

What's your story?

Learning geography or being a geographer at primary school?

14/10/2022

Facilitator: Ali Camp

Introductions

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Lighting up Learning

www.lightinguplearning.com

- ❑ Enquiry led pedagogy
- ❑ Curriculum framework design
- ❑ States of Being
- ❑ Curriculum coaching

Introductions

And you are?

- Name, setting, role
- Why did you choose to join this workshop?
- What makes you a geographer?

Subject Leadership

What are you going to privilege in your area? What's the missing piece that would make THE difference now?

Map work | Skills | Representation | Diversity | Local | Global | Equality | Equity

What's the point of your geography?

If we invested £10,000 in geography... why yours? What does it do for learners? Learning? Life? How does it fit within a larger education agenda? How might it change in the future?

INTENT: WHY and because

How could geography be mapped?

How do others map it? How is it mapped? Progressive? Build know of and know how? Connect to other areas? Planned? Resourced? How might it need to change over time?

IMPLEMENTATION: HOW and who

What does geography look like?

How do you know it is: Planned? Taught? Experienced? What are learners, learning? Prove it: quantitative or qualitative? What is the impact on the intent, implementation, etc..

IMPACT: WHAT and so what... why!

Aims of this session:

- What is the **point of learning geography**? Why do we do it and what do learners get from it?
- Explore **what Geography is in primary school**, what is the substantive knowledge and disciplinary knowledge, and the interplay between the two?
- **How could geography be mapped?** Look at how it relates to the Ecology of Human Development;
- What do we do as a subject leader and how we know what is happening;
- Explore some wider perspectives and thoughts on teaching and learning in Geography
- Your own action plan

What we're
talking about
when we talk
about
geography.

What is your definition of 'geography'? Write it down, draw it, sing a song about it (only joking unless you really want to!), act it out, tell a joke about it...

What we're
talking about
when we talk
about
geography.

Someone else's definitions

'Writing the world' (*Eratosthenes 276-194 BC*)

Geography is the study of places and the relationships between people and their environments. (*National Geographic website*)

Powerful primary geography is about enabling pupils to become informed, caring and responsible citizens in their local and global community. It is about generating a sense of awe and wonder and lifelong fascination with the world. It can only happen if we facilitate pupils' engagement.

Powerful primary geography involves a journey of self-discovery as well as finding out about the world. (*Anne Dolan, Primary Geography, Spring 2022*)

What we're
talking about
when we talk
about
geography.

What are the key words to
highlight in your definition?

Human
Physical
Impact
Awe and wonder
Study
World
Interaction
Explore
Understanding
Discovery
Our surroundings
Identity
Informed
connections

comparison
journey of self discovery
natural
Earth
Environment
Communities
Culture
Responsible citizens
Future



What does the National Curriculum say?

The national curriculum for geography aims to ensure that all pupils:

develop **contextual knowledge** of the location of globally significant places – both terrestrial and marine – including their defining **physical and human characteristics** and how these provide a **geographical context** for understanding the actions of processes

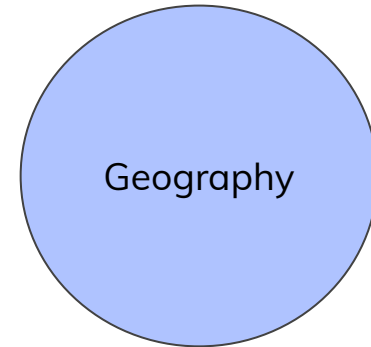
understand the **processes** that give rise to key **physical and human geographical features** of the world, how these are **interdependent** and how they bring about spatial variation and change over time

are competent in the **geographical skills** needed to:

- **collect, analyse and communicate** with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- **interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- **communicate geographical information** in a variety of ways including through maps, numerical and quantitative skills and writing at length.

What are the
clear
curriculum
links across
primary?

What are the natural links with
geography across the curriculum?



What is geography for you?

**Agree what it is (and by
elimination, what it isn't!)**

Think about your school or schools, what do you want geography to be or to mean for all of your stakeholders?

Reflect: why? because...

