

Network Session 1

LINK: Paula Owens is inviting you to a scheduled Zoom meeting.

Topic: HEP geography subject network 1

November 2022

Time: Nov 8, 2022 04:00 PM London

Join Zoom Meeting

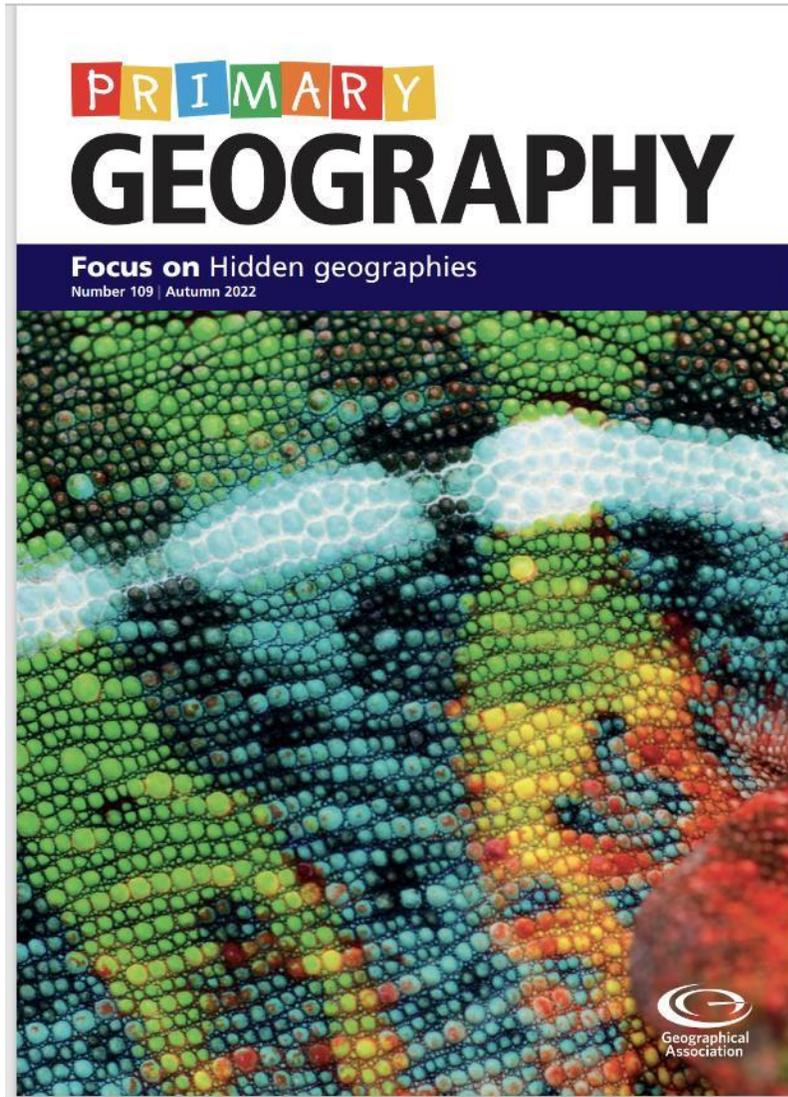
<https://us02web.zoom.us/j/83260521713?pwd=aGZrMzh4NW4waVZNa2kyTmRCMENwdz09>

Meeting ID: 832 6052 1713

Passcode: 798854

	Items	
1	Welcome & introduction	A warm welcome back to those who have been to the network meetings before and an equally warm welcome to those who are attending for the first time as we start a new round of network meetings.
2	News & Updates	Information and round up of geography related news and important updates.
3	Matters arising from previous meeting	There will be a chance to comment on last year's meetings and some of the issues raised.
4	Spotlight question / theme (input from facilitators)	Leading Geography: what is our vision for the subject? Where do we start? Exploring the role of vision and policy, and how to get started with the creation of an action plan .What are your priorities and why? What do you hope to achieve?
5	Group discussion	Group discussion about experiences, expectations and priorities for action.
6	Subject resources	Geography resource you have found particularly useful.
7	Next meeting focus	Tbc from today's discussions about our priorities.
8	Evaluation	Please complete the online survey. Link will be provided at the meeting.
6	Subject resources	I will highlight some valuable resources, and this is an opportunity for you to recommend a geography resource you have found particularly useful.
7	Next meeting focus	Tbc from today's discussions about our priorities.
8	Evaluation	Please complete the online survey. Link will be provided at the meeting.

