- Background
- What geography is
- Enquiry and progression
- ‘Bumping in to geography’
- Fieldwork
- Mapping
Getting to grips with the hard bits of primary geography

David Rogers @davidErogers
drogersmm@me.com

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David Rogers @davidErogers
drogersmm@me.com

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- What is geography?
What is the point of geography?
'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'

(DfE, 2013)
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David Rogers @davidErogers

drogersmm@me.com

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To stimulate a sense of wonder about places

http://flickr.com/photos/wili/
http://flickr.com/photos/pjb2332/
http://flickr.com/photos/amandagillispie/
http://flickr.com/photos/mscaprikell/
To help you to make sense of the complex and sometimes crazy world around you
To inspire and show you how you can change your world
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drogersmm@me.com

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To help you to explore your geography

http://flickr.com/photos/kimberlyhurst/
To give you the skills to make it in the future – whatever your choices are
- The key concepts

- **Space**
  - Location, physical and human features, definition, connections

- **Place**
  - What is a place like and how does it make people feel?

- **Scale**
  - The zoom lens from local to global

- **Environment**
  - Humans depend on the environment for resources
  - The environment influences human lives
  - Humans change the environment

- **Interconnection**
  - Nothing exists in isolation
  - Globalisation, climate change
- Enquiry and progression
How do I go about a geographical enquiry?

Start Here


Ask questions

What do you need to find out? How will you present the information?

Gather Information

BIAS
For and Against Audience

Select the best Information

PowerPoint, Publisher, Poster, Oral, Visual, Play, podcast, Video, Report..

Produce your work

Evaluate

Questions answered? Criteria met?

Yes

No

Publish

http://flickr.com/photos/milivoj
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Year 1 questions
- A challenge at this stage is to frame ideas as questions and to keep these questions relevant to the focus or theme.

Extension strategies from Y1 to Y3
- Encourage empathy through group work, involving thought and word bubble activities, such as ‘putting yourself in the picture’ or drama strategies such as freeze framing and thought tracking.

Year 3 questions
- More prior ideas (including stereotypes) being brought to bear onto questions – for example, through making comparisons between images pupils are looking at and situations with which they are familiar.
- More empathetic/human responses.

Extension strategies from Y3 to Y5
- Analysis and grouping of questions – those which are easy to answer with a simple fact; those requiring some enquiry and investigation; those open to debate and discussion.
- Use of questioning frameworks such as the Development Compass Rose to group questions by theme.
- Contextualisation activities (e.g. ‘extending the picture’).
- Critical and visual literacy activities (e.g. ‘describe and draw the picture’; completion of part pictures, and comparison with original).

Year 5 questions
- More causal and enquiry related questions (is this because…?)
- More context related questions (Why is this happening here? What else is going on? What happened before and after? How does it relate to other things I know?)
- Prediction and hypothesis – ‘I think the answer to my question will be… because…’.

Extension strategies from Y5
- Introduction of a growing number of contextual variables (place, culture, history, etc.).
- Introduction of questions to stimulate critical thinking (about images themselves – Why was this image taken? By whom, and for what purpose? About the content – introducing new variables – ‘Yes, but what about…?’)
- Development of hypotheses into planned enquiry.
- Developing use of meta-language about questions – open, closed, leading, speculative questions, etc.

Figure 1: Framework for progression in questioning: year 1 to year 5.

From, Wood 2013
Progression in Place

Table 1. Developing an element of the key concept of place.

<table>
<thead>
<tr>
<th>Step</th>
<th>Generalisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Place has an influence on people’s present and future lives.</td>
</tr>
<tr>
<td>7</td>
<td>Inequalities between social groups tend to be perpetuated when those groups are spatially segregated.</td>
</tr>
<tr>
<td>6</td>
<td>The places in which people grow up and live have an influence, but not a determining one, on their health, educational attainment, aspirations and economic opportunities.</td>
</tr>
<tr>
<td>5</td>
<td>Places provide people with the services and facilities needed to support and enhance their lives, but unequally between places and between people within places.</td>
</tr>
<tr>
<td>4</td>
<td>Increasing mobility and the use of telecommunication technologies are changing people’s attachment to places.</td>
</tr>
<tr>
<td>3</td>
<td>Places provide us with the services and facilities needed to support and enhance our lives.</td>
</tr>
<tr>
<td>2</td>
<td>Places are important to our security, identity and sense of belonging.</td>
</tr>
<tr>
<td>1</td>
<td>We live in places.</td>
</tr>
</tbody>
</table>

KS1  We live in places, what are they like?  Places are important to who we are  
KS2  Places give us what we need to live
- The essential questions

- Where is this place?
- What is it like and why?
- How and why is it changing?
- How does this place compare with others?
- How and why are places connected?
- What could / should this place be like in the future?
- What can we do to influence change in this place?
But... beware of the ‘single story’

if we hear only a single story about another person or country, we risk a critical misunderstanding.

