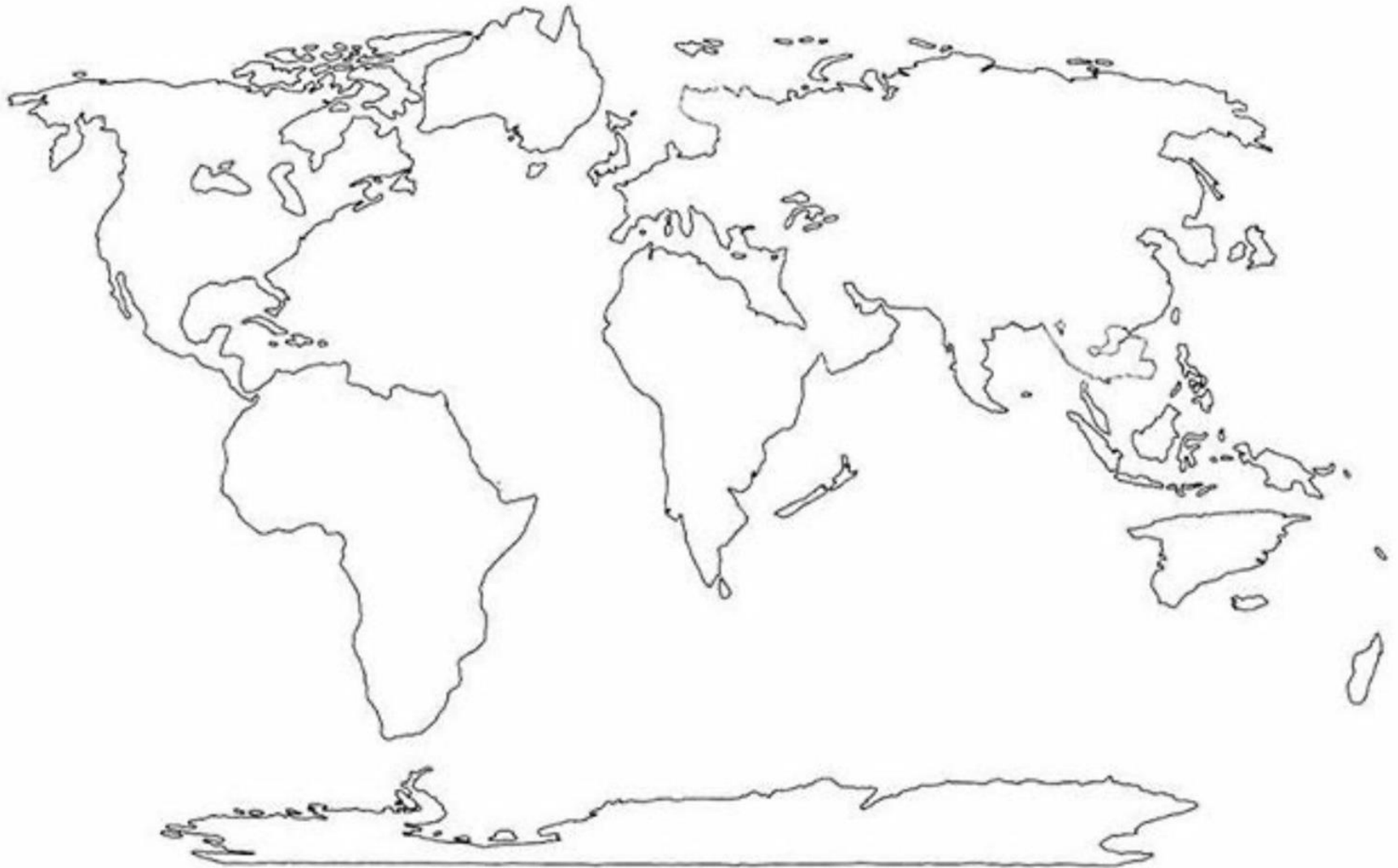


**Welcome to the primary geography network.
How many incorrectly placed continents and
countries can you spot?**



Primary Network Meeting Autumn 2022

kate.broadribb@hants.gov.uk
@RibbK



Meeting Focus

- 'Where's where?' 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



What **geography** are you surfing?

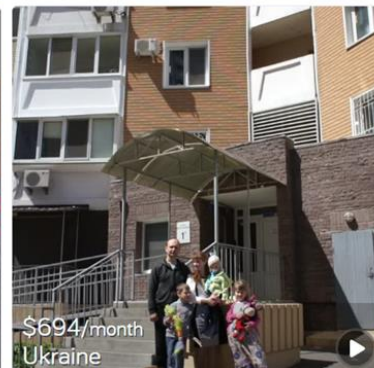
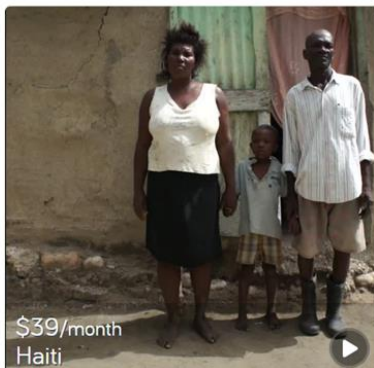
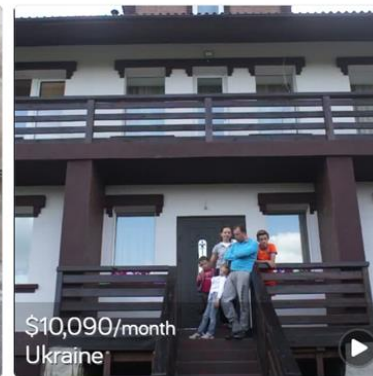
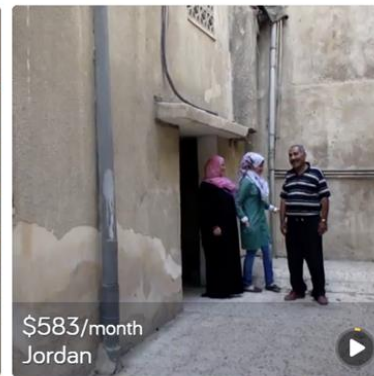
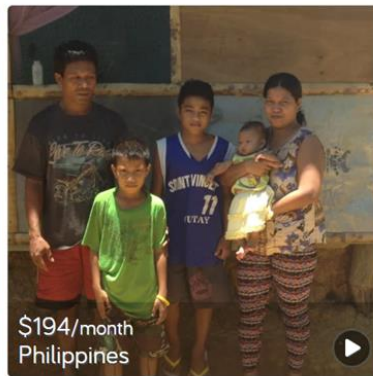


Dollar Street

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!



[[Cymraeg](#)/English]

You are not logged in

Home

View

[Search](#)
[Maps](#)
[Browser](#)
[Explore](#)
[Showcase](#)
[New Images](#)

[Collections](#)

Interact

[Games](#)
[Discussions](#)

Contributors

[Submit](#)
[Statistics](#)
[Leaderboards](#)

General

[FAQ](#)
[Help Pages](#)
[Sitemap](#)
[Contact Us](#)
[Support Us](#)

sponsored by



Ordnance Survey



County Council

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

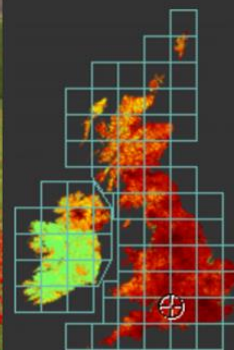
Featured photograph

[view previous >](#)



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

Click the map to start browsing photos



 BY-SA

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!



