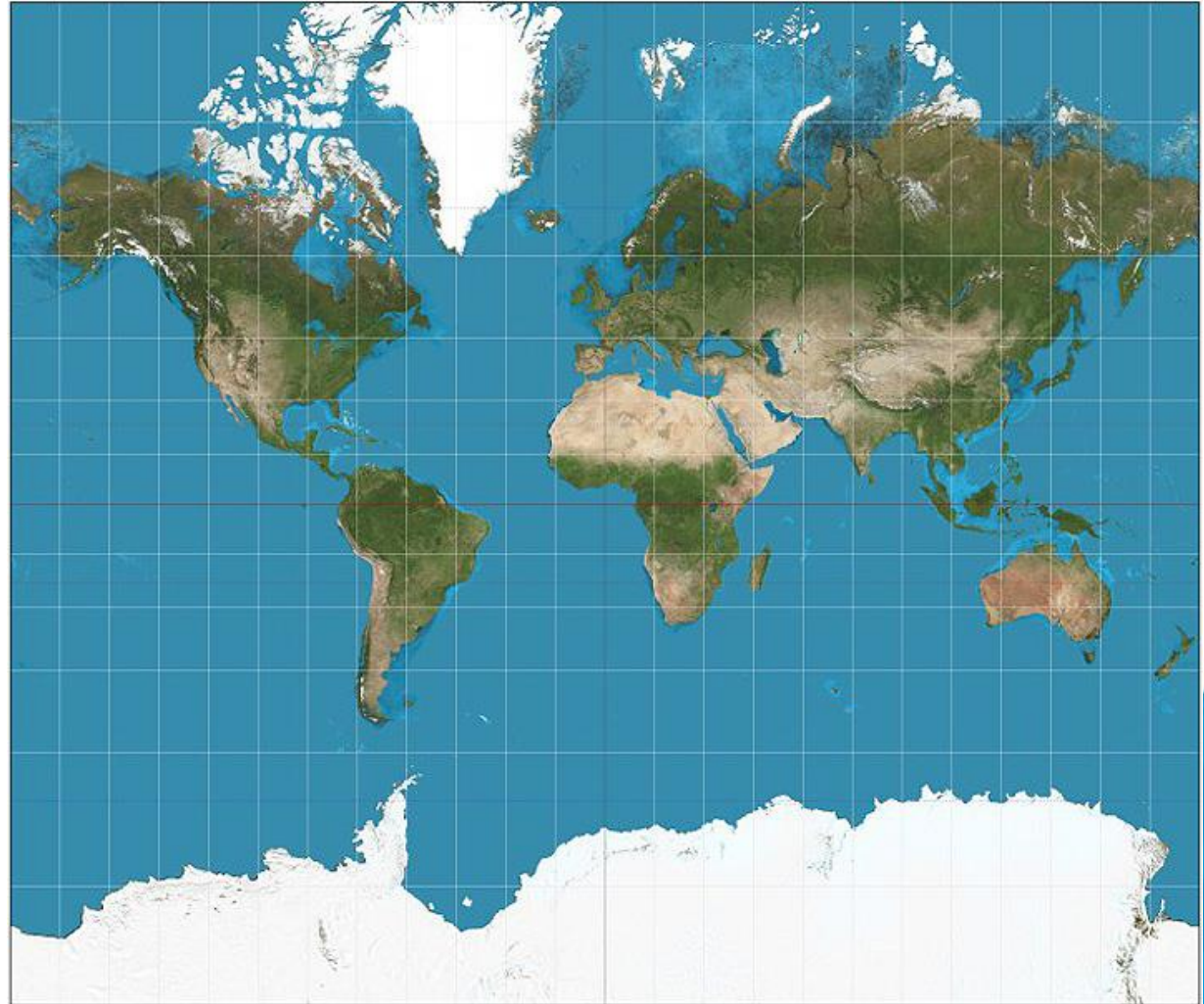


ALBERS



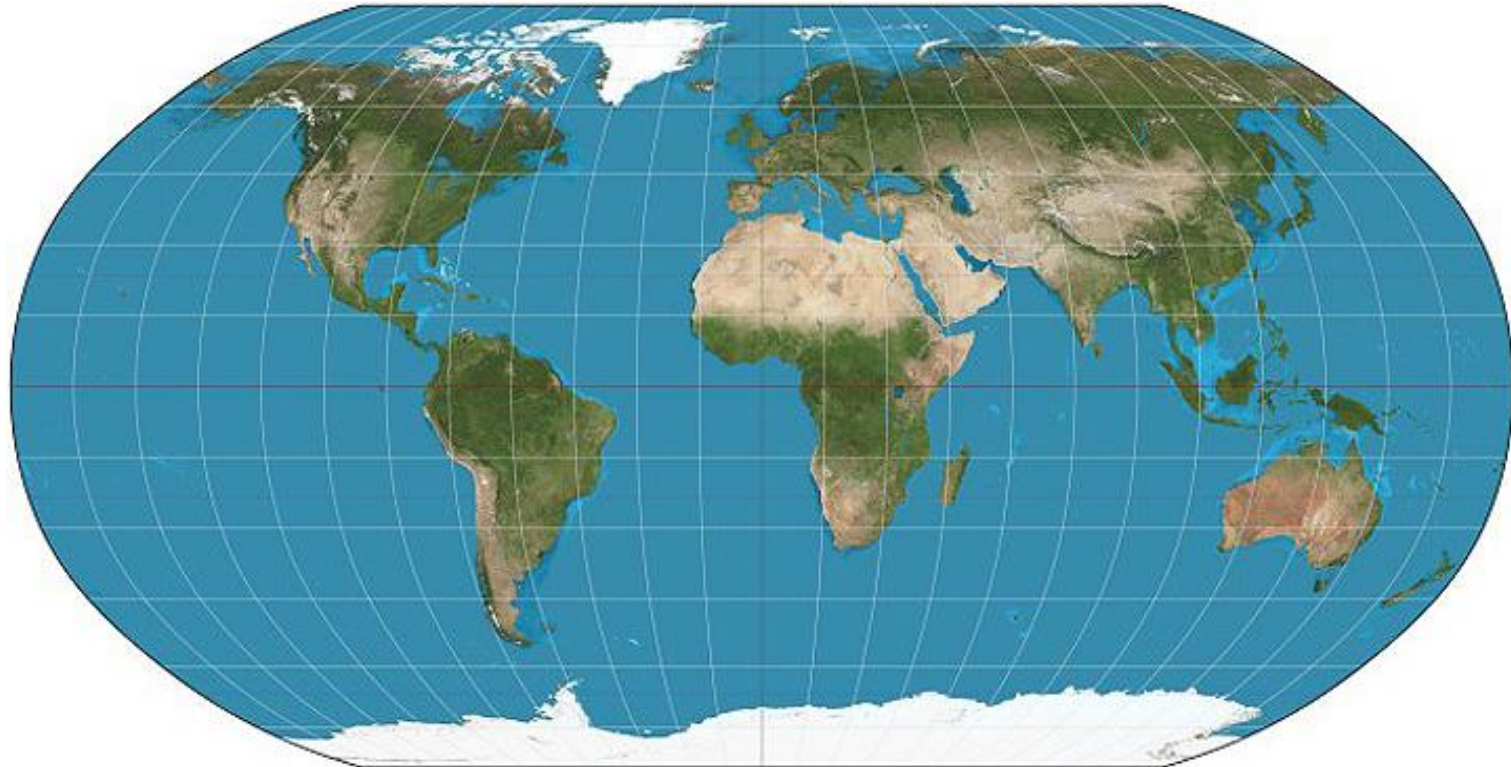
ROBINSON

Mercator - developed by Gerardus Mercator back in 1569 for navigational purposes. Its ability to represent lines of constant course from coast to coast made it the perfect map for sailing the seas. Its popularity was so great that it became used as a geographic teaching aid even though the projection grossly distorts countries sizes. Its worse the closer you are to the poles. Greenland is 550% too big, it should fit into Africa 14 times!