Subject Leadership

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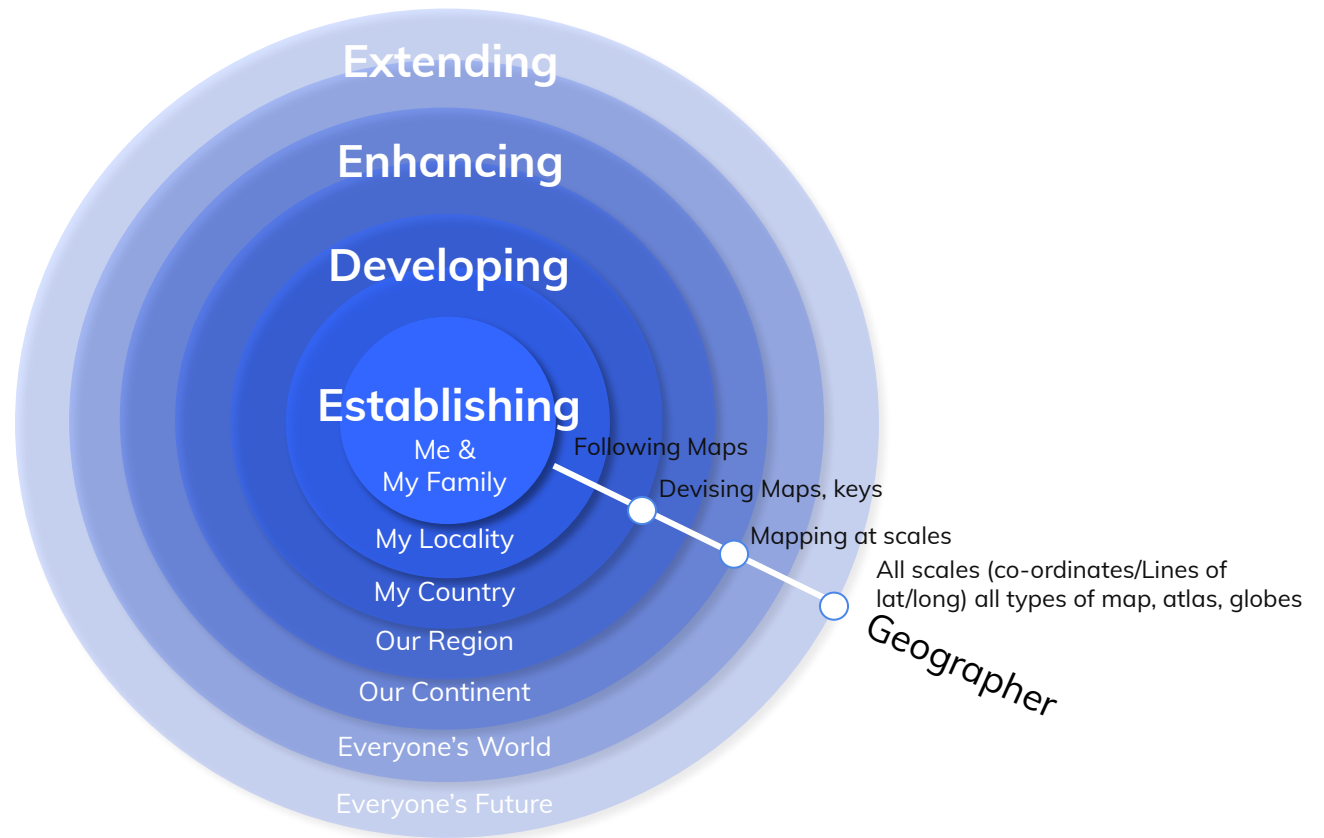
What does it mean to 'be a geographer'?

Draw me a pen portrait of what you think a geographer is.

What are the key attributes, skills, dispositions?

How do they relate with your own school values?

A geographer at Avanti is...



Cognitive development

Bronfenbrenner: Ecology of Human Development

Being a geographer

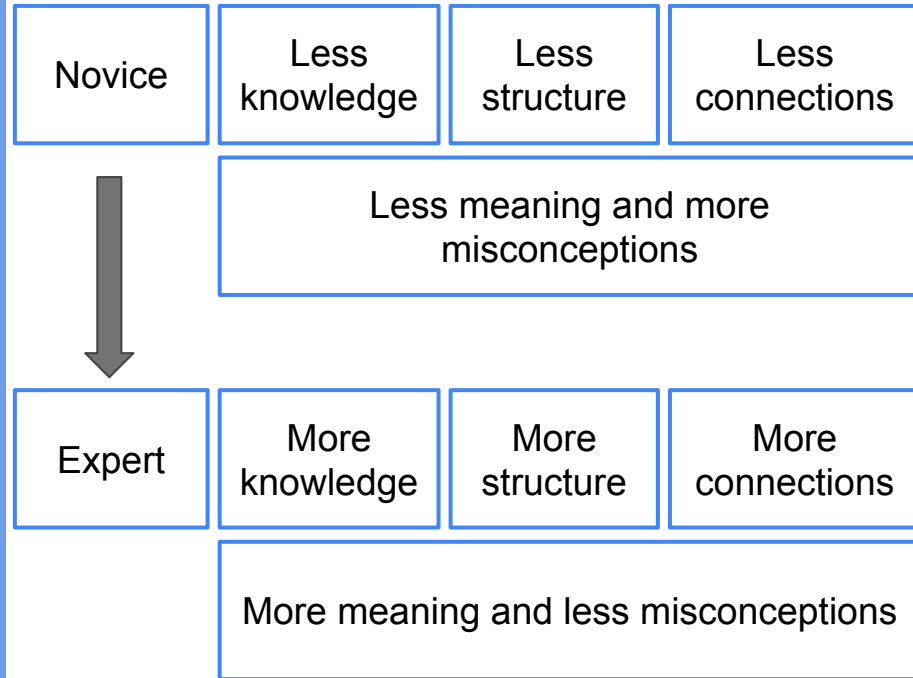
Paying respect to the Ecology of Human Development (Bronfenbrenner)

- Ecological context
- Sequencing of learning

From novice to expert

What does it mean to 'be a geographer'?

