

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

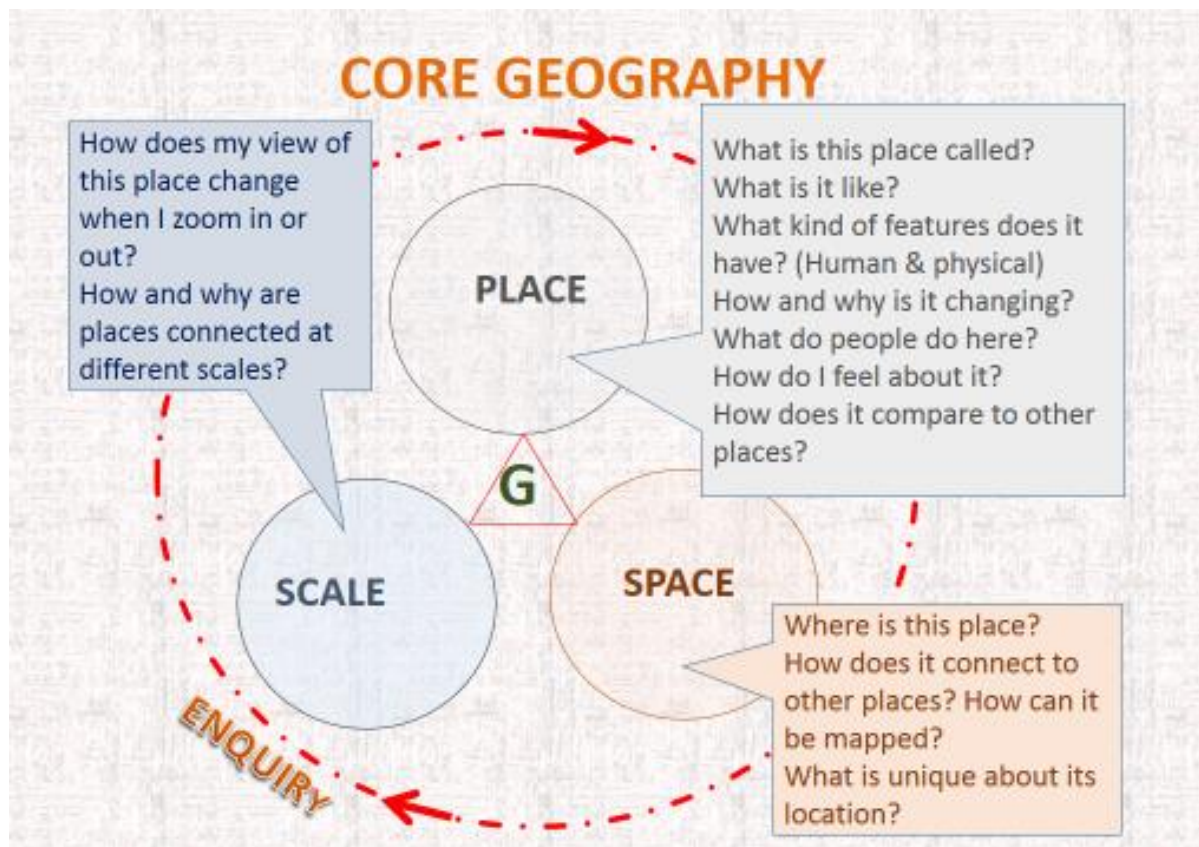
- Inspiring pupils' curiosity to know more about the world in which they live and its people
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing contextual knowledge of the location of globally significant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



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

World Geography unit

Each class has a passport with details of their key geography learning and it travels with them throughout their time at the school.

Each **world geography unit** is introduced by locating the world's countries and continents on a world map, identifying Europe (including the location of Russia), locations previously studied plus the specific location of study (concentrating on their environmental regions, key physical and human characteristics, countries, and major cities). Children are given a **home learning task** prior to beginning the world geography unit to find out key facts about the country that they are going to study.

Example Questions:

Home Learning key fact questions:

We are travelling to _____

- 1) Where in the world is _____? (show on a map and name continent)
- 2) What is the capital city?
- 3) How could we travel there and how far away is it?
- 4) What languages are spoken in _____?
- 5) What is the climate? (link to hemisphere / equator etc for Y2+)
- 6) What is _____ well known for?
- 7) What currency is used?
- 8) What is the population of _____?
- 9) What are the neighbouring seas/oceans?
- 10) What are the neighbouring countries?