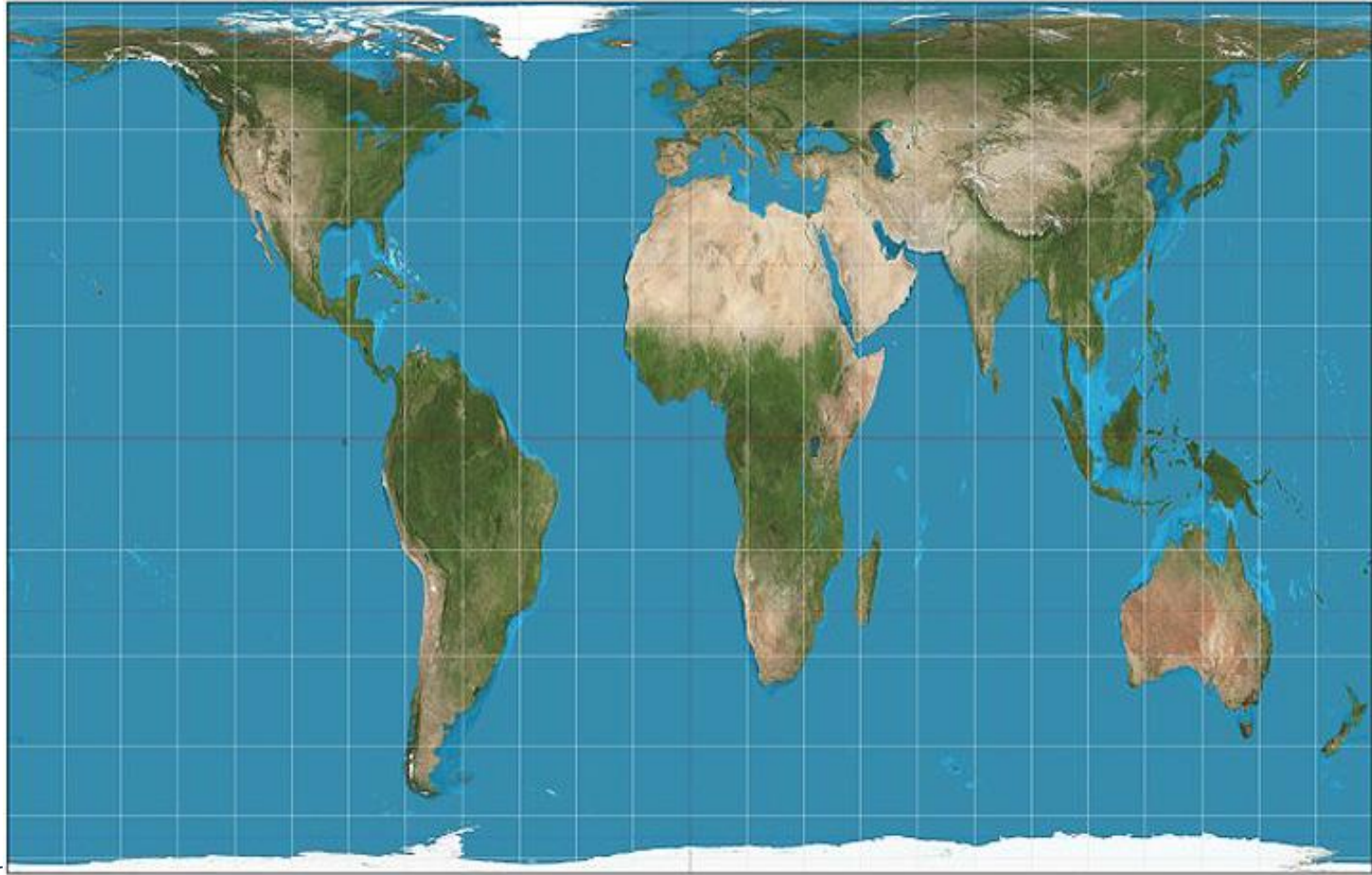
Robinson

This map is known as a 'compromise', it shows neither the shape or land mass of countries correctly. Arthur Robinson developed it in 1963 using a more visual trial and error development. The curved meridians, give it a nice spherical look and it is commonly used in education maps



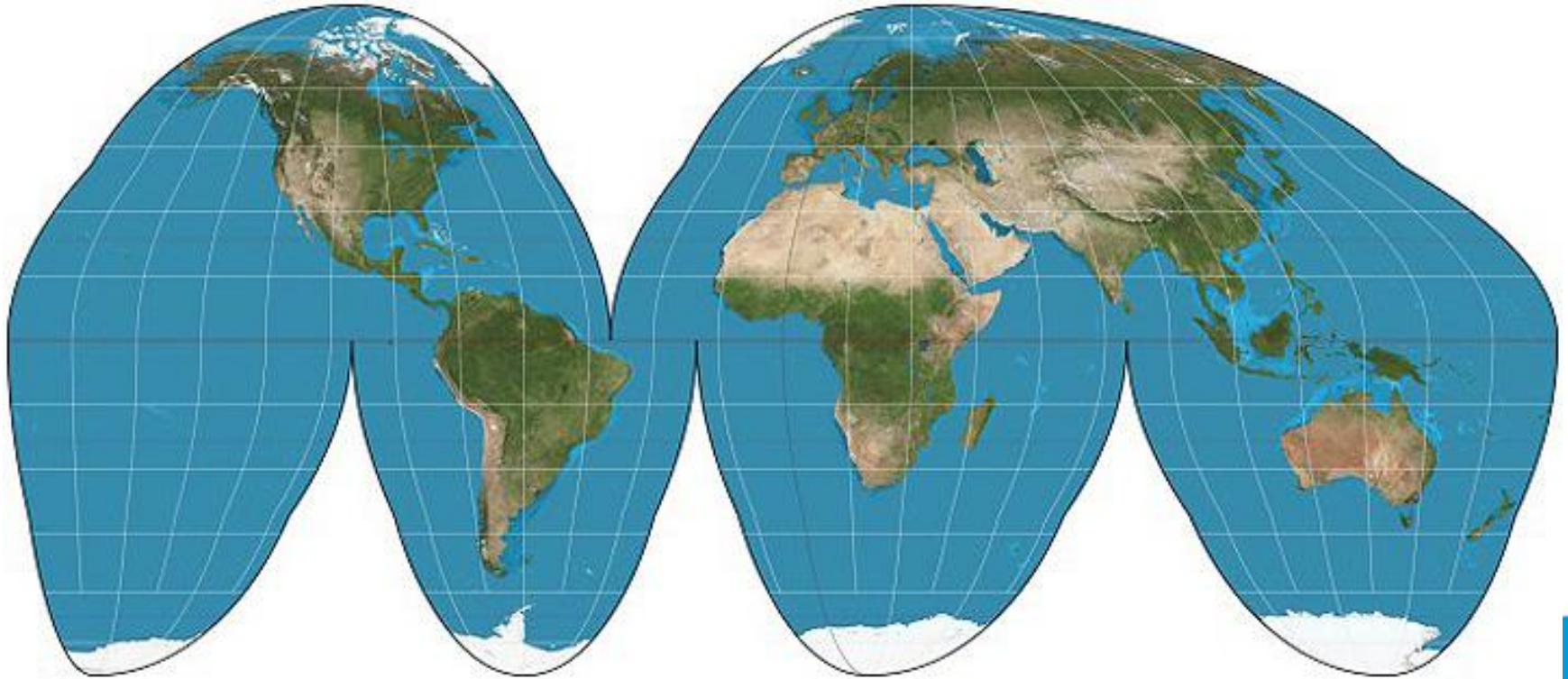
Gall-Peters

This is a cylindrical world map projection, which is accurate in surface area. It is named after James Gall and Arno Peters.



Goode's Homolosine

Developed by John Paul Goode in 1925 this projection regains the accuracy of country sizes by adding 'interruptions' into the ocean areas, much like an orange peel.

