

Developing an approach to teaching and learning in Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. NC 2014

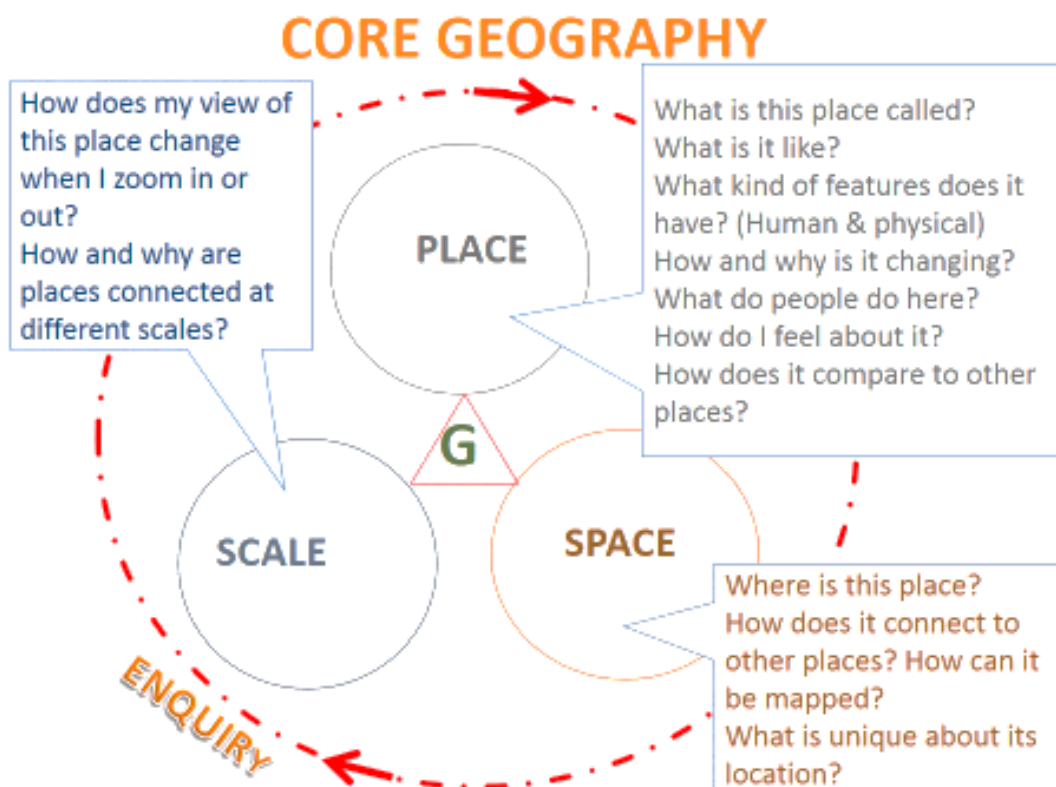
- Inspiring pupils' curiosity to know more about the world in which they live and its people
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing contextual knowledge of the location of globally significant places
- Understanding
- Developing geographical skills

Teaching and learning at Wormley Primary School aims to encourage children to follow their own lines of enquiry sparked by curiosity through field study experiences and authentic and relevant resources.

We encourage children to notice carefully and deeply, and demonstrate their learning in a variety of ways: reports, models, drawings, presentations, factfiles etc.

Learning can be recorded in the children's artistic logs, class topic books, a class folder etc. At least one piece of quality writing from the geography topic should be recorded in the children's writing books.

We teach the 3 key concepts:



| | |
|----------------|---|
| Place | Studying real places is an essential context for developing geographical enquiries. Although it is a fundamental idea in geography, its definition is not straight forward. We could, perhaps, settle for 'place is space that carries meaning, often through human occupation or by human interpretation'. Every place has a particular location and a unique set of physical and human characteristics. These include what a place is like, how it became like this and how it is subject to forces for change. Furthermore, the same place can be represented differently. What we think about places is both shaped by, and shapes, our 'geographical imagination'. Pupils carry with them mental images of places - the world, the country in which they live, the street next door. These form part of their 'geographical imagination'. It is important that pupils recognise that there are many images of places, some of which may conflict with their own. |
| Key Questions: | <i>What is this place called? What is it like? What kind of features does it have? How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places?</i> |
| Space | From a geographical perspective, space involves thinking about where features, sites and places are located. Studying spatial layout involves exploring the interactions between features and places and how they affect each other. Geographers look for the distribution of features and at the patterns they show to see how and why they create networks and what the effect is. |
| Key Questions: | <i>Where is this place? How does it connect to other places? How can it be mapped? What is unique about its location?</i> |
| Scale | Understanding scale is as important for learning about the global dimension as it is in geography. Virtually any topic, when studied geographically, benefits from a 'scaled' approach. Scale influences the way we represent what we see or experience. We can select different scales from the personal, local and regional to the global. In between, we have the national and international scales, which are very important politically. We cannot, for example, fully understand high street shopping in a locality, or industrial change in a region or country, without comprehending the global context. Choice of scale is therefore important in geographical enquiry, as is the realisation that scale resolutions are interconnected, as if by a zoom lens. |
| Key Questions: | <i>How does my view of this place change when I zoom in or out? How and why are places connected at different scales?</i> |

"Schools should:

*focus strongly on developing pupils' **core knowledge** in geography, **particularly their sense of place** ...p.7*

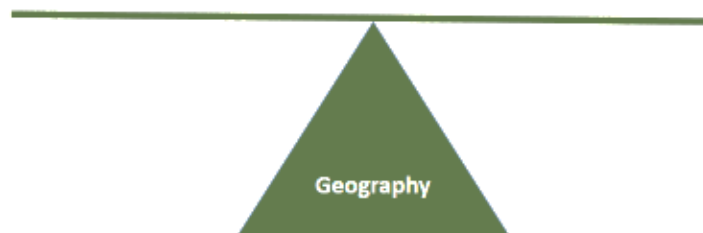
Ofsted (2011) Geography Learning to make a world of difference , Published: February 2011 Reference no: 090224

Core knowledge

Facts, location, names, vocabulary,

Sense of place

Senses, emotions, values, opinions



Developing the skills of a geographers - think and behave like a geographer
(links to **WS Learning Attributes and tools**)

We share some key skills of geographers in order to encourage them to think and behave like a geographer. Teachers assess pupil progress against the phases' assessment criteria.

| | |
|------------------------------|---|
| Curiosity | Be curious about the world. Ask questions and wonder why |
| Active Listening | Give full attention to what different people say, taking time to understand the points being made and asking questions as appropriate |
| Critical Thinking | Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems |
| Active Learning | Investigate new information for both current and future problem-solving and decision-making |
| Judgment and Decision Making | Consider the positives and negatives of actions to choose the most appropriate one |
| Collaboration | Work with others to achieve more |
| Problem Solving | Identify problems and review related information to develop and evaluate options and implement solutions |
| Writing | Communicate effectively in writing for the needs of the audience. |
| Speaking | Talk clearly to others to convey information effectively. |
| Social Awareness | Be aware of others' reactions and understand why they react as they do. Recognise that people see things in different ways. |
| Persuasion | Persuade others to change their minds or behaviour based on your evidence |

Programme of Learning

| Key stage 1 Localities and building blocks | Key stage 2 Regional studies and locational knowledge; geographical processes and skills |
|---|---|
| <ul style="list-style-type: none"> • Focus on local area [opportunities to link with History] • Locational knowledge: The nations of the UK, the world's seven continents and five oceans • Contrasting non-European locality specification • UK seasons and weather, hot and cold regions of the world • Specified vocabulary for physical and human features • Use of simple compass directions | <ul style="list-style-type: none"> • Locational knowledge: the world's countries • Locational and place knowledge of UK, Europe [including Russia] and the Americas. Physical and human geography at a regional scale • Position and significance of latitude, longitude etc • Key aspects of physical and human geography [includes settlement, rivers, the water cycle] • Compass directions, use of OS map conventions. Greater emphasis on fieldwork |

Exemplar 1

Sense of place

*Senses, emotions,
values, opinions.*

Activity - What is your favourite place you have been to?

What is your favourite place in the world?