Geographer knowledge



From the National Curriculum:

'The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.'

Being a geographer

Paying respect to the Ecology of Human Development (Bronfenbrenner)

- Ecological context
- Sequencing of learning

From novice to expert

- Structuring knowledge
- Making links
- Identifying and correcting misconceptions

Interplay - substantive and disciplinary knowledge

Interplay between disciplinary and substantive

This is what Ofsted say:

Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers. Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum:

- locational knowledge
- place knowledge
- environmental, physical and human geography
- geography skills and fieldwork

What

KNOW OF

How are these progressive in your school?

- Vocabulary
- Content (local to global)

KNOW HOW

How are these progressive in your school?

- Maps, atlases and globes and compass directions
- Fieldwork

Difference between the **substantive** and **disciplinary** knowledge

How: maps and mapping



Use simple maps

Know compass directions and simple directional language



Devise simple maps

Use 4 compass points to describe



Locate, compare/contrast using maps, aerial photos

Use 8 compass points to locate



Use maps, atlases and globes with keys of different scales

Use four and six-figure grid references

Choose another area of being a geographer

How might you want to map geography across the school?

What does the discipline of Geography look like?

	EYFS	KS1	LKS2	UKS2

Where does the substantive knowledge go and why?

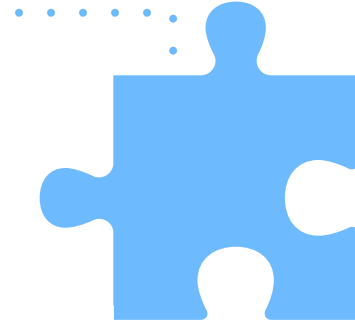
	EYFS	KS1	LKS2	UKS2

What

National Curriculum

Know, understand and be able to explain to anyone.

Be able to answer: 'What does this mean?'



What does it actually say?

- Locational knowledge
- Place knowledge
- Human and physical
- Geographical skills and fieldwork

[EYFS: physical and human geography... maps where appropriate.](#)

KS1: develop knowledge about the world, the UK and their locality.

KS2: extend knowledge and understanding beyond the local area.

Difference between the **substantive** and **disciplinary** knowledge

Reflect: Why? Because...

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What did Ofsted say about Geography

Implications for you as subject leaders...

Leaders and teachers need to carefully consider, select and sequence the content they want their pupils to learn. This content should be organised into manageable chunks, building into connected, composite ideas. Pupils need to learn about a wide range of ideas and contexts.

 **Geographical understanding comes from an appreciation of the key content and how ideas are related together. Individual components contribute to understanding of key concepts.**

 **It is vital that teachers develop their subject knowledge in order to be able to deliver a high-quality curriculum.**

What does your area look like and how do you know?

How do your teachers plan? How secure is their subject knowledge?

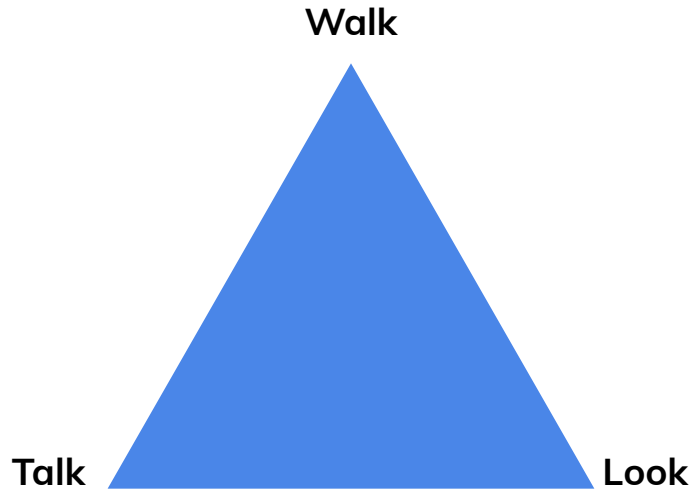
What resources do they use and for what age group?

How do you, as subject leader, support their planning?

What books, atlases, resources are available and for what year group?

How do you review what is happening in and across the school?

What do we know about how teachers plan and teach geography to ensure our learners are equipped with the 'know how' and 'know of' for their next phase?