Year 1

Where in the World Is Barnaby Bear?

A unit which starts by introducing the world map and naming of the continents and major oceans before focusing on the human and physical characteristics of a village in **Kenya** and compares it to the UK.

- Use world maps, atlases and globes to identify the continents, oceans and specifically Europe and Africa
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (within Nairobi - proximity of poverty and riches; rural and urban)
- Understand geographical similarities and differences of our local area in the UK and of a small area in Kenya making connections with pupils own lives and experiences
- Use Key Vocab: Town, city, village, rich, poor, urban, rural, country, continent, ocean

Year 2

Don't Blame It On The Weatherman

A unit which starts by revisiting the world map to identify, name and locate the world's 7 continents and 5 major oceans. Locations of hot and cold areas of the world are identified (Poles, Sahara Desert, Malaysia) and their climates compared to that of the UK.

- use a map to identify, name and locate of the world's 7 continents and 5 major oceans
- identify seasonal and daily weather patterns in the United Kingdom
- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles including ice caps, desert, tropics.
- Understand geographical similarities and differences of climate in local area and desert/arctic/tropical area
- use aerial photographs to recognise physical features
- Use key vocab: sea, ocean, vegetation, season, weather,

Year 3

Extreme Weather

A unit in which KS1 knowledge is recapped and deepened through an understanding of volcanoes and earthquakes and where they occur. The human and physical characteristics of Japan are explored. Other extreme weather is discussed and the impact it has on daily life.

- use maps, atlases, globes and digital/computer mapping to locate countries, including Japan, plus areas of seismic activity
- Identify the position of locations in relation to and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- Explore what earthquakes are and why they happen
- Explore what volcanoes are and why they happen
- Explore other types of extreme weather e.g. tornados, hurricanes, flooding, tsunamis etc
- understand geographical similarities and differences of human and physical geography of Japan and the United Kingdom

- Use key vocab: Extreme, Tsunami, Earthquake, Tornado, Hurricanes, Flooding, Asia, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic circle, Northern Hemisphere, Southern Hemisphere

Year 4

Rio's Rainforest

A unit which explores the location of South America and Brazil then the human and physical characteristics of the **Brazilian rainforest and Rio de Janeiro**. This is compared to major forests in the UK (historically and currently) with a particular focus on Wormley Woods (historic use for smelting iron / currently leisure and conservation)

- use maps, atlases, globes and digital/computer mapping to locate the world's continents, countries and oceans with a focus on South America and Brazil - describing their position of the location of study in relation to and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- explore the physical characteristics of the Rainforest: including terrain, river, coast, climate zones, biomes and vegetation belts
- explore the human characteristics of the Rainforest including types of settlement and land use, economic activity including trade links, and the distribution of natural resources (energy, food, minerals and water)
- consider positive/negative impacts of human intervention.
- understand geographical similarities and differences of human and physical geography of this region and the United Kingdom
- Use Key vocab: Tropical, canopy, undergrowth, habitat, humidity, vegetation, species, microorganisms, deforestation ecosystem, regeneration, poverty, rural, urban, photosynthesis, oxygen, carbon dioxide

Year 5

Down by the River

A unit which names and locates the major rivers of the world and explores the physical characteristics of rivers and their impact on human geography. An in-depth study of the **River Lea** including a field visit and a comparison made to the **Mississippi** in North America. Pupils will also learn about the water cycle

- use maps, atlases, globes and digital/computer mapping to locate continents, countries, major cities and the major rivers of the world including the Mississippi
- Use maps and aerials photographs to explore the source and mouth of our 2 local rivers: New River and River Lea
- Understand the physical characteristics of rivers (from source to mouth) and impact on economic activity (trade, transport, leisure)
- Undertake a field visit to the River Lee
- Study the Mississippi River and understand geographical similarities and differences of human and physical geography to the River Lea

- Understand and explain the water cycle
- Use Key vocab: Source, mouth, valley, meander, erosion, evaporation, water cycle, bank, bed, current, flood plain, navigation, tidal, condensation, precipitation

Year 6

Climb Every Mountain

A unit which names and locates the major mountain ranges of the world and explores the physical characteristics of mountains and their impact on human geography. An in-depth study of **the Alps**.

