

PRIMARY

# GEOGRAPHY

**Focus on** leading geography

Number 98 | Spring 2019





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## FORTHCOMING ISSUE

Summer 2019: Settling geography

# EDITORIAL

ARTHUR KELLY AND BEN BALLIN



## Leading geography

**AK:** You look like you've been to a party, Ben! What's the celebration?

**BB:** I don't know if everyone has heard, Arthur, but *Primary Geography* is 30 years old!

**AK:** Wow! That takes me back to a time, towards the end of the last century, when geography was not a compulsory subject at primary school; when nothing was, really. Let's have a look at what that original National Curriculum for geography looked like...

## The past

**AK:** I managed to find the interim report of the Geography Working Group on the National Curriculum (DES, 1989). It looks like it was typed on an old-fashioned typewriter and it's ninety-nine pages long! I also found the original National Curriculum from 1990 (DES/Welsh Office, 1990).

**BB:** Amazing! It's almost as old as *Primary Geography*! This issue's interviewee, Wendy Morgan, was involved in that working group. She talks in this issue about how they were creating a formalised primary geography curriculum for the first time. That first National Curriculum was huge, wasn't it? All those folders! It covered both England and Wales, I think?

**AK:** For sure. Geography became a compulsory subject from 5 to 11, something that we take for granted today. The Attainment Targets (AT), explained what should be taught:

- AT1: Geographical skills
- AT2: The home area and region
- AT3: The United Kingdom within the European Community
- AT4: The wider world
- AT5: Physical geography
- AT6: Human geography
- AT7: Environmental geography

For each Attainment Target, there were Level Descriptors; what pupils should achieve. So, by the end of KS1, they should achieve a Level 2 in geography. By the end of KS2 they should achieve a...

**BB:** Level 6?

**AK:** No, that would be too logical. Level 4! Here's an example (Figure 1).



Guest editors, Arthur Kelly and Ben Ballin. Photo © Authors.

Level	Statements of Attainment	Examples
1	1a) Name the country in which they live.	<i>England and Wales</i>
2	2a) Demonstrate that they know what the constituent countries of the UK are. 2b) Identify, from suitable sources of information, features of specific localities within the UK and EC. 2c) Suggest how features identified in 3/2b might affect the lives of the people who live in these localities.	<i>The nature of the homes and other buildings; the general environment of the area; activity carried out in the area. What it might be like to live in such surroundings.</i>
3	3a) Identify and name on a map of the British Isles, the constituent countries and selected cities and physical features. 3b) Locate on a suitable map of the British Isles approximately where they live. 3c) Identify and describe the features of the UK and EU localities selected for study.	<i>Main features of the landscape, including conspicuous relief features, settlements...</i>

Figure 1: Example Attainment Target for Attainment Target 3, Key Stage 1. Source: DES/Welsh Office, 1990.

The document also quite clearly sets out that geographical skills, areas and themes should be taught together – not distinctly (Figure 2). How does this compare to today?

Some of the material looks very dated, but other parts are worth a look. I like the section on Geography for All. I find AT3 (The UK within the European Community) very interesting, given what we are going through at the moment.

**BB:** It's hard to imagine that becoming an Attainment Target right now! But maybe it was all a bit too prescriptive? Do you remember, you could study Paraguay but not Brazil? That was odd! And there again, perhaps it was also trying to do too much?



Figure 2: The 1990 National Curriculum set out that geographical skills, areas and themes should be taught together rather than distinctly.



I'm not surprised that a slimmer National Curriculum was issued in 2000, with fewer Attainment Targets. Of course, by then Wales had its own devolved curriculum, in line with the other UK nations.

**AK:** Then we had the exemplar Schemes of Work (QCA/DfEE, 1998): basically, medium-term plans.

**BB:** And don't forget the 'Big Picture of the Curriculum', with stuff like Sustainable Development, Global Dimensions and Community Cohesion. It helped launch some very imaginative geography teaching, but there was also a real risk of what people started to call 'initiative overload'. Too much stuff coming out, too much micro-management. It was as if schools were meant to fix all of society's ills.

## The nearly present

**AK:** Let's not forget *The Independent Review of the Primary Curriculum*, AKA The Rose Review (DCSF, 2009). That had a very different vision of the primary curriculum, including geography.

**BB:** Oh yes, that was all about 'Areas of Learning'. A bit like the Scottish and Welsh curricula now. Geography almost got merged with History! And then it got separated out again, within the same 'area'. Around the same time, the Cambridge Primary Review's truly independent proposals talked about 'Time and Place' (Alexander, 2010). The Review's ideas are still incredibly interesting. They were very thoroughly researched. The Review's Robin Alexander and Alison Peacock are on the roll call of former *PG* interviewees! So, back to the Rose Review. A new curriculum even got printed and went into schools, didn't it? And then it got withdrawn. It must have been a very confusing time for schools.

**AK:** But isn't what Primary and Early Years teachers actually do, on a very local basis, more important than any curriculum set nationally?

**BB:** I'm with you on that, Arthur. Every time, it is the real, living and 'enacted' curriculum that matters more than the one on paper, whatever politicians think!

## 30th Birthday: the present

**AK:** Well, we know what's in the current National Curriculum for England (see web panel). Definitely much slimmer than the first National Curriculum! You have to look hard to find any environmental geography on paper, but my work with the Primary Geography Quality Mark tells me that it is still strong in schools.

**BB:** There is still a very strong 'Green Thread' within the Scottish and the Welsh National Curricula (see web panel). Shall we take a look at what this issue of *Primary Geography* tells us about the state

of real, enacted, living geography in the UK's primary schools? Well, Rachel Adams, Alan Kinder and Naomi Wagner *et al.* provide a particular view on how the Geographical Association is involved in the leadership of Early Years and primary geography. While National Curricula may change, the GA is always there!

**AK:** Yes, I also like the articles from Richard Greenwood and Richard Hatwood. These show that, in the different context of the Northern Ireland and Wales curricula, good geography teaching still always enthuses and engages.

**BB:** There are some really good examples of engaging practice in Louise Wilkinson and Fionna Croft's piece about an international link, and Tracy Edwards's account of enabling SEND learners to 'read the world'.

**AK:** Both articles raise some invaluable questions about the 'charity mindset', too.

**BB:** I hope so. John Halocha gives us an important reminder that good-quality geographical teaching and learning goes beyond the National Curriculum. This also comes through in Kate Thurston's piece... and from the three writers on the Primary Geography Quality Mark. Good subject leaders go beyond; they use the locality and current global events to teach and inspire.

**AK:** The article on Bunhill Fields reminds me that there are lots of hidden places, and stories, right under our noses. Every locality has these fascinating stories waiting to be discovered and used by teachers in all kinds of ways to inspire and motivate children.

**BB:** I love Helen Martin's article. It covers so many things: a whole-school approach, young pupils, parents, performance. The focus on plastics highlighted environmental issues, that 'Green Thread', which remains so important to geography... and to pupils.

**AK:** Yes, it reminds us that geographers (all educators, actually) make the future.

## The future: the next 30 years?

**AK:** So, thirty years in, we at *Primary Geography* should celebrate learning, celebrate pupils, celebrate the planet and celebrate the future. We raise a glass to you all! Way back in the depths of the last century, I remember a quote, 'Geography is what geographers do' (Johnson, 1980). We should remember that, by nature, pupils want to find out about the world that they live in. They are inherently geographers. As teachers, we can help them become better citizens of tomorrow; we can teach the geography of the world, not stuck in the past, but as it is today and what it might be tomorrow.

**BB:** Amen to that!

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## WEB RESOURCES

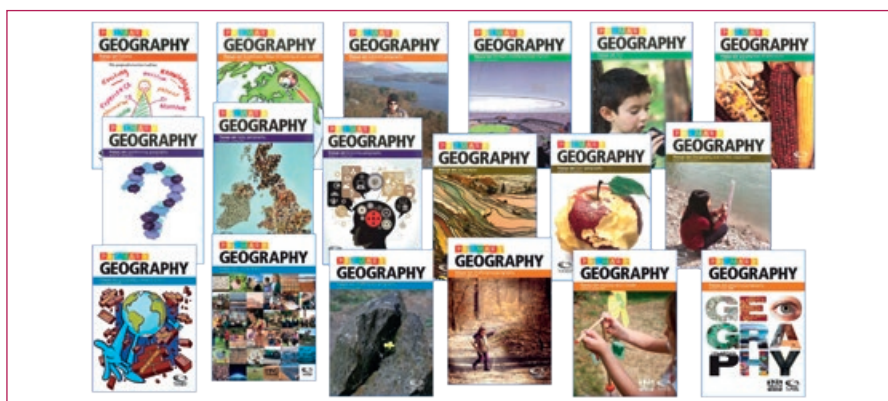
The National Curricula in the UK, Spring 2019:  
England: <https://www.gov.uk/national-curriculum>  
Northern Ireland: <http://ccea.org.uk/curriculum/overview>  
Scotland: <https://education.gov.scot>  
Wales: <https://gov.wales/topics/educationandskills> (proposals for a new National Curriculum for Wales are due out later in 2019)  
Download ideas for using the front cover of this issue: [www.geography.org.uk/pg](http://www.geography.org.uk/pg)

Ben Balli.

# 30 WAYS TO GET STARTED

ARTHUR KELLY

As noted in the Editorial, geography is what geographers do! To celebrate 30 years of *Primary Geography*, here are 30 ways to help your pupils learn about the world. You can carry out these activities with your pupils, or use the ideas as a stimulus in a meeting where colleagues identify which geographical concepts are covered by each one.



1. How many ways can you think of to make 30 (e.g.  $14+16$ ,  $99-69$ ,  $(6 \times 6)-6$ ,  $\sqrt{100+20}$ )?
2. Describe the view from the window (at home or at school). What can pupils see if they look high, low, etc? What is near/in the middle distance/far away?
3. Describe how fossils are formed and find out where they are found locally, nationally and globally.
4. Design, make and evaluate a local trail for blind people.
5. Study the later work of David Hockney. Which places does Hockney depict? What techniques does he use? Do you like his work? Why/why not?
6. Find out where a modern foreign language is spoken, locally and globally. How does this compare to the speaking of English?
7. Find out what computing was like 30 years ago. What might it be like in 30 years' time?
8. Perform a dance from another part of the world.
9. Find 30 things that show what life is like today, put them in a time capsule and then bury it.
10. Make a map of recycling points within the school locality.
11. Look at how firms use information technology locally. How does this connect them?
12. In the school grounds find ten things you would measure in millimetres, ten in centimetres and ten in metres. Record the measurements on a graph.
13. Create a physically challenging orienteering course within the school grounds.
14. Identify and name a variety of common local animals. Compare your list with animals from another continent.
15. Which countries are 30° North, 30° South, 30° East and 30° West?
16. Listen to and comment upon music from different parts of the world. How does each piece make you feel?
17. What recycling do pupils carry out at home? Invite someone from the local authority to talk about waste management.
18. Compose a letter to the council about a local environmental issue. Think about audience, argument, etc., and go through the drafting process.
19. Describe a journey along one of the meridians from challenge 15.
20. Use voices or instruments to create a concerto for a storm – in the distance, as it moves overhead and then passes.
21. Investigate which town in the UK/in Europe/the world recycles the most waste.
22. Use sketchbooks to record observations locally and further afield, then use them to create work in different media.
23. Use online mapping to calculate how far pupils live from school and construct a graph to show the results. How does each child travel to school? What are the implications of this?
24. Visit a local art gallery when there is a special exhibition. Use this as a stimulus for work on the places, people or events shown in the artworks.
25. Investigate and describe the habitats of creatures from different climate zones.
26. Where in the world is 30 Island Lake?
27. Look at maps of the world from different centuries. How has our view of the world changed over time?
28. Read texts by different authors. Find out where each story is set and how the author develops our knowledge of that place.
29. Use search technologies to find out key facts about countries globally. How trustworthy is this information?
30. You are creative: what is your idea? Why not share it with someone?