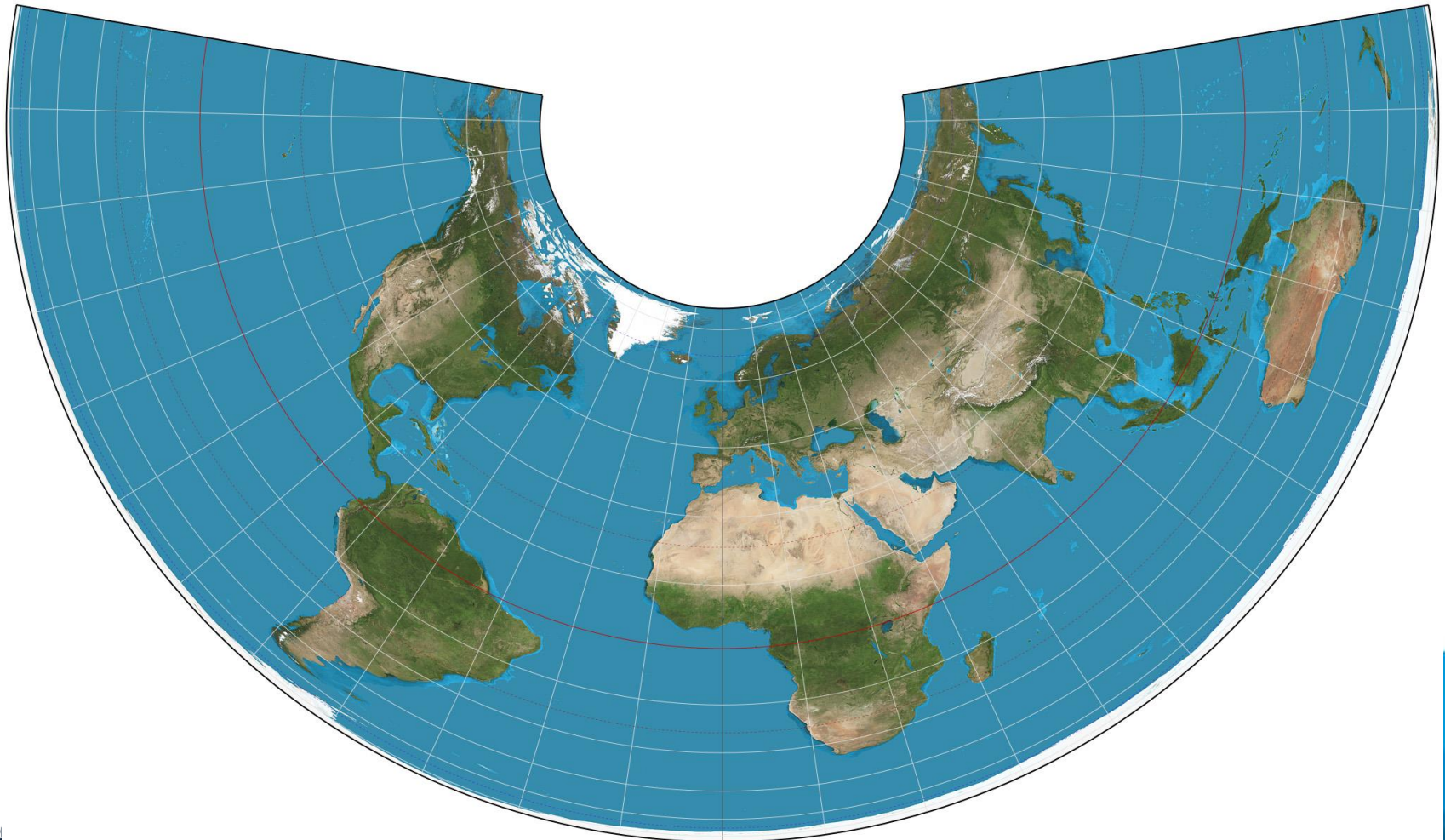


Waterman butterfly map (watermelon)

The arrangement is an unfolding of a polyhedral globe the Earth is divided into eight octants. Each meridian is drawn as three straight-line segments in its respective octant



The **Albers** projection is a conic, equal area map projection



Pacific centered Mercator

Often used in the teaching of plate tectonics to show the 'Ring of Fire'.



Ofsted Geography Research Review 2021

Sound locational knowledge is vital:

- Ofsted said locational knowledge – “knowing where’s where” – was one of the mainstays of geographical education and teachers should recognise it helps pupils “build their own identity and develop their sense of place”.
- The review added that growth of this knowledge contributes to pupils’ understanding of geographical processes.
- “Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.”

[Research review series: geography - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series-geography)



Discussion

"Ultimately, pupils should be able to automatically pinpoint certain locations at each stage of their education and be able to associate these locations with the peculiarities that identify them. For example, they may appreciate the unique climatic conditions of the world's hot deserts and their geographical situation."

[Research review series: geography - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

How does your curriculum support students in the fluency and recall of locational knowledge to reduce the need for working memory?



WORLDLE



SWEDEN	17347km	<input checked="" type="checkbox"/>	13%
BAHRAIN	14692km	<input checked="" type="checkbox"/>	27%
MALAYSIA	8321km	<input checked="" type="checkbox"/>	58%
NEW ZEALAND	0km		100%

SHARE

GLOBLE

The Mystery Country is Palestine



ORCHARD TOYS

World Map

Giant Jigsaw Puzzle & Poster

Explore the countries and continents of the world, discovering fascinating landmarks, animals and much more!

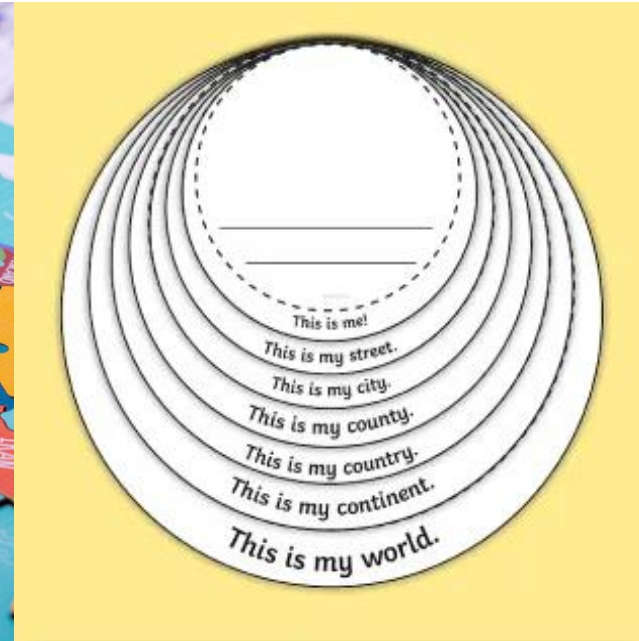
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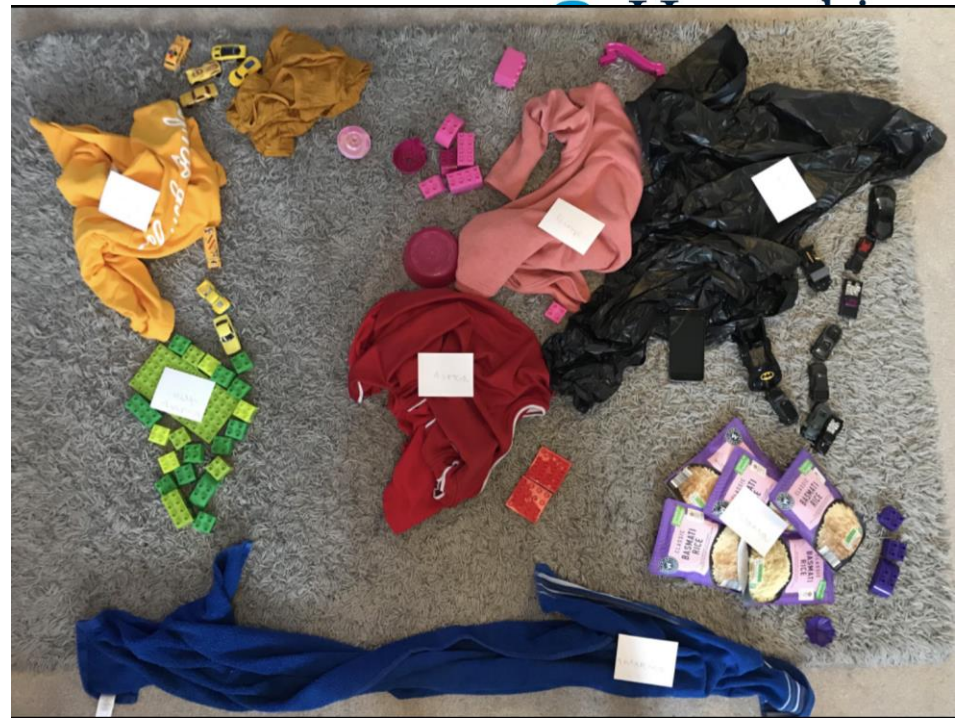
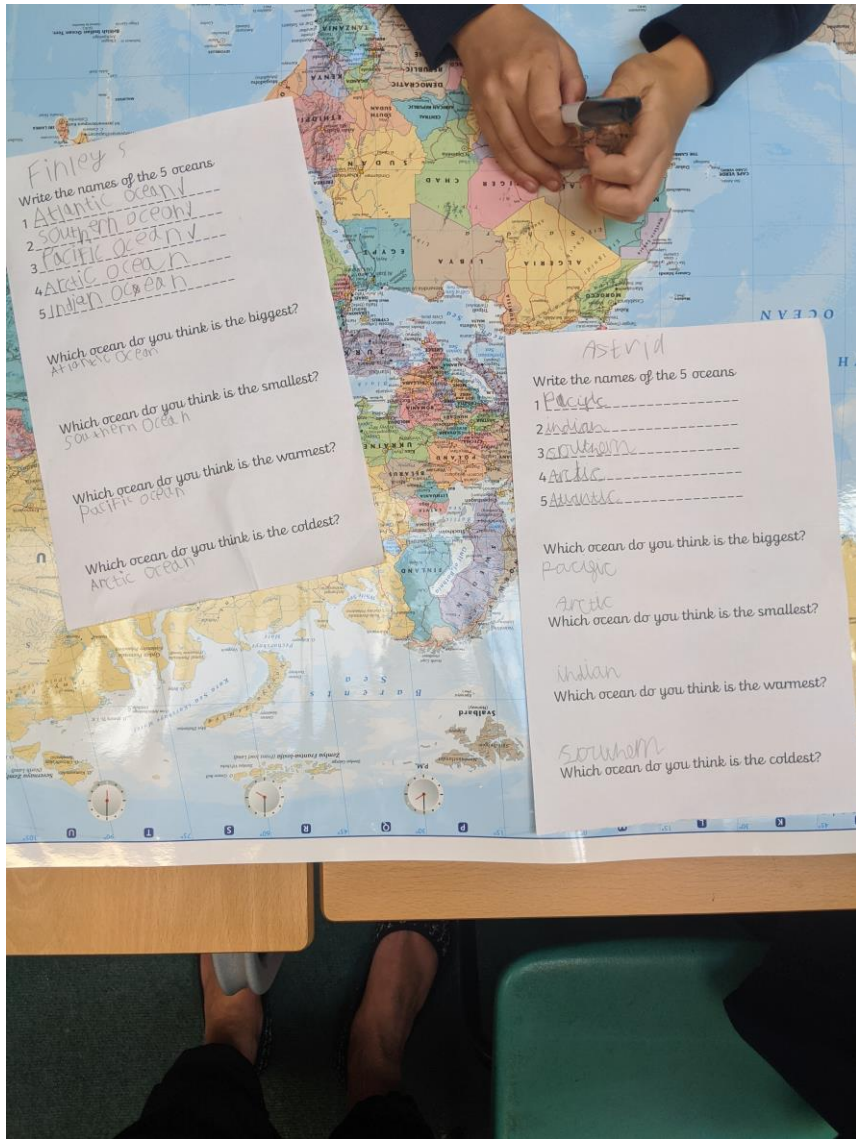
Made in Britain