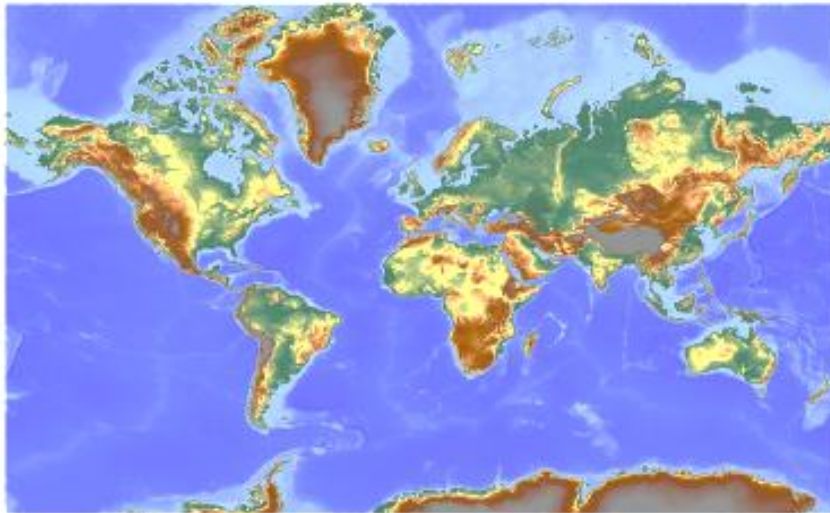
This could be a holiday or a day trip out.

Write down why it is your favourite place and why.

Can you describe it? What human and physical features does it have?

Can you locate it on the map? Why does it mean so much to you?

Home
learning
Opportunity.



Exemplar 2

Sense of place
*Senses, emotions,
values, opinions.*

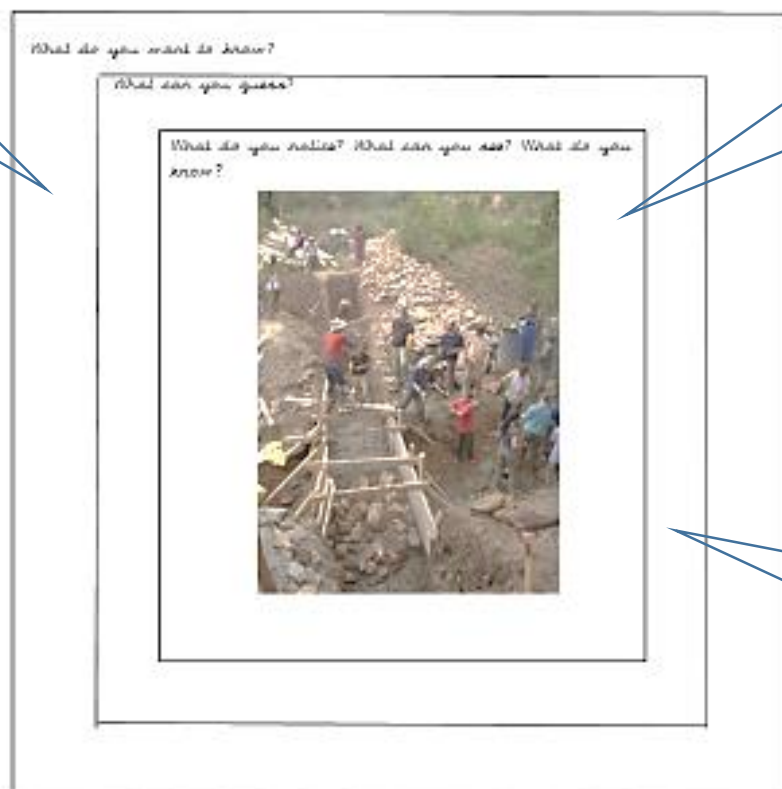
Activity: Enquiry - What can the children find out about the place they are learning about?

<http://www.geography.org.uk/resources/photosforenquiry/>

Website link for multiple pictures that be used in class at the start of a place study. Ensure that whatever picture you use you have a knowledge of what is going on in the picture.

High quality images that can be used in the classroom at all levels to stimulate enquiry among your students into a variety of human and physical geographical topics, including resource management, landforms and processes, people and place, hazards and risk, and global development.

What do you want to know?



What do you notice?

What can you see?

What do you know?

What can you guess?

Different images of the place of study - each group of 6 children to have a different picture at their table- children to write what they think they know/see/notice in the first section, in the middle what they can guess/infer using the picture clues and on the outside any questions they have about the picture. After this has been completed then tell the children what the pictures are showing.