- **Quick learning walk**, with or without children
 - Look for evidence of learning
 - Resource: storage, access and availability
- **Ask 'Tell me about [subject]...'** to some teachers and children.
 - Ask range of teachers: NQTs to experienced
 - Ask the Business Manager about spending
- **Look at learning**, books, floorbooks, displays; flicking through what stands out? +/-

Ask a result of this what questions do you have?

Why

Being a Geographer is about understanding the world above, around and below by exploring, mapping and documenting. Learners make connections between cause and effect and how actions affect the natural and made world.

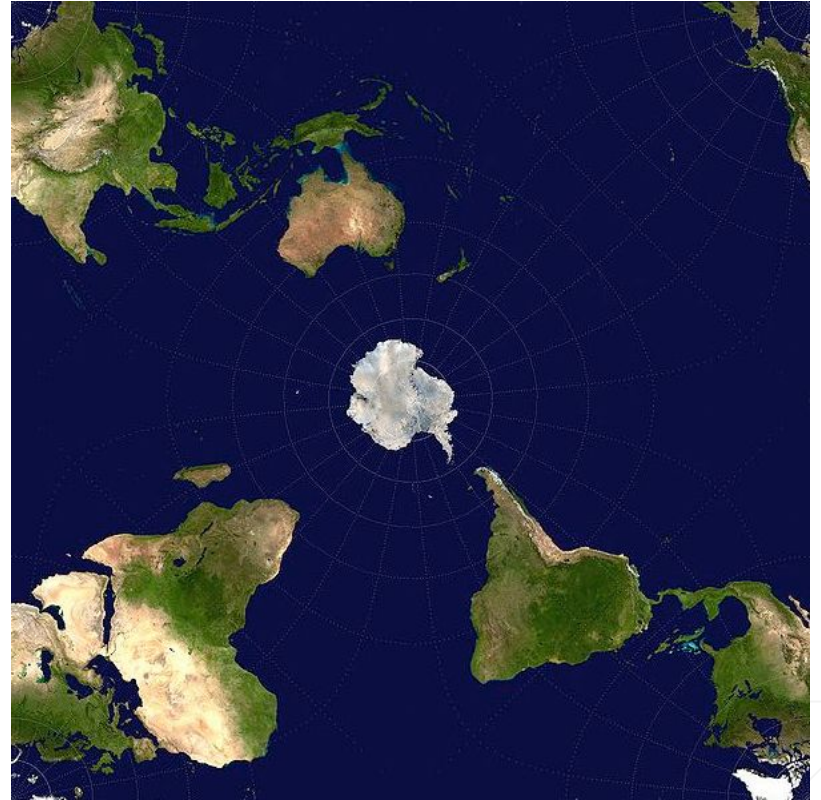
At our school, the focus for Being a Geographer this year is maps and mapping. If learners can use a range of maps, atlases and aerial photographs to locate, analyse and evaluate human and made features, curiosity is sparked.

Focus Groups of learners three times per year will help to evaluate how Geographical know of and know how develops knowledge.

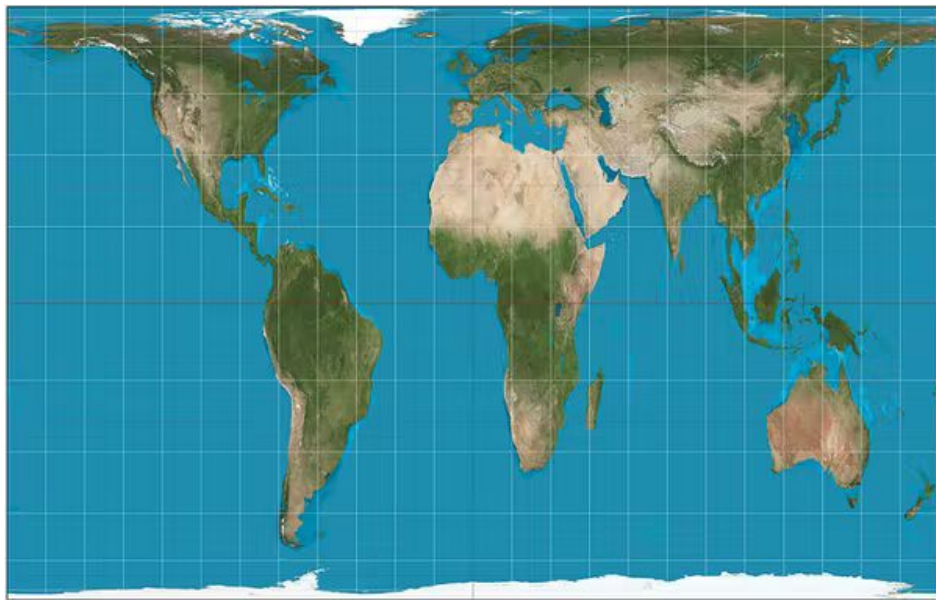
- What important aspect of the subject area do learners really need to know about yet teachers the least confident in?
- What know of or know how enables learners to be more confident?
- What would unlock your subject?