Start local and then choose places that contrast. Have a good reason why.

Use geography textbooks to provide templates

Geography happens in real places, avoid imaginary case-studies
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...building. I always take the stairs. The lift makes creaking sounds like it’s going to stick. And it smells as if someone’s been keeping chickens in there.’

‘Good idea.’ Ben thought the whole building and the street outside smelled pretty bad too, but maybe he just hadn’t been in the city long enough to get used to the ambient aroma that hit the olfactory sense like a mixture of pollution, sewage, sweat, cooking fumes, decaying vegetation, tropical flowers and incense that had been mulched up together in a giant cauldron and stewed for a couple of thousand years.

One thing he was getting used to was the feel of the place:
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Does the internet match reality?
Build contextual world knowledge or locations, places and geographical features

Deepen understanding of the conditions, processes and interactions that explain geographical phenomena

Develop the enquiry process

### Whole-school expectations in global learning (by key stage)

**Key stage 1:** Pupils begin to make connections between different parts of their life experience and develop a sense of their own and others’ worth, becoming aware of their relationships to others and of the different communities that they are part of. They extend their horizons and develop a sense of themselves as part of a wider world, gaining awareness and simple knowledge of a range of places, environments, cultures and religions, and making simple comparisons. They begin to understand the need to care for other people and the environment, and to be sensitive to the needs and views of others, learning that people share the same basic needs, but that there are differences in how these needs are met.

**Key stage 2:** Pupils develop understanding beyond their own experience, building up their knowledge of the wider world and of diverse places, societies and cultures, and becoming more adept at making comparisons between people and places. They begin to explore reasons for these disparities, and different types of connections between people, places and environments. They express and explain their opinions and learn to consider others’ views, develop their sense of fairness/justice and begin to understand that people’s choices can affect local and global issues such as sustainability.

**Key stage 3:** Pupils extend the breadth and depth of their knowledge of the wider world and develop their understanding of concepts such as development, globalisation and interdependence. Through investigating issues such as patterns of global poverty, uneven development and sustainability, they develop their understanding of change in the world. They develop their capacity to investigate and think critically, e.g. assessing information, reasoning and making judgements about global issues, and expressing and engaging with different points of view.

### Age-appropriate contexts (by year group)

**Year 2:** Where is Mexico? What continent is it on? What kind of food do they eat there? Do the children go to school like me?

**Year 4:** Where is this place? What is a tsunami? Why are they more likely to have tsunamis than us? What has it got to do with me? How do natural disasters affect quality of life?

**Year 6:** What places have which stories? Why is there no news about South America? What about Russia? Which places do we not hear much about and why? Which of them are we connected with and why?

**Year 7:** What do we mean by development? Who is involved? What kinds of development are successful? How is development uneven, and why? Are there different points of view — if so, why? Who produced this evidence?

### Links to geographical expectations

- **Knowledge of locations and places in the wider world**
- **Understanding human and physical features and patterns, how places change, links between people and environments**
- **Enquiry approach using a range of geographical skills, engaging with different points of view**

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**Figure 2:** Progression in global learning from key stage 1 to key stage 3.
- What is special about *your* school, pupils and context?
- What is *important* to your school, pupils and context?
<table>
<thead>
<tr>
<th></th>
<th>KS1</th>
<th>KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place</strong></td>
<td>Human and physical features of a small area in the UK</td>
<td>Human and physical features of a region of the UK, Europe and North or South America</td>
</tr>
<tr>
<td></td>
<td>Contrasting area of a non-European country</td>
<td></td>
</tr>
<tr>
<td><strong>Human &amp; Physical</strong></td>
<td>Weather patterns in the UK</td>
<td>Climate zones, biomes, vegetation belts</td>
</tr>
<tr>
<td>geography</td>
<td>Location if hot and cold places in relation to the equator and North and South Pole</td>
<td></td>
</tr>
<tr>
<td><strong>Mapping</strong></td>
<td>Maps and atlases</td>
<td>Inter-cardinal points (e.g. SE) 4 fig Grid references, digital mapping</td>
</tr>
<tr>
<td></td>
<td>Cardinal points, N,S,E,W</td>
<td></td>
</tr>
</tbody>
</table>
- **Biomes**

- Definition of weather and climate
  - Weather is what we get, climate is what we expect.
- Latitude (equator, tropics, poles)
- Continents, map symbols, keys
- What makes up the weather? Temperature, precipitation, wind, cloud..
- What makes up climate? Temperature and precipitation
- Choropleth maps, climate graphs

- Generalisation: Temperature gets colder the further from the equator we get.
  - This influences the climate of places, which in turn influences the vegetation; flora and fauna and characteristics of that place. It also decides how places affect people and how people use the place
- There are exceptions – using the maps, where are these?
  - These are controlled by the characteristics of places, for example, proximity to the sea; mountain ranges.
‘Bumping in to geography’
- ‘Bumping in to geography’ Leah Wright