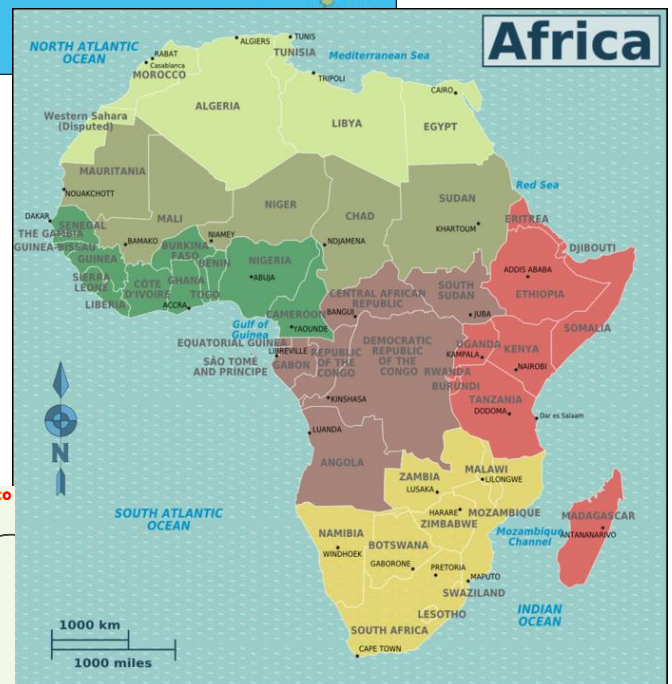
Exemplar 3

Activity: map skills with play dough

Make a map of Africa using the play dough thinking about the shape.

Then using a cocktail stick, label and locate Kenya.

You could then use another cocktail stick to locate the town/village in Kenya you will be looking at in depth. You could even extend this to finding the capital city, cities around it and talking about the distance between these and the place of interest.



Exemplar 4

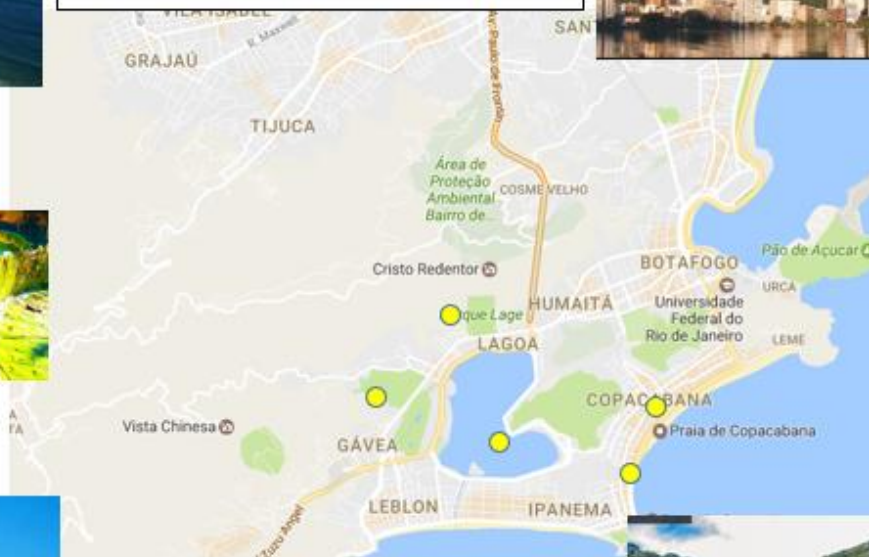
Activity idea - locating place

Give children some pictures and ask them to think about where they would place them on the map using clues from the picture e.g if there is sand and a beach in the picture then this place would be located along the coast line.



Activity- how to develop children's knowledge of place

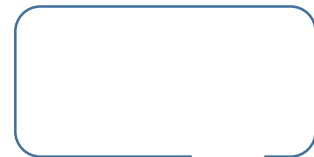
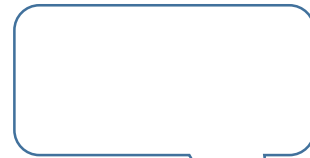
Have multiple pictures- children to think about where they would place them on the map at set locations using clues from the picture e.g if there is sand a beach in the picture then this would be at a location along the coast line.