Wessex
Rivers Trust

River Education

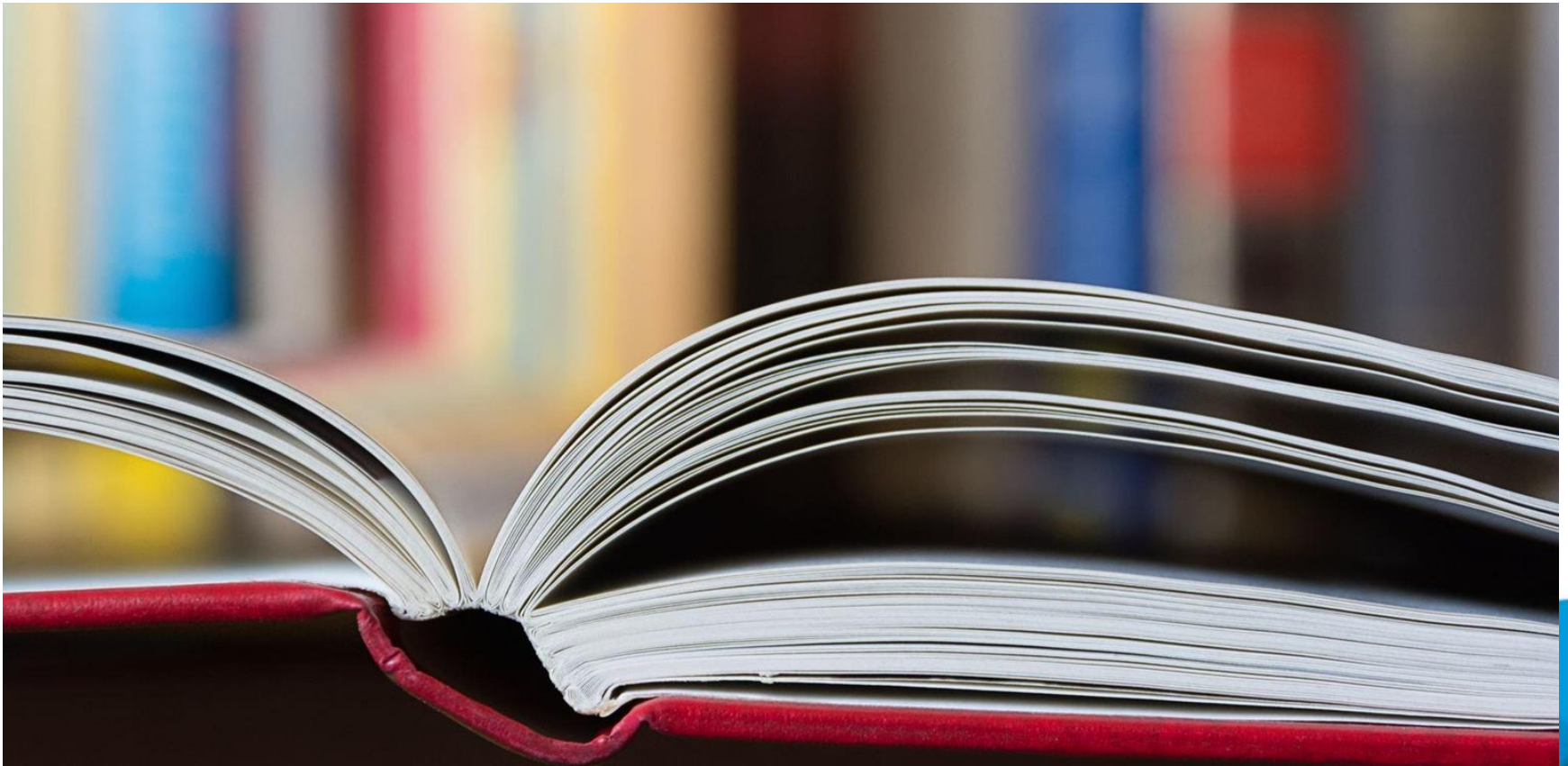


Hampshire
County Council

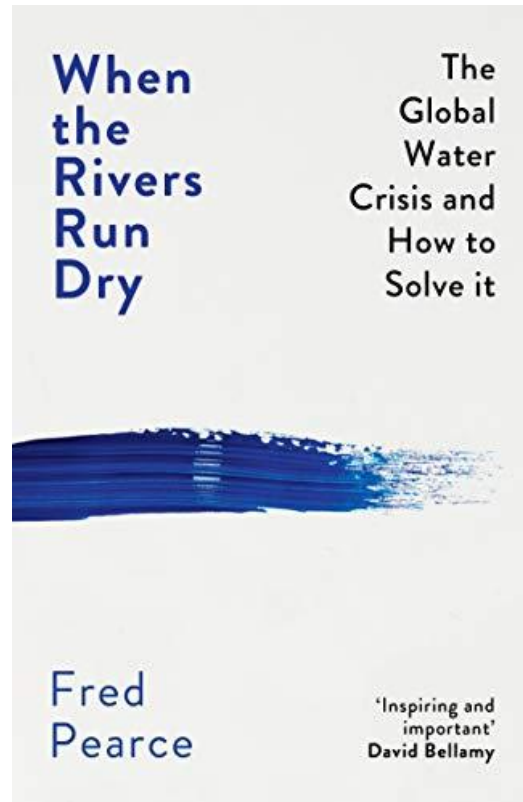
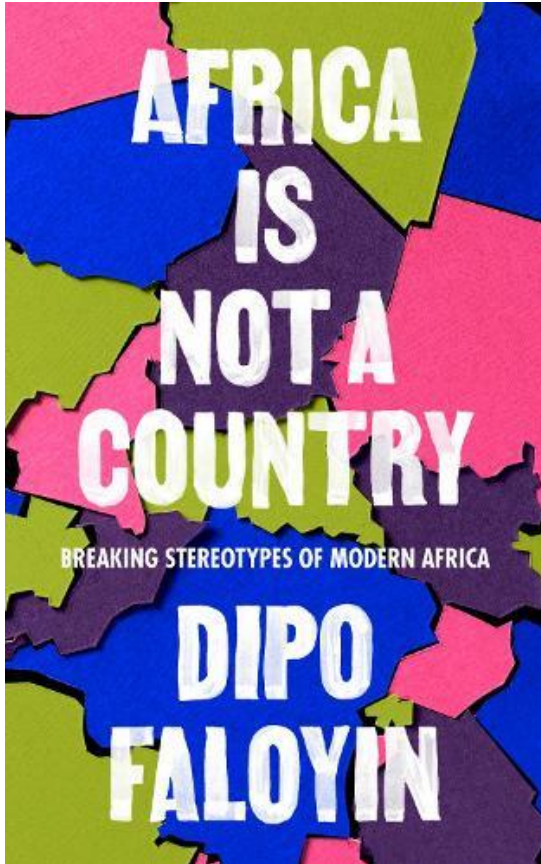


Presented by: Amy Ellis
Date: 06.10.2022

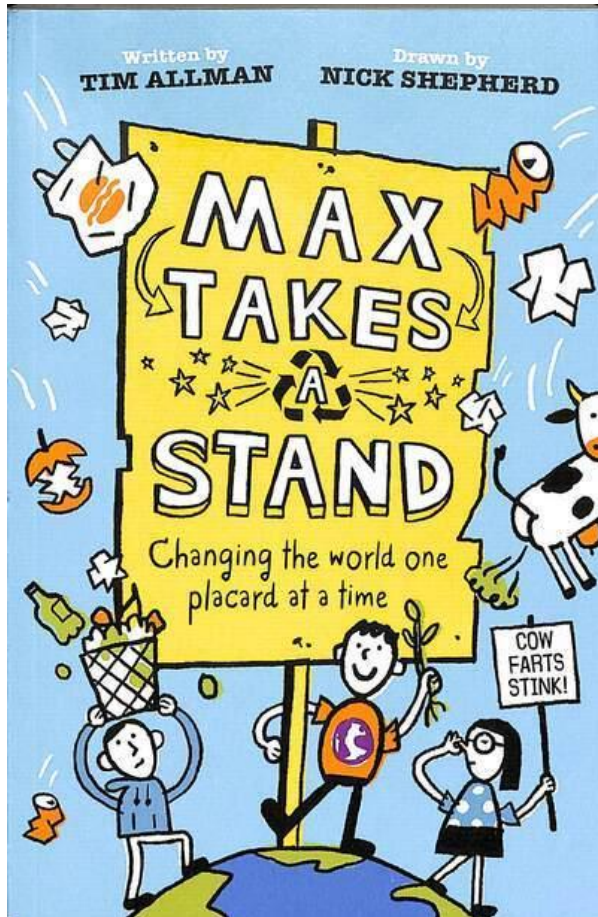
What **geography** are you reading?



