



Geography Subject Leaders Thursday 26th May 2021

Geography Deep Dive

- Ensure that a) you as subject leader and b) all teachers are familiar with the NC Aims for Geography
- What is 'unique' about the Geography curriculum at your school (i.e. what topics / units / themes have you introduced specifically to meet the needs of your pupils?
- What is pupils' learning (over the course of their time at your school) building towards (by end of Y2 / Y6), including that of pupils with SEND? (How would you explain that the curriculum is 'ambitious')?
- Are all teachers clear as to what they are assessing re: pupil's learning (what criteria do you use to assess progress)?
- Do have an example (or 2/3) to demonstrate pupil's progress in an aspect of Geography?

New resources

Geographical Association (GA)

Resources: Podcasts (No 31: Interview with Ofsted lead for Geography
<https://www.geography.org.uk/GeogPod-The-GAs-Podcast>

GA

The deep dive geography experience: intent, implementation and impact (you need to be a member to access this article)

<https://www.geography.org.uk/Journal-Issue/9dbee0e3-5746-4b89-b61f-be261c3b80fe>

What is a deep-dive into Geography

<https://www.wildgoose.education/blog/what-is-a-deep-dive-into-geography>

Royal Geographical Society (RGS)

<https://www.rgs.org/schools/teaching-resources/primary-teachmeet-2-march-2021-speaker-presentatio/>

RGS: KS1 resources

<https://www.rgs.org/schools/teaching-resources/?categories=Keystage1>

RGSL KS2 resources

<https://www.rgs.org/schools/teaching-resources/?categories=Keystage1,Keystage2>

RGS: Quick and easy fieldwork

<https://www.rgs.org/schools/teaching-resources/quick-and-easy-fieldwork-ideas/>

RGS: Ofsted deep-dives into Geography (free online event)

<https://www.rgs.org/events/autumn-2021/ofsted-deep-dives-into-geography/>

A deep-dive case study (Ellenborough and Ewanrigg Infant School)

Geography Deep Dive (questions asked)

- What are the big ideas that you want children to have grasped by the time that they leave your school?
- How you sequence learning from Early Years to Y2?
- How do we revisit prior learning?
- How is the revisiting of prior learning built into long term planning?
- What progression models do you use in Geography?
- How are chn performing in EYFS in understanding of the world?
- What is there in provision for UotW in EYFS?
- What does long-term planning look like?
- How do teachers use the long-term planning to decide on teaching activities?
- What pedagogical choices to teachers make, that ensure that children make progress, whilst staying true to the ways that we know children learn?

Joint observation – HMI and Geography Leader.

During the observation the inspector watched closely:

- the language used by the teacher,
- the interactions between children,
- the role of the TA and how they supported learning,
- the information that was given to children.

After the observation, the HMI asked the subject leader:

- What did you see?
- What would be the development point that you would give after that lesson?
- How has that lesson built on prior learning?
- What pedagogical choices did the teacher make in delivery of the lesson content?

Book Look:

- The HMI and Geography leader examined books from the current Y1 and Y2, and learning journals from EYFS.
- KS1 books:

o Can you tell me how the teacher has progressed through the progression model?

o How well have the children grasped the learning here?

o Do you think the children will remember the key learning from this lesson (pointing to work from first week back)?

o What would you expect the teacher to do next?

• **EYFS Learning Journals**

o How do you sequence learning in EYFS?

o Do you think this enables to excel as potential future geographers? Why?

o Could you tell me about the progress that this child has made in Understanding of the World in Nursery? (Using last year's learning journals).

o Do the learning journals enable leaders to monitor progress in specific areas effectively?

Cultural Capital

What is **cultural capital**? In educational terms, it refers to the bank of cultural experiences that students can gain from different cultural opportunities. E.g. Gallery visits, historic visits, music lessons, IT skills, dance lesson etc) Families have historically passed down these advantages to their children by providing them with these opportunities. Evidence shows that children with cultural capital do better in school and go on to do better in society, their career and the world of work. Schools can have a huge impact on equipping students with cultural capital.

An e.g.