Teacher Tested

Age 5-10

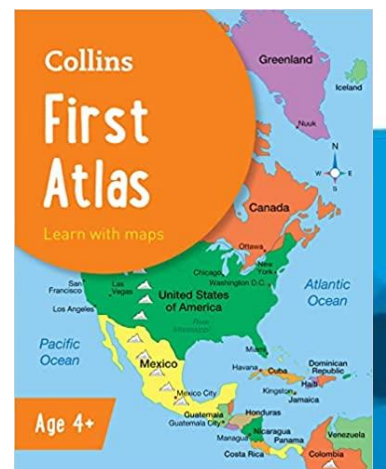
Includes GIANT Map of the World poster!





Merton Infants

Newlands Primary



Geographical Knowledge

A knowledge-rich curriculum in geography builds up students' geographical knowledge through mastery of geographical concepts. Making sense of new knowledge depends on their prior knowledge and, over time through geographical study, students begin to develop the breadth and depth of geographical knowledge that allows them to spot similarities and differences and make comparisons between places and processes.

Source GA: [Subject knowledge \(geography.org.uk\)](https://www.geography.org.uk)



2 types of knowledge:



Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers and think in a geographical way about the world. **Substantive knowledge** is the substance and sets out the content that pupils will learn such as rivers.

What is the difference?

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



Disciplinary knowledge

Teachers should consider:

- The importance of the holistic nature of geography
- The interplay between substantive knowledge
- The context in which the knowledge was generated
- The surety and validity of the context
- The stand points being presented
- How we will help pupils to look beyond



How to teach disciplinary knowledge

Mark Enser HMI Geography

- 1st 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.
- 3rd 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?

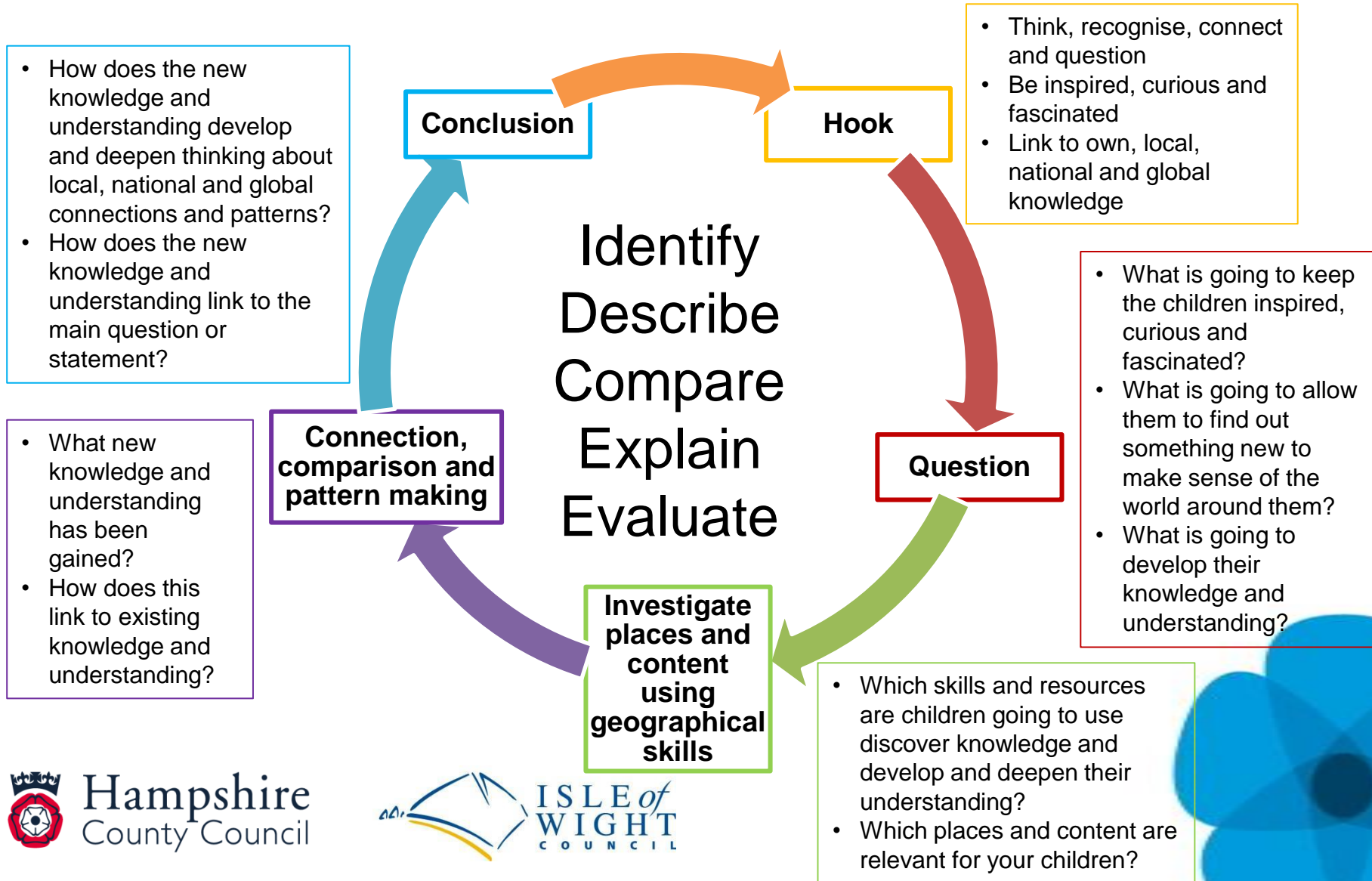


Reflection

- Take one of the substantive knowledge concepts for hum/phy geog such as weather/rivers/land use/resources...
- Work through the 3 types of knowledge needed in your MTP currently to study it
- *What is the substantive knowledge children will learn?*
- *What is their everyday knowledge?*
- *What is the procedural knowledge?*
- *What is the disciplinary knowledge?*



A geographical approach to a lesson or a sequence of lessons

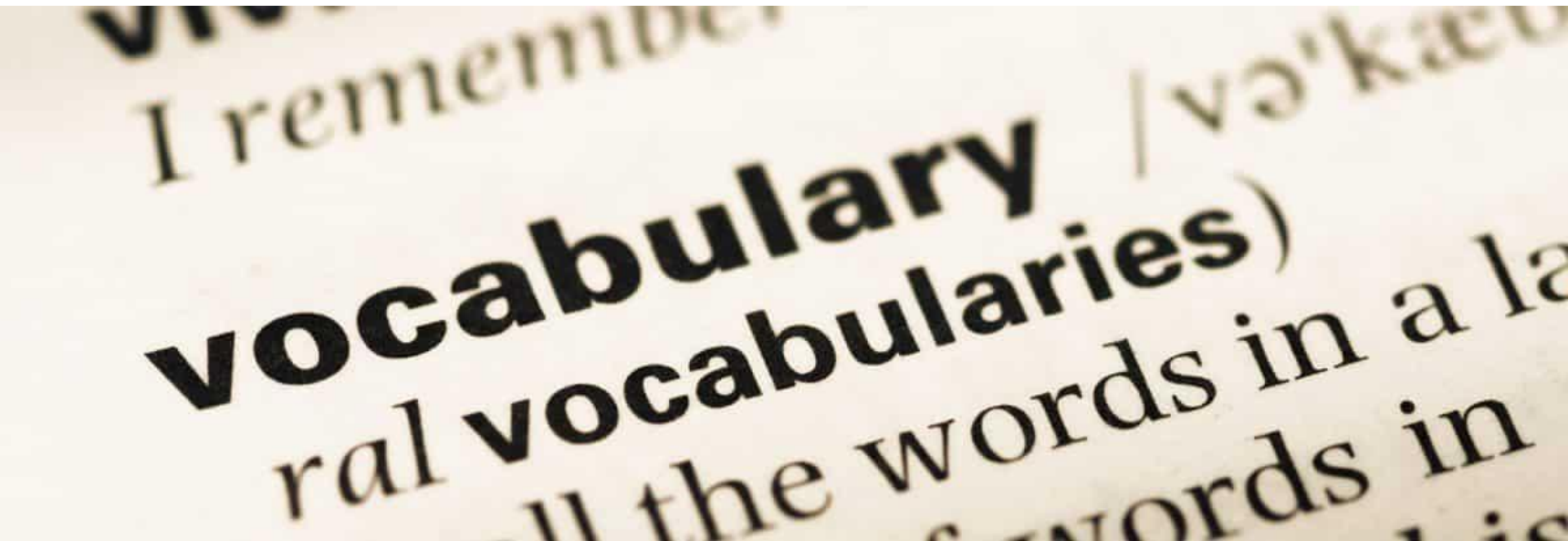


Fields of geography

Skill	What does it mean?	How can children make their work specific?	How can children extend their work?	How can children practice the skill?
Identify	Establish what something is; usually quite brief and specific	Include evidence or examples	Accurate	Investigating Looking Thinking Talking Drawing Writing
Describe	Say what you see; usually linked to a source		Accurate and precise	
Explain	Give reasons to justify		Precise and concise	
Compare	Examine and look for difference between two or more things		Use causal connectives	
Evaluate	Give reasons for both sides			

