

GEOGRAPHY IN PRACTICE

This page offers further ideas for using the contents of this issue of *Primary Geography* in practice in your classroom. Share your ideas inspired by this journal on Twitter @The_GA #PriGeogJournal

Article	In practice
Moving Geography: The Giant's Causeway	Use the calculated distance of the pupils' journeys in one day to measure where that distance could take you from the school's locality. Could you reach a different city/region/country?
Where has all the geography gone?	How can some of the activities suggested be adopted or adapted within your school curriculum? How might you think about making curriculum changes in your school? Geoff has written a range of articles, available free on the school website, that offer further inspiration: http://www.wyche.worcs.sch.uk/Wyche%20Curriculum.htm
The new Education Framework through a geographical lens	- Don't let ever-decreasing budgets stop you taking a fresh look at your geography teaching – glean ideas from the back issues of <i>Primary Geography</i> available free online to all Primary Plus members. - Raise the status of geography in your school by applying for a Primary Geography Quality Mark, redesigned in 2019 to link closely to the EIF. For more information visit www.geography.org.uk/The-Primary-Geography-Quality-Mark-PGQM
Thirty things to do in a city	- Challenge the pupils to add some more geographical things to do in a city – or why not challenge them to compile a list of thirty geographical things to do in the countryside, or thirty ways to use maps in geography? - As a whole-class activity, come up with 30 cross-curricular things to do in your school grounds.
Once upon a place	Personal tales: What personal tales can pupils tell that help them to explain geography? What have the pupils learned about culture, or geographical features, patterns and processes from their own holidays, journeys and stories?
Geographical journeys through timeless tales	The focus of this article is very much based on EY and KS1. The ideas, however, could easily extend to KS2. Can another subject area be brought into the mix if appropriate? Many stories have a historical context to provide further debate on change and time.
Moving Music	- This article looks at some issues to consider when teaching music that relate to geography and an understanding of places. There are also many positive themes here, too, however. What music, or musical themes, could pupils adopt to represent themselves as a class? - Can pupils studying a location look at the development of music in that location as a vehicle to discovering change in different places?
Take it and leave it: exploring river processes	Young pupils can be encouraged to consider how a river flows by giving each of small group of pupils a coloured piece of chalk. Mark an x on a playground that has a slight slope. The pupils draw a line each to guess where the water may flow if poured onto the x. You can then demonstrate water flowing downhill, meanders, and the importance of rock types (like pieces of gravel!).
Celebrating ethical fashion	- Discover the journey of your clothes – how and where they are manufactured. Track their journey on a map. - What makes clothes 'ethical' or not?
From Forest School to Urban School	'What is nature?' would make a terrific point of debate, perhaps in the style of a P4C enquiry.
Our global Advent journey	This article focuses on traditions as a means to discover more about countries and cultures. Why not turn this on its head and use countries as a way to investigate traditions. Each group can choose a country and see what they can discover about culture and people through their celebrations.
Migration provocation	The activity that this article details is likely to raise a wide and varying range of questions for the pupils to explore. Spend time following up from this activity with detailed research about the reasons for recent migration shifts and trends. Are economic factors the main factors? If your family were to migrate to a different country, what factors would you consider?