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. **Cultural capital** gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial **capital**. **Cultural capital** is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

At xxxxx School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. **Personal development:**
 - a. Careers and Information, advice and guidance provision;
 - b. Personal Finance Education;
 - c. Employability skills, including work experience;
 - d. Citizenship, Personal, Social and Health Education provision;
 - e. The school's wider pastoral framework;
 - f. Growth mindset and metacognition - Resilience development strategies;
 - g. Transition support;
 - h. Work to develop confidence e.g. public speaking and interview skills;
 - a. Activities focused on building self-esteem;

- a. Mental Health & well-being provision.
2. **Social Development:**
 - a. Citizenship, Personal, Social and Health Education provision;
 - b. Student volunteering and charitable works;
 - c. Student Voice – Year Group and School Council;
 - d. Nurture Group Access;
 - e. Provisions linked to the school's Healthy Schools' Accreditation;
 - f. Provisions linked to the school's accreditation as a Mental Health Champion School and its key role as a pilot school for the NHS Mental Health Trailblazers' programme;
 - g. In school and wider community engagement programmes;
 - h. Work experience and business engagement programmes;
 - a. Access to counselling.
3. **Physical Development:**
 - a. The Physical Education curriculum;
 - b. Healthy Eating policies and catering provision;
 - c. Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter;
 - d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;
 - e. The extra-curricular programme related to sports and well-being;
 - f. The celebration of sporting achievement including personal fitness and competitive sport;
 - g. Cycling proficiency training and Cycling to School Safely protocol;
 - h. Activities available for unstructured time, including lunch and break times;
 - a. Activity-based residential;
 - a. The curricular programme related to food preparation and nutrition;
 - b. Advice & Guidance to parents on all aspects of student lifestyle;
 - a. The promotion of walking or cycling to school.
4. **Spiritual Development:**
 - a. The Religious Education and Philosophy Curriculum;
 - b. Our collective acts of worship and reflection;
 - c. Support for the expression of individual faiths;
 - d. Inter-faith and faith-specific activities and speakers;
 - e. Visits to religious buildings and centres;
 - f. Classes and seminars with speakers focusing on spiritual issues;
 - g. School-linking activities – locally, nationally and internationally;
 - h. The Assembly programme.
5. **Moral Development:**
 - a. The Religious Education and Philosophy Curriculum Curriculum;
 - b. The behaviour and justice framework underpinning the school's Behaviour Management policies;
 - c. Contributions to local, national and international charitable projects.
6. **Cultural Development:**

- a. Citizenship Education;
- b. Access to the Arts;
- c. Access to the languages and cultures of other countries through the curriculum and trips and visits;
- d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Cultural Capital in the UK

Cultural Capital is a term educators around the world should be aware of. Here in the UK there has been a new emphasis on 'Cultural Capital' in education since OFSTED (The Office for Standards in Education) included this term in their new [framework](#) in 2019. It is good for the arts in schools as school leaders should be putting a greater emphasis on cultural capital. A great curriculum builds cultural capital.

An e.g.

Pupils develop a wide range of rich cultural capital through the Geography curriculum.

- They develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material).
- They gain an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts. (Think like a geographer).
- They develop their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer).
- Pupils develop their ability to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop evidenced arguments drawing on their geographical knowledge and understanding (applying geography).
- Pupils develop an inquisitive interest in their surroundings.
- Pupils are able to write well-organised, balanced and structured arguments using valid evidence, which are key skills they will rely upon in later life, regardless of their chosen pathway.
- Numeracy: pupils learn to use: grid references, scale, graphical skills, statistics (mean, median, mode, range) across KS1 and KS2 which supports their numeracy skills. Pupils are expected to complete statistical questions, graphs, grid references and also understand and analyse graphs.
- Speaking is encouraged in geography lessons through, questioning, task-based conversation (Think/Pair/Share) between pupils and encouraging the application of subject specific terminology; group work and whole class discussion are used to increase confidence with oral skills.
- Reading is developed through teaching reading techniques such as scanning and skimming skills; identifying and highlighting key points in text;

reading aloud and reading to pupils to help them to understand the meaning of a text; keywords are displayed on walls and glossaries provided for pupils across all key stages.

- Writing is developed through demonstrating how to write appropriately for a particular audience, teaching the composition and the structure required to produce a balanced and well-argued answer, teaching how to develop a coherent argument through the use of mini-conclusions and reaching a final, substantiated judgement in the conclusion. Model answers have been used to demonstrate how to use connectives, link paragraphs and exemplar conclusions. Structure strips are provided and pupils also learn how to plan extended writing answers using plan templates given.