Arthur Kelly is PGCE Primary Programme Leader at the University of Chester and a member of the *Primary Geography* Editorial Board.

Good luck and here's to the next 30 years!

# KWL GRIDS: PUPIL VOICE IN ACTION

RICHARD GREENWOOD

**'Pupil voice' is currently a trendy phrase in education – its popularity follows the ratification of the United Nations Convention on the Rights of the Child (1989) – and it can involve pupils in decision-making within their school. Here, Richard focuses on pupil input into topic planning using KWL grids.**

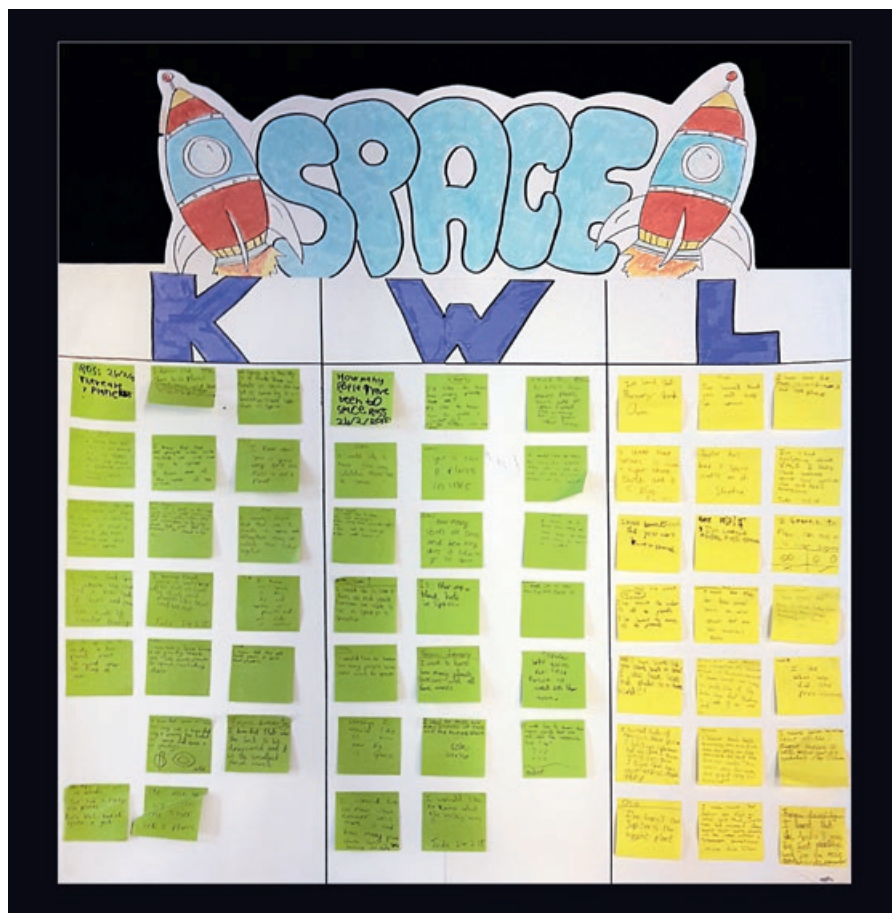
## KWL grids

KWL grids are learning tools – structural or graphic organisers – in which pupils are asked to record at the start of a topic what they already know ('K') about it, what they want ('W') to know or learn, and, at the end of the topic, what they have learnt ('L') (Figure 1). The K and W sections set the scene for subsequent work, while the L section can be completed at the end of a unit to focus pupil attention on what they have learnt.

## Prior knowledge and effective questioning

Pupil involvement in planning is a characteristic of 'constructivist' learning environments. Here teachers introduce and explain new concepts, using the knowledge their pupils already possess, and help them to build bridges to new understanding. When a new topic is introduced most pupils will bring some prior knowledge (however limited or even inaccurate that knowledge might be) and the teacher's job is to activate it.

Wray and Lewis (1997) argue that, in order for real learning to take place, we have to ensure that learners are able to draw upon knowledge they already have about a subject. Therefore, the question, 'What do we know about this topic?' is the obvious one to ask. Here, the K part of the KWL grid can be used as a recording device for an oral discussion. It is one method of creating a tangible, shared record of information, which might otherwise be lost, and that pupils can review later. In addition to recording what pupils know, a KWL grid provides the teacher with information about what they do *not* know (and any possible misconceptions) about the topic. This is useful for planning purposes as well as leading on to the W section.



**Figure 1: KWL grids are a method of recording what pupils already know ('K') about the topic, what they want ('W') to know or learn, and, at the end of the topic, what they have learnt ('L').**  
Photo © Richard Greenwood.

Effective questioning has always been an important part of the teacher's armoury. Good teachers are always pleased when their pupils ask thoughtful questions, but how can we get pupils to express such 'cravings' in a more formal way, and how can the pupils see their questions being recorded and acted upon? Giving pupils the opportunity to think, to ask questions and to apply their previous knowledge is a vital part of pupils beginning to take more control over their learning.

Some pupils find it difficult to ask questions, perhaps because they are not used to doing so. Having the opportunity to contribute in this way can be disconcerting. However, in the 'enquiry classroom' asking questions is viewed as a valuable element in the learning process, rather than evidence of confusion or ignorance. To maximise the effectiveness of an enquiry environment, the classroom needs to be stimulating and nurturing – a 'safe place' in which any questions asked are valued.

## A geographical example

Shandomo (2009) provides an interesting example of the successful use of a KWL exercise on cross-cultural learning, with 6–8-year-old pupils from Buffalo, New York State. The grids were created during a project on Zambia. The American pupils made direct contact by letter with Zambian school pupils. At the outset of the Zambia topic, the American pupils created a class KWL grid to record what they thought they knew about Africa in general and about Zambia in particular. The pupils also listed the questions they wished to ask their Zambian counterparts (W section). The letters were exchanged, and the differences and similarities in the lives of the two sets of pupils were explored and recorded in the L section. Shandomo concluded that the KWL exercise and the letter writing allowed the American pupils to overcome any initial stereotypes, acquire a broader view of the world and increase their social and cultural awareness.



## Teacher and student opinions – positive and negative

Over the last few years I have carried out research in Northern Ireland into teachers' and teacher education students' use of, and opinions about, pupil involvement in planning; specifically, in the use of KWL grids.

A total of 224 teachers responded to a questionnaire, one section of which concerned pupil planning. In addition, over a five-year period, primary teacher education students were asked to report on those occasions when they used pupil-based planning techniques with classes during school placements.

The majority of the responses from both sources were positive: teachers reported that their pupils had reacted 'favourably', 'enthusiastically' or 'with enjoyment'. Frequently used descriptors were, 'excellent', 'very good', 'very useful' and 'extremely important', and the reports described 'increased motivation', 'ownership', and 'increased interest and enjoyment'. One year 4 teacher commented, 'Pupils enjoy active involvement and the power they have to drive the topic', while a student teacher reported, 'The pupils came up with many questions and they couldn't wait to find the answers'.

Some of the teacher respondents expressed the opinion that pupil involvement in planning 'resulted in less teacher control'; often required 'a high degree of adaptability of teachers'; and, in many cases, would require 'a lot more teacher training'. Some respondents thought that more experienced teachers might find it particularly difficult to accept the potential loss of control over what was to be taught.

Respondents also noted that this approach 'would work with some topics better than with others' and that 'it can be time-consuming'. A number of teachers found their classes took some time to 'get used to this new way of working' and that it 'was difficult to start pupil planning exercises in the upper school if it had never been done in previous classes'.

Some respondents agreed that 'the idea was good in theory, but that pupils (especially weaker or very young pupils or those with specific learning needs) needed a lot of teacher input'. One year 5 teacher's response was particularly negative: she thought that pupil involvement in planning was 'slightly contrived' and 'a pointless exercise'.

## Pupil comments

To make sure that the 'pupil voice' was included in my research responses, four small group (5–6 pupils in each) interviews were carried out with pupils aged between 9 and 11 years in two Belfast primary

schools. Pupils were asked to recall KWL grids they had created in recent months and previous years, and to explain what they thought they had learnt by using the grids. The pupils were able to recall some of the topics they had studied where a KWL exercise had been used. Among the geography-based topics they listed were 'Rainforests', 'Japan', 'Dynamic Earth' and 'Chinese New Year'. Many pupils were able to remember specific questions, which either they or others had asked and about which answers had been found.

These group interviews explored whether the pupils could explain why teachers thought that it was a good idea to use a KWL grid or involve pupils in planning topics in some other way. Many of the pupils gave insightful responses, including: 'it helps teachers to plan', 'teachers have a record of what we already know', 'teachers can see at the end of a topic how much we have learnt' and 'it summarises the topic'. One year 6 pupil said 'it helps keep children interested', and another added, 'yes – it helps keep you focused'. All of the pupils agreed that this kind of involvement was 'helpful for their interest and motivation', and one pupil commented that 'it had increased my confidence for future investigations'.

The chapter 'Children's voices', in the final report of the Cambridge Primary Review, encourages teachers to use pupil voice in their planning. The chapter attempts to reassure teachers who fear a loss of control: 'Suggesting that children should have a voice does not negate the importance of teacher voice' (Alexander, 2010, p. 154).

If pupil involvement in planning some elements of their learning is carried out with integrity and in a balanced, thoughtful way, it may prove a worthwhile, creative, motivating teaching technique. To help you try this approach in your school Figure 2 offers ideas for effective implementation, gleaned from the responses of the experienced and student teachers who took part in my research. A full checklist is available to download (see web panel).

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- To stimulate pupil thinking, announce a couple of weeks in advance that the new topic will be beginning soon. Ask them to complete a KWL grid on the topic.
- Use pupils' responses to amend subsequent planning for the topic according to the knowledge/lack of knowledge displayed and to inform lines of enquiry.
- Use an initial stimulus – images, a video or a story – to activate prior knowledge.
- Especially for older pupils, lead some introductory, whole-class lessons on the topic, then allow the opportunity for individual or paired research by pupils on a specific aspect of it. This enables pupils to pursue their own questions and interests.
- Individual or small-group KWL grids can be created on paper before elements of them get transferred to a large, whole-class version.
- Especially for younger pupils, completing the W section may be more productive after a couple of lessons on the topic. This allows the pupils time to process new information and can improve their ability to generate questions.
- Where necessary, focus on the different types of questions that can be asked, including the '5 Ws and how' and what makes a good enquiry question.
- Act as scribe for younger or less able pupils who may be able to recall information or ask useful questions about a topic, but not have the writing skills to record their observations.
- If a large number of questions are generated, pupils can vote on which are the most important or popular questions.
- When a whole-class KWL grid has been created, pupils can be encouraged (as individuals, in groups or as a class) to categorise, rank and reorganise the K suggestions, then the W suggestions, under separate headings.

Figure 2: A checklist for good pupil voice activity planning.



## WEB RESOURCES

KWL checklist:  
[www.geography.org.uk/pg](http://www.geography.org.uk/pg)

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# LEADING GEOGRAPHY IN PRIMARY SCHOOLS

RACHEL ADAMS AND ALAN KINDER

**Rachel and Alan offer their personal reflections and some simple steps for aspiring, new and experienced primary subject co-ordinators.**

## The role of the primary geography leader

More than 20 years ago, the Teacher Training Agency (TTA), defined the core purpose of the subject leader as providing 'professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils' (TTA, 1998). The TTA also identified some attributes of subject leaders (including the ability to lead and manage people towards common goals, plan time effectively and be organised) and the required skills (decision-making and communication).