Geography NEWS and UPDATES



Pickering

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The Geographical Association is the leading subject association for all teachers of geography. Our charitable mission is to further geographical knowledge and understanding through education. Our journals, publications, professional events, website and local and online networks support teachers and share their ideas and practice. The GA represents the views of geography teachers and plays a leading role in public debate relating to geography and education.

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NUMBER 109 | AUTUMN 2022

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Lauren Campbell and Stephen Pickering introduce the Autumn 2022 issue		The GA Early Years and Primary Phase Committee offers guidance rooted in the Early Years Foundation Stage Framework.	
The Start Gallery: Hidden geographies	5	The Primary Geography Interview	23
Lauren Campbell and Stephen Pickering suggest practical activities to start exploring hidden geographies with your pupils		Steve Rawlinson and Tessa Willy talk about the importance of geography and the roles they each play in supporting primary geography teachers with this journal	
Becoming a Plastic Clever Class	6	Exploring the everyday to find the unfamiliar	26
Kelly Smith, Sharon Knight, Catherine Mansell and Tracey Philpotts describe how they harnessed pupils' enthusiasm on the topic of plastic waste		Paula Owens explains how pupils rediscovered their local area through the use of geographical thinking and digital cameras	
Finding the hidden links with pupils	8	The influence of research and theory on primary geography	28
Jessica Razimbaud discusses the complexities of teaching about distant places		Samuel Mason investigates whether and how primary schools have altered their curricula off the back of the renewed Ofsted Framework of 2019	
Secret Seeds: Uncovering the future of crop diversity	10	Time to drag geography into the spotlight!	30
Primary pupil Phaedra Stamatopoulos reports on the challenge she and her classmates were set: to become experts on a specific geographical topic		Emily Da Silva highlights the importance of ensuring geography is at the forefront of our local discoveries	
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Sara Dalton discusses how song lyrics can provide a powerful gateway to hidden geographies		Elena Lengthorn and Georgie Sherrard report on the Move the World project, which aims to bring the UN's Sustainable Development Goals out of hiding	
Exposing the hidden origin of our clothing	14	Cross-curricular real-world sustainable dilemmas	34
Luka Henshaw describes a series of lessons to investigate the journey that products take to get to us		Kelly Dockerty and Jessie Gleisinger introduce a project in which pupils examined a problem-based scenario on a sustainable development issue	
Attending to hidden relations	16	PG in practice	36
Helen Clarke and Sharon Witt show that to not notice the extraordinary is to miss many opportunities		This page offers further ideas for using the contents of this issue of <i>Primary Geography</i> in practice in your classroom	

thinking and in tandem with the Geographical Association's forthcoming *Framework for the School Geography Curriculum for Children aged 5–19* it 'highlights the big ideas, structures and significant features of the geographical discipline that should lie behind curriculum-making at national level' (GA, forthcoming).

Early geography matters

The Early Years comprise a vitally important developmental stage in which pupils begin a lifelong journey of discovery. All later learning builds on the experiences, knowledge and understanding developed through and in, Early Years settings. A 'geographical dimension' to learning at any time contributes to pupils' sense of who they are and how they are a part of the wider world, but is especially important in the Early Years. Geography ensures a global perspective, fosters a sustainable mindset, and empowers agency.

Providing, resourcing, and teaching a curriculum where pupils' curiosity, discovery and learning can flourish in all areas of learning is crucial, as is recognising the value that geography brings to cognitive and affective development.

Developing knowledge

Identifying and grasping geography's key concepts in the Early Years in accessible ways ensure secure foundations for later geographical learning. These early conceptual underpinnings can then lead

starting in the Early Years and developing through the curriculum is crucial if pupils are to move towards becoming experts in the subject' (Ofsted, 2021).

Substantive knowledge	Disciplinary knowledge
The World Around Us <i>A focus on developing geographical vocabulary and learning about the world through first-hand experience, stories and play</i>	Guiding curiosity and experience: through concepts of place, space, environment, and scale
	Guiding curiosity and experience: through exploratory play
	Guiding curiosity and experience: through decision-making and doing

Figure 1: Developing knowledge. After: GA, forthcoming.