Perspectives

Who's perspective?

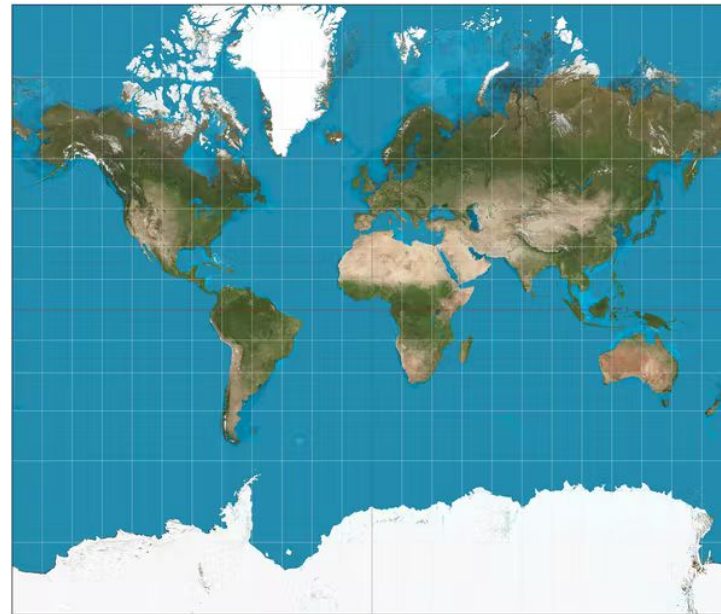


<https://theconversation.com/five-maps-that-will-change-how-you-see-the-world-74967>