Although this is still a useful way to begin thinking about the role, it probably does not capture today's full challenge or potential of a primary geography co-ordinator. Recent research (Baars *et al.*, 2016) reaffirms the need for subject leaders to have strong team and interpersonal skills and identifies the need for sound subject knowledge and understanding. Primary geography leaders are 'strongly positioned to help direct and deliver whole-school initiatives such as developing the school grounds, instilling personal attributes and encouraging globally minded pupils' (see GA, web panel) and good subject leaders possess both generic and subject knowledge and skills (Figure 1).

What follows are steps towards good subject leadership that will be useful to you. First, Rachel shares her perspective as a Head teacher (see right).

## Step 1: Establish a vision

A clear sense of what you are trying to achieve, and why, is vital in order to raise achievement, drive improvement or inspire colleagues. One way to approach this is to create a shared vision statement for geography, on which your policy statement is founded. This should articulate how geography supports the culture and ethos of your school and the local community, as well as the distinctive contribution it makes to learning.

Outstanding subject leadership:

- is informed by a high level of subject expertise and vision
- employs best practice in the subject and in education generally in subject reviews, self-evaluation and improvement planning
- inspires confidence and whole-hearted commitment from pupils and colleagues
- sees and promotes out-of-classroom learning within the subject as an entitlement
- ensures geography has a very high profile in the life of the school and is at the cutting edge of initiatives within the school
- makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.

Figure 1: Excerpts from Outstanding Subject Leadership. Source: Ofsted, 2013.

## A Head teacher's perspective: what makes a good subject leader?

*Subject leaders often have differing starting points. Some have a passion and knowledge for their subject, others are motivated by career progression. Occasionally subject leadership falls to an overstretched senior leader.*

*Whatever the start point, time and resources are often limited. Subject leaders need the freedom to develop and express their expertise, to ask and have answered the questions they have about their subject and develop a feeling of ownership. The subject leader is part of a community moving forward together, they empower others to teach well and ensure outstanding pupil outcomes.*

*A subject leader needs a clear sense of purpose and an ability to shape the future of their subject based on the current situation. They find hooks and opportunities in other curriculum areas to promote their subject. I expect my subject leaders to be able to speak fluently about their curriculum and what this looks like in practice. They need a complete overview of the setting, which is gained by venturing into every phase, including early years (where some of the best enquiry-based learning takes place). It is so important for a leader to have a clear understanding of what pupils will learn as they progress through the school. Finally, I expect a subject leader to seek ways to improve pedagogy.*

While the subject leader plays a central role in expressing this vision, it is equally important to draw on the views and ideas of colleagues, parents, pupils and others. The GA website (see web panel) suggests the

questions to ask yourself and others when creating such a statement, and Kinder (2005) provides useful tools for 'visioning'. The GA's *Manifesto for Geography* offers another starting point (GA, 2009).

## Step 2: Evaluate and plan for improvement

Subject leaders make a critical contribution to school self-evaluation. Their distinct role is to judge standards, evaluate teaching and learning and secure improvement (DES, 2005). The way in which subject leaders execute this role varies from school to school, but observing lessons, scrutinising pupil work, gathering the views of pupils and analysing a variety of attainment and progress data are now very much part of what subject leaders do.

Effective plans for improvement take account of both the agreed vision and the evaluation evidence collected, as well as wider considerations such as school and national priorities (see Rachel's perspective, right). Actions should be focused on the things that make a difference to primary geography – the curriculum, teaching, leadership and the development of staff. These lead to positive improvements in relation to the key outcomes of subject leadership (Figure 2). Prioritisation is also important: taking account both of the likely impact of specific actions and the likelihood of success, given the very real constraints of resources and time. A pro-forma action plan is available to download with this article (see web panel).

## Step 3: Lead and manage improvement

Subject leaders play a critical role in shaping the geography curriculum. In order to shape a high-quality curriculum – which meets the needs of pupils in a particular school – a range of factors must be taken into account. At the heart of these is the shared vision or rationale for geography, but influences external to the subject (such as school improvement priorities) also need to be considered (Figure 3).

Since sound subject knowledge lies at the heart of good geography lessons, subject leaders are responsible not only for continually developing and improving as a leader and practitioner, but also for supporting colleagues' subject knowledge development. This is a particular challenge in a subject such as geography, where knowledge is frequently updated.

For some colleagues, an enthusiastic and inspirational subject leader allows them to 'draw strength' from the leadership and maintain their own motivation to develop. Ensuring everybody knows they have a part to play is a skilful and often time-consuming task, involving good communication and thoughtful delegation. Expectations of your colleagues need to be realistic, practical and flexible. The GA website contains advice and strategies for tackling improvement challenges around teaching and learning, CPD and knowledge development.

- Pupils who show sustained improvement in their subject knowledge, understanding and skills.
- Teachers who work well together as a team, support the aims of the subject and understand how they relate to the school's aims.
- Parents who are well informed about their child's achievements in the subject.
- Head teachers who understand the needs of the subject.
- Other adults in the school and community who are informed of subject achievements and priorities.

Figure 2: key outcomes of subject leadership. Source: TTA, 1998.

## A Head teacher's perspective: the planning cycle

*In my school, action planning runs from July to July to ensure consistency from one year to the next. By the end of July, whole-school priorities for the following September are apparent and action planning is woven in to support whole-school foci. A robust monitoring system lies at the heart of our leadership, through work sampling, pupil voice, lesson observation and learning walks. Monitoring is cyclical and there is ongoing review, implementation and evaluation throughout the school year. Our action plan is a working document and subject leaders are accountable to senior leaders through half termly meetings, which regularly review and update the plan.*

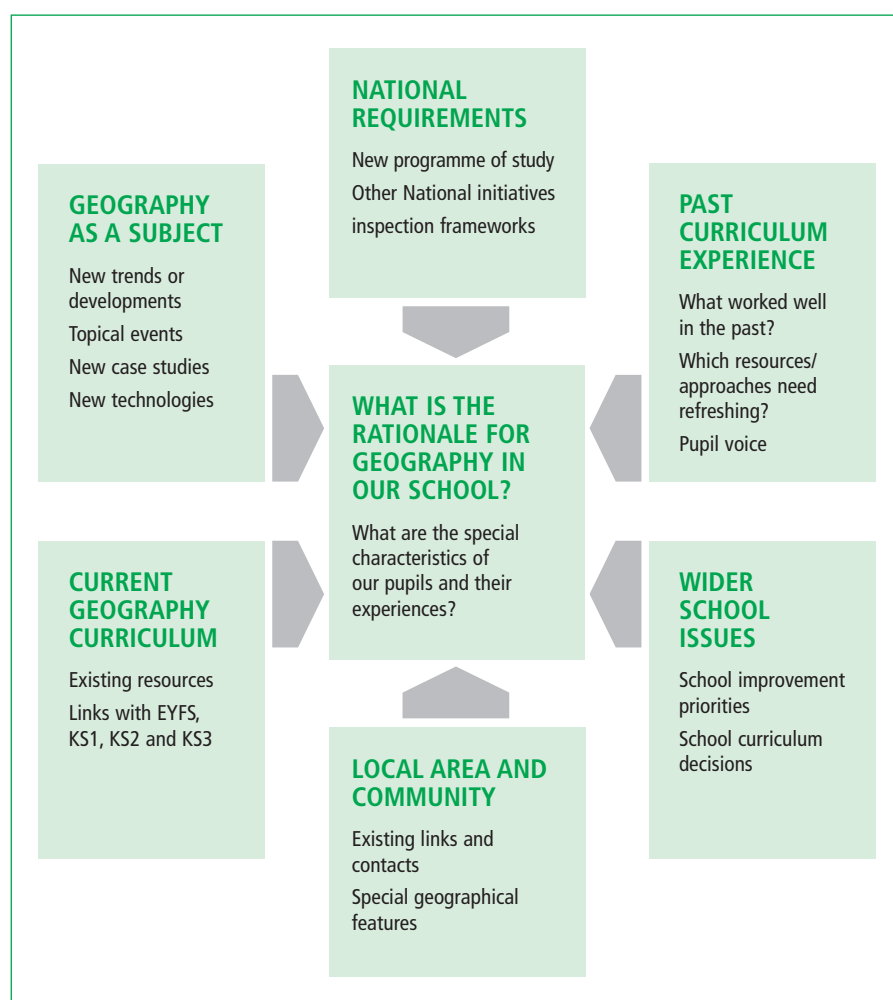


Figure 3: A range of factors needs to be considered in order to shape a high-quality curriculum. After Kinder, 2005.



## A Head teacher's perspective: supporting colleagues

In our school, subject leaders receive bespoke middle leadership training and work collaboratively with a senior leader mentor: someone who champions their development, can model leadership development and engage in critically reflective dialogue. Subject leaders conduct planned joint learning walks with each other and with senior leaders, to ensure action plans are driven and standards met. During the summer term senior leaders observe foundation

subject teaching with a subject co-ordinator in order to address areas of weakness, which then feed into the new action plan. My favourite and the last staff meeting of the year is for subject leader presentations. It is a time of reflection and celebration of what has been achieved by leaders, staff and pupils. It is an emotional time, and listening to the difference that middle leaders make to our pupils certainly makes all the hard work worth it.

## The need for continuous reflection

Effective subject leaders use a systematic and evidenced approach to self-evaluation and action planning (see Rachel's perspective, above). They also build collaborative and reflective dialogue into evaluation and use the process to further develop their leadership skills (Baars et al., 2016).

As the examples from Rachel's school show, planning and improvement are cyclical processes. They are things that subject leaders, senior leaders and teachers need to work on annually, but the difference this makes is well worth all the hard work.

## References

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- Department for Education and Skills (2005) *Middle leaders' self-evaluation guide*. London: DfES
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- Ofsted (2013) *Geography survey visits: Generic grade descriptors and supplementary subject-specific guidance for inspectors*. London: Ofsted.
- Teacher Training Agency (1998) *National Standards for Subject Leaders*. London: TTA



## WEB RESOURCES

GA CPD courses: <https://www.geography.org.uk/Training-and-Events>

GA geography subject leadership: <https://www.geography.org.uk/Geography-Subject-Leadership-in-Primary-and-Secondary-Schools>

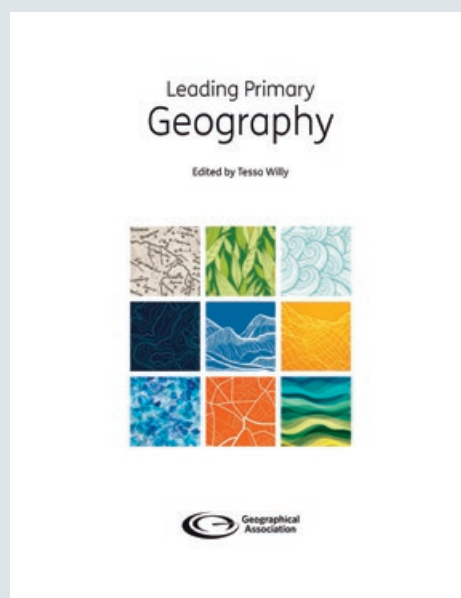
GA In the know subject knowledge resources: [www.geography.org.uk/ebooks](http://www.geography.org.uk/ebooks)

Rachel Adams is Headteacher at Hoxton Garden Primary School, Hackney, East London, and Alan Kinder is the Chief Executive of the Geographical Association.

# Leading Primary Geography: The essential handbook for all teachers

Designed to be the definitive guide for all primary geography leaders, class teachers and trainee teachers, this new handbook from the Geographical Association will empower and support readers to lead quality geography in their school or their classroom, and provide a clear statement of what constitutes outstanding primary geography and a convincing rationale for geography's place in the primary curriculum. Additional materials available online will ensure the handbook's future currency and enable ideas and materials to be adapted to changing local and national curriculum requirements.