Exemplar 5

Activity: Freeze frames help children to consider what it might be like to live in this place.

Create the dialogue. What would the people be saying to each other?



Fieldwork and Enquiry

Exemplars

Reception- *What do I like about my school grounds?*

- Teacher to draw a large map of the school and have photographs of the key features around the school e.g collective worship hall, dining hall. Can the children locate these and put them on the large map of the school?
- Children in small groups to go around the school and take photographs of their favourite and non-favourite places.
- **Follow up-** discussion- why is this place your favourite? Why is this place not your favourite? How could we improve this non favourite place? Post stick note children voice.

Year 1- *"What are the physical features in my local area?"*

- Children to walk to the church with bamboo journey sticks- encouraging them to attach objects to these sticks with elastic bands (1 stick between 2) to help children remember which features that came across on their journey.
- Pictures- teachers can have these printed off ready to give pupils, they can stop at the point where that feature is so children can attach the picture to their journey stick.
- **Follow up-** When they come back to class they can draw a map of their children using these sticks to remind them of the physical features that came across focusing on geographical and mathematical language and labelling these features.

Year 2- *"What types of amenities are in my local area?"*

- High street survey- tallying the different types of shops available to the community.
- What shops are missing? How could the local area be improved by putting in this new shop to the community?
- **Follow up-** children to create a map of Wormley labelling the shops and devising a key to show the type of shops e.g restaurants, pubs. (teaching session regarding keys and symbols)
- **Follow up-** children to transfer this data into a bar chart either by hand or by using 2graph on the laptops.

Year 3- *"How does Wormley make me feel?"*

- Children to use the school grounds, the meadow and Broxbourne park.
- At these 3 different areas tell pupils to stand still and close their eyes. What can they hear, smell, touch, taste? Ask them to open their eyes - what can they see?
- Children to create a quick sketch map of each location and write over their sketch map with their experiences related to the questions above (wordscape)
- **Follow up activity-** children to compare the school grounds to the other places in the locality. Produce a 'senses map' of the locality for display illustrating the results from the 3 locations. Could be extended for home learning- what can they hear, smell, touch, taste in their home- how do these results compare?

Year 4 - *"What human features can I find in my local area?"*

- Teacher to take digital photos of features in Broxbourne Park from odd angles or very close up.
- Print these off with a map.
- In small groups pupils have to find the location of the photos and make a note of these on the map.
- Children to take their own photos and challenge others to find this feature.
- **Follow up activity-** children to create an aerial map of Broxbourne Park, labelling and creating a key of the features that they found. (teaching session about symbols and how to use a key)

Year 5- *"What are the features of a river? What is the river used for?"*

- River Lea- guided walk along the canal- teacher to focus on the different features of the river using geographical language. and the history of the river. (teacher to conduct research regarding the River Lea) What is the river used for? How has this changed over the years? Where does it lead to? How long is the river? What happens to water on different surfaces and slopes?
- Children to create a sketch map of the river labelling the key features and labelling the flow of the river;
 - PooH sticks to determine the direction of the flow of the river.
 - Uses oranges to see the time it takes to get across a 2 metre length using different parts of the river.
- **Follow up activity-** create a glossary of the different features along the river.

Year 6- *"What is the human landscape like in my local area?"*

- Opportunity for pupils to orientate a large scale map of a local area using landmarks and compass points.
- Half of the class- Use the 8 points of a compass to find out what is in a given area starting at north outside St. Augustine's Church.
- Children to use a compass to find out what the landscape is like at the 8 different compass degrees given on the sheet and pupils to sketch what in in that given area.
- Other half of the class to do this for a different location- Hoddesdon Town etc.
- **Follow up activity-** children to compare maps- can the children guess the locations of each other's maps? How is the landscape different? What is found at that compass point? What human features are here? Are there any compass point locations that could be improved? If so how? What degrees was this location at?
- **Follow up activity-** children to choose a compass point and improve their sketch map.

Narrate your learning as a geographer.

Finally, we encourage them to narrate their positive learning experiences:

A time I learned like a geographer; A time when I learned collaboratively; A time when I sorted fact from opinion.

A time when I learned like a geographer

| At first... | Then..... | After.... |
|-------------|-----------|-----------|
| | | |
| | | |