Muddy Faces Magazine



KS2 - Lower

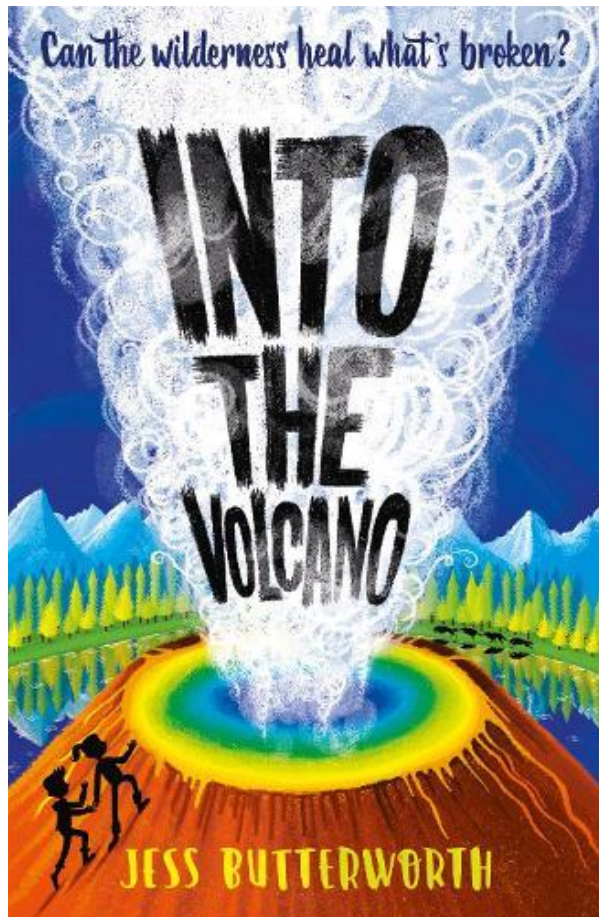


Written in the style of diary of a wimpy kid, Max the main character sets out a plan to save the planet following learning about climate change at school.

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.

Digital Library - Sora

Have you set yours up yet?



The SLS virtual library platform is called Sora, provided by Overdrive. The virtual library has eBooks, eAudiobooks, comics and magazines, as well as a collection in Ukrainian.

All information about Sora can be found on the Moodle [here](#)



What **geography** are you watching?



Earth's Great Rivers II - BBC

Danube, Zambezi & Yukon



Available until March





















GEOGGLEBOX!



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

Week beginning Monday 31st October 2022

The show	The channel	The day/time	The lowdown	Catch up?
Great Asian Railway Journeys		Monday - Thursday 19:00 - 20:00	Beginning in Java's royal city, Yogyakarta, Michael Portillo visits the Sultan's Palace and witnesses the ancient art of shadow puppetry, known as wayang.	BBC iPlayer
A Story of Bones - Storyville		Tuesday 1st 21:30 - 23:05	[Post-watershed] An airport development on Saint Helena uncovers a mass burial site of African slaves. Contains some strong language.	BBC iPlayer
On Assignment		Tuesday 1st 22:45 - 23:15	[Post-watershed] Rageh Omaar travels to Taiwan, where tensions between the island state and China are at an all-time high, and Rachel Younger learns how Germany is handling an energy crisis.	ITV Player
Matt Baker: Our Farm in the Dales		Wednesday 2nd 21:00 - 22:00	[Post-watershed] Matt creates the ultimate covered feeding station and the whole family transform old bits and pieces into a playground for their pygmy goat herd.	All4
Grand Tours of Scotland's Lochs		Thursday 3rd 19:00 - 20:00	From a forgotten WWI German prison camp, Paul crosses the moors to a kingly feast on an island before heading to Loch Tay in Perthshire.	BBC iPlayer
Wild China		Thursday 3rd 20:00 - 21:00	From tribes hunting with eagles to the baking deserts of central Asia, the extreme landscapes in northern China mean life is always on the edge.	BBC iPlayer
Landward		Thursday 3rd 20:30 - 21:00	The Landward team are in Aberdeen for the World Clydesdale Show, the biggest single-breed horse show in Europe.	BBC iPlayer
Lost Worlds with Ben Fogle		Thursday 3rd 21:00 - 22:30	[Post-watershed] Ben uncovers the shocking history of Cyprus, jewel of the Mediterranean torn apart by a Civil War that displaced a third of its population leaving ghost towns everywhere.	My 5
Iolo's Anglesey		Friday 4th 19:00 - 19:30	Iolo Williams explores the wildlife of Anglesey. He finds gannets on an offshore island, visits a stunning red squirrel wood, and sees otters and a rare sight of a bittern.	BBC iPlayer
Susan Calman's Grand Day Out		Friday 4th 20:00 - 21:00	Susan heads to the dramatic coast of Northern Ireland. From amazing Glens and landscapes to terrifying rope bridges, it's full of warm characters, dancers and breathtaking views	My 5
Expedition Volcano		Saturday 5th 19:00 - 20:00	Two-part documentary. Chris Jackson and his fellow geologists head for the volcano Nyamulagira - one of the most active yet least explored volcanoes on the planet.	BBC iPlayer
Treasures of Ancient Egypt		Saturday 5th 20:00 - 21:00	Alastair Sooke concludes the story of Egyptian art by looking at how, despite political decline, the final era of Egypt's empire saw its art enjoy revival and rebirth.	BBC iPlayer
The Forest		Saturday 5th 20:30 - 21:00	Mark Bonnar narrates a series revealing the world of Galloway Forest. Community liaison forester Lyndy Renwick must decide the fate of huts discovered on Forestry Commission land.	BBC iPlayer
Countryfile Ramble for BBC Children in Need 2022		Sunday 6th 18:00 - 19:15	John Craven finds out how ramblers are helping to support Children in Need this year.	BBC iPlayer
World's Greatest Train Journeys from Above		Sunday 6th 19:00 - 20:00	A trip on the Darjeeling Himalayan Railway, a steep narrow-gauge line connecting the plains of New Jalpaiguri in eastern India to the Himalayas.	All4
The Mountain		Sunday 6th 20:30 - 21:00	Series charting life around Cairngorm. As Christmas approaches, the reindeer are made ready for the busiest day of the year. The RAF assist the ski patrol with avalanche training.	BBC iPlayer

Geography dates for your diary

7 th Oct	National Poetry Day – theme environment Environment. https://nationalpoetryday.co.uk/celebrate-national-poetry-day
3 rd Nov	Outdoor classroom day
6-18 th Nov	Cop 27 – Sharm el Shiekh
14-18 th 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

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)