- Listening is developed through reading to pupils to aid understanding, oral instructions and verbal communications is every lesson. Pupils are also encouraged to listen to and respect different views on the topics and places they learn about.

From: Kapow Education

Wondering where to start with Ofsted's definition of cultural capital? Here's a digestible summary of what you need to know, plus some helpful and practical tips on where to start in helping develop your pupils' cultural capital in primary schools.

Here's what we'll be covering:

- Where did cultural capital come from?
- What's Ofsted's definition?
- Schools of thought: what are people saying?
- Approaches to developing cultural capital
- Free Kapow Primary lessons to help you develop cultural capital in your school
- Free cultural capital toolkit: staff powerpoint and templates

So where did the term cultural capital come from?

The original phrase comes from by the French sociologist Pierre Bourdieu in the 1970s, believing the more 'capital' you had, the more powerful your position was within society. This closely linked with Karl Marx's theory on fiscal capital (and capitalism) – the more capital you had, the better off you were.

D. Hirsch, Jr., Chairman of the Core Knowledge Foundation took this to another level by [developing the idea of 'cultural literacy'](#) – “the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge”. In 1986 he published '[Cultural Literacy: What Every American Needs to Know](#)' which outlines all 'core topics' he believed American children needed to know to prepare them to be a successful adult.

This phrase hit the headlines again in 2013 when Michael Gove, then Secretary of State for Education, [gave a speech](#) where he promised the curriculum would ensure pupils had a “stock of knowledge”. Taking inspiration from E.D. Hirsch Jr, he argued 'cultural capital' would impact children from low-income backgrounds the most as “the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. This belief that cultural capital is 'knowledge' has been controversial amongst the teaching profession.

According to their school inspection handbook, Ofsted's definition of cultural capital is:

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following

wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'"

Schools of thought: what are people saying about it?

There have been mixed views on Ofsted's mandatory introduction of 'cultural capital' into the curriculum.

The thought behind its introduction is to expose disadvantaged children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.

Some teachers at schools in more deprived areas believe this could have a positive impact on their pupils. Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. Alan Boyd, a teacher, says that he feels he is "providing opportunities and experiences that our parents can't pass on to their children. Even simple things like going to a beach or farm that many children take for granted. Our school is in a deprived area so not many of the parents own cars. This stops them from having day trips and travelling away from their immediate area."

Is Ofsted's definition too vague?

The [Cultural Learning Alliance](#) has openly stated that the loose definition of 'cultural capital' by Ofsted allows schools to develop their own interpretation of what the phrase means in a way that is best for their school and pupils. They believe schools should define 'cultural capital' in a way to "celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country".

Similarly, [Teacher](#) blogger Mrs Beaton argues, "Let's shift our thinking from cultural transactions to cultural openness and acceptance. That my heritage might be different to yours but neither are 'less than' when the comparative financial cost is totted up and someone hands the school the receipt."

Contributing to [The Guardian](#) newspaper, Professor Diane Reay emphasises this new requirement doesn't just confuse what 'culture' to develop but also the issue of class: "key elements of cultural capital are entwined with privileged lifestyles rather than qualities you can separate off and then teach the poor and working classes."

Computing: Bletchley park – playing with sound:

Children learn the key features of a radio play before then creating and editing a radio play set at Bletchley Park during the war. [Go to this lesson >](#)

Cultural capital & Geography

The Ofsted School Inspection Handbook 2019, defines it as:

‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

In the context of Geography, ‘cultural capital’ can be defined as the knowledge that pupils will find essential to their lives. It is our responsibility as teachers to not only make them aware of this knowledge but, also to develop them as curious learners. We want our pupils to understand the ‘world’ around them and also to have the necessary skills (enquiry / problem-solving, etc) to continue to be able to learn and make sense of all that goes on, on planet earth.

We know that the more knowledge pupils have across all subjects that they learn, the better they will be at navigating themselves through life.