Peter's Projection

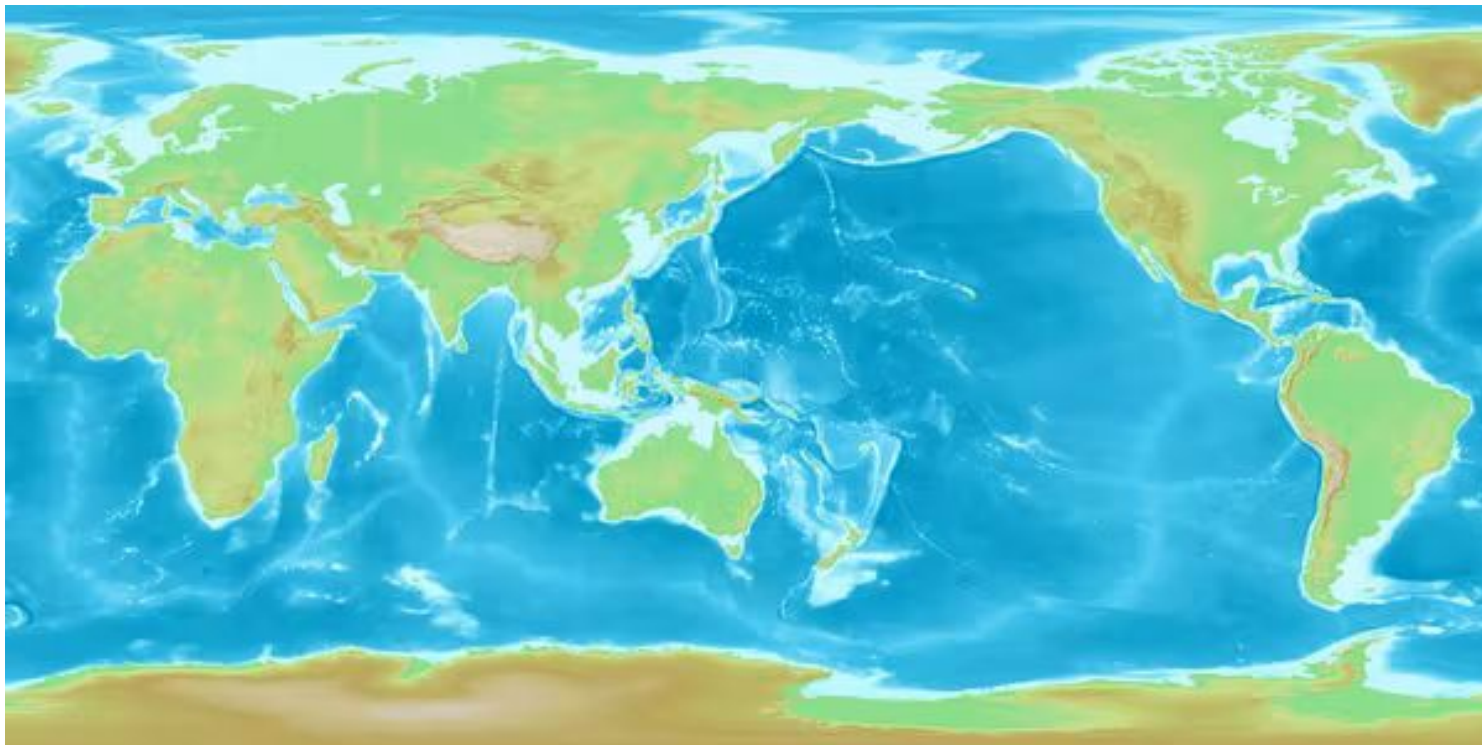
or



Mercator Projection

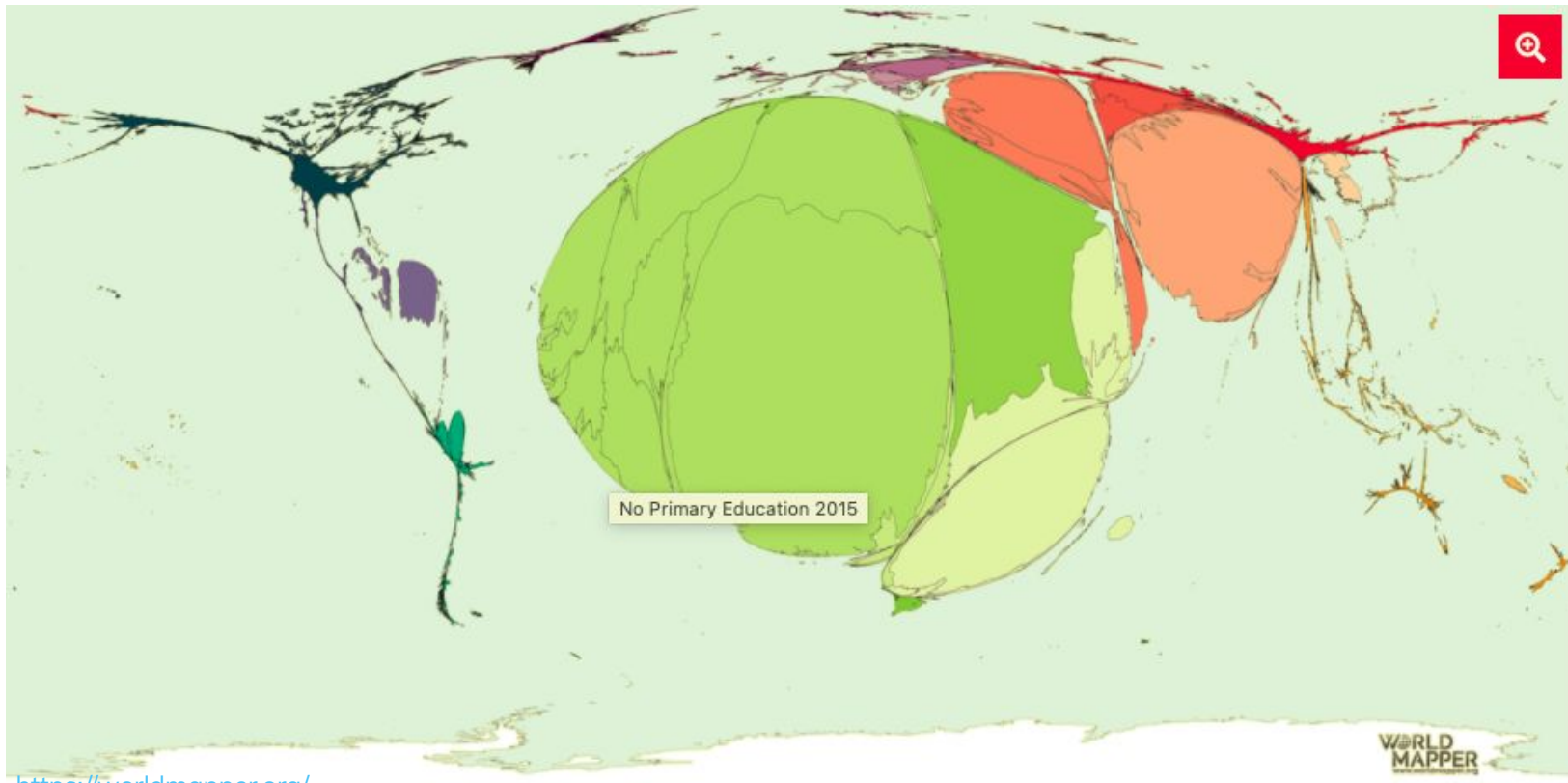
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Changing Perspectives...



<https://theconversation.com/five-maps-that-will-change-how-you-see-the-world-74967>

Or this...



<https://worldmapper.org/>

Or this...

Place

What places do we study?



Source:

Enser, M. (2011) Powerful Geography, p.95.