Coffee Break



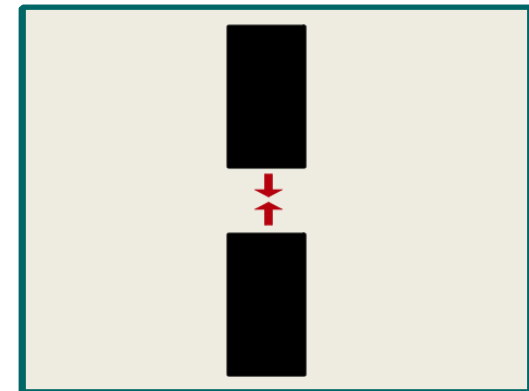
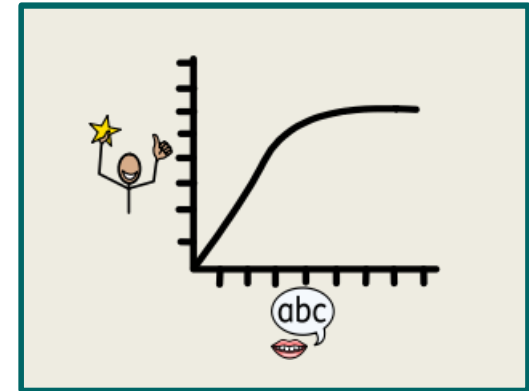


Why does vocabulary matter?



'Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.'

Steven Stahl (2005),

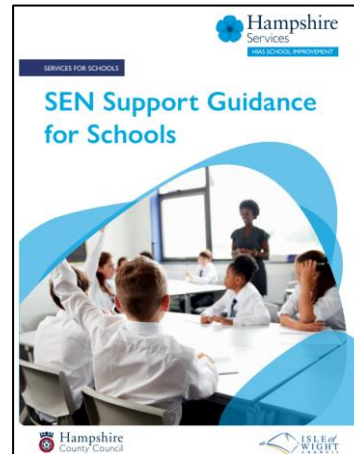


Curriculum and time-tabling which provides opportunities for pre-teaching and re-enforcement of vocabulary when new concepts or units of work are introduced

A range of opportunities for CYP to develop their understanding of curriculum specific and general vocabulary, such as digital media, real life experience and visits. This will need to be supported by curriculum and time-tabling at key opportunities (e.g. introduction of a new topic)

Explicit teaching of emotional vocabulary and specific feedback on the emotions when opportunity arises in context, e.g. when they occur/are triggered and how they can be managed

Regular (at least weekly, ideally more frequently) explicit pre-teaching of new vocabulary; this will need to be supported by curriculum and timetabling at key opportunities (e.g. introduction of a new topic)



Key vocabulary and concepts targeted first with consistent visual representation of vocabulary (e.g. through use of symbolic communication and the written word); this can promote generalisation of understanding across learning opportunities

A focus on teaching the use of phonological and semantic cues; this is best supported by consistent visual scaffolds (e.g. word maps and mind maps) which have the added benefit of support for conceptual understanding and generalisation. Use of adult/peer facilitator to scaffold and check understanding at key points in learning

Pre-teaching of vocabulary

Careful use of language and avoidance of information overload by reducing and chunking language



Vocab Vignette

This vignette is adapted from the EEF report into improving literacy in KS2

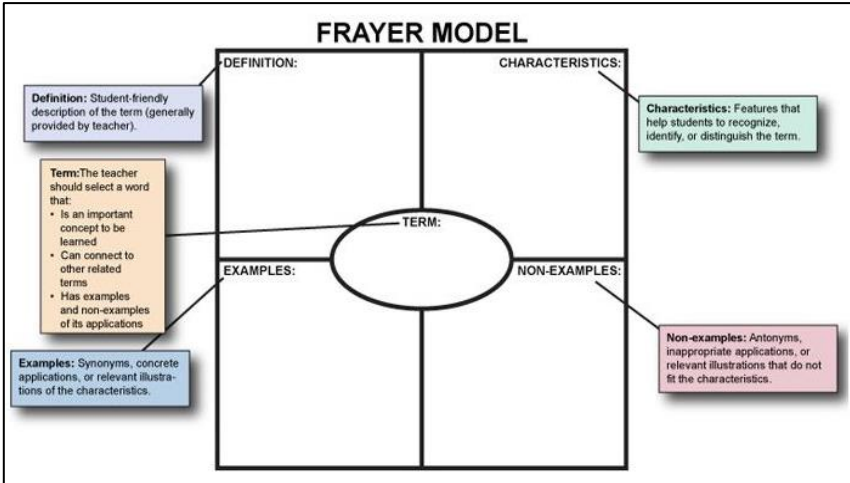
A teacher is supporting her Year 4 class to expand their geographical vocabulary. She has spent 10 minutes each geography lesson this half term introducing a new term such as biome and asking pupils to write and use the word in a sentence.

The children have done well in the activities but have struggled to retain the vocabulary she has introduced to them.

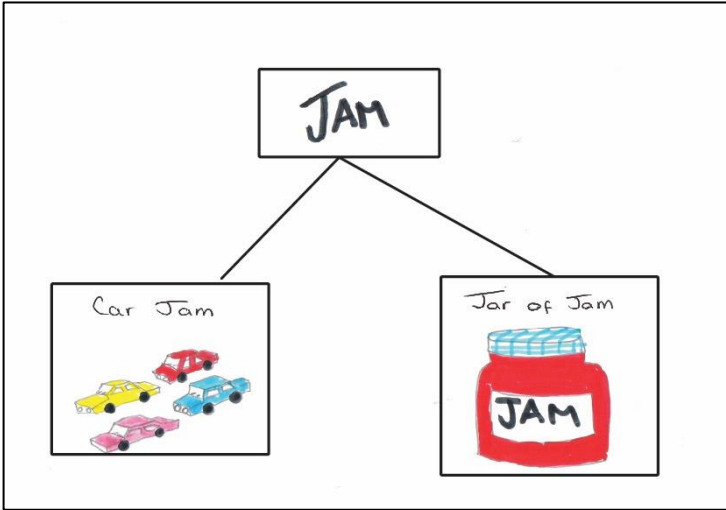
Questions for discussion:

- How can we best support pupils in developing their geographical vocabulary?
- Where should strategies for vocab acquisition sit within lessons and sequences of lessons?
- How can we support vocabulary development over a years learning journey in geography?

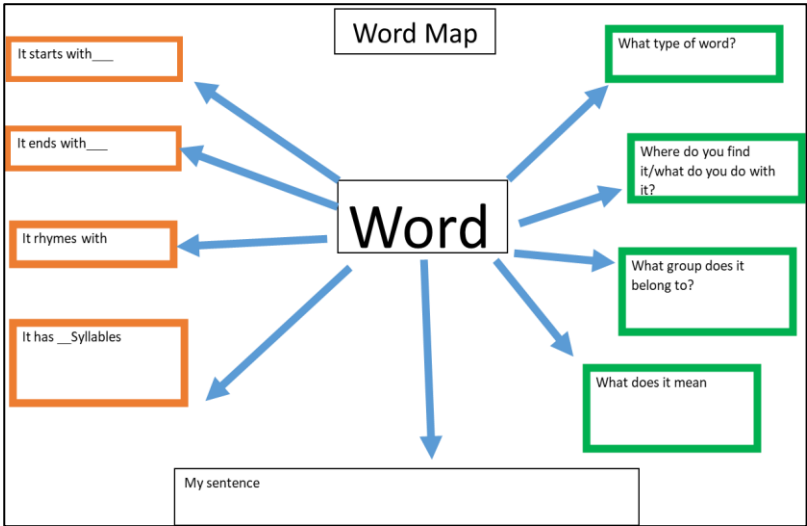
Develop Receptive Vocabulary



Freyer Model



Multiple Meaning Tree



Word Map



KS1 Human geography glossary

Discussion

How are you supporting teachers in developing their planning for subject vocabulary?

Place knowledge	
Continent	One of the earth's large land masses
Country	A political unit or state on a national scale
Equator	The imaginary line around the earth's surface equidistant from the north and south pole
Europe	Continent containing 47 countries north of Africa and west of Asia
Non-European	A place not in the continent of Europe (Africa, Antarctica, Asia, North America, Oceania or South America)
Ocean	A very large stretch of sea, one of five oceans of the world – Pacific, Atlantic, Indian, Arctic and Southern.
UK	Country comprised of four nations: England; Northern Ireland; Scotland; and Wales.