*Leading Primary Geography* will be available Autumn 2019. To keep up to date with further details and when you can pre-order your copy, sign up for the GA's e-newsletter at: <https://www.geography.org.uk/registration-form>



# KEY ISSUES FOR SUBJECT LEADERS

JOHN HALOCHA

## John provides a personal view on the challenges subject leaders face and the support available to them.

Since the publication of the original 1991 National Curriculum Orders, many books (e.g. Halocha, 1997), journal articles and resource packs have been written to support teachers with responsibility for leading the subject. They include practical ideas about developing resources, leading staff and promoting the subject; however, many are now looking dated.

The purpose of this article is not to go over these topics again: there are other up-to-date resources available, such as the subject leader sections on the GA website (see web panel), and the GA's forthcoming publication *Leading Primary Geography* (Autumn 2019), which cover such practicalities. The intention here is to focus on two areas of particular interest to the author in relation to the current context of geography in primary schools:

- supporting the use of the latest technology (not always labelled as 'geographical'), and
- developing pupils' understanding of controversial issues.

The Ofsted *Handbook for Inspecting Schools* (2015) states that in high-quality geography lessons, 'pupils are curious, interested learners who seek out and use information to develop, consolidate and deepen their own knowledge, understanding and skills [about the world]'. How might these two aspects be used to achieve those goals?

## Supporting the use of the latest technology

There has never before been such a wide range of technology easily available to support geographical learning as there is technologies. As many are not normally labelled as geography teaching resources, the busy subject leader may find it helpful to spend some time thinking creatively about where to find them and how to use them.

One of the most useful starting points is 'Webwatch' (written by Alan Parkinson), in *GA Magazine*. Below are a range of ideas Alan has described to get you thinking about how resources can be used to support the Ofsted objectives. These are a world away from the ready-prepared worksheets and handouts readily available on the internet.

'Newspapermap' (see web panel) allows you and your pupils to access newspapers from all over the world, which have been translated into English. With careful use, these could cover many aspects of the current geography National Curriculum, providing up-to-date information and ideas about our modern world. The website also provides a starting point to encourage pupil thinking about how people around the world have particular interests, concerns and views about many issues. Pupils could compare how a particular issue is seen around the world. For example, regarding changes in sea levels, pupils could compare articles on erosion of the east coast of England with ones from flood areas in Bangladesh, and discuss similarities and differences.

There has been a huge upsurge in the awareness and use of virtual reality (VR) (Figure 1) and some of your pupils may use headsets at home, probably for gaming! There are now, however, many VR websites (e.g. Google Expeditions – see web panel) available for geographical enquiries. Commercial organisations now also provide resources for use with headsets. Look up the Nescafe 360 smartphone app, which provides a virtual tour around one of their coffee plantations. For more ideas and links to these fascinating VR resources see Parkinson (2017).

David Attenborough's documentary series 'Blue Planet II' greatly increased public awareness of, and interest in, the growing volume of plastic in the world's oceans (Figure 2). A practical way to get pupils involved is to visit the Greenpeace website (see web panel) where pupils and teachers can calculate the impact of their use of plastic bottles over a year.

As you become more confident in using such resources in ways relevant to the National Curriculum, you may start to make links with other issues. An example here is to develop a discussion with pupils about the organisation that created a website and any bias or views conveyed within it.

Finally, keep a look out for other websites that are not labelled as geographical, but which provide a wonderful insight into how our world works. One example of this is Flightradar24 (see web panel). This website provides a real-time window into all the aircraft currently in flight around the globe. With a little creative thinking, you and your pupils can use it to explore many lines of geographical enquiry. You may be surprised by just how much you discover. The editors of Flightradar24 flag up important or interesting information about current flights or passengers (e.g. the tours of the Pope are always indicated) and flights



Figure 1: Virtual reality is no longer a futuristic fantasy, and has many applications to assist with geographical enquiry. Image © jamesteohart/Shutterstock.com.





**Figure 2: Heightened awareness of issues such as plastic waste can provide a starting point for links to other issues such as bias and reliability. Photo © Vaidehi Shah.**

of unique aircraft, such as the Antonov 225 (the only 8-wheeled aircraft in the world), are listed. As information is given on arrival and departure airports, the site could also lead into an exploration of controversial issues, e.g. by considering our global reliance on flying and its impact on the environment.

## Developing pupils' understanding of controversial issues

If you and your colleagues are going to plan geographical experiences that will be highly rated according to current Ofsted criteria, it is highly likely that it will not be possible to avoid discussing contemporary controversial issues with a clear geographical focus. A number of examples come to mind at the time of writing (autumn 2018), including:

- Should one nation consider building a wall to control where and how human beings may move around the planet?
- In a world where energy resources are in huge demand, should we allow 'fracking' to increase our access to oil and gas?

Thinking of differentiation, some pupils could take the latter enquiry further by considering national energy security and the UK's reliance on other nations to supply some of our energy.

As government and other sources often state that we need to build many more homes in England, consider the questions 'Where should these homes be built?' and 'Who decides on this?' The National Curriculum requires considerable use of maps and other related resources and their

associated skills. This issue would provide an excellent starting point at a range of scales to be thinking both about the local area and the nation as whole.

Hopefully, these examples will get you thinking in a creative way about including up-to-date controversial issues in your geography curriculum.

## Practicalities

There are, however, a number of practical points a geography subject leader needs to think carefully about in order to have the confidence to promote the use of controversial issues in teaching geography.

You need to be prepared for how your ideas may be met! If you do think controversial issues could be a powerful learning tool the first stage may be to list your practical and philosophical ideas and beliefs.

The second stage is to study the other curriculum and policy documents in use in your school. Read these with your 'controversial issues' glasses on and you may be surprised by the links you can make with what already occurs in school. Find out what your colleagues think by listening to chat in the staffroom – this can often be a good approach, especially when the news is discussed!

The third stage is to discuss your ideas with the head and senior leadership. Have examples ready and back them up with possible resources (found through looking creatively at new IT-based resources, as outlined above). The governing body may be involved in discussions and you will need them on side if you are going to be successful.

The fourth, staff development, stage in your role as a subject leader is now crucial.

I am sure you will already have had questions and concerns. 'How do we work with parents?', 'Is it possible it may upset local organisations (e.g. building contractors)?', 'How do we ensure that teachers' bias is avoided in their teaching strategies?', and 'How do we ensure a balanced range of teaching resources are used across the school?' are just a few examples of things to consider.

There is a wide range of online resources available to support your own learning and to provide up-to-date materials for staff development. One example is Oxfam's 'Teaching Controversial Issues' (see web panel). Eventually, controversial issues should become embedded, where relevant and powerful, within the curriculum.

The fifth, and final, stage for you is the medium- to long-term monitoring of practical examples. Encourage colleagues to keep examples, such as videos of pupil discussion, records of how types of resources are used and the learning outcomes achieved. These will also be useful in providing clear evidence to Ofsted to demonstrate how your geography curriculum provides excellent access to the wider world for your 'curious, interested learners' (Ofsted, 2015). Good luck!

## References

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- Ofsted (2015) *Handbook for Inspecting Schools in England Under Section 5 of the Education Act 2005*. Available at: [www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015) (last accessed 29/11/2018).
- Parkinson, A. (2017) 'Webwatch', *GA Magazine*, 35, pp. 32–3.



## WEB RESOURCES

Flightradar24: [www.flightradar24.com](http://www.flightradar24.com)

GA Subject Leader Section: <https://www.geography.org.uk/Geography-Subject-Leadership-in-Primary-and-Secondary-Schools>

Google Expeditions: <https://www.google.com/edu/expeditions/>

Greenpeace: <https://secure.greenpeace.org.uk/page/content/plastics-calculator-v1>

Newspapermap: [www.newspapermap.com](http://www.newspapermap.com)

Oxfam's Teaching Controversial Issues: <https://www.oxfam.org.uk/educationresources/teaching-controversial-issues>

**John Halocha is a Chartered Geographer, Primary Geography Champion and former President of the GA 2009-10.**

# THE PRIMARY GEOGRAPHY

## INTERVIEW

WENDY ATKINS (NÉE MORGAN)



Thirty years ago, Wendy became the first editor of *Primary Geography* (then *Geographer*). A consistent champion for geography in primary schools, she went on to chair the GA's primary committee, to represent the subject on the first National Curriculum Working Group, and to serve as GA President. Many readers will also know her as the co-writer of ground-breaking teaching materials on Castries, St Lucia, and Tocuaro, Mexico.

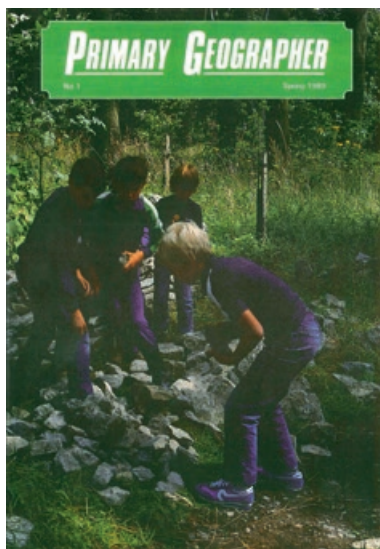
**PG was launched in 1989. You fought for, initiated and edited this, supported by your primary committee. What are your memories of this time?**

At the time, there were very few primary teacher members in the Geographical Association (GA) and this was an opportunity to reach out and help them. The first National Curriculum was about to happen, and we knew that geography was going to be included. Indeed, the GA had pushed for this. So, a group from Primary Committee and others who were interested in the primary sector met around the table and decided that a journal would be the best way of reaching teachers and profiling what else the GA could offer. I looked around the table and everyone else was very busy while I had recently retired, so I offered to become the first honorary editor.

Initially, the journal came out when we had enough material. This was not always easy as geography was often subsumed within topic work. Moreover, it was often teacher educators rather than practising teachers who wrote for it at first.



Wendy Morgan, First Editor of *Primary Geography*.



Issue 1 of *Primary Geographer* (renamed *Primary Geography* in 2011).

**Why is geography important in the primary school?**

It is just as important now as it was then that children should learn about their world: from the local to the distant, including people who are both like and unlike themselves: to learn about how people adjust to their environment and how that environment is affected by them; about issues that affect us as human beings. Issues and enquiry were very much at the heart of what we were about.

**How did you get involved with the Geographical Association?**

I wasn't a trained geographer. I did set out to be a geography graduate but was turned down because I didn't have Latin, so I wasn't able to pursue it that way.





Wendy was Editor from issue number 1 to issue number 23.

However, I was keen to teach in primary schools anyway. I made friends with a geography lecturer at the college and she encouraged me to attend a GA conference in the early 1960s, to see what the Primary Section was doing. In those days, the Primary Section comprised four men and one woman, who would meet together in the bowels of the London School of Economics. It was very much the Cinderella of the GA at that time. It proceeded from there and I became Chair after Ron Barker. Meanwhile, I became an assistant teacher in a leafy suburb of London and then head of Elmsett Primary School in Suffolk.

### What can you tell us about the first National Curriculum Working Group?

That was 1989 to 1990. What a year! We ran concurrently with the History group but were permitted no contact with them.

The group was chaired by professional diplomat Sir Leslie Fielding, and the Deputy Chair who was the President of the Country Landowner's Association. We also had Trevor Bennett (HMI), Rex Walford, Michael Storm from ILEA, Eleanor Rawling, Keith Patterson, Kay Edwards (a secondary teacher from Wales) and me. There were no primary teacher trainers involved and all the geographers were really focused on secondary level (though Trevor and Michael had some overview of primary). There was also a guiding group of civil servants.

Underlying everything were the Attainment Targets, which had already been laid down. There had to be something that showed how children had achieved these targets. This was particularly difficult for the primary sector as we'd had no experience of anything like that before. We had never looked at how children progressed in geographical

understanding from a five-year-old to a seven-year-old: our focus had been more on introducing local studies and fieldwork.

