

HEP Network: Geography

Wonderful Geography and what we need to do it

PAULA OWENS NOV 02, 2021 03:03PM

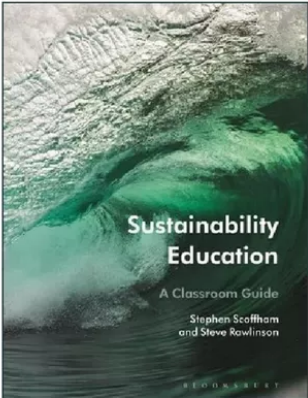
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Sustainability Education
A Classroom Guide

Stephen Scoffham & Steve Rawlinson



"The guide is an essential reading for those who engage in teaching and learning about the earth. The book is a capsule on sustainability on understanding the topic, its place in curriculum and teaching pedagogies. It discusses the current needs in transforming education to address the demands of the planet." *Radhika Iyengar, Director of Education, Center for Sustainable Development, The Earth Institute, Columbia University, USA*

"The educational system we have today was designed to suit the needs of the 19th and 20th century. Now that system is fast becoming out of date! *Sustainability Education* is a timely book outlining an education fit for the 21st century. The authors and contributors have presented a practical way forward to transform teaching in schools from job centred education to life centred and nature centred education. Every teacher concerned with the wellbeing of people and our precious planet Earth should use this publication as a handbook for regenerative learning." *Satish Kumar, Founder, Schumacher College and Editor Emeritus, Resurgence & Ecologist, UK*

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Sustainability Education: A Classroom Guide provides an accessible, in-depth guide and critique of sustainability education for school and university students, teachers, curriculum makers and school governors working around the world with children aged 3- to 14-years old. Informed by research findings and learning theory, it provides a progressive framework for sustainability education spanning all subject areas and applicable in a wide range of settings. There are over 180 age-related teaching ideas on topics such as conservation, health, food, wildlife, climate change, social justice and sustainable living, as well as provocative questions designed to

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Extracts of a Fieldwork Progression framework by Julia Tanner 2020

Early experiences in the Early Years Foundation Stage (ages 3-5)

Young children in the Early Years Foundation Stage (EYFS) should have plentiful opportunities for free exploration of their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity, e.g. local streets, park, shop, church or mosque, etc. They can explore these places through first-hand sensory exploration, observation, and talk. They should have opportunities to ask questions and follow their own interests. These early opportunities will provide opportunities for language development as they name and describe what they see in discussion with peers and adults.

Young children should be provided with opportunities to

- explore their setting outdoor area, noticing and naming its features e.g. play equipment, different areas and surfaces, flower beds
- experience different weather conditions and their impact on the environment
- examine and discuss natural objects e.g. autumn leaves, twigs, stones
- explore the immediate vicinity of the setting through walks and visits to selected sites

During and after their explorations, children should have opportunities to record what they observe and have noticed by

- using small world play or the role play area to represent a visited place
- making drawings e.g. of their favourite place in the outdoor area, what they saw at the park, etc.
- taking digital photographs e.g. of a collection of natural objects, buildings in the locality, etc.
- sequencing photographs to recall features seen on a visit or short walk in the setting vicinity
- drawing a map e.g. of the setting outdoor area
- counting e.g. cars parked outside the school at the start/end of the day
- express their feelings about places they visit, saying which features they like/dislike

Julia Tanner (2020)

Tanner progression in fieldwork

Word document

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Network Meeting 2 resources

Network 2 resources fieldwork progression Julia Tanner

Geography Network

HEP 2

Spring 2022
Paula Owens



Geography network 2

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CPD REMINDER!

You can come to one or all three sessions - hopefully you will join for all of them. We will be developing curriculum - making into practice. The first session is about mapping and will have lots of examples of children's maps and ideas and tips for using programs like Digimaps and other GIS tools.

MEET THE EXPERT

The London West Alliance is pleased to invite you to an afternoon CPD facilitated by

Dr Paula Owens

HOW TO DELIVER WONDERFUL GEOGRAPHY LESSONS



Mapping is a key skill in geography and offers countless opportunities to help us navigate, investigate, represent, and communicate the wonders of the world around us. We will explore how we can build a sense of place, environment and scale, and develop children's geographical understanding by ensuring this essential skill is woven across the geography curriculum.

In this first of three sessions, we will think about ways that children can both use and make maps, and how we can plan this into a meaningful curriculum with both coherence and progression in mind. The second session will focus

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Thank you and next time?

Thank you everyone for coming along after another busy day to think and talk geography. Please do post anything you would like discussed at our next network meeting - there seems to be a strong focus on curriculum still so we can look at and discuss some examples. But open to further suggestions. Maybe fieldwork with the warmer weather arriving by the time of our next meeting 17th March 2022 and then 24th May 2022.

Hi My name is Anna from St Richards. I am new to the role and this has been extremely helpful. It would be great to share some children's work to compare. Thanks Anna

Hello

I am Amanda from Grove road Primary school. It is my second year taking on Geography as part of team of subjects. I would like to develop my skills planning progression, and planning a unit from scratch.