Agriculture	Land used for producing crops and feeding, breeding and raising livestock
Arable farm	Land used for growing crops
Business	Buying and selling goods
City	A place in Britain that has received the title from the crown
Dairy farm	Land used for rearing cows to produce milk
Detached house	A house that stands alone
Development	To grow and change usually for better
Export	Send goods to another country for sale
Factory	A building or group of buildings containing a plant assembly for the manufacture of goods.
Farm	An area of land used to grow crops of animals
Flats	A large building divided into separate living areas
Hamlet	A small settlement smaller than a village and strictly (in Britain) without a church
Harbour	A place on the coast where boats may moor to shelter
High street	Main street of a town containing shops, banks and other important businesses
House	A building for humans to live in day and night.
Import	Bring goods into a country from abroad to sell
Industry	Process raw materials and make them into goods
Local	The area close by
Office	A room or building being used for business
Port	A large harbour or place along a coast where ships are loaded and unloaded
Rural	A countryside area
Semi detached	A house joined to another by a shared wall
Shop	A place where goods and services are sold
Terraced	A row of houses joined together
Town	A built-up area that is larger than a village and smaller than a city

8. Give one example of a time you might use an OS map.



2 o'clock because you might want to go different places to explore. (1)

Teacher subject knowledge

"Geography may be viewed as a 'difficult' subject by teachers without specialist knowledge. This makes using the correct vocabulary difficult, but especially important. Developing staff geographical knowledge and understanding of the correct terminology to use with children was a helpful way to increase their own confidence and led to more sharply focused lessons, based in better and appropriate geographical knowledge" Source: GA 'Aspiring to high quality primary geography'

- Knowledge shared with teachers has to be exact
- This precise knowledge supports teachers in improving their own knowledge
- Planning is descriptive supporting the precise guidance about the knowledge to be learned over a lesson and a unit so end points are clear
- Vocabulary development is part of the shared knowledge and well planned for
- Knowledge organisers have been carefully created and clear expectations of their use



What **geography** are you surfing?

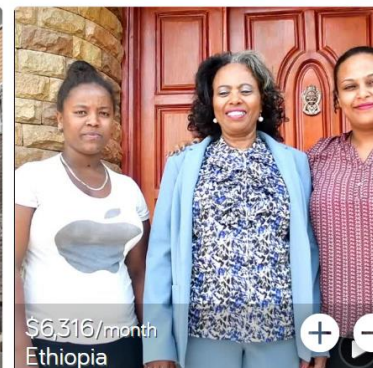
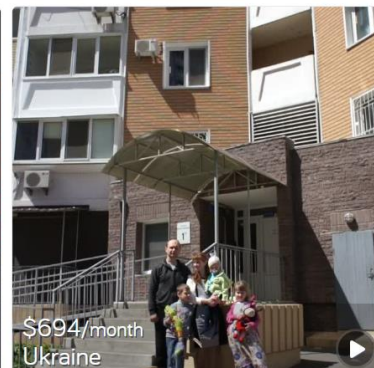
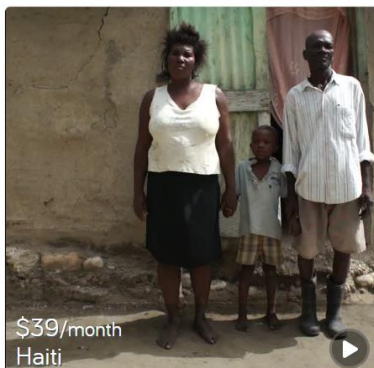
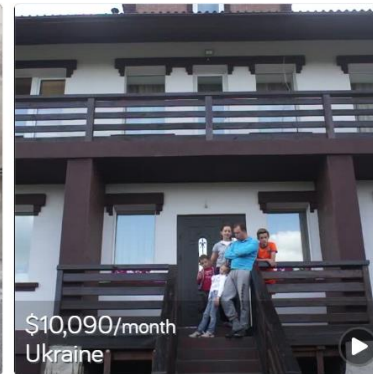
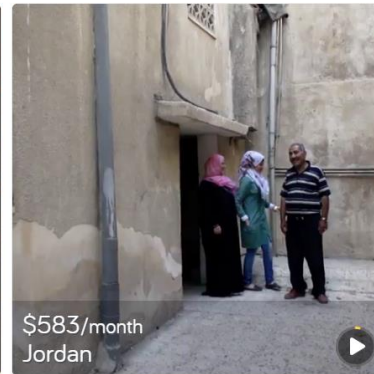
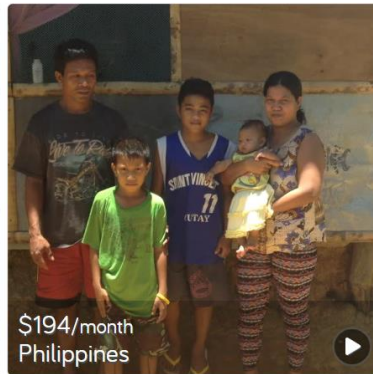
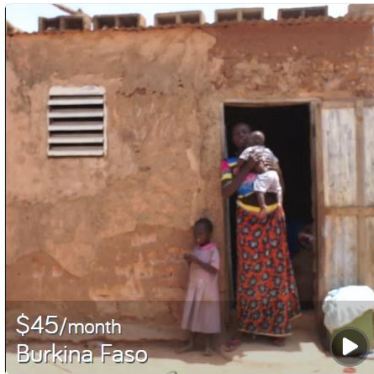


Dollar Street

200 homes in 50 countries have been photographed and filmed providing brilliant visual content to study how people live in different countries. Browse by continent and by income to help explore different settlement types, housing structures and lifestyles.

 Families in The World by income per month

POOREST RICHEST



Met Office Climate Change Resources



LEARN ABOUT

Climate change jargon busting

 Explore



LEARN ABOUT

Exploring climate change data

 Explore



LEARN ABOUT

Climate Change P4C activities

 Explore



LEARN ABOUT

Download all climate change activities

 Explore



LEARN ABOUT

Exploring climate impacts - lesson plan

 Explore



LEARN ABOUT

Climate stripes collage DIY activity

 Explore



39 ways to save the planet – RGS supportive resources



Writing from nature

- Poetry activity from the National Literacy Trust created with the RSPB aimed at supporting children to appreciate the outdoor environment.
- The activity is designed to help explore the nature on our doorsteps and support enjoyment in writing.
- With a focus on geographical vocabulary this idea can be easily adapted to support children in learning and using geographical keywords



Geograph Britain and Ireland - photograph every grid square!

 **geograph**
photograph every grid square!

[Cymraeg/English] You are not log

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The **Geograph® Britain and Ireland** project aims to collect geographically representative photographs and information for every square kilometre of [Great Britain](#) and [Ireland](#), and you can be part of it.

Since 2005, **13,615 contributors** have submitted **7,224,227 images** covering **281,780 grid squares**, or **84.8%** of the total squares


Featured photograph [view previous >](#)



Click the map to start browsing photos



Poppies by a track by Ian Capper for square SU0765, taken Thursday, 20 June, 2019



What is Geographing?