Moreover, the first six months involved total secrecy, so I couldn't talk with colleagues in the GA who could have helped me enormously, and I was rapped over the knuckles when I tried to talk to someone in the History group. We said at the time that it would take an afternoon a week to deliver the National Curriculum for geography. Most schools would find this impossible with other constraints on the timetable.

One interesting thing for me was that for the next nine years I received a proliferation of requests to speak, to write for the GA and others, often with Bill Chambers, to lead INSET in the UK and elsewhere in Europe, to teach part-time at Homerton College and so on. With Vincent Bunce of WorldAware I was involved in expeditions to St Lucia and Mexico, which led to the locality study materials for the GA. I was rewarded with some very interesting experiences.

### What do you remember about your year as President of the GA?

It was four years really, from becoming Junior Vice President, then Senior Vice President, a year as President, then a year as Past-President. As far as I am aware, I was the first primary teacher to be elected. There was a focus at my presidential conference on the Caribbean and St Lucia. Sadly, the end of my four years was clouded by Vincent Bunce's illness and premature death. One of the great things during my time with the GA was the appointment in 1993 of Fran Royle, who really lit *Primary Geographer* up in terms of its size, appearance... everything! We also battled during my four years to appoint the first Chief Executive at the GA, and succeeded in doing so. It was a demanding but ultimately rewarding experience.

#### Note

This issue of *PG* also carries a feature highlighting thirty great quotes from our *PG Interviews* – see page 30. We will be carrying interviews with *PG*'s other editors later this year as part of the 30th birthday celebrations.



#### WEB RESOURCES

For more on the history of the GA, see the chronology at:  
[www.geography.org.uk/download/GA%20Chronology.pdf](http://www.geography.org.uk/download/GA%20Chronology.pdf)  
 Read Wendy's first PG Editorial:  
[www.geography.org.uk/pg](http://www.geography.org.uk/pg)

# BUNHILL FIELDS: GRAVEYARD GEOGRAPHY

BEN BALLIN, PAULA OWENS, STEVE RAWLINSON AND TESSA WILLY

**Here, Ben, Paula, Steve and Tessa show how using the 'What, Where, When, Why, Who and How?' enquiry approach revealed a wealth of opportunities for pupils to explore an unusual environment from different perspectives.**

A change of venue for a recent *Primary Geography* Editorial Board meeting led us to 'discover' the Bunhill Fields burial ground in North London. A mini-field trip to this intriguing site showed how burial sites and graveyards have the potential to become a rich source for an investigation. Our article shows these sites offer many connections from which to develop an enriched curriculum (you can download a presentation – see web panel).

## Bunhill Fields

### What?

The name 'Bunhill' derives from the term 'bone hill' (see web panel). When St Paul's Charnel House in central London was demolished in 1549, over 1000 cartloads of bones were transported and deposited on what was then moor, and the mound was capped with soil. The resulting hill – rising above the surrounding fenlands – even boasted three windmills. It is estimated that 123,000 interments took place at Bunhill over the years, but just 2333 monuments (mostly plain headstones) now remain (see web panel).

### Where?

The location of Bunhill indicates the need to find a suitable burial ground away from the growing city. Today, it is a haven of peace and tranquillity: a small (1.6ha) garden of green in what is now an otherwise bustling area. The site is now listed as a Grade I entry on the National Register of Parks and Gardens.

### When?

The burial field probably dates from Saxon times, but it was used mainly from the mid-16th century until its closure to further interments in 1860. The earliest inscription on one of the remaining monuments is dated 1666. Bunhill's significance as a green space was recognised in 1865

with the formation of the Bunhill Fields Preservation Committee. Today, the site is maintained by the City of London as a 'managed public open space' and has a visitor centre (see web panel).

### Why?

The significance of the burial ground lies both in the continuity of links with the former residents of London and the recreational and conservation opportunities it now offers. There are around 130 trees in the site, supporting a wide variety of flora and fauna, and its value as a green space for communities was recognised in 2009 when Bunhill Fields received its first Green Flag Award.



**Bunhill is home to around 130 trees. Photo © Laurence Arnold.**

Our emotional reaction to graveyards and burial grounds make them worthy of further investigation. Some people make a 'pilgrimage' to Bunhill to view the monuments of significant people (see below), while others simply enjoy listening to the birdsong and feeding the squirrels, so the area serves many varied purposes.

### Who?

Bunhill Fields has a history of Nonconformist association. It is the resting place of a number of prominent people, including William Blake (1757–1827, poet, painter and printmaker), John Bunyan (1628–88, author of *Pilgrim's Progress*), Daniel Defoe (1660–1731, author of *Robinson Crusoe*) and Susanna Wesley (1669–1742, mother of the founders of Methodism, John and Charles Wesley).

### How?

In graveyard geography, the connections with science, history and art are clear, but others are equally worth pursuing. Looking at the design of monuments, how the area is managed, what facilities are provided and how the dead are respected can take the inquisitive child into other significant areas of learning. These can include creating meaningful links with SMSC on emotional issues around the cycle of life and death. Below, we offer some thoughts on using sites like Bunhill as a learning resource.

## A 'Bunstorm'

The enquiry questions shown on page 17 are specific to Bunhill, but they can be adapted for use in any similar location, allowing pupils to explore different faiths and belief systems and enabling them to make comparisons between people and places.

Burial sites and graveyards can give rise to some difficult questions, but studying such sites can offer pupils an effective way to address these questions.

## References

Macfarlane, R., and Morris, J (2017) *The Lost Words: A spell book*. London: Hamish Hamilton.



## WEB RESOURCES

Download the Bunhill presentation: [www.geography.org.uk/pg](http://www.geography.org.uk/pg)  
Bunhill Fields Visitor Information: <https://www.cityoflondon.gov.uk/things-to-do/green-spaces/city-gardens/visitor-information/Pages/Bunhill-Fields.aspx>  
Bunhill Fields on Wikipedia: [https://en.wikipedia.org/wiki/Bunhill\\_Fields](https://en.wikipedia.org/wiki/Bunhill_Fields)  
The Hill of Bones: The Story of Bunhill Fields: <https://flickeringlamps.com/2014/06/25/the-hill-of-bones-the-story-of-bunhill-fields/>  
William Blake headstone article: <https://www.theguardian.com/culture/2018/aug/11/how-amateur-sleuths-finally-tracked-down-burial-place-william-blake>

**Ben Ballin, Paula Owens, Steve Rawlinson and Tessa Willy are all members of the Primary Geography Editorial Board.**



## Geography

**Seasonal change:** What is this place like at different times of year or day? What does the site tell us about patterns of death, decay, transformation and renewal?

**People:** Whose space is this? Does it belong to the dead/the living/its managers/nature? Who are the authorities here?

**Land use:** How is the land used (e.g. leisure, feeding animals, other uses in the past)? Use maps to locate cemeteries and graveyards in your area: if you were a planner, where would you put them? Why? In what ways can we map the graveyard (e.g. to show emotions, sounds, locations, land use)? Can you show the changing nature of the area around the graveyard using tools like Digimap?



## History

**Change:** Can we create a timeline for Bunhill using the dates on gravestones as clues?

**Settlement:** Why put the graveyard here? How is the history unique to this location? How has the area around it changed over time?

**Perceptions:** How have peoples' feelings about dying, death and burial changed over time? What can this tell us about what it was like to live at a particular time in history?



## Science

**Geology:** What different types of rock have been used for the headstones? Why do some wear better than others? Which are more attractive?

**Habitats and environment:** What different types of trees are there? What do people mean when they say that sites like this form an 'urban lung'? Why is that so important? How do trees such as London Plane benefit the environment? What words describe this environment?



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## RE

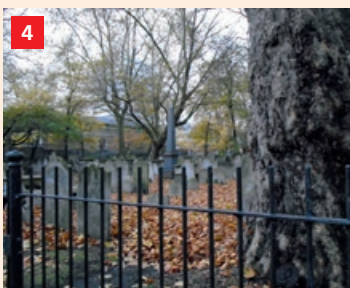
**Belief systems:** Think about the geography of places of religious or spiritual significance. Why do some graves face East? Which death/burial traditions are observed by different beliefs? Why were Nonconformists buried at Bunhill rather than in nearby churches? Why do people visit the graves of well-known people? How do different religions deal with dying?



## PSHE/SMSC

**Emotional geography:**

How does the burial ground make you feel? Why does this differ from area to area within the same site? What are the long-term benefits of burial grounds and graveyards? Who do people's bodies belong to (e.g. study the patriarchal lists on tombstones)? What alternatives are there to burials in a graveyard (e.g. burial in woodlands, cremation)? Will graveyards be needed in the future? If not, what alternatives might we use?



## English

**Writing:** How can we use poetry and place descriptions to capture the sounds and senses that make up the essence of a graveyard?

**Reading:** What messages, epitaphs or poems do people inscribe onto graves? If any famous people are buried here, what can we find out about them?

**Comprehension:** How have the actual words on the headstones changed over time? If there are any words you don't understand, can you think about what they might mean? Why has our vocabulary changed over time? Why are some words such as 'acorn' and 'conker' (Macfarlane and Morris, 2017) disappearing from dictionaries?



# LEADING QUALITY LEARNING

NAOMI WAGNER, PAUL SPEAR AND JON CANNELL

Leadership is vital in ensuring that quality geography happens across a school. Here Naomi, Paul and Jon offer three perspectives on the role of the Primary Geography Quality Mark in ensuring learning is well-led.

## The PGQM's impact on teaching and learning – Naomi Wagner

At South Farnham School, the process of applying for the Primary Geography Quality Mark (PGQM – see web panel) has provided the impetus for reviewing and subsequently reinvigorating our learning and teaching of geography. As a direct consequence, we now share a more effective and creative interpretation of what being a young geographer in the 21st century means for our pupils because, like their teachers, 'they are all geographers because they live in the world' (Martin, 2006).

Geography is seen as an exciting area within our curriculum, in which pupils learn how to apply skills and processes and to find, organise, analyse and critique the information they have researched. The initial audit checklist for the Quality Mark highlighted that, while we taught geography every week, we needed to review whether pupils were being challenged to think critically across year groups. As Fisher (1990) notes, 'The critical thinker needs to have knowledge about himself [sic] as well as an understanding of others'.

The school already has a high level of medium-term planning, which identifies questions that encourage pupils to investigate topics purposefully. For example, how do volcanoes affect the lives of people living close by? However, we realised the need to talk about geography more often. We recognised that the word 'geography' does not feature in day-to-day activities or conversation. (When was the last time you heard or used the word 'geography' outside of a lesson?) To support this, we started to look at news items around the world such as weather patterns, the impact of tornadoes in Washington, and interesting journeys (such as the first freight train to China). We discovered that pupils were interested in demonstrating not only their knowledge of different countries, but also their experiences of travel. The pupils recognise that they live in a changing world and ask why this change is happening.



Figure 1: After investigating the global issue of plastic waste, pupils as young as eight were able to justify the need to care for our planet to a whole-school audience.

Having recently completed a Global Learning course, we recognised the need to develop our 'local' understanding to a 'global' scale. We wanted to encourage the view that pupils' impact on their local environment has an impact on the world. The BBC's Blue Planet series inspired one class to reconsider our whole-school approach to plastic waste (Figure 1). They opened their assembly with the fact that 'More than 8 million tonnes of plastic reach the sea every year. There will be more plastic than fish in the sea by 2050, and 99 per cent of the planet's seabirds will have eaten some (see photo). Humans are already eating plastic from the sea' (see web panel). Pupils as young as eight were justifying the need to care for our planet to a whole-school audience, rising to a global challenge but wishing to contribute in a local way.

I would recommend applying for the PGQM to any school because it encourages reflective professional practice. It enables a school to both identify what it does effectively and to recognise areas of development, which in turn improves the geography provision we make for our pupils going forward.