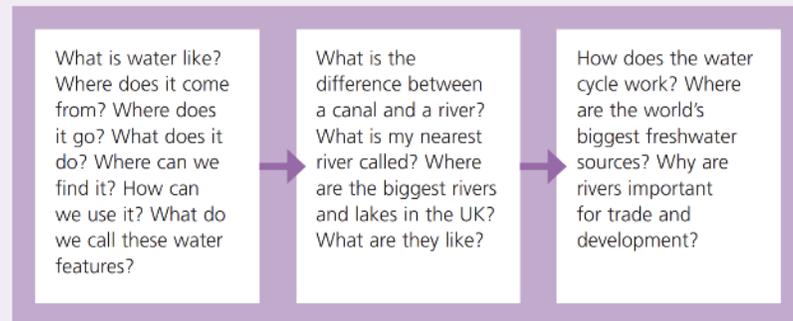


Figure 4: Thinking through concepts. Photo © Helen Castle.

[Early Years and Foundation Stage \(geography.org.uk\)](https://www.geography.org.uk)

[PG AUT 2022 EYFS.pdf \(geography.org.uk\)](https://www.geography.org.uk)

◀ Back to Resources for schools

Shackleton's Endurance - A story of adventure and leadership

A first-person narration of the voyage of Endurance

📌 KEY STAGE ONE, KEY STAGE TWO, CASE STUDY, ARTICLE

SECTIONS

Overview

Part 1: The Expedition

Part 2: The crew and boats

Part 3: Setting out from

TOP



The ground is shaking and swelling at Mauna Loa, the legendary volcano on the Big Island of [Hawaii](#) and the largest active volcano in the world.

[The ground near Hawaii's Mauna Loa volcano is shaking. What does it mean? | Hawaii | The Guardian](#)

Thu 3 Nov 2022 17.44 GMT

The volcano is not the tallest – that title goes to Mauna Kea – but it's the largest and makes up about half of the island's land mass.

Mauna Loa sits immediately north of the Kilauea volcano, which is currently erupting from its summit crater. Kilauea is well-known for a 2018 eruption that destroyed 700 homes and sent rivers of lava spreading across farms and into the ocean.

Tectonic Plates

Tectonic Plate Boundaries

Transparency



Plate boundaries are defined by the motion of the plates in relation to each other. Sections of Earth's crust can come together and collide (a "convergent" plate boundary), spread apart (a "divergent" plate boundary) or slide past one another (a "transform" plate boundary). Where plates slide below others this is known as "Subduction".