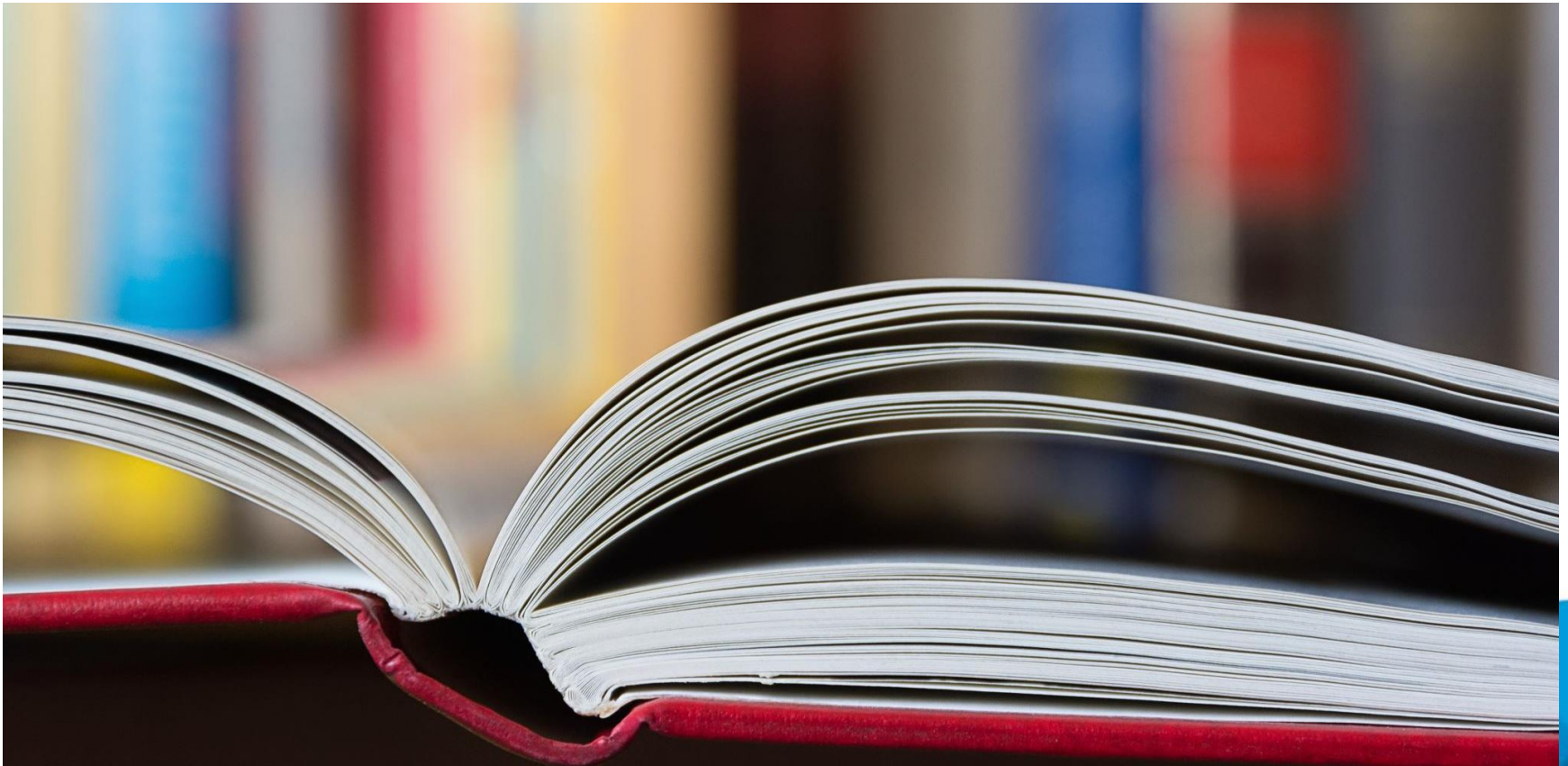
- It's a game - how many grid squares will you contribute?
- It's a geography project for the people
- It's a national photography project
- It's a good excuse to get out more!
- It's a free and [open online community](#) project for all

[Registration](#) is free so come and join us and see how many grid squares you submit!

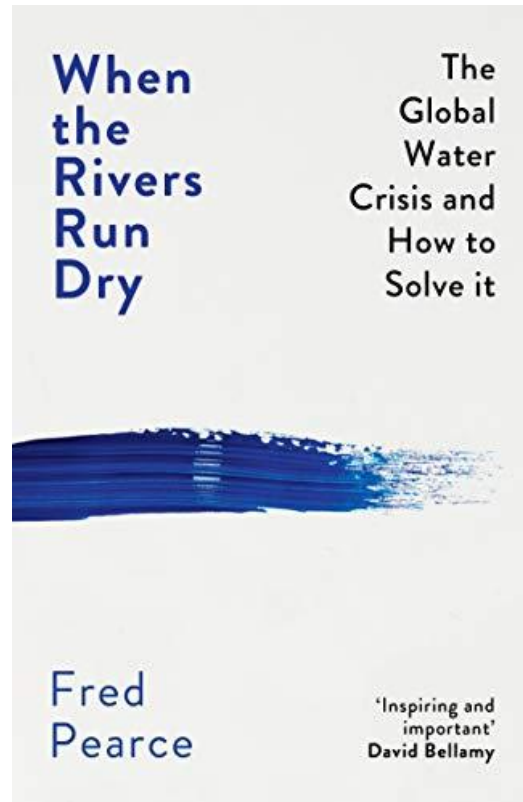
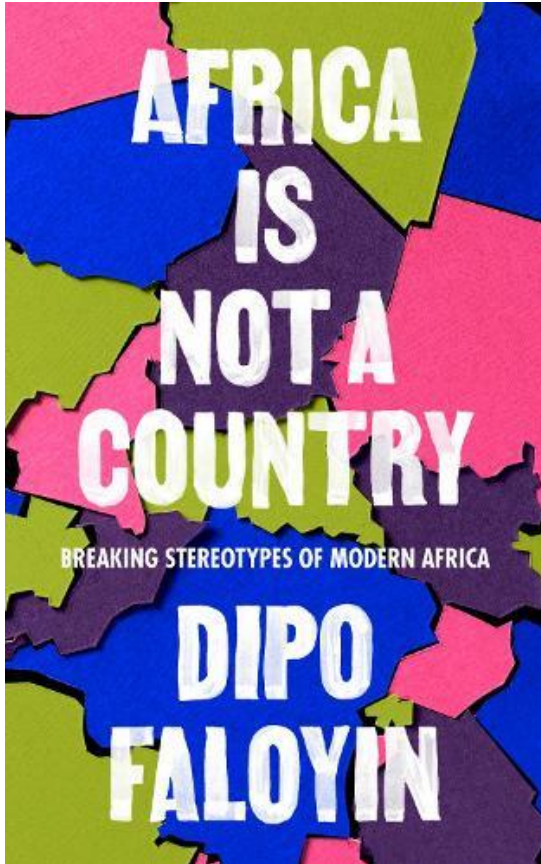
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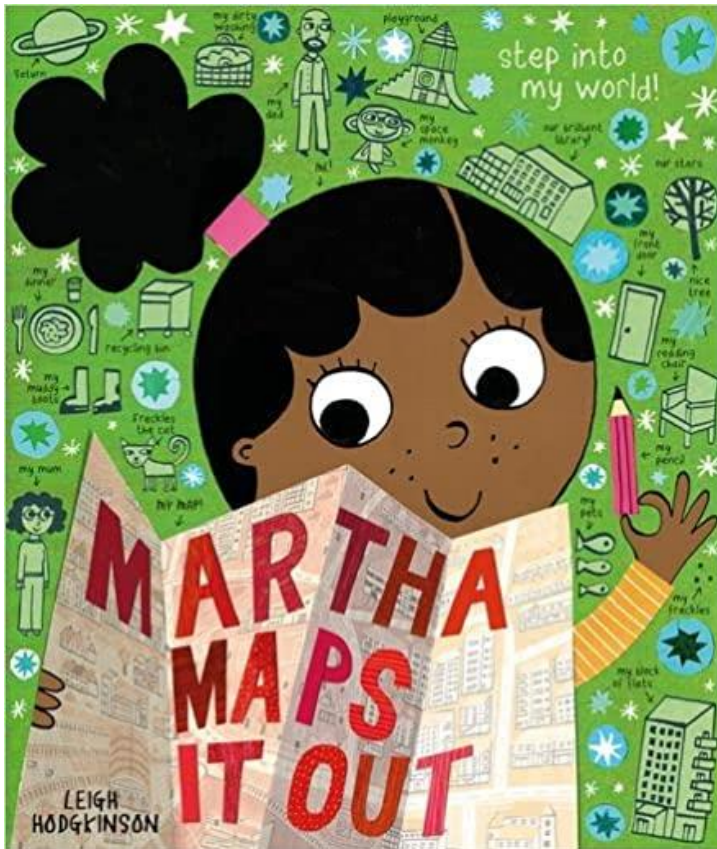


What **geography** are you reading?



Muddy Faces Magazine



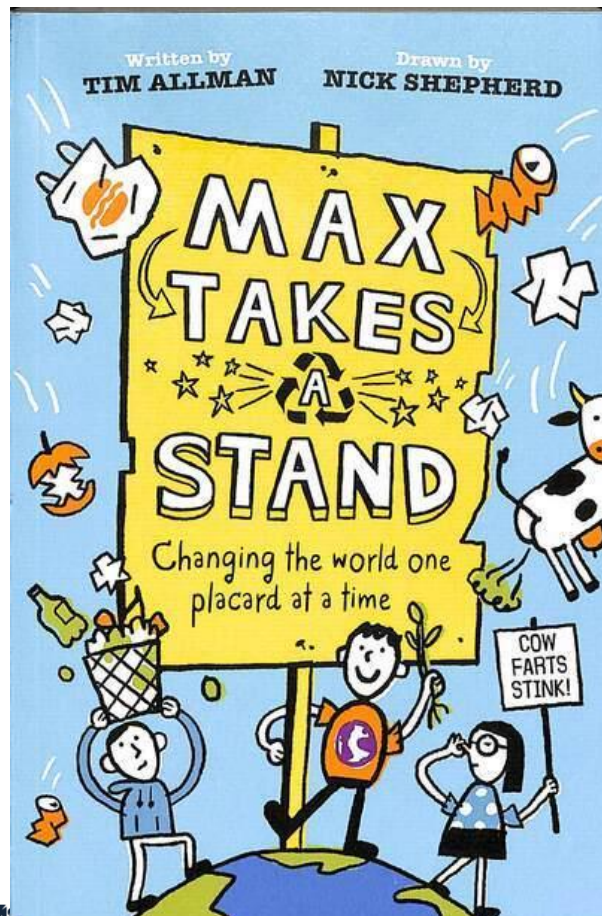


Martha loves making maps and each page displays a map as she zooms in from initially the world map, to her city, then street, building and the rooms of her home.