MAP PROJECTIONS

MERCATOR



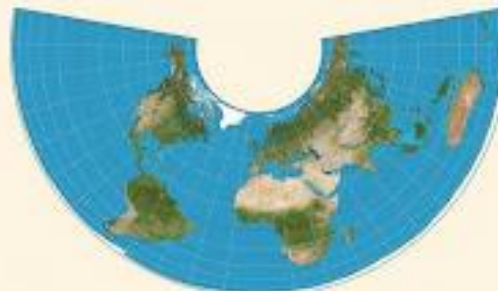
GALL-PETERS



GOODE-HOMOLOGINE



WATERMELON

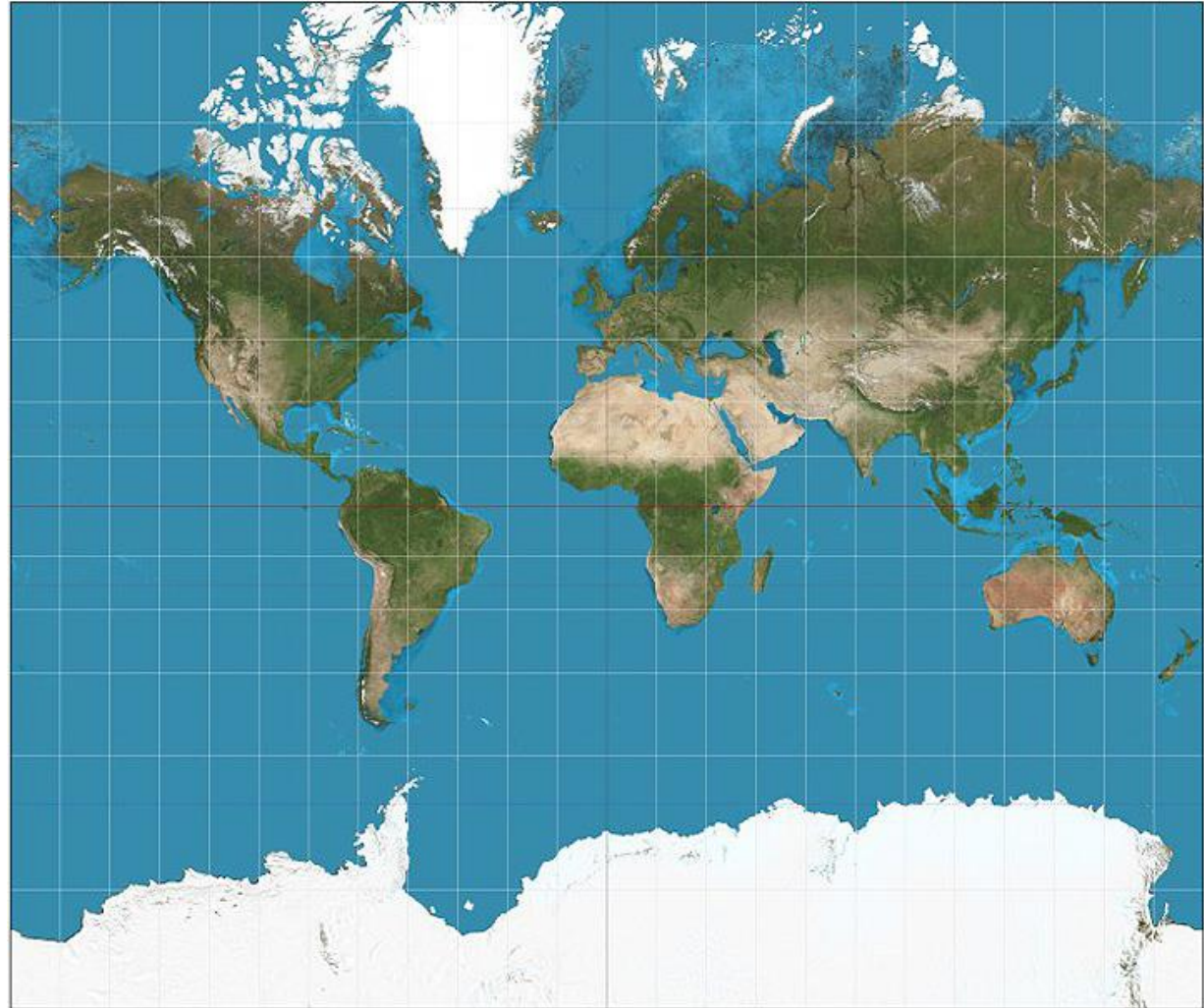


ALBERS



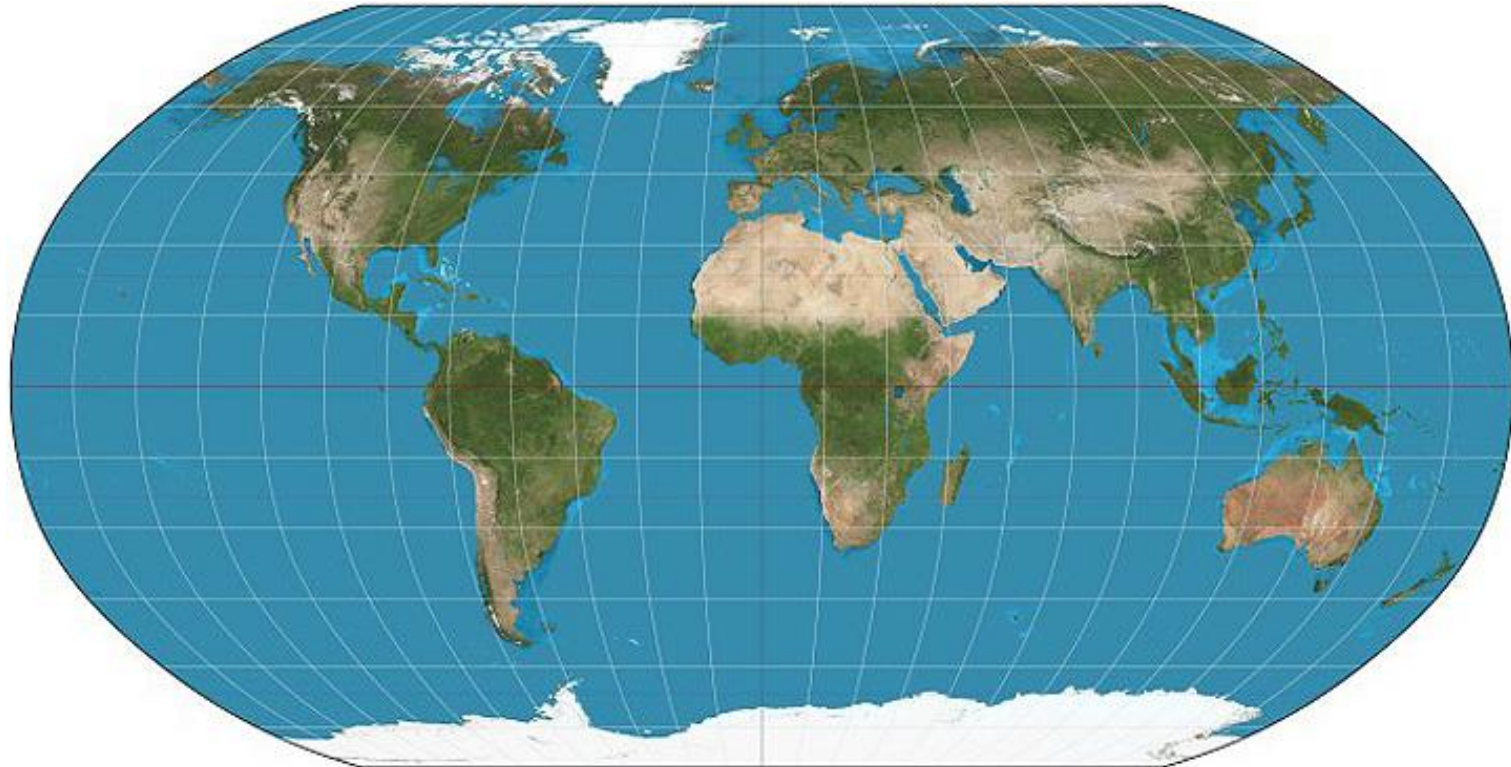
ROBINSON

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!