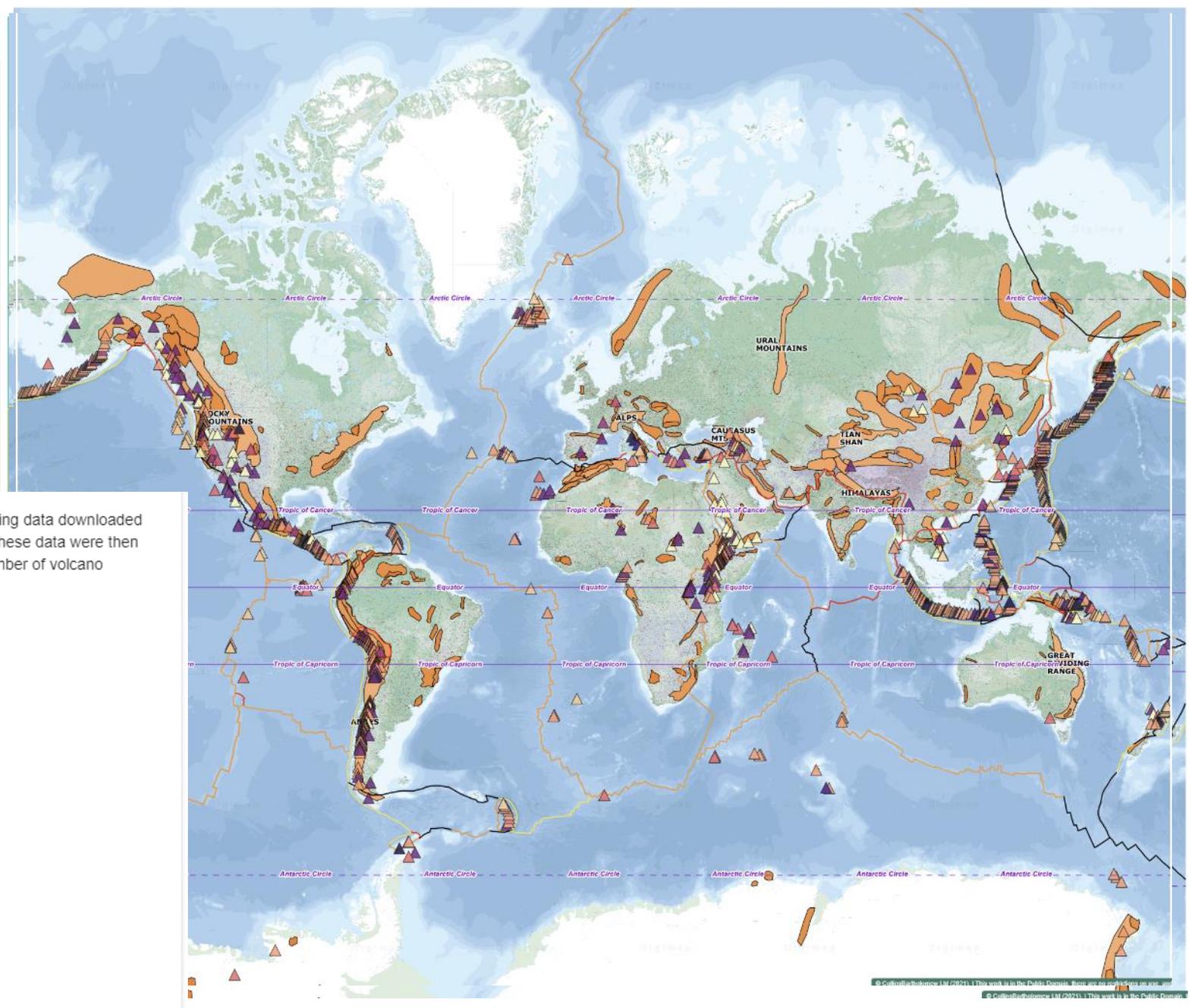
-  Convergent
-  Divergent
-  Subduction
-  Transform

Reference Grids

- Latitude/Longitu
- Major Lines of L
- British National

The volcanoes overlay was created using data downloaded from the [Global Volcanism Program](#). These data were then sorted and simplified, reducing the number of volcano categories from 18 to 9.

-  Caldera
-  Complex
-  Cone
-  Lava Dome
-  Maar
-  Shield
-  Stratovolcano
-  Submarine
-  Volcanic Field



When did the volcano last erupt?

Mauna Loa last erupted 38 years ago. In written history, dating to 1843, it's erupted 33 times.

What would an eruption look like?

Mauna Loa's **eruptions** differ from Kilauea's in part because it is taller. Its greater height gives it steeper slopes, which allow **lava** to rush down its hillsides faster than Kilauea's. Its enormous size may allow it to store more **magma**, leading to larger **lava flows** when an eruption occurs.

Frank Trusdell, research geologist at the Hawaiian Volcano Observatory, which is part of the US Geological Survey, said data indicated that Mauna Loa has a much larger **magma reservoir** than Kilauea, which may allow it to hold more lava and rest longer between eruptions than Kilauea.

The magma in Mount St Helens tends to be stickier and traps more gas, making it much more likely to explode when it rises. The gas in the magma of Hawaii's volcanoes tends to escape, with lava flowing down the side of their mountains when they erupt.

Hawaii's volcanoes are called **shield volcanoes** because successive lava flows over hundreds of thousands of years built broad mountains that resemble the shape of a warrior's shield.

"Often my friends from the mainland who follow the news get the idea that it's a tiny island and everyone will be covered by lava or something dramatic like a Hollywood film. In reality all the recent lava flows have been close to a hundred miles from where I live."