- use maps, atlases, globes and digital/computer mapping to locate continents, countries, major cities and the major mountain ranges of the world including the Mount Everest, Ben Nevis
- Understand how mountains are formed
- Undertake a study of the Alps - physical characteristics such as biomes and vegetation belts, terrain, climate, height and human characteristics such as natural resources (energy, food, minerals, water), types of settlement, land use, economic activity, transport
- understand geographical similarities and differences of human and physical geography of the Alps and the United Kingdom
- Use Key vocab: Altitude, peak, summit, ascent, descent, erosion, crevasse, plate tectonics, ice gap, ravine, gradient, foothills, biome, vegetation belt, terrain, economy, sea level

Children could work in groups to research and present their findings about a particular mountain or group of mountains - The Andes, The Himalayas etc

Example activity 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?

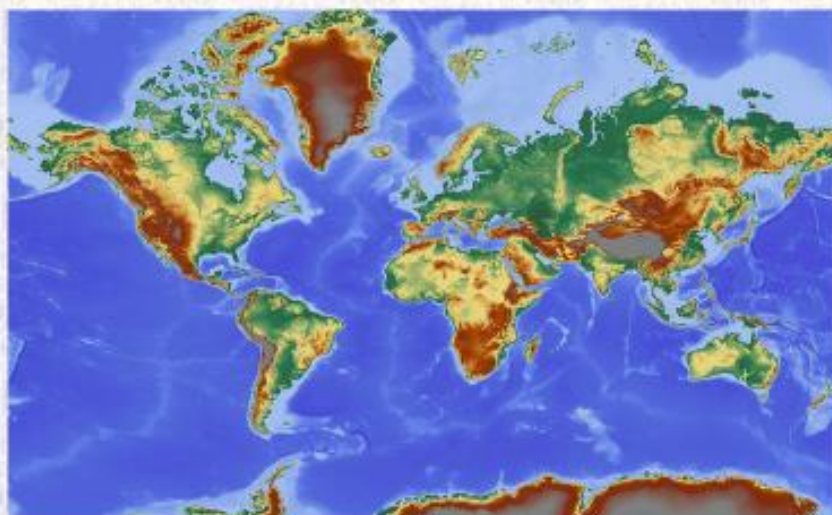
This could be a holiday or a day trip out.

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.



Example activity 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 want to know?

What can you guess?

What do you notice? What can you see? What do you 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.

Example activity 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.



Example activity 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 and a beach in the picture then this would be at a location along the coast line.



Example activity 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?



Geography Association website <http://www.geography.org.uk/>

Local Geography - Fieldwork and Enquiry

Each **local geography unit** is introduced by locating the United Kingdom on a map of Europe (including the location of Russia) and then Wormley on a map of the UK (building on previous learning and concentrating on environmental regions, key physical and human characteristics, countries, and major cities).

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 - Home from Home

A unit which starts by using world maps, atlases and globes to identify the United Kingdom and then Wormley on a UK map before exploring the geography of the school, its grounds and the immediate surrounding area

- *Use a local map and aerial photographs to identify school and its grounds, key landmarks and pupils' homes*
- *use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment*
- *devise a simple map with a key*
- *use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features*
- *Draw and label sketches*
- *Understand geographical similarities and differences of local area and of a small area in Kenya by referring back to global geography and compare our school to a school in Kenya.*
- *Use key vocab - town, village, house, office, shop, factory, farm, shop, forest, hill, river, soil, valley*

Fieldwork trip: School grounds, park & church

Year 2 - Where in the World is Wormley?

A unit which explores the 4 countries of the UK and the location of Wormley. Fieldwork allows the identification of physical and human geographical features of Wormley.

- Use world maps, atlases and globes to identify the United Kingdom - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features such as coastline, cliffs, rivers, cities, towns etc

- Locate Wormley on a map of the UK and describes its location in relation to other places using simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features (links to coordinates)
- Introduce Borough of Broxbourne and Hertfordshire as ways of describing location
- Use simple fieldwork and observational skills to study the geography of Wormley and the key human and physical features of its surrounding environment
- Devise a simple map of a particular area in Wormley with a key
- Use key vocab – city, town, village, farm, port, harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley

Fieldwork trip: Wormley High Road (old photos vs new; key features: shops, houses, park, river etc)
devise pictorial timeline (compare two maps old/new)

Y2 additional activities:

trade survey on the high road- how many hairdressers etc

location of 'green spaces' and housing/buildings- investigate and draw simplified map

investigate why we have two rivers Lea and New

Location street names- Wharf/Westlea- any others that use geographical/location links

location of St. Laurences- why is it there- where was the 'original' Wormley- Wormley Manor

Wormley Woods- how big is Wormley? Field trip- investigate location and how it connects to us

Year 3 - What's down my street?