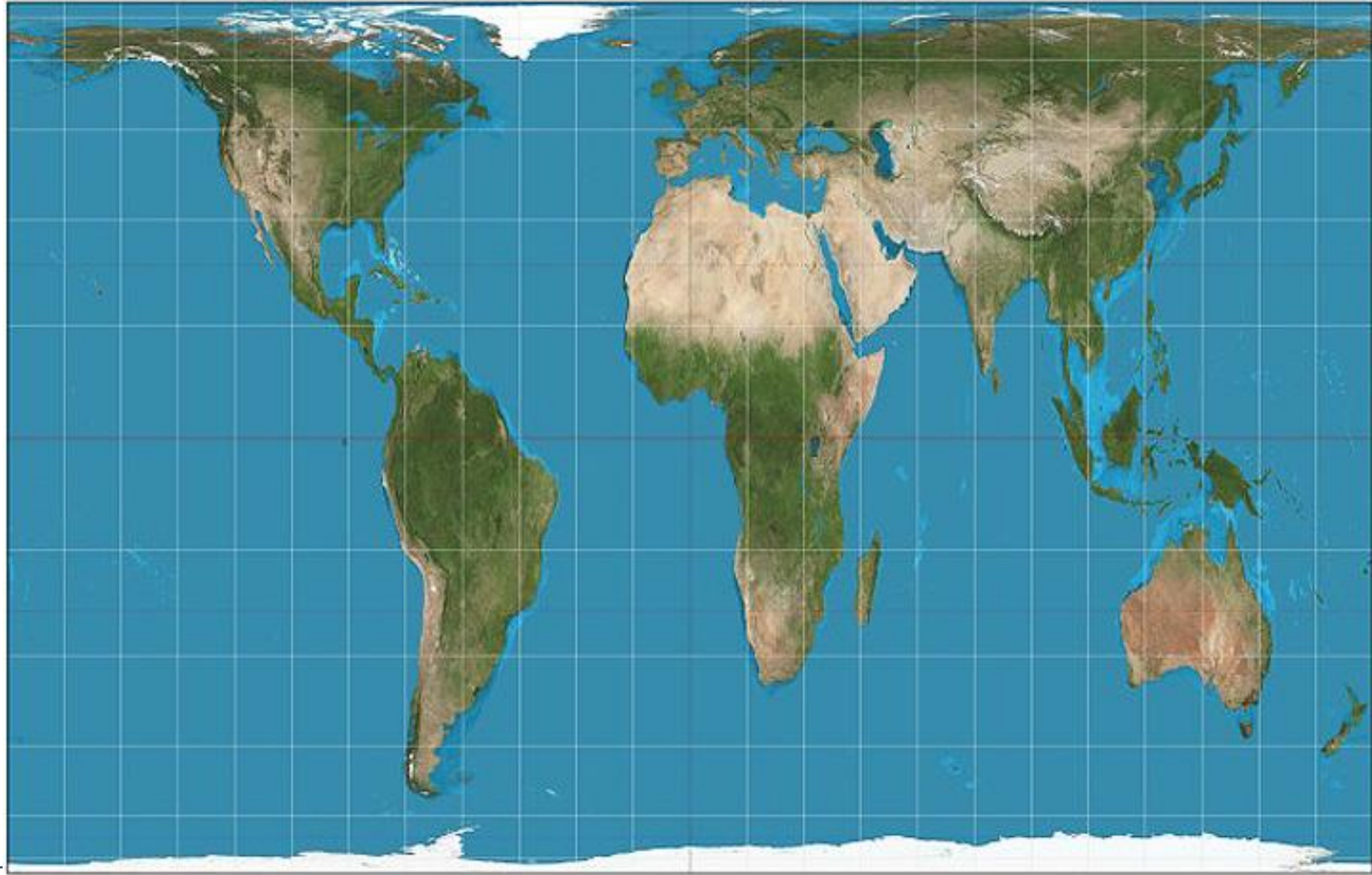
Robinson

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



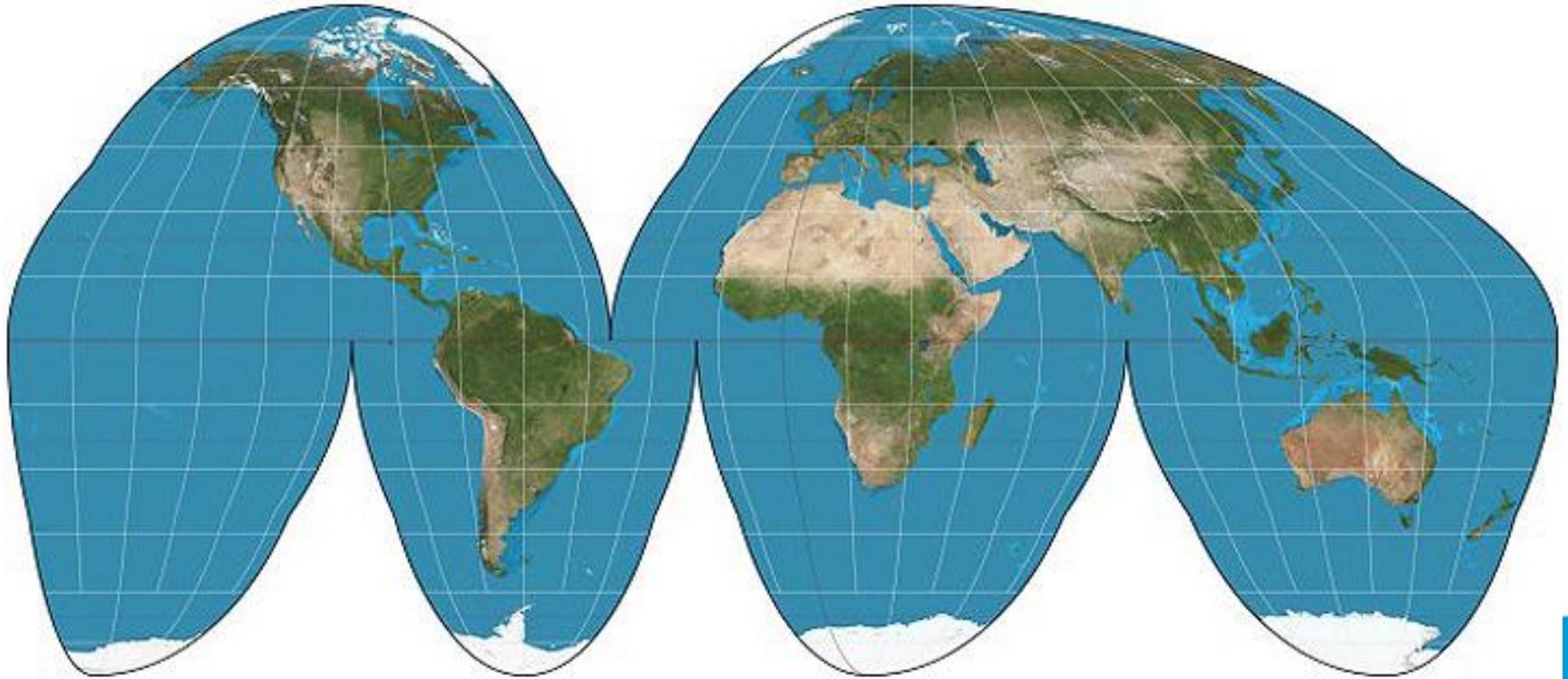
Gall-Peters

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



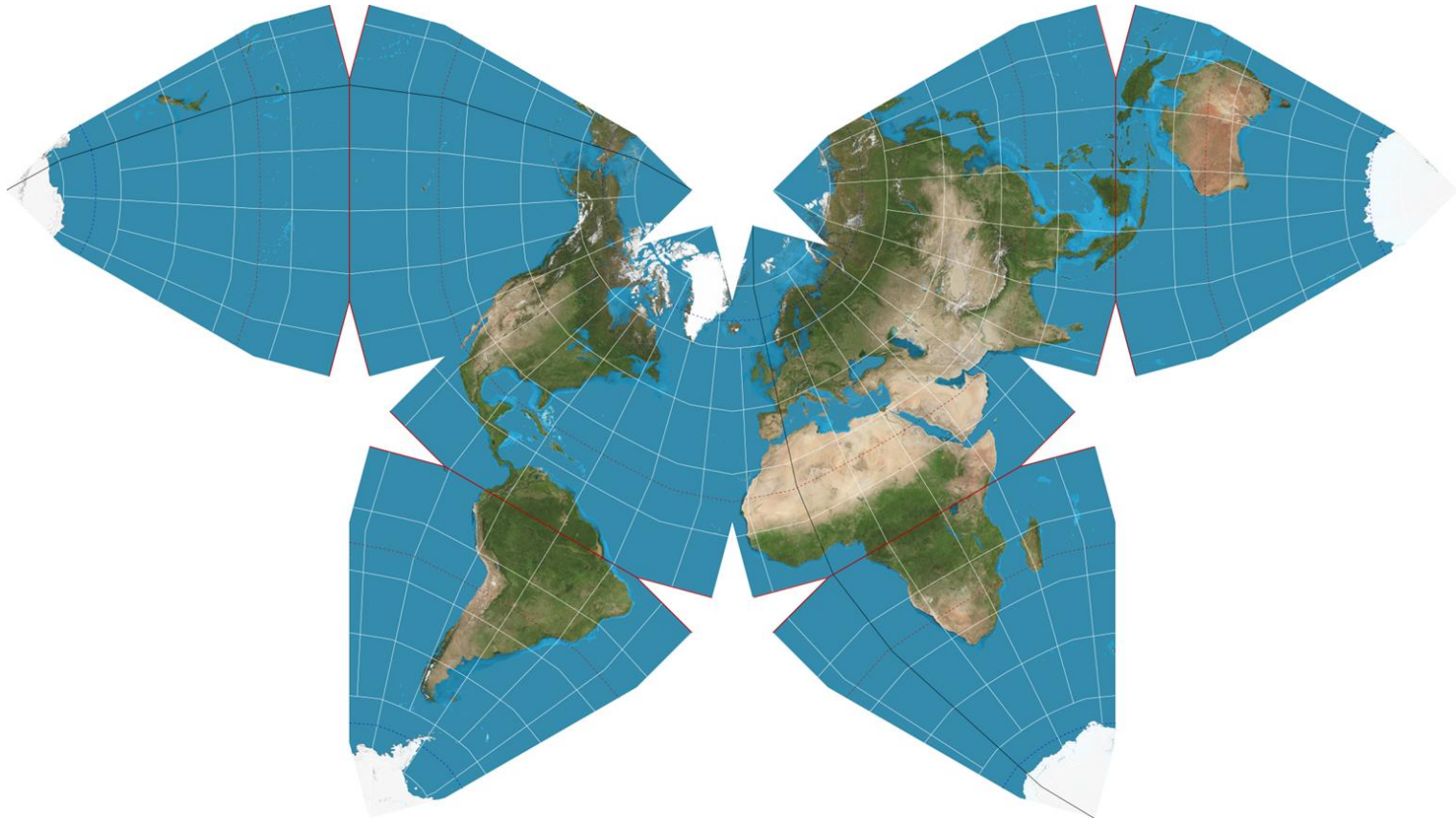
Goode's Homolosine

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.

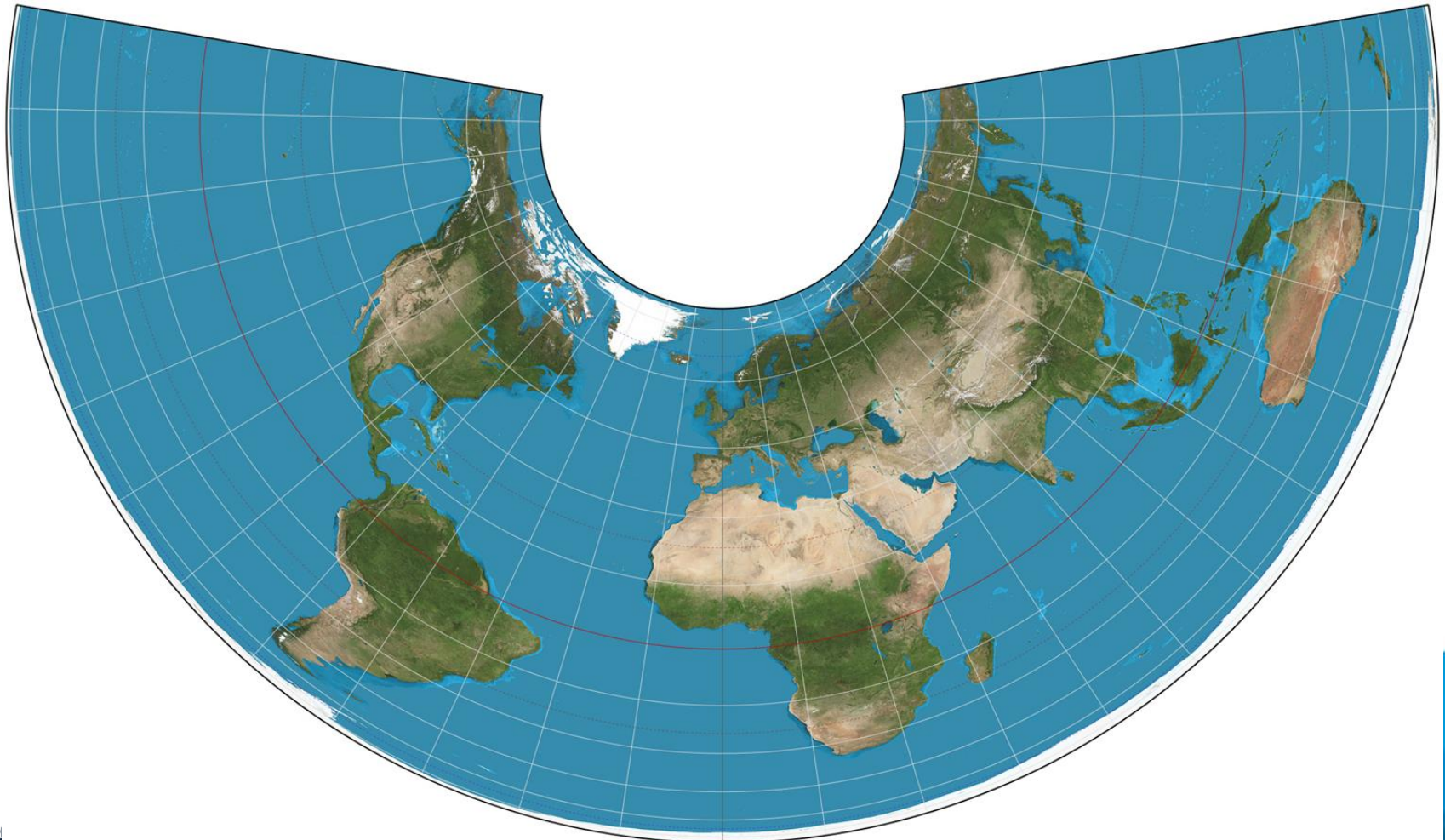


Waterman butterfly map (watermelon)

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'.



Over to You

"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 **Poland**




ORCHARD TOYS

World Map
Giant Jigsaw Puzzle & Poster

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

150

Made in Britain

Teacher Tested

Age 5-10

Includes GIANT Map of the World poster!



This is me!

This is my street.

This is my city.

This is my county.

This is my country.

This is my continent.

This is my world.

Coffee Break



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?