## Our PGQM journey – Paul Spear

*'The Primary Geography Quality Mark? Why do I want to do this?' I thought to myself in 2010, when the Head suggested it. I was already leading history and the creative curriculum in my school and saw myself as more of a history expert.*

*Nevertheless, I knew that we needed to have a vision for geography and was very interested in further exploring and embedding the creative approaches that our science co-ordinator had been championing. This involved the use of TASC (Wallace et al., 2012) to organise children's enquiries (Figure 2), using a deep structure for learning.*

*It is key to get Senior Leadership Team support. Fortunately, my Head is very supportive about using creative approaches. We recognise that creativity lights fires in teachers and pupils alike. After spending time in staff meetings and on CPD, staff are keen to adopt creative and enquiry-based approaches.*

*As the months passed, I continued to promote and share practice around creativity, but was unclear on how far my vision was satisfying the*

*strands in the Primary Geography Quality Mark; then Paula Owens paid a visit and I read some of her work (e.g. Scoffham and Owens, 2017). Paula highlighted that hard geographical concepts were missing; she sent me back to speak to colleagues so that we could more closely match our learning to such concepts. As a subject leader, I have learned how important it is to make time to see what colleagues are covering and how they are covering it.*

*Most people just want help and advice. We now carefully link our learning to attainment targets, but have not let the creativity go. We have continued to nurture staff engagement and development through peer observation. We have begun to develop our own deep structure to foster creativity through a 'mastery' approach to the curriculum.*

*Looking back at my original question, what would I say in hindsight? I would highlight how geography now has a high profile in our school. There is no doubt this is due to the PGQM: it made me build a vision for geography. As a result, our pupils like the subject area – as one commented:*

*'I like geography... because it helps us understand our world and what is in it by investigating the effects of us and others. When doing creativity, we use all of our abilities, like empathy.'*

*We have travelled a long way on the geography road. Along the way, I have gained enough confidence to lead training at another school (something I never would have dreamt of eight years ago). We now run a Geographical Association Branch from our school, lead a series of training sessions on the Global Learning Programme, and I am mentoring two other schools through the Quality Mark process. I can honestly say the PGQM has led to some of the most positive experiences in my career.*

*Our Head teacher summed up the value of the PGQM: 'The Geography Mark is an incredibly useful learning and strategic guide. It offers teachers and leaders time to challenge and reflect upon their practice, and how to drive it forward in a way that is meaningful and has impact on pupil outcomes and experiences'.*



Figure 2: The pupils used the TASC wheel to organise their enquiries. Photo © Our Ladys CP School.

## The PQGM process – Jon Cannell

The PQGM is designed to be a rigorous process, to improve standards of geographical learning. It supports schools to deliver a geography curriculum that impacts on pupils' knowledge, skills, values and attitudes; encouraging schools to ask: 'What is geography like in our school?', 'How do we know?' and 'What can we do to improve standards?'

The best applications are well organised and succinct, exemplifying accurate and explicit geographical learning within and beyond geography lessons. Successful schools take their time to carefully select the most representative evidence, conveying to the National Moderation Team that the school knows how to make geography engaging, impactful and progressive. The most powerful evidence is purposefully annotated examples of pupil learning. Be it pupils' written, visual or digital thoughts, actions and outcomes, the moderating team can clearly identify the impact of the school's approaches to pedagogy, assessment, fieldwork and subject development on pupil engagement and performance.

The most frequently asked question among the moderators during assessment is 'Where is the geography?' Schools are encouraged to include learning that goes beyond discrete geography teaching in support of their application, these can include cross-curricular themes, after school clubs and key events across the school calendar. However, when the learning is fundamentally scientific, cultural, historical, trips-focused, environmental or charitable, there can be a distinct lack of geographical context offered by schools, with no clear geographical pupil outcomes. Figure 3 sets out how some common school activities can deliver strong geographical learning outcomes.

The final consideration that should be made when studying and comparing different locations is scale. Africa, for example, is often portrayed in the media as a homogenous 'country' rather than a continent with a rich diversity of countries, landscapes, vegetation types and cultures. At three times the size of the USA (and 125 times that of the UK), comparisons are often better made at regional or country level.

Fieldtrips	Country/region study	Theme Days	Eco/Gardening club	Forest School
Are the pupils involved in the planning: generating enquiry questions, devising a route etc.?	Is pupil-led enquiry happening, where pupils ask: why, who, what if...?	Are cultural aspects explored for their geographical origins e.g. diet and food linked to climate and landscape?	Are pupils encouraged to ask why and how natural resources are precious?	Can forest school activities be mapped? For example, plotting, following and mapping routes.
Are the pupils using maps and other tools to collect geographical data on the field trip?	Are maps and aerial photos of the areas studied and features interpreted? Land use and settlement patterns considered?	Is there opportunity to discuss the origins of art/dance/music being rooted in the sounds, sights and movement of the natural biomes present?	Are 'plant to plate' journeys or food miles investigated?	Are learners involved in risk management?
Do the pupils create and complete risk assessments: maybe with a virtual trip first?	Are everyday human routines and practices studied? Is there the opportunity to challenge stereotypes?	How are the people/places/themes compared to the home locality?	Is there a focus on nature and wildlife? Biodiversity and map work linked to this?	Can any of the learning cover geographical themes such as seasons, weather, water cycle, land use and biomes?
Are pupils designing and carrying out surveys, e.g. land use, traffic, questionnaires?	Is time allowed for research into how and why change has/is occurring?	What is the follow-up work? How does the visit or theme day support the geography being taught?	Are soil types, local geology, micro-climate and the water cycle being studied?	Do different habitats lend themselves to different activities? Why? Does this change over time?
Are pupils able to take measurements and record observations, including digitally?	Do pupils investigate the weather or climate and compare information with 'home'?	Is there a link to map work?	Is a garden planting plan (map) being used?	Are emotional responses to place explored and given geographical relevance?

Figure 3: A sample of common school activities that can deliver strong geographical learning outcomes.

## Bibliography

- Fisher, R. (1990) *Teaching Children to Think*. London: Nelson Thornes.  
 Martin, F. (2006) *Teaching Geography in Primary Schools*. Cambridge: Chris Kington Publishing.  
 Scoffham, S. and Owens, P. (2017) *Teaching Primary Geography*. London: Bloomsbury.  
 Wallace, B., Bernardelli, A. and Molyneux, C. (2012) 'TASC: Thinking Actively in a Social Context', *Gifted Education International*, 28, 1, pp. 58-83.



## WEB RESOURCES

Plastic waste: [www.independent.co.uk/environment/david-attenborough-plastic-ocean-sea-blue-planet-pollution-microplastic-a8001641.html](http://www.independent.co.uk/environment/david-attenborough-plastic-ocean-sea-blue-planet-pollution-microplastic-a8001641.html)  
 PQGM: <https://www.geography.org.uk/The-Primary-Geography-Quality-Mark-PQGM>

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# LEADING FIELDWORK

RICHARD HATWOOD

**In this article, Richard considers the benefits of fieldwork and outlines how risk can be managed through using pupil voice.**

Often, fieldwork is seen as a challenge for those teachers who may not have formally studied geography beyond school themselves. Managing the associated risks and ensuring progression in fieldwork skills can be two of the main challenges. Guidance from the Department for Education (2014) on managing risks notes that, 'Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them'. These challenges can be overcome when a whole-school approach is taken – especially one that involves utilising pupil voice.

Fieldwork is an essential element of high-quality geography teaching and learning. Taking the pupils out into the environment and letting them collect and analyse their own data adds depth to their work. This, in turn, helps to increase their engagement in the subject and embeds underlying skills necessary to the study of geography, as pupils move through primary into secondary schools.

When planning the development of fieldwork, start with the school grounds. This is an environment both pupils and staff are familiar with and, as a result, they can focus on developing skills and reinforcing their understanding of this environment. As pupils gain confidence in using equipment, collecting and handling data, and working with each other, they will be more at ease when they move into the local (and potentially more hazardous) environment beyond the school. In addition, fieldwork can include visits to outdoor education centres and take place during other extra-curricular activities in a variety of environments. In order to plan progressive fieldwork, it is imperative to draw on all of the staff's experience. Work together to consider:

- how to bring high-quality fieldwork into learning and ensure that the whole school engages with it,
- where to build fieldwork into current planning and embed it as a regular occurrence (rather than an 'add on'), and
- what additional equipment will be required and how you can purchase it in the most cost-effective way.



**Fieldwork is a vital component of geography and the benefits pupils can gain from well-managed fieldwork make all the planning worth it for pupils and staff alike.**  
Photo © Timelyn/Shutterstock.com.

Managing risks during fieldwork can be an area of concern for some teachers. When planning fieldwork, it is essential to allow ample time for the pupils to develop their understanding of risk and the associated methods to reduce it. This approach will also aid their understanding of risk as pupils move up through the school.

It is difficult to remove every risk, and we would be doing pupils more harm by attempting to do so. However, by educating and helping pupils to navigate risk successfully teachers help develop not just fieldwork skills, but also life skills. Explore fieldwork risks through card sorting, diamond ranking and photo-based activities for younger pupils. Older pupils can access online media, build risk tables and calculate risk factors. These approaches give rise to whole-class discussions in which pupils are involved in outlining what they will/will not do, and when. They also allow the teacher to integrate the pupils' voice during work in the field.

Fieldwork is a vital component of geography. Integrating the pupil voice in planning and implementing fieldwork and associated risk enables them to develop skills. Taking them to places beyond the classroom also provides opportunities for pupils from all backgrounds to explore different environments and develop as responsible citizens.

## Reference

Department for Education (2018) *DfE Advice Template*. Available at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335111/DfE\\_Health\\_and\\_Safety\\_Advice\\_06\\_02\\_14.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf) (last accessed 1/10/2018).

## WEB RESOURCES

GA fieldwork information:  
[www.geography.org.uk/Geography-fieldwork](http://www.geography.org.uk/Geography-fieldwork)

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# SO, YOU WANT TO BE A GEOGRAPHY CO-ORDINATOR?

KATE THURSTON

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## Here, Kate offers thoughts and advice for those taking on the role of geography co-ordinator.

I have wanted to be a geography co-ordinator ever since I left my home village in Norfolk and took the long journey to the Isle of Raasay with my A level geography group. There, I truly started to understand the importance of both physical and human geography. Since then, I have been lucky enough to hold the role in several schools around the country, and currently in Shropshire at Oxon CE Primary School.

So, what do you need to be a great geography co-ordinator? When I began jotting-down what had worked for me, I soon realised that many elements make for good co-ordination, none of which require a PhD in geography. As my list grew, it became clear I was going to need the support of my local geography network colleagues to prioritise these elements.

Every school is distinctive and at a different point in its development of geography. What follows are some of the elements you should consider when taking on the role. There are of course many more. Although I do not claim to be an expert, I teach at a school packed with enthusiastic and hard-working staff, who greatly value the contribution geography makes to our broad and exciting curriculum. They are willing to give things a go, with just a little persuasion here and there!

## Being positive, making it visible

My main role is to be positive about geography and the world around us, and to be willing to fight for its place in the curriculum. With so many pressures on time, my role has been about helping colleagues to spot the cross-curricular links that benefit more than one subject: 'this is how my subject fits with your subject' – all the while, ensuring that good progress in geography does not get lost.

At Oxon we teach geography as a discrete subject, but I also ensure that my colleagues highlight the geography throughout their teaching. From when

pupils start school and learn to navigate their way around the building; through looking at maps whenever they are on a visit; to having atlases and globes readily available for pupils to look at where a story is set or a pupil has been on holiday. This is all valuable geography that teachers should point out to their pupils.