Biddulph, M. (2011) The danger of a single story



Source:

Powerful Geography: Mark Enser - pg 95
Mary Biddulph: The danger of a single
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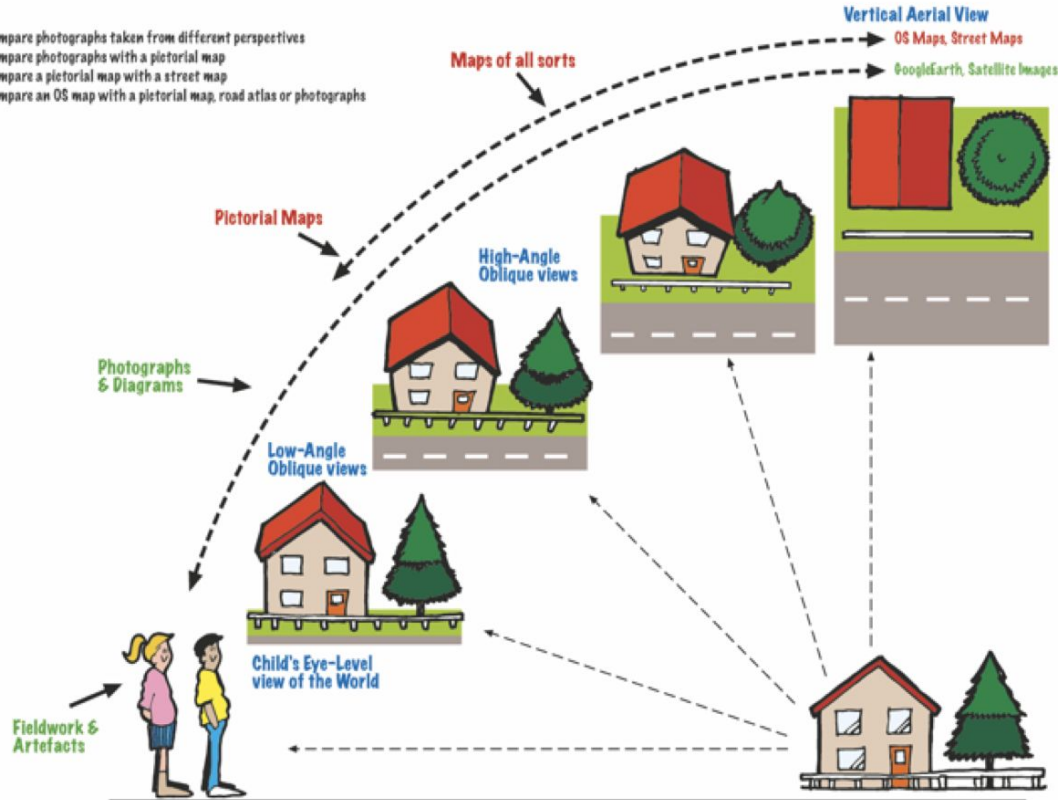


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Maps

Compare photographs taken from different perspectives
Compare photographs with a pictorial map
Compare a pictorial map with a street map
Compare an OS map with a pictorial map, road atlas or photographs



What do they look like in different year groups?

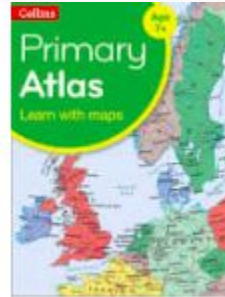
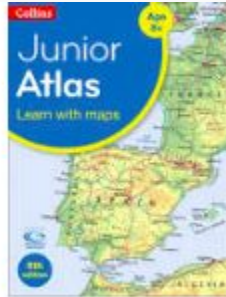
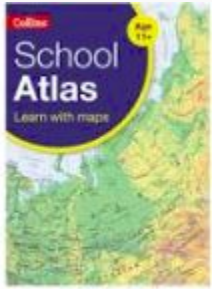


Bethan Smith

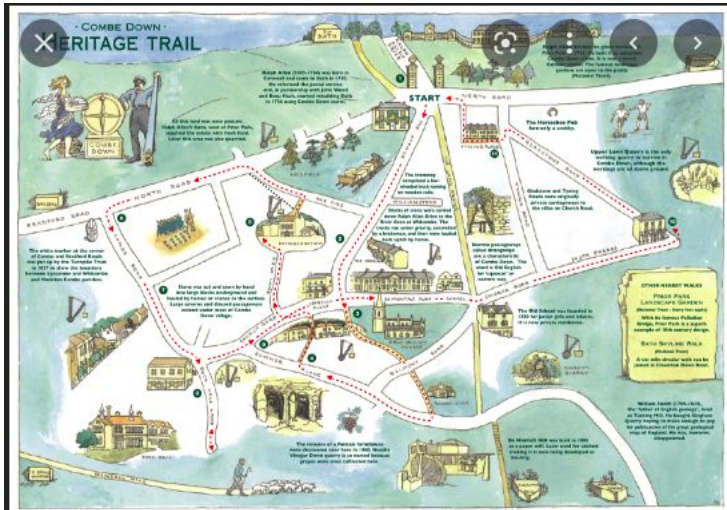
@missbsmithh

We made a town today and then took pictures from above to introduce our new building topic and start to think about maps