"Here in Ocean View, [Mauna Loa's] lava could reach the ocean in less than three hours and our homes faster than that. We are on the rift zone so fissures could open [here]. It's a weird feeling to know that there is a possibility of losing your home. It also makes us feel like we should not travel because what if something happens and we can't evacuate our important things and animals," Roberts said.

OFSTED

Like other subjects, the review notes that knowledge in geography can be organised into two forms – ‘substantive’ and ‘disciplinary’.

Disciplinary knowledge is used when pupils consider where geographical knowledge originates, and how they can learn the practices of geographers. **Substantive knowledge** sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum:

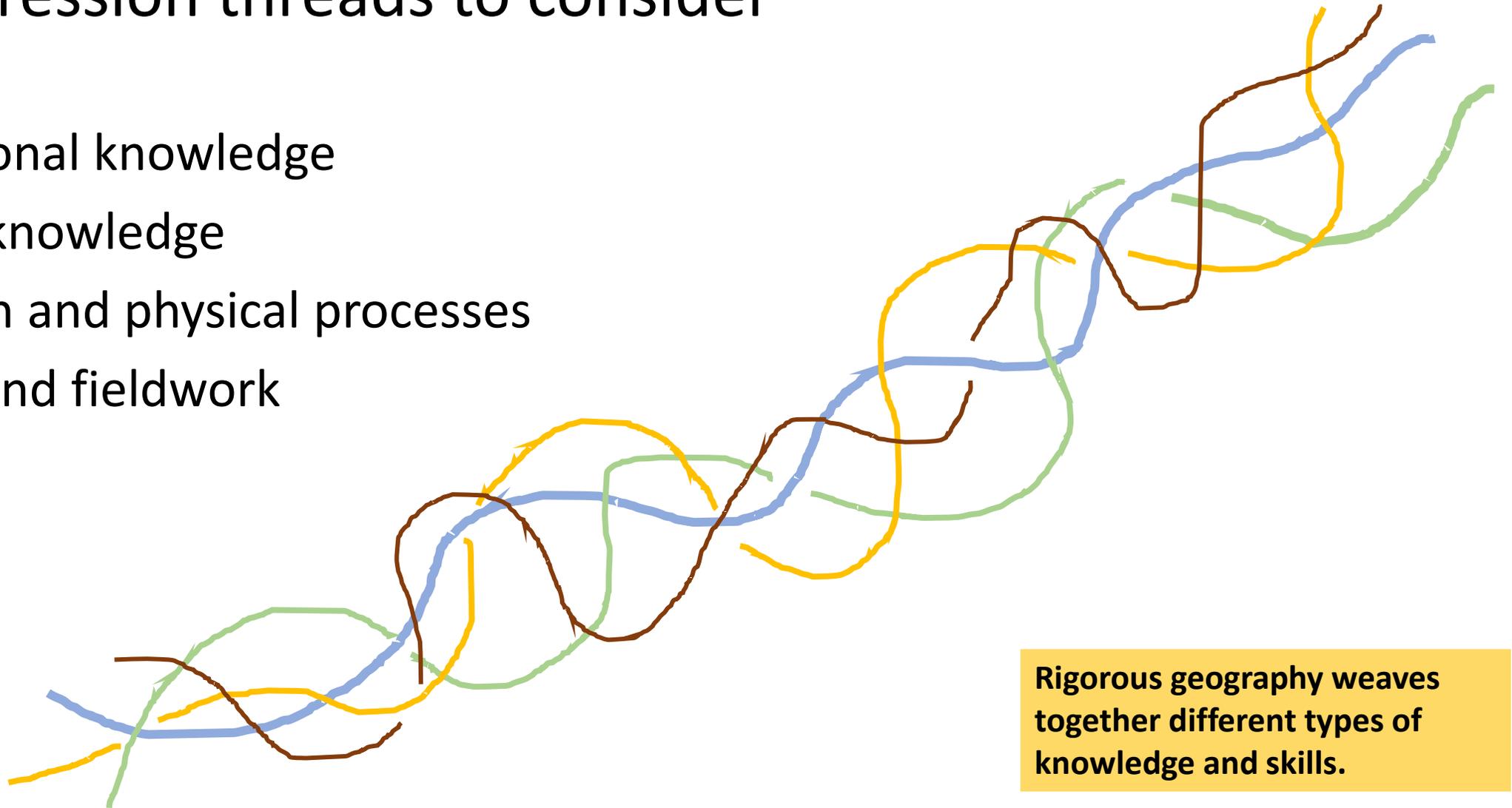
- **locational knowledge**
- **place knowledge**
- **environmental, physical and human geography**
- **geography skills and fieldwork**

A successful geography curriculum reflects teachers’ careful thinking and rationale behind what is taught, the sequencing of learning and the relationships between the forms of knowledge.