## Know colleagues: offer challenge and support

To ensure all the staff are on-board it is essential that you are approachable and have a good understanding of your colleagues' strengths. Make them stronger still by finding ways to make geography teaching enjoyable and rewarding. Embrace change too: be willing to drive change and add challenge by asking 'So what...?' and 'What next?'. Where teachers feel less confident about the subject, your role is to ensure they become confident by supporting them. After all, the pupils deserve the very best.

## Have a school vision for geography

The best co-ordinator, in my experience, has vision: a map for the direction of geography in school. This includes all aspects of school improvement, underpinned by knowledge both of the local area and of what is relevant to the pupils in the school environment as well as further afield. The National Curriculum provides us with the foundation, but in our school, for example, it has been important to make use of the origins of some pupils' families and our link with a school in Kenya (established through the British Council and the Global Learning Programme – see web panel). Our 'vision map' requires us to review what we are delivering, why, and whether it remains fresh, current and engaging.

## Network and seek advice

As a subject co-ordinator you might (wrongly) think you are alone in this task. You are not, and it is vital to look beyond the walls of your school to network with other co-ordinators and make the most of organisations like the Geographical Association (see web panel) for support and ideas.

One of the most valuable resources I have used in moving my school forward is this journal. When a new edition of *Primary Geography* arrives, I share articles with the relevant year groups and we discuss how we can change our current delivery to take account of the material. It is a great morale-boost, too, when we find something we already do being shared as good practice.

Consider how closely linked geography is to subjects such as science and global learning. Recently, I spent a valuable few hours reviewing geography planning with our global learning lead and looking for resources to enhance our current provision. By adding texts and web links we revitalised geography planning and made some of our global learning more explicit, giving staff exciting new ideas. Remember that teachers like to learn too.

## Get outside... and invite people in

So, you want to co-ordinate geography? Well go outside! No advice on geography is complete without emphasising the importance of hands-on learning, preferably outside the classroom (Figure 1). It is vital for a co-ordinator to be up-to-speed on what the local area can offer as well as what the current local issues are.

In my experience, working with organisations like the National Trust or the local museum service to tailor visits to our specific needs have provided the best learning opportunities and, therefore, value for money. Support colleagues in maximising cross-curricular links during fieldwork and ensure there is clear progression in geography skills.

Another useful – and free – resource for co-ordinators is parents and school governors. Inviting visitors into our school to talk about, for example, their country of origin or their employment skills has provided many valuable learning opportunities for our pupils. In addition, during our annual Arts Week we study different countries around the world and encourage parents to get involved in running cooking or sewing sessions. Although the main focus is on art, there is a huge geographical element.

A project to improve our school grounds involved school staff, pupils, the school council, the PTA and Governors. Together we mapped the areas for play equipment, sculpture (Figure 2) or quiet seating.





Figure 1: Pupils enjoying a hands-on investigation of rivers at Cardingmill Valley. Photo © Kate Thurston.



Figure 2: Plans to improve the school grounds included making and siting willow sculptures. Photo © Kate Thurston.

Many geographical skills were used to ensure success – especially in the production of maps to help us decide where new trees should be planted. This demonstrated to pupils that geography is part of everyday life, which gives rise to further discussion and learning.

## Resources and special days

So, you want to be a co-ordinator? Then make the most of special events, e.g. 'Recycle Week' or 'World Environment Day'. In my experience, the free resources provided can trigger excellent geography. The fresh and current material can also help you create engaging cross-curricular experiences.

In 2018, for our World Environment Day we looked at the plastic problem – something we wanted to make our pupils more aware of. We mapped floating plastic islands across the globe, and looking at the plastic problem in our local area led to a range of learning opportunities. These included writing to our local MP (Figure 3) and creating hanging baskets from re-used plastic bottles.

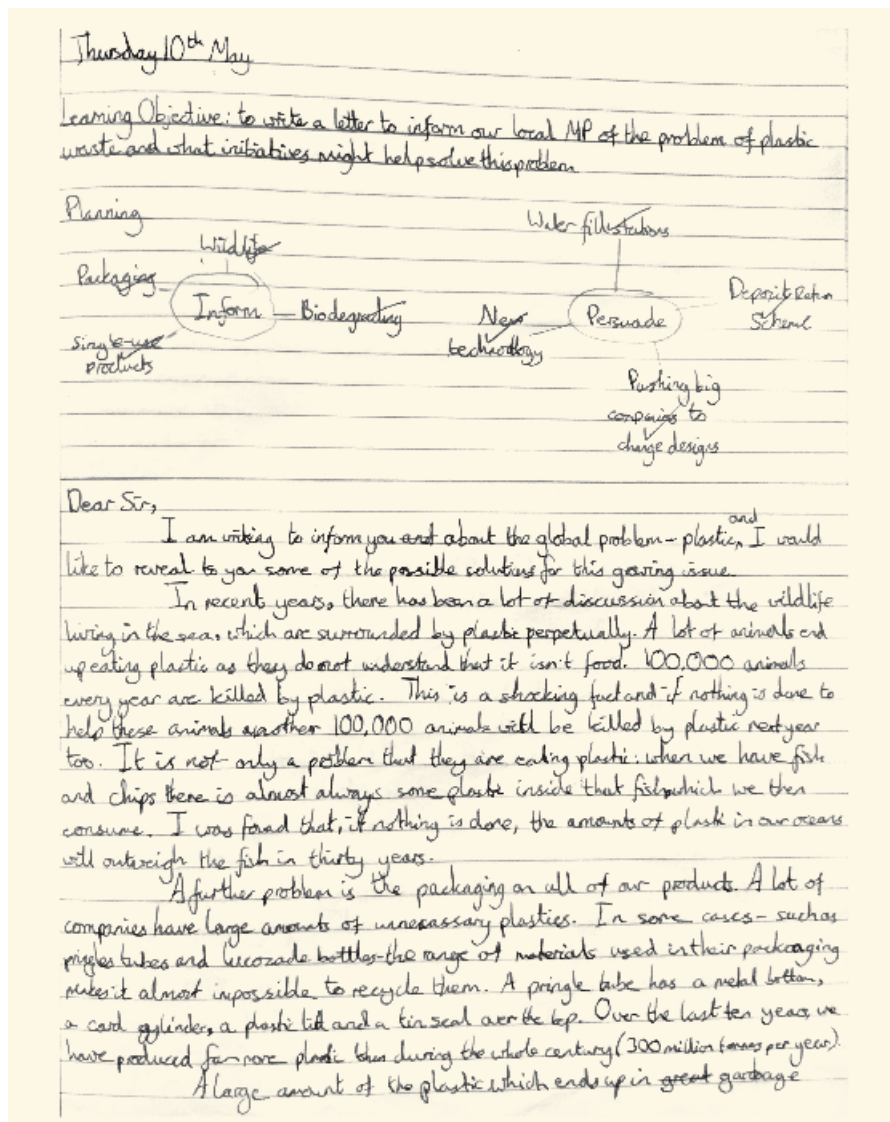


Figure 3: for our World Environment Day we looked at the plastic problem, culminating in writing to our local MP.

As a co-ordinator, it is important to take the time to look at the wealth of free materials available on the internet, finding those that will be of use to your school. Resourcing does not have to be costly: BBC Newsround and First News provide news that is appropriate for primary pupils – all of which is, of course, excellent geography. Despite curriculum changes, 'Geography in the News' remains an important element in our school; here my co-ordinator role is to support colleagues in ensuring that our pupils get a national and international diet of current news.

## Lead by example

The best co-ordinators lead by example and take advantage of all the opportunities that come their way. In 2013, I took the opportunity to teach in Kenya as part of our link with the British Council. This has proved an incredible resource: no buying of photo packs that are out of date before they can be used in the classroom. I now have a 'WhatsApp' link to everyday life in our partner school, Kamukuywa, which our pupils feel a real connection with.

We view their sports day, exam result day, weather conditions, classrooms, uniforms, curriculum and – even better – they see our school's too. We have welcomed teachers from Kamukuywa to Oxon and are learning from each other as our partnership continues. What better resource could there be? It certainly keeps me excited about the power of geography.

So, you want to be a geography co-ordinator? Go on, you will love it!

## WEB RESOURCES

Geographical Association:  
[www.geography.org.uk](http://www.geography.org.uk)  
 Recycle Week: <https://recyclenow.com/recycle-week-2018>  
 World Environment Day:  
<http://worldenvironmentday.global>

Kate Thurston is Geography Co-ordinator at Oxon CE Primary School, Shrewsbury, Shropshire. Thanks to Shropshire Primary Geography Network for advice and support.

# BEING BOLD

HELEN MARTIN

**In this article, Helen describes how pupils in her federation of schools shaped their own curriculum to create an inspirational plastic-free performance.**

## Pupil choice

Imagine walking into an Early Years classroom and observing the range of experiences provided there: the delight in the pupils' concoctions in the mud kitchen; a play based around one pupil's weekend experiences; and pupils creating a ship with a pointed end so it can get through the waves more quickly. Our pupils flourish under these open-ended, pupil-centred opportunities both inside and outside at Graffham Infant School and enjoy their rich diversity of play. The pupils commit themselves to projects on every level, gathering their friends around to inspire each other.

Two years ago, we decided to continue this curriculum offer across the whole of our federation of two village schools and into Duncton Junior School too. Our aim was: 'to remember what can allow pupils to be curious and to master the subject they are working on, making links that are useful and appropriate to them, and to produce high-quality outcomes that they enjoy sharing with peers and adults alike'.

Our skilled teachers, under the guidance of the Deputy, Lucy Whiffin, have experimented with bringing pupil choice yet further into this learning about the theme of 'Plastic-free'. During this topic the pupils are free to choose the way they want to show their learning. For example, the best way to persuade local supermarkets to consider use of single use plastic, or which DT project to complete out of re-used materials, creating stunning art work from newspapers, and creating a World Tabla Music composition about a place that is clean and plastic-free.

Amanda Spielman, HMI, welcomes schools that: 'have a vibrant enthusiasm for revitalising the debate about the curriculum. However, at the very heart of education sits the vast accumulated wealth of human knowledge and what we choose to impart to the next generation: the curriculum' (see web panel).

And we do debate: we do not stand still on changes to our curriculum. We mull over our curriculum until it is right for each year group and ensure that it is not the same as was previously taught.

The coverage may remain the same – our statutory duty – but it is the way it is delivered, where it is taught and by whom that expands our offer. As Peter Humphries (Ofsted's senior HMI for schools in the West Midlands region) noted: 'Please be assured that if you are bold and courageous to adapt your curriculum and do exciting things you will get credit for it... Ofsted's new inspection framework in 2019 will bring with it a clear focus on the curriculum and will reward schools for being "bold and courageous"' (see web panel).

We have taken up the challenge to be 'bold' and handed the curriculum over to the pupils. Rigorous planning underpins this strategy, together with our data tracking, which identifies those pupils who may need extra inspiration in their learning to improve their overall outcomes.

## Our Plastic-free initiative and summer performance

The 'Plastic-free' theme has truly enlivened the pupils' geographical spirits and turned them into environmental campaigners. Officially, we may lead the subject, but the pupils are inspired to find their voices through geography and plastic had been on all our minds for some time.

Geography has a large part to play in each performance: links with India inspired our first performance four years ago. On a teacher-visit to Southern India, we Skyped demonstrations of the dances that teachers from our link school near Bangalore had taught us. This inspired us to continue with a performance each summer.

Here, the Geographical Association Strategic Plan reminds us to 'appreciate the rich opportunities for learning offered by geography and its role in promoting personal and intellectual development for young people' (see web panel).

The summer performance takes place on the school field, overlooking the South Downs, so this incredible backdrop forms part of the experience – we appreciate the place that makes the schools so unique. This year the performance included a new and exciting challenge: one of our parents (who is a film-maker and editor) supported and led the pupils in making short films on their views and concerns about plastic in the environment. We allowed the pupils to encapsulate their environmental concerns into everything they did, empowering them to take ownership of what is a global issue, but on the small scale of the federation of schools.