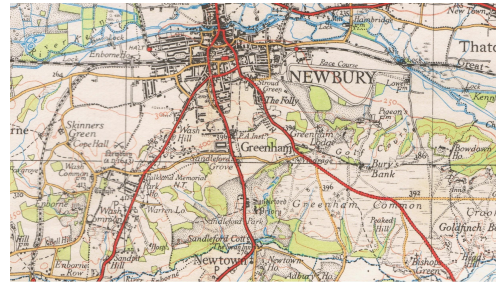
What do they look like?



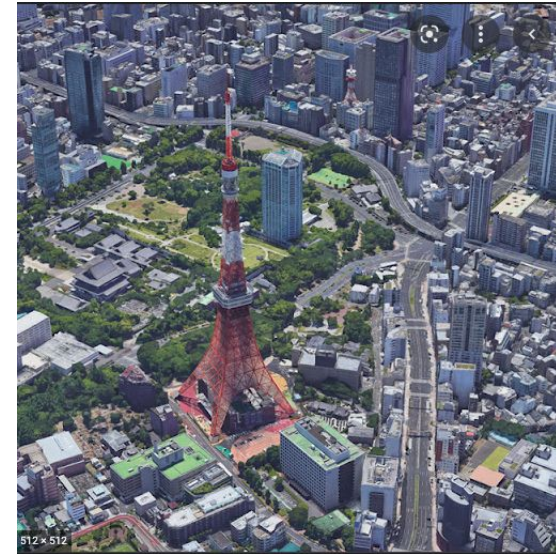
Source: Collins



Source: Coombe Down Heritage Society



Source: Ordnance Survey



Source: Google

Reflection: What perspectives of the world do we give and how are they represented in your school? Think about the resources you have...

Summing it all up

National Curriculum

Know, understand and be able to explain to anyone. Be able to answer: 'What does this mean?'

Social Media

Twitter, Instagram and Facebook all have groups and hashtags to follow and join.



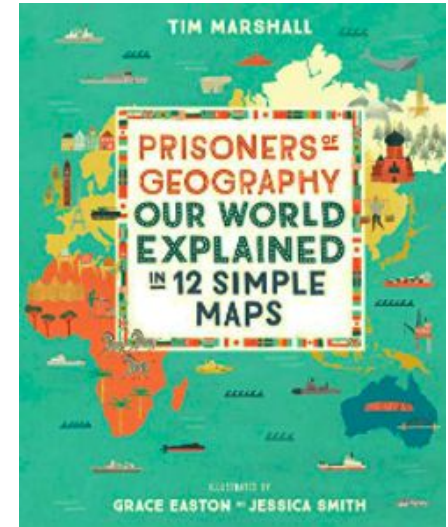
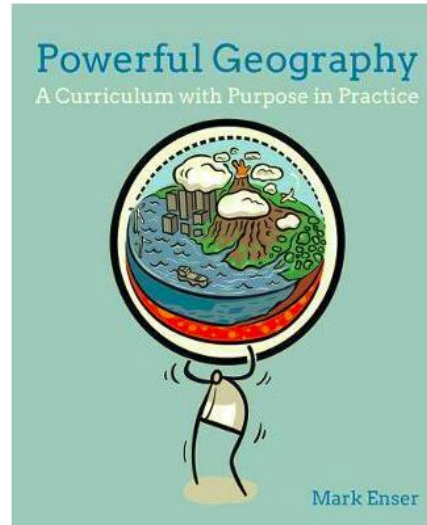
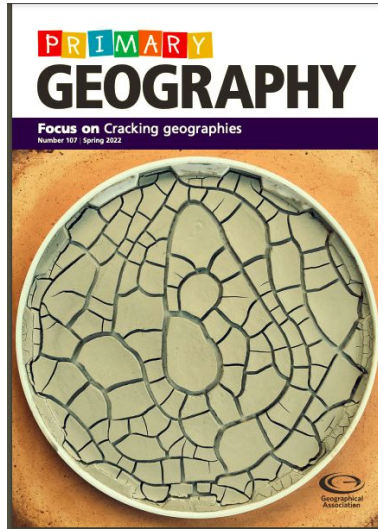
Progression in your school

Read all enquiries, schemes or planning. Know how it is taught in your school. Make sure they are objectives and not outcomes.

Subject Associations

Join, read the blogs, publications and resources. Most have forums to ask questions.

Some reading...



[Ofsted Geography Review 2021](#)
[Summary of Ofsted research](#)