[Ofsted publishes research review on geography - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/research-reviews/geography)

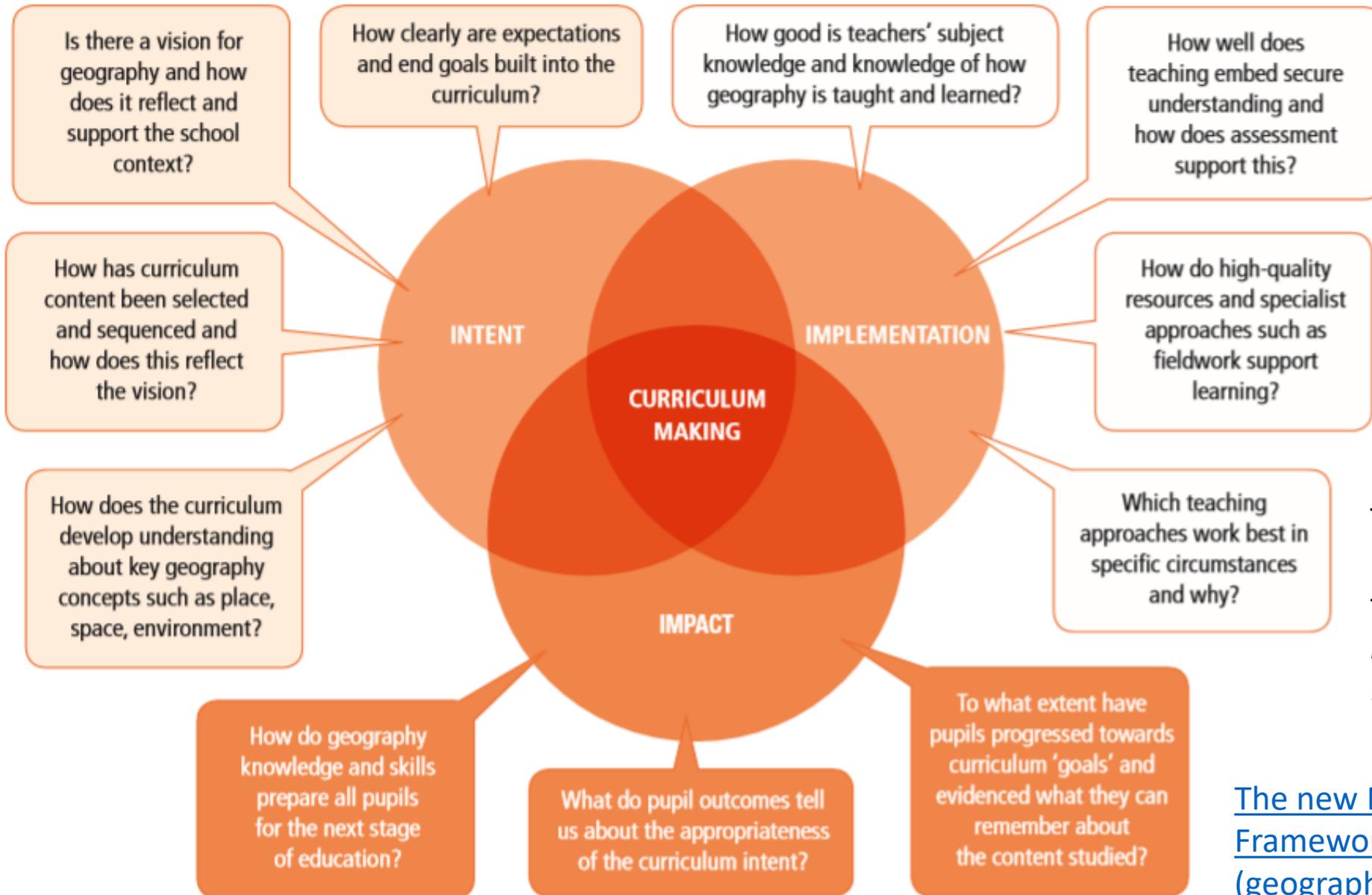
Progression threads to consider

- Locational knowledge
- Place knowledge
- Human and physical processes
- Skills and fieldwork



Rigorous geography weaves together different types of knowledge and skills.