- Cross Curricular
  - **Maps in books** - making your own or studying the one the author has made. Matching the maps to the disruptions and plotting the journey (some more sketch maps than real ones - good discussion points)
  - **Maps for everything** - they love them! Give what you’re learning a sense of place always.
  - **Use beautiful pictures** to get them talking and applying the knowledge they know - pobble365, unsplash, bing. Get them using vocab to explain why it *might* be somewhere. I don’t think locations need to be given as the discussion is important.
  - **Develop the sense of place constantly** (and explain it’s geography as otherwise they think geography is rubbish when actually they love these conversations) Where might this music be from? Why might that be in the news - who might be affected? How did this piece of history impact the geography of the place? And even as simply as looking up artists on a map to learn about new places.
  - **Personal geographies** – clothing, equipment, transport, journey to school
  - **Geography in the News** – Newsround discussion, display with current news and links
- **High expectations**
  - Like any subject, children rise to the occasion if presented with the expectations and have the understanding.
  - Knowledge organisers helped us (as non-specialists) help the children write and speak like a geographer; they knew the ‘stuff’, but didn’t know the **vocab and structures** to support the, sharing it properly.
  - I’ve also developed the knowledge organisers so it has key vocab they **should** already know as they have learned it in previous years. This has **helped the teachers** raise their expectations by not teaching the same lessons in Y3 and Y6, but also gives children that brief reminder they sometimes need when the faces are oh-so-blank!
- **Making it fun**
  - Using knowledge organisers for quick fun retrieval quizzes
  - Geoguessr as a treat
  - Assemblies with foundation subject focus to raise profile
  - **Bump into knowledge** that needs to be built upon without lessons needed e.g. countries, continents, counties. Spinning the globe on google earth is one of my favourites: spin it, someone shouts stop, they have to name all continents that they can see (the idea is to get it out of the normal figuration so they really have to apply the standard map they normally look at - some adults find this tricky!!)
  - Do what the Bodycoach does and ask capital city questions in HIIT sessions *

*this is personally untried, but I’ve seen the kids in school during my shifts in lockdown and they LOVE it.
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David Rogers @davidErogers
drogersmm@me.com

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- Fieldwork
To be fieldwork, pupils must observe and / or measure geographical features or processes.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Measure</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the most important features in my area?</td>
<td>How easy it it for those with a disability to get around school?</td>
<td>Graphs</td>
</tr>
<tr>
<td>How is my school branded?</td>
<td>Photographs</td>
<td>Charts</td>
</tr>
<tr>
<td>Record faithful representations.</td>
<td>Sketches</td>
<td>Visuals</td>
</tr>
<tr>
<td>Develop vocab – sights, sounds, smells, feelings</td>
<td>Rubbings</td>
<td>Written report</td>
</tr>
<tr>
<td>What is special about my school or local area?</td>
<td>Sound recordings</td>
<td>Recommendations to HT</td>
</tr>
<tr>
<td>How do people use this place?</td>
<td>Tally</td>
<td></td>
</tr>
<tr>
<td>Street furniture</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observational skills in the school grounds
Building vocabulary to name human and physical features
Observe, measure and present.
Use of digital technology (photos, sound)
Digital mapping (ARCGIS, DigiMap, SURVEY123)
Go back to what is special about your place? Give local / onsite fieldwork a context

e.g. mobility or the use of plastic.

Turn this in to questions. Apply to the school, then local area.

- How easy is it to get into shops or cafes?
- Where are the disabled toilets?
- Are aisles wide enough?
- What about access around the school buildings?
- If you tire easily or are elderly, are there places to rest?
- Are there signs and location maps in braille?
- What colours are used to help those with limited vision?
- How are crossing points identified?
- Where is the disabled parking?
- What obstacles are there for those with limited mobility?
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- Location
- Sights (most important first)
- Physical features
- Human features
- Sounds / smells
- Feeling

Noel Jenkins
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drogersMM@me.com

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Don't use our field

Do this instead!

I can't do PE, sports or games (especially not with balls)
I wouldn't want to interrupt people's lives
- balls in gardens
- breaking their windows
- we make so much noise!
Can't use local green but
- we'd need to take adults out of class which would affect our learning
- right next to a road which is dangerous for young children
- stranger danger + rubbing paint day

- 10 houses on each path in Burgess Hill
- use the bigger path!
- change houses into flat instead
- ditchling common field
- farmer's field

We/they understand that you need more space, but we need a field. Don't ruin our education. Keep us safe.
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drogersmm@me.com

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Here would be better because it's 2 tomes as big and you could only use half of it so the community still has field
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Figure 4: Mapping skills progression: an overview.
‘Landmark are the first building blocks of environmental awareness.’

- Start local
  - Landscape
  - Landmark
  - Landform
- Background
- What geography is
- Enquiry and progression
- ‘Bumping into geography’
- Fieldwork
- Mapping