Great to help support scale



KS2 - Lower

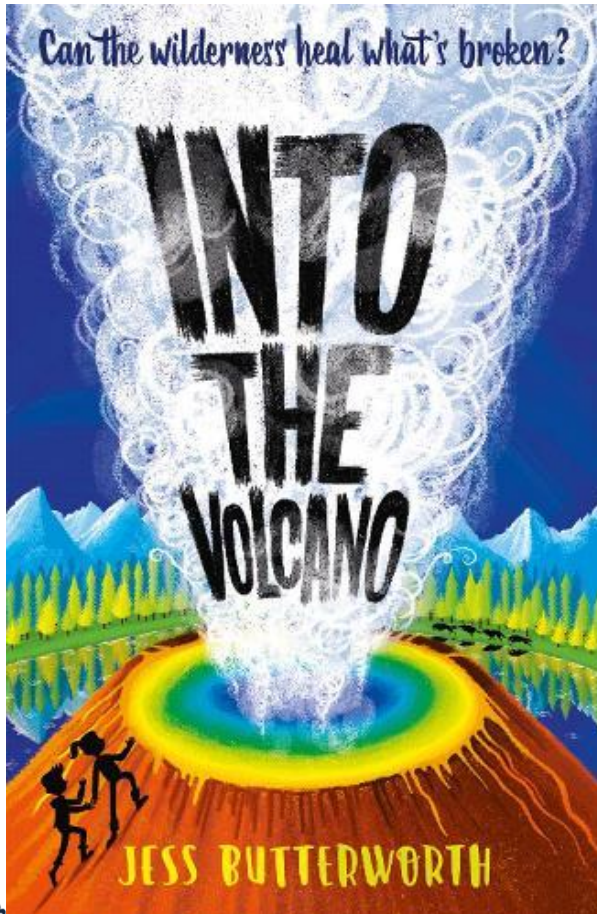


Written in the style of diary of a wimpy kid, Max the main character sets out a plan to save the planet following learning about climate change at school.

He suffers some setbacks along the way especially at school yet ultimately prevails and brings about environmental changes in school.

With references to cow farts as well as clear ideas such as tree planting and walk to school themes it is a humorous take on environmental solutions for children.

KS2 – Upper



Vivi and Seb live halfway across the world from each other, living completely separate lives, until a terrible event unexpectedly makes their paths collide.

Seb's best friend Clay was injured in a shooting, and Seb believes there's a rainbow pool in the heart of Yellowstone National Park that will help heal him heal.

Meanwhile, Vivi is feeling lost, wishing she could find a way to honour her grandmother, who didn't survive the same shooting and the pair meet at Yellowstone National Park.

Yet the park is filled with dangerous creatures, and when Seb is injured in one of the volcanic springs, it becomes a race for survival as they try and make their wish and find their way out of the wilderness.

What **geography** are you watching?



Earth's Great Rivers II - BBC



Danube, Zambezi & Yukon

Available until Nov



Geography dates for your diary

7 th Oct	National Poetry Day – theme environment Environment. https://nationalpoetryday.co.uk/celebrate-national-poetry-day
3rd Nov	Outdoor classroom day
6-18th Nov	Cop 27 – Sharm el Shiekh
14-18th Nov	National Geographic Geography Awareness Week
26 th Nov – 4 th Dec	National Tree Week https://documents.hants.gov.uk/education/trailblazer/Tree-Activities.docx
5 th December	United Nations World Soil day https://documents.hants.gov.uk/education/trailblazer/Soil-Activities.docx

How to teach 6-figure grid references

Primary Geography Number 108 Summer 2022

Don't lose your pupils! Teaching six-figure grid references

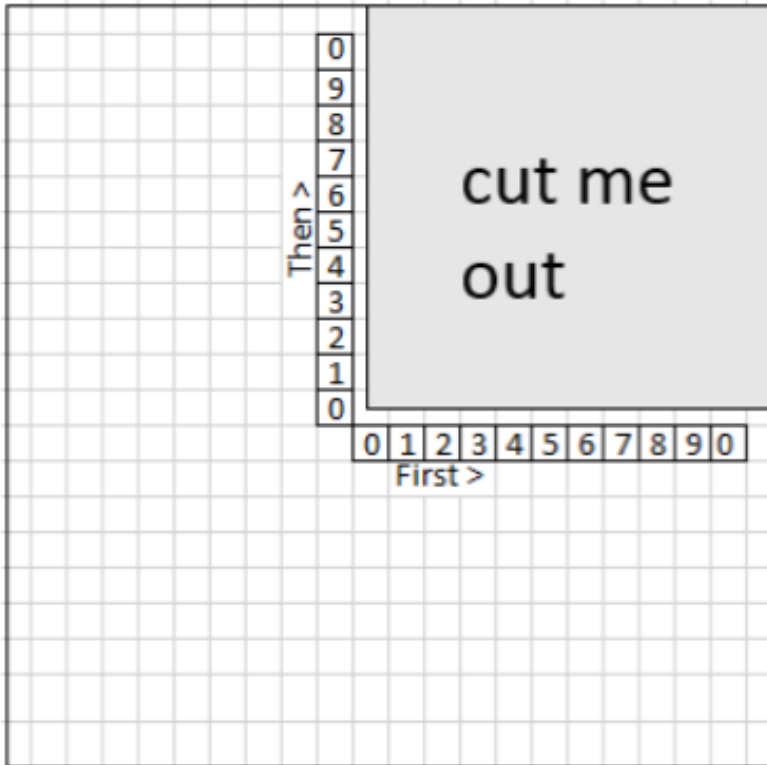
Martin Sutton

Do your KS2 pupils find learning about grid references challenging? In this article, secondary teacher Martin offers tips and tools to help primary pupils to grasp the technique more easily.

Map work has always been my favourite area of teaching geography. The awe and glee on pupils' faces when they first see the sheer size of a fully opened Ordnance Survey (OS) map sheet is infectious. It is exciting for pupils to move tables, spread out their maps on the classroom floor and huddle over them in pairs, looking for their homes and trying to trace their route to school with their fingers. A completely novel world opens up for them – a country kilometres away from the monotony of their usual seat – and their newly-found sense of fun and interest reminds us of the time before Sat Nav, Digimap, Google Earth and GIS technologies. I always



These templates are designed to help pupils understand six-figure grid references. I let them use the templates to save time and keep their work neat.



Used as is
Photo ©

Ofsted inspection changes from Sept 2022

- 1. Curriculum grace period has ended.** When it introduced its new inspection framework in September 2019, Ofsted put in place “transition arrangements”, which gave schools a grace period in which to bring their curriculum in line – this has ended. A new grade descriptor has been added to the quality of education judgement, “as we do not expect the curriculum to be perfect or a finished article” (Chris Russell, Ofsted Blog 22.7.22)
- 2. Name changes.** Full section 5 inspections will now be called “graded inspections”, while shorter section 8 inspections of ‘good’ and ‘outstanding’ schools will now be called “ungraded inspections”.
- 3. Time to move on from temporary covid measures.** Ofsted acknowledged that Covid “continues to have an impact” but it also said that education providers were “moving on from an emergency response to the pandemic and returning to more usual ways of working”.
[A webinar from the East of England region - geography curriculum - YouTube](#)



Aims

Curricula based on this framework should provide opportunities for... curiosity about the world; wonder, joy and passion; the key concepts, distinctive practices, skills and applications of the subject; dynamic links and interrelationships; addressing real world issues; promoting independent thinkers, informed, engaged citizens.

Disciplinary knowledge

Features of the discipline significant for school geography*

Geographical key concepts

How geographers think and know – thinking like a geographer.

Learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas. Clarifying the distinctiveness of geographical thought.

Place, Space, Earth Systems, Environment

Time, Scale, Diversity, Interconnection, Representation

Geographical practice

How geographers find out – working like a geographer.

The argumentation and analysis involved in confirming how we know what we know, as well as the more practical skills, methods and approaches of geographical enquiry.

Qualitative and quantitative enquiry in classroom and field.

Geographical application

How geographers apply their knowledge to the world.

Applying knowledge, understanding and skills to real world challenges and issues – living peacefully and productively with others and ensuring our future on the planet.

Learning about application and learning to apply for themselves).

Substantive knowledge

Lies behind and supports all disciplinary knowledge*

The full range of contextual and specific knowledge of the world around us (often called world knowledge) including locational knowledge; tangible features such as rivers, mountains, cities, countries and landscapes; and also more abstract features such as economic systems, community beliefs, everyday practices and imaginative place representations.

All curriculum development requires a selection of substantive content to be made. At national level a minimum entitlement can be stated.

Criteria for selection initially derive from the discipline but later will be added to by curriculum developers to address other purposes at national, sub-national and school level.

The key components in a framework for developing the school geography curriculum

The overall aims of this initiative are to produce an enduring, underpinning view of the nature of the school subject and to articulate what geography contributes to young people's education.

It will be published later 2022/early 2023 and currently seeking views from members

Spring 2023 Network Focus

- Preparing for an Ofsted deep dive in Geography
- Assessment in geography

Sign up via the learning zone – regional areas
26th Jan - Basingstoke