Through the range of geographical topics that pupils will study, they will:

- learn about, and be expected to ask and answer questions, related to local, national and global issues;
- recognise the varying challenges that people are faced with in their everyday lives wherever they live and work;
- understand that there are both similarities and differences within the contexts in which people live and work throughout the world;
- understand the significant impact that each and everyone of us has on shaping both our local environment (e.g. rubbish / litter) as well as that of the world (e.g. global warming and the impact of for e.g. one school pupil: Greta Thunberg);
- learn about famous geographers / explorers (e.g. Ann Bancroft; Charles Darwin; Marco Polo; Gertrude Bell; Christopher Columbus; Francis Drake; James Cook; Neil Armstrong; Roald Amundsen and Sir David Attenborough)

Pupils will experience:

- Meeting and talking to: geography specialists including secondary school teachers and University lecturers; the business community regarding the importance of how an understanding of ‘geography’ will be of benefit to them in the world of work.
- Listening to and asking questions of people within our community who have first hand experience of life in a different culture / society.
- Fieldwork to a place of local interest including for example: The North Downs; The River Thames / Crane.
- Use of computers / information technology to research:
- the geography (physical and human characteristics) of other places;
- issues affecting people, animals; habitats and special environments
- The links between what they learn in geography with other subjects – to help them make sense of local, national and global issues.

Geography in outstanding primary schools

Posted by: [Iain Freeland HMI, Ofsted's subject lead for geography](#), Posted on: 11 May 2021 - Categories: [Curriculum](#), [geography](#)

Iain Freeland HMI, Ofsted's subject lead for geography, discusses our geography subject inspections.

Studying geography is so important for children, regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun!

Between January and March 2020, we carried out 23 geography subject inspections of primary schools. The schools were selected at random from schools that were graded as outstanding at their most recent inspection.

These inspections were carried out to:

- develop further our understanding of the primary curriculum
- better understand strong curriculum management in primary leadership
- identify good practice at subject level.

Many strengths

There were strengths in the quality of geography education in many of the schools we went to. Overall, curriculum planning was well thought through, and there was clear organisation to make sure that pupils built on what they had already learned. In a few schools, where subjects were taught discretely, there were sophisticated links across subjects to make sure there was cohesion across the whole curriculum.

Teaching geography in the early years was almost universally strong. Teachers were adept at helping pupils to understand their locality, the wider world and phenomena, such as the weather and seasons. Pupils with special educational needs and/or disabilities were fully included in the provision for geography. Teachers and other adults supported these pupils well so that they could access the same content.

The vast majority of the schools we inspected were significantly revising their curriculum plans for geography. In almost every school, leaders were using the national curriculum as the basis for their planning. However, at the time of the inspections, just under half of the schools did not meet the scope or ambition of the national curriculum. In most cases, the most significant gaps were in key stage 2. However, headteachers were aware of this and, in almost all schools, plans were already in place to improve this.

Areas for improvement

In some schools, we found that practice was not always as good as it could be. Very few teachers had actually been trained in teaching geography, although some could remember a brief session as part of their initial teacher training. In some cases, this led to teachers not drawing out important geographical concepts or introducing errors. We found that pupils often struggled to recall places they had studied, including the principal cities of the

United Kingdom and major world oceans. Very few showed a good appreciation of scale.

Important geographical skills (using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using Ordnance Survey maps and fieldwork) were not taught particularly well. When pupils were constructing their own plans or maps, these often lacked the accuracy or conventions followed by geographers, such as the use of scale. In some schools, teachers were making good use of the plentiful supply of globes, atlases and maps at various scales. In others, this was less common.

Fieldwork is vital to geographical practice, but this was weak in key stage 2 in many of the schools we inspected. That's not to say that pupils did not visit different places, but, when they did, they did not make the observations or collect data that they could analyse and present their findings. Fieldwork was much stronger in the early years and key stage 1.

Very few schools were working with secondary schools (or junior/middle schools in the case of infants schools). This limited the precision with which primary schools set their curriculum goals and make sure pupils are properly prepared for the next phase of education.

While there was room for improvement, it's also clear that these schools had a lot to be proud of. Pupils told us how much they love geography, showing great curiosity about the world around them and the people in it. Many were passionate about the planet and looking after it – a number told us that they were taking direct action to protect the environment. Given that school leaders were clearly aware of the gaps in their curriculum and were actively working to fill them, I hope that these successes are built on.

Background

These inspections were carried out under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspections were carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools. Twenty-three geography inspections were carried out between January and March 2020. As these inspections only looked into one subject, inspectors were not expected to evaluate or infer the quality of education in the school. This is because the education inspection framework methodology requires a minimum of three subjects to be reviewed in order to draw out systemic features. This was not the purpose of these inspections.