What does a vision do?



Kinder and Owens (2019)
The new Education
Inspection Framework
through a geographical lens
Primary Geography Autumn
2019

[The new Education Inspection
Framework through a geographical lens
\(geography.org.uk\)](https://www.geography.org.uk)

Vision Statements: some examples

At A the aims of geography are:

- to enable children to gain rich knowledge and understanding of places in the world and how they relate to one another;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Geography's vision statement at T Special School is:
' A creative and multi-sensory approach to exploring the world around us.

At R CE First School, Geography features highly in a cohesive curriculum so children learn respect for places, the environment and where they encounter and celebrate world cultures and religions.

Geography is taught in an engaging, practical, cross curricular way so children are applying their Geographical knowledge and skills in real life contexts so that skills are well embedded and can be used well in later life.

As a Church of England First School we seek to inspire children to think about their place in the world; their values, rights and responsibilities to people & the environment whilst creating a sense of awe and wonder of global change and understanding. We try to provoke curiosity which leads to children asking and answering questions.

At P***** Primary we aim to stimulate our children's interest in their surroundings and develop their geographical skills through first hand experience and geographical enquiry.

Through the study of Geography at P*** our children will learn: -

- About children's lives and futures around the world
- To understand the UK's geographical position in the world
- To become engaged with the global community
- How our identity is shaped by the geography that is all around us
- About the changes we experience in our community and the wider world
- About the physical and human aspects of the world we live in
- To make sense of their surroundings and the wider world

What do the children think? Some examples.

Year 4 child – ‘At the moment we are learning about rivers and its different courses. I like researching facts about Geography. It is important that we understand how the world works around us’.

Year 5 child - ‘Geography is very interesting and beneficial because the things we learn give us more knowledge so that when we come across things we know how and why they happen. When we learned about earthquakes we found out the cause and the impact on people’s lives as many became poor and homeless. Even the Great Fire of London teaches us about geography because London had to be reconstructed’.

Year 6 child – ‘Learning about the world is important because in the future it may help you get a job. Also, when you get older it may become part of your interests and make you want to travel’.

Leaders who plan the curriculum appreciate that the body of knowledge covered by geography is vast. They make informed and careful choices about what is taught. This may go beyond the content prescribed in the national curriculum. For example, they may choose to explore particular phenomena that are prevalent in the locality.

Ofsted (2021)

What is your vision for geography and how does it inform policy?

[Ofsted's guide to a 'high-quality' geography curriculum \(schoolsweek.co.uk\)](#)

[Geography Policy | Eastling Primary School](#)

[Geography Policy \(helmshoreprimaryschool.co.uk\)](#)

[Geography-Policy-2021-22.pdf \(williampatten.hackney.sch.uk\)](#)

What is in your policy and why?

- ✓ Reflects what actually happens - *not a wish list*
- ✓ What geography is taught and why – *big picture. Eg we do a lot of local area fieldwork and build in progression. We study a contrasting locality of Jamaica because we have links there through our pupils, and revisit the Caribbean as regional study.*
- ✓ How you teach geography – *we use an enquiry approach and follow the NC. We have stand alone lessons but make coherent links through planning where appropriate eg with science and history.*
- ✓ Resources and access – *a list and where to find them*
- ✓ Fieldwork locations - *if fixed*
- ✓ CPD - who is responsible and resources

What is in your must-have list?
And why?

DATES

2nd March Being Ofsted Ready 4-5:30 pm

14th March 2023 Network Meeting 2 4-5:30

23rd May 2023 Network Meeting 3 4-5:30 pm

Evaluations

November's evaluation

link <https://www.hounsloweducationpartnership.co.uk/survey/primary-subject-network-evaluation-november-2022/>