A unit which builds on local knowledge by starting with a map of the UK to locate countries and cities of the UK as well as Wormley. Fieldwork allows a study of economic activity and land use in the area surrounding school and comparison with other areas of the UK.

- use maps to name and locate areas and cities of the United Kingdom, geographical regions and compare land-use patterns (inner city, rural, coastal); and understand how some of these aspects have changed over time
- use fieldwork to observe, measure record and present economic activity, land use and settlement (residential, open space, commercial, industrial) in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- create a map of local land use with a key
- Consider how Wormley has changed over time and why. Why people settled in Wormley originally and how it could change in the future.
- Compare how land use in Wormley is similar / different to other areas in the UK
- Use key vocab: North west, North east, South west, South East, Land use, green spaces, observe, measure, rural, commercial, industrial, residential.

Fieldwork trip: Dobbs Weir. Land use: industrial sites, camp site, car park, residential, commercial, park, lakes. Walk back along the River. (Find and mark locks/distance between/names/no.s)

Year 4 - Where do we go from here?

A unit which deepens pupils' understanding of the local area by recapping on previous learning and looking closely at the transport links which serve the local area including railway, rivers, roads (local, A10 and M25), bus routes and Stansted airport. Fieldwork allows a study of traffic patterns and their impact.

- Use maps to name and locate cities and towns in UK and the major transport links (motorways, railways, airports), and consider how some of these aspects have changed over time
- Use maps to identify transport links in the local area including High Road, A10, M25, New River, River Lea, Stansted airport, railway line
- Explore the frequency and routes of public transport services
- use fieldwork to observe, measure record and present the traffic flows (bikes, motorbikes, cars, vans, lorries, buses) in the local area using graphs and digital technologies. Consider results and draw conclusions
- Key vocab: Grid reference, Scale, Landscape, settlement patterns, Urban, Distance, Distribution, Traffic flow, transport links.

Fieldwork trip: Traffic survey comparing High Road, A10, Church Lane. Traffic calming devices and where they are located. Walk from school to Baas Hill Common and across fields to St Laurences Church (track the source of the stream that runs through- map work)

Year 5 - X marks the spot

A unit in which pupils use detailed Ordnance Survey maps to build their knowledge of the local area. They identify the Greenwich Meridian line and its purpose in measuring time zones.

- Become familiar with an Ordnance Survey map of the UK and the local area by identifying key landmarks and recalling learning in previous years re transport links, land use etc. Use maps to follow a known route e.g. between home and school, or school and church
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the local area
- Identify local meridian line marker (Lee Valley Park Farm -trip?) and use this to explore the history and purpose of the Prime Meridian
- Understand the significance time zones and how they are measured making reference to *latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, orbit of planet Earth*
- Key vocab: Meridian line, Longitude, Latitude, Time zones, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Equator, Grid reference

Fieldwork trip: Waltham Abbey: Meridian Line. Natural sculptures trail. White water rafting centre (impact of sport on the environment and communities) - why was the location chosen? Also visit Harold's grave as intro to Y6 History

Y5 additional activities

sensory garden- why is it there? What does it bring to the community?

The Abbey- map the grounds- location of burial ground, importance in the journey of Harold

Fishers Green- wetlands/birds etc

Natural Sculptures in Lea Valley park- orienteering task

Year 6 - Rule Britannia

A unit which explores the United Kingdom and pulls together learning about the local area.

- Use maps to identify Europe and the UK.
- Identify the position of Europe and the UK in relation to and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Name and locate counties and cities of the United Kingdom
- Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Consider population, demographics, population density of the UK, individual countries within the UK and major cities
- Explore the difference between UK and Great Britain, the significance of the Union Jack and relationships between the 4 home nations
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies to promote our local area
- Key vocab: Union Jack, Urban, Rural, Land use, Development, Settlement, Location

Fieldwork trip: Ware (Priory, Weir, Caves, Museum). Trip to Lido. Boat bus journey.

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....

--	--	--