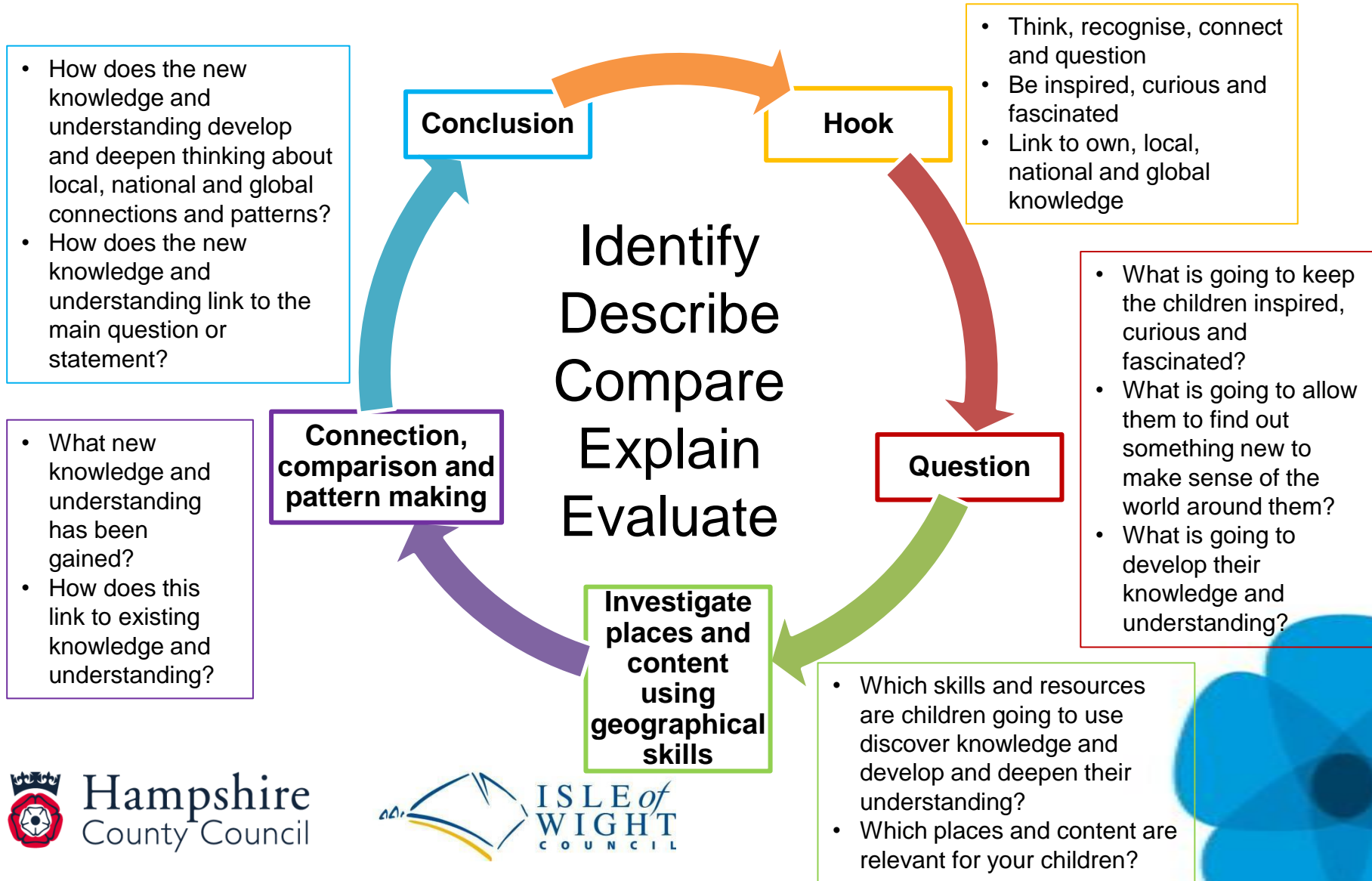


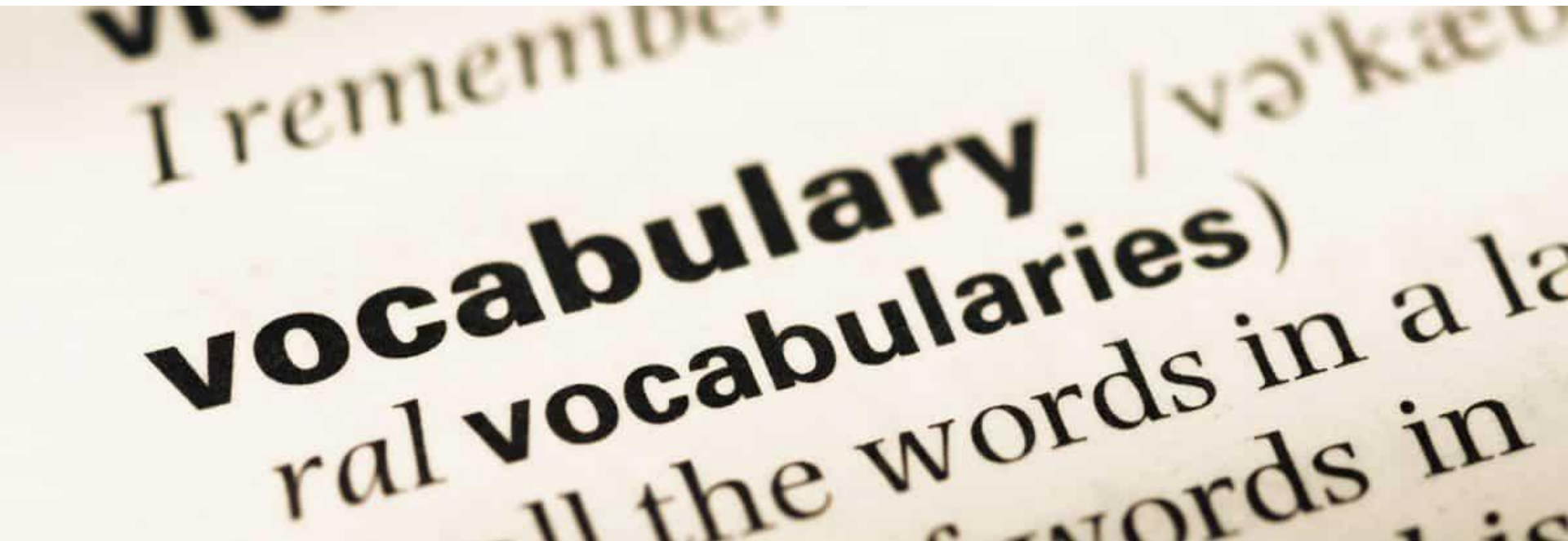
Reflection

- 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



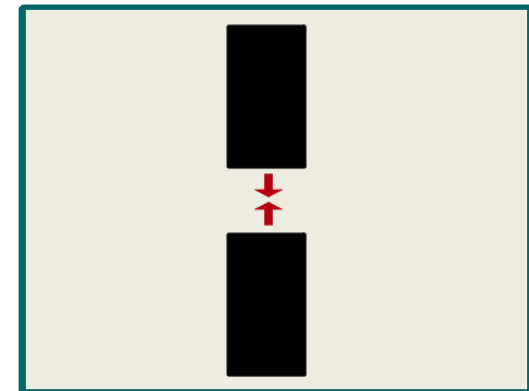
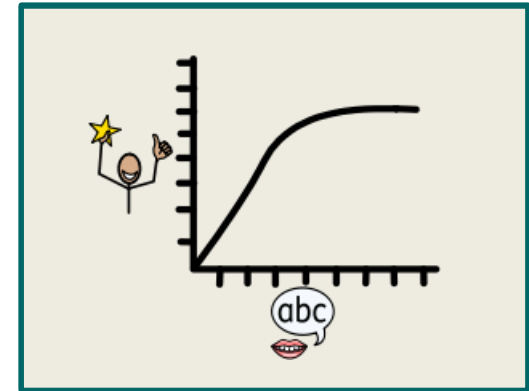


Why does vocabulary matter?