Sabina Ali

Hi, I work at St Michael & St Martin Catholic School in Hounslow. I have been head of history & geography for a few years and I have tried to add and adapt the LTP over the years. I still feel there is a lot I need to learn and implement. I want to ensure all year groups are bringing their lessons alive and providing practical opportunities.

I'm Nat, from Norwood Green Junior.

We had a large scale revamp of our curriculum during the first lockdown. We created some brilliant stuff but were creating in a bit of a vacuum as stuck at home before we learnt what zoom is! Due to the timing of the subsequent lockdown all of geo was taught in a week block and as home learning so is yet to be trialled in the classroom! I'm now going through the planning and resources to see where we are at. Tweaking etc. Trying to find the golden thread etc as we put a bit much content in - oops! The resources today will be a great checking help with that process. I'm going on sabbatical from from December and am handing over to my deputy so am frantically trying to order and set up everything I can before I go. I love geo and am trying to increase my own knowledge as its a weak subject area for me.

New Geography Lead

Hello, my name is Daniel Tibble and I am new geography lead at Beavers Community Primary School in Hounslow. I am looking forward to understanding the progression of the primary geography curriculum more and becoming an effective lead that can raise the profile of geography in school and support staff in delivering great lessons!

Isleworth Town

Hi, I'm Dani from Isleworth Town. This is my second year as joint Geography co-ordinator. I am trying my best to absorb everything and develop the Geography curriculum for our school. Thank you so much for the helpful resources - will definitely use as much as I can. We don't use any schemes, we have an overview for the whole school and ensure that all areas of the

curriculum are covered. We also use digimaps and find it very helpful.

Hello, Maureen, Jas and Una here from Orchard. We are currently in the process of rewriting the long term overview for the school. We have been given a new scheme which we are trying to adapt and amend to fit our school aims more appropriately. We are using Chris Quigley which is not really organised into topics. They're more ideas. We are trialing a 2 year curriculum whereby year 3 and 4 will do the same or similar topics but focus more in depth in the latter year.

Hi

My name is Michelle and work at Spring Grove. I am the Geography lead and am working on creating a geography filled with fun and curiosity about the world we live in.

Molly Kearney

Bedfont Primary school, I am in my second year of Geography lead and have also taken on the role of Humanities cluster lead. We are currently trying to make Geography more exciting and active across the school.

Hi, I'm Catherine and I teach at Our Lady and St. John's in Brentford. I am the subject lead for geography/history/art and DT in my school. We have revamped our curriculum and now teach each humanity subject over a two year cycle. All key skills are taught over a two year cycle. We spend two half terms every academic year on geography.

Hi I'm Alison from Belmont Primary School

I've been Geog subject leader for a few years on and off. I love Geography and my focus this year is to develop the subject more in KS2 - particularly with regards to fieldwork.

Geography

Hi

Tony and Shanti here from Westbrook. We do not have a specific subject leader. Foundation subjects are grouped together under 4 "umbrellas". Ours is "understanding the World" and incorporates Geography, History and Science and 4 teachers co-lead these subjects. We have been doing this for about 4 years now.

Imogen from Nishkam School West London

I am a new geography lead at Nishkam School West London and want to raise the profile of geography at school. I'm excited to go on all the links we've been sent on the PowerPoint. Just contacted River of Life Outreach in the hope they can do a workshop for our Year 5s when they study rivers.

Hi

I'm Lauren from Hounslow Heath Junior. This is my 2nd year as a Geography coordinator. Just before half term, myself and the other coordinator, completed a mini deep dive into our subject to see where the subject is at the moment.

Hi I'm Sophie From Ivybridge Primary School I'm trying hard to develop my role!!

Stephanie Johnston

Lionel Primary School

I am new Geography leader at this school. I have previously been a Geography coordinator. I love Geography! My aim is to get children and staff to also love Geography. I want to modernise our curriculum to engage children and motivate them to be Global citizens.

Hi

I am Nuria. I work at Alexandra Primary and I have been the |Geography co-ordinator for 2 years now.

Geography updates November 2021

Geography Updates Autumn term 2021

Free resources, webinars, grants

Ofsted webinar on making progress [A webinar from the East of England region - geography curriculum - YouTube](#) Iain Freeland the outgoing HMI for geography, talks about the key components of what it means to make progress in geography. He gives examples for KS1 and 2 as well as for secondary and it's concise and useful.

A conversation with Iain Freeland HMI, the Geography Lead for Ofsted, on the [Geography Research Review](#) by Ofsted which was released summer 2021. From Ask a Geographer podcast series RGS [Royal Geographical Society - Geography resources for teachers \(rgs.org\)](#)

Daily video bulletins re COP26 from Metlink [MetLink - Royal Meteorological Society Daily Video Bulletins from COP26](#)

Geographical Association (GA) Early Years and Primary Committee (EYPPC) GeogLive! Events [GeogLive 1-5 - YouTube](#) Every month or so the GA committee put on a GeogLive! Event which is live streamed and later uploaded to youtube. There has been great feedback and they're all free. The next one is on mapping and you can sign up on Eventbrite here [GeogLive! 5 : Maps and Mapping Tickets, Wed 17 Nov 2021 at 17:00 | Eventbrite](#)

GA Free Primary update see [GA Primary update newsletter September \(mailchi.mp\)](#)

Freddy Soddy Grant for fieldwork costs [Royal Geographical Society - Teacher grants \(rgs.org\)](#)

Geography dictionary from Mr Brassington @brassoteach [Geography dictionary.pdf - Google Drive](#)

Thames Explorer Free rivers workshops.! Giant floor maps feature in our Port of London Authority Outreach programme. KS2 classes across London, Kent and Essex can now book a free outreach visit thanks to PLA funding (usually £350) info@thames-explorer.org.uk

Geology of London - useful background subject knowledge [London Natural History Society - Geology of London \(lnhs.org.uk\)](#) also lots of other areas to explore that might provide context for fieldwork and mapping activities in London schools.

Stay Home Stories - a suite of free mapping activities and lesson plans for KS1 and 2 [Royal Geographical Society - Geography resources for teachers \(rgs.org\)](#)

updates November 2021

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Network meeting 1

Geography Network HEP 1

Autumn 2021

Geography network 1

PDF document

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Guidance for PROGRESSION IN GEOGRAPHICAL VOCABULARY~ Tweak / add / adapt vocabulary to suit your needs.

PHYSICAL FEATURES	CLIMATE & WEATHER	SETTLEMENT	ENVIRONMENT	HUMAN FEATURES	UNDERSTANDING MAPS
KEY STAGE 1 hill stream slope river lake sea ocean island waves land soil rock steep gentle beach valley mountain wood forest moon cliff beach	KEY STAGE 1 wind rain cloud frost ice storm thunder lightning flood weather season spring summer autumn winter temperature thermometer	KEY STAGE 1 house bungalow shop park village hamlet town city capital building factory features address detached, semi-detached, terrace	KEY STAGE 1 environment car traffic busy quiet clean dirty safe peaceful dangerous litter pond wildlife nature	KEY STAGE 1 shops work jobs road pedestrian farm factory quarry canal railway journey transport (and types) bridge tunnel canal roads Motorway rail aeroplanes landmarks station airport	KEY STAGE 1 map globe plan country continent ocean area place position north south east west near/far left/right up/down Digital map Key Gridlines Coordinates
KEY STAGE 2 source tributary mouth erosion weathering deposition floods environment tides vegetation relief landscape features bay headland marshland	KEY STAGE 2 climate rainfall mist fog dew anemometer weather-vane tornado hurricane monsoon biome	KEY STAGE 2 settlement population urban rural suburban port resort land use zone region	KEY STAGE 2 issue environmental quality pollution community vehicles waste recycling compost landfill devalict planning conservation	KEY STAGE 2 industry manufacture raw material labour employment fuel/power energy market natural resources cargo export/ import	KEY STAGE 2 latitude longitude co-ordinate 4 figure grid reference 6 – figure grid reference distribution region political map physical map aerial photograph scale cardinal point key routes network Ordnance Survey

Developed from a document by Stephen Scoffham date unknown

PROGRESSION IN GEOGRAPHICAL VOCABULARY

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geographical vocabulary

Geographical Association Assessment



An assessment and progression framework for geography

GA Assessment 4pp flyer-3

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mapping progression

Digimap for Schools

Progression in Mapping

Paula Owens

Geography teaching resource

Primary

progression in mapping

PDF document

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National Curriculum and Benchmarks

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge						
General geographical knowledge, position and significance, UK and Global	North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.		Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.			
GA Benchmarking at ages 7, 9, 11	<i>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</i>		<i>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</i>		<i>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</i>	
Place knowledge	Local scale study UK & Non - European country		Regional comparison UK, European country, North or South America			
Human and physical Local and Global scales	Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles		Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.			
GA Benchmarking at ages 7, 9, 11	<i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</i>		<i>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.</i>		<i>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.</i>	
SKILLS Enquiry, mapping, fieldwork, critical thinking, vocabulary	Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.		Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality - residential.			
GA Benchmarking at ages 7, 9, 11	<i>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</i>		<i>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</i>		<i>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</i>	

Read document across to help think about progression and across and down to think about coherence: put your selected sequence of teaching in the gaps

Text extracted from National Curriculum for Geography (DfE 2013) - indicates what needs to be covered in a Key Stage.

Italicized text from GA Progression Document - indicates benchmarks www.geography.org.uk/curriculum2014/assessment Paula Owens p.owens90@outlook.com

welcome to the network

Welcome wonderful geographers and please join in the conversation. Add a bit about you, about the geography you're teaching and if you have examples of work to share bring and brag!

Please do also add queries etc. let's make this a working space that works for us.

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