'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),

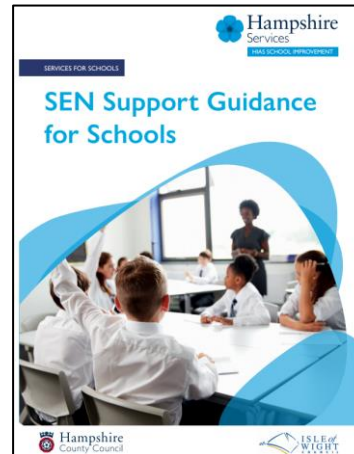


Curriculum and time-tabling which provides opportunities for pre-teaching and re-enforcement of vocabulary when new concepts or units of work are introduced

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



KS1 Human geography glossary

Discussion

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

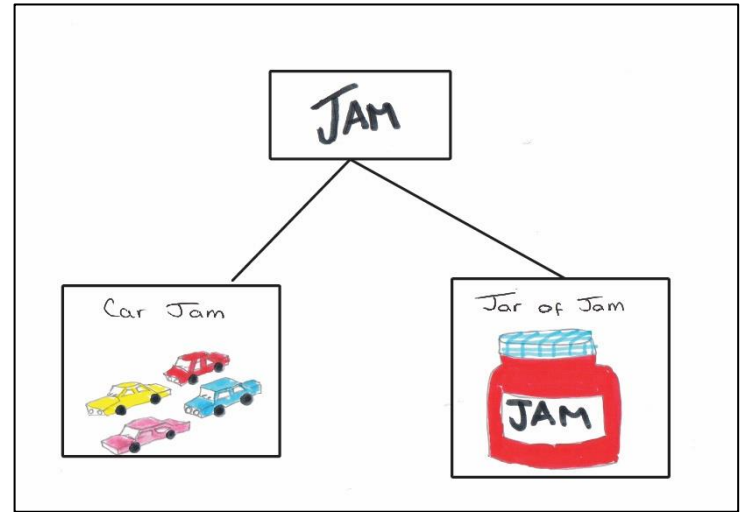
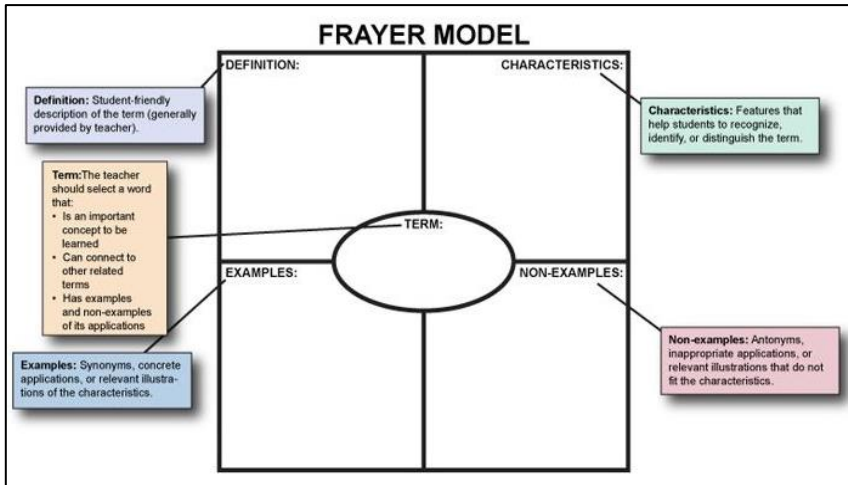
Place knowledge	
Continent	One of the earth's large land masses
Country	A political unit or state on a national scale
Equator	The imaginary line around the earth's surface equidistant from the north and south pole
Europe	Continent containing 47 countries north of Africa and west of Asia
Non-European	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.

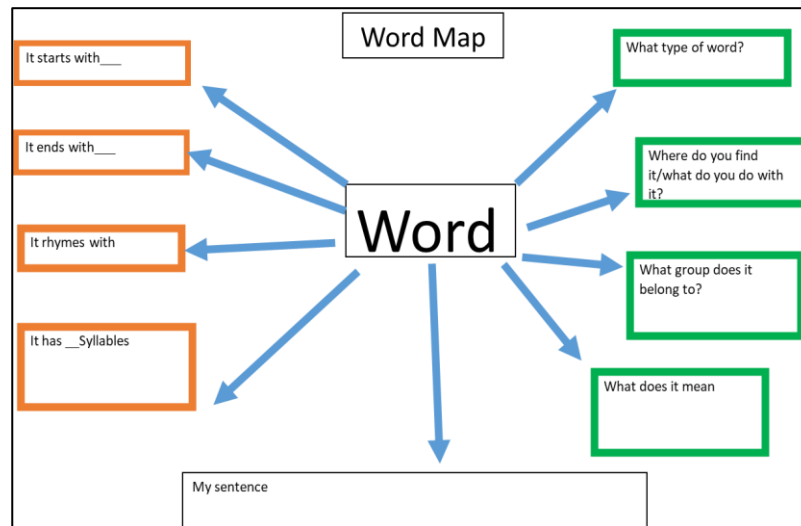
2 o'clock because you might want to go different places to explore. (1)

Develop Receptive Vocabulary



Freyer Model

Multiple Meaning Tree



Word Map



How to teach 6-figure grid references

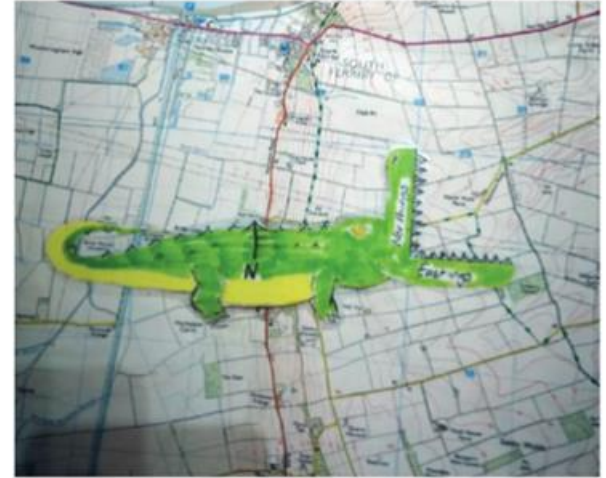
Primary Geography Number 108 Summer 2022

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.

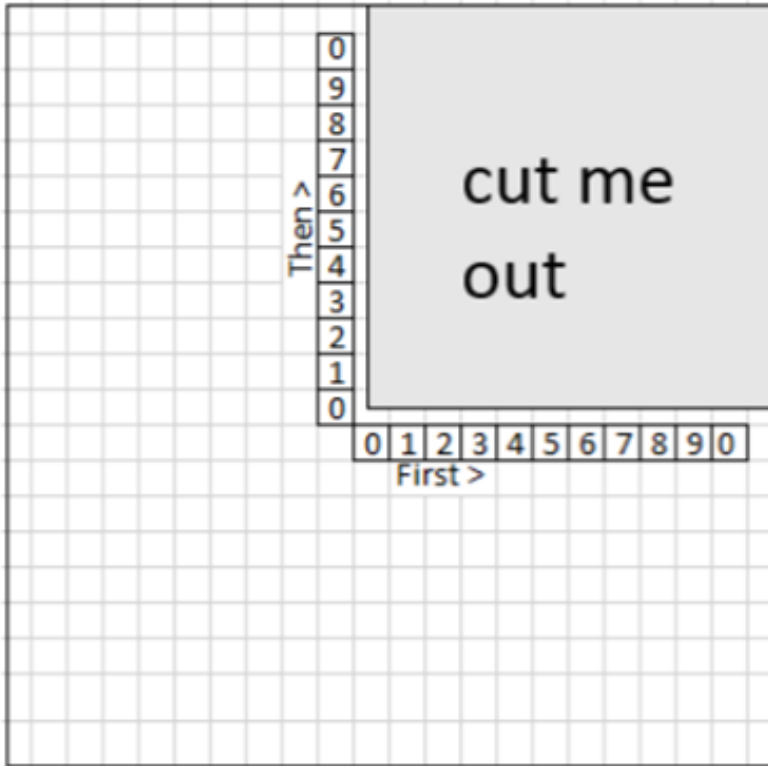


Photo ©

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

9th March



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!