## Getting the community involved

The 'Plastic-free' themed performance wove dance, music, art, debate and poetry around the skilfully created films (Figure 1). Each film and dance connected with the hard-hitting theme. For example, year 6 pupils had recently visited the Houses of Parliament, then came back to script and spend a day filming their own version of a parliamentary debate on single-use plastic. They used Parliament's systems for voting – and copied the arguing and shouting across the 'House'.



**Figure 1: The Plastic-free themed performance wove dance, music, art, debate and poetry around the skilfully created films. Photo © Helen Martin.**



Beautiful artwork was incorporated into the performance, including a stunning year 3/4 plastic seahorse (Figure 2), Georgia O’Keeffe flowers (Figure 3) from year 6 and jellyfish umbrellas from the infants. One display in school shows the differences in lifestyles between those that care for the environment and those that do not. This theme was highlighted in their film where pupils wore masks to show the processing of waste.

The PTA developed the theme by providing food and drinks throughout the performances, using only recyclable or reusable cups and plates: parents were asked to bring their own picnic plates to use throughout the evening. The festival atmosphere continued into the evening, long after the films and dances were over.

The film scripts came from the pupils’ geographical knowledge and motivation around the subject of ‘plastic-free’. As a federation, middle leadership is a challenge, so we share subject leadership. In geography, the theme was shared across everyone in the school. While the subject leader monitored and developed the subject, the actions and improvements came from within the school itself – through debate and discussion, as mentioned above.

## Starting local and using the global to inspire us

The BBC’s exhilarating and thought-provoking documentary series Blue Planet II (see web panel) had a more profound effect on our pupils than anyone might have imagined. Using geographical questioning supported pupils in their concerns and helped their understanding that, even at a young age, their small actions can make a big difference to the environment longer term.

In our schools, experiential learning is led by the pupils’ curiosity. The pupils spend time at Forest School learning to love their environment. They make incredible feasts in their junior maths mud kitchen, learn to negotiate about the best use of the sticks, nettles and recyclables, develop their own spirituality with mindfulness in their collective worship, and write poetry sitting beside the beautiful River Rother. Through these experiences, pupils come to care more about the environment and inspire others to change. As Sir David Attenborough says: ‘No one will protect what they don’t care about, and no one will care about what they have never experienced’.

## Acknowledgement

With thanks to Craig Slattery, our amazing film-maker, and to all of the inspirational pupils, teachers and parents at Graffham and Duncton Schools.



Figure 2: The Y3/4 plastic waste seahorse is a stunning example of the incredible artwork inspired by the project. Photo © Helen Martin.



Figure 3: Year 6 artwork was inspired by the work of Georgia O’Keeffe. Photo © Helen Martin.

## WEB RESOURCES

Sir David Attenborough on the BBC: <https://www.bbc.co.uk/programmes/p04tjbtx>  
 Geographical Association: <https://www.geography.org.uk/About-the-GA>  
 HMCI: <https://www.gov.uk/government/speeches/hmcis-commentary-october-2017>  
 Ofsted: <http://www.sec-ed.co.uk/news/be-bold-and-courageous-with-your-curriculum-ofsted-urges/>

Helen Martin is Head teacher in the Federation of Graffham CE Infant and Duncton CE Junior Schools in West Sussex. Helen is also a member of the GA’s Early Years and Primary Phase Committee.

# THE DILEMMA OF RED NOSE DAY

TRACY EDWARDS

## Can activities based around Red Nose Day help or undermine pupils with special educational needs and disabilities to 'read their world'? Tracy reflects on her experiences at a London Special School.

In his writings on 'critical literacy', the Brazilian educationalist Paulo Freire (1970) made a distinction between 'reading the word' and 'reading the world'. This distinction is useful when planning inclusive global learning experiences for pupils with Special Educational Needs and Disabilities (SEND) (see web panel). It suggests an entitlement, for all learners, to opportunities to develop greater awareness of what is going on around them. In the context of the current UK SEND Code of Practice, this can be supported by the 'aspirational outcomes' within an Education, Health and Care plan (EHC), which classroom teachers play a role in delivering.

Learning around the topic of 'Comic Relief' can represent an effective way of supporting pupils with SEND to 'read their world'. At the all-age special school where I work (Swiss Cottage in London – see web panel), Red Nose Day has enabled pupils with complex learning difficulties and disabilities to start to make sense of all the associated hype, which they are likely to have encountered on advertising hoardings

in their locality and on television at home. It has also supported personal learning intentions around active participation, linked to those 'aspirational outcomes' within EHC Plans.

However, in my experience, Red Nose Day celebrations in schools can easily slip into being anything but 'education'. Rather than challenge stereotypical representations of people in need, for example, it can perpetuate them; rather than facilitate pupil reflection on global poverty, it can shut dialogues down. Fundraising activities for Red Nose Day I have encountered have not always necessarily offered pupils a challenge. At their worst, such events can regress into activities whereby pupils (in both special and mainstream schools) simply 'colour-in' posters whose content they do not understand.

Therefore, it is important that in planning for Red Nose Day for pupils with SEND we personalise work around the 'aspirational outcomes' and/or individual needs of each learner. At Swiss Cottage, the different activities developed for Red Nose Day represent the diversity of our population and the different priority learning intentions for different pupils in our school.

### Pen-portraits

Here, I outline what learning around Red Nose Day might look like for three distinct Year 5 learners. These pen-portraits derive from the experience of schools within our School Alliance. (All names have been changed.)

### Johnson

Johnson has a diagnosis of autism and moderate learning difficulties. He transitioned from a local mainstream primary school at the end of year 2, following a series of exclusions for 'disruptive behaviour'. Johnson is working at around age-related expectations for numeracy. Although he is able to read, he has difficulties with written and spoken expression, often relying on a limited bank of stock phrases from Disney films to communicate. In school, Johnson likes to 'play pranks' on other learners, which often imitate those he sees in cartoons. Rather than find them 'funny', he laughs out of a sense that 'this is what I need to do for people to like me'.

As part of Red Nose Day, Johnson was presented with a range of images to produce his own personal story book on what 'is' and 'is not' funny. Some of these images were from his immediate experience of his classmates in school. Other images represented children around the world and some of the causes being supported by Red Nose Day. In a small group with other learners, he worked with a teaching assistant to discuss how something that is sad cannot also be funny. He reflected on incidents that happened in the playground and within his classroom, and on how the children in the images taken in sub-Saharan Africa might be negotiating similar difficulties.

Johnson was then given a 'graphic organiser' to organise his thoughts about Red Nose Day, before writing about it.



The different activities developed for Red Nose Day represent the diversity of our population and the different priority learning intentions for different pupils. Photo © urbanbuzz/Shutterstock.com.



In doing this, he was able to connect the local and the global through comments such as ‘the boy and girl [in the picture] need to write in full sentences too’.

## Marta

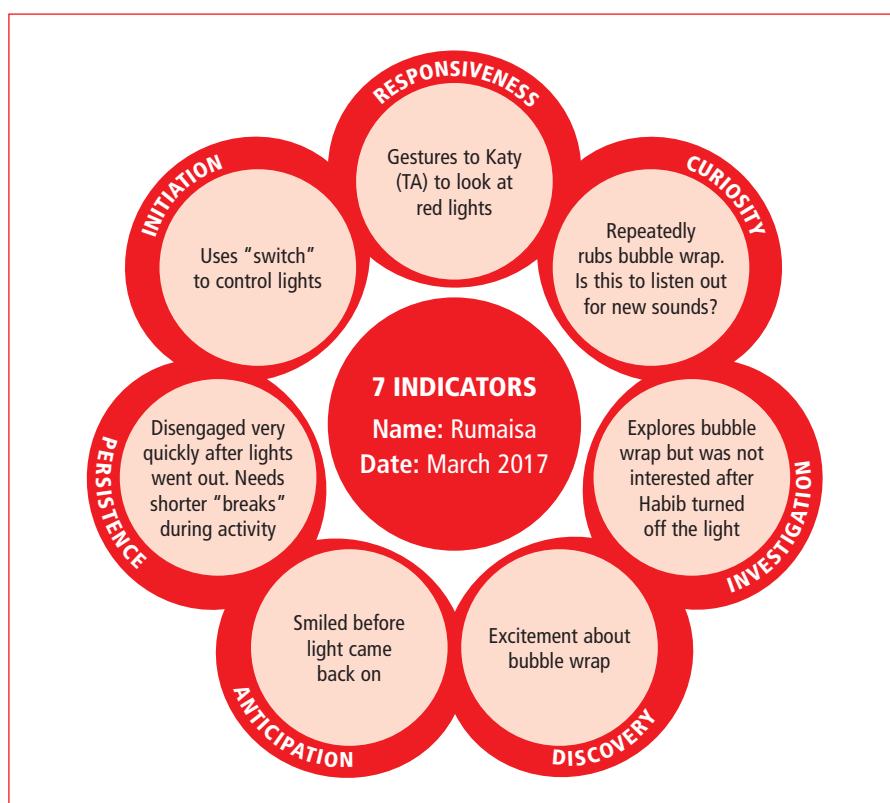
Marta’s family came to the United Kingdom from Poland when she was a small baby. She has a rare chromosomal difference, which impacts on her learning and development. She also has cerebral palsy and needs support with things such as dressing and undressing. Marta can read 3-4 familiar words (such as cat), which she has memorised. She can count up to six, with support, but has difficulties in recognising and reading numbers. Marta has limited speech, but can communicate using Makaton signing. She had heard of Comic Relief from her brother and sister, who attended a Red Nose Day disco at their mainstream primary school.

Making healthy snacks to sell around the school gave Marta a valuable opportunity to practice her fine motor skills, for example, holding a spoon, adding and mixing ingredients together. She was able to ask staff and visitors if they would like a snack and wait to receive a paid donation. Marta was shown pictures of children that the money raised will be going to, along with images for a ball and a water tray. We asked ‘What new things might the children in the photo choose to have?’ and ‘What would you choose?’ This established a sense that Red Nose Day is about giving and that many of the recipients are other children, just like Marta.

## Rumaisa

Rumaisa was born at 24 weeks gestation and has a diagnosis of profound and multiple learning difficulties. A range of sensory, physical and medical barriers limit the proportion of time that Rumaisa is awake and ‘present’ in a learning situation. She is visually impaired, has epilepsy and does not appear to have intentional communication. This means that it is difficult for adults in the classroom to detect whether Rumaisa is unhappy or in pain. She is working on a range of developmental milestones from the assessment framework ‘Routes for Learning’ (DfS Wales) such as ‘responding to own name’.

On Red Nose Day, Rumaisa was able to access a range of multi-sensory learning activities related to the colour red. Red lighting was projected onto bubble wrap on the floor of the dance studio. Rumaisa was hoisted out of her wheelchair to interact with this, and clearly enjoyed hearing the popping sound of the bubbles. A dark umbrella was decorated with lights, which Rumaisa was able to stare and smile at. Photos of her enjoying these activities were sent home, enabling her family to discuss her involvement in Red Nose Day alongside that of her two sisters from another local mainstream school.



**Figure 1: The Engagement Profile and Scale emerged from the Complex Learning Difficulties and Disabilities research project (see web panel, and Edwards and Hunt, 2018).**

The Engagement Profile and Scale was used to assess and evaluate these activities. This enabled practitioners to observe Rumaisa’s engagement around seven indicators: responsiveness, curiosity, investigation, discovery, anticipation, initiation and persistence (Figure 1). See weblinks for further information.

## Conclusion

The above activities highlight how, when planned carefully, Red Nose Day can support inclusive global learning for pupils with SEND.

One of the aims of the DfID-supported Global Learning Programme was to move practice beyond a charity mentality towards a social justice mindset. Our examples show that this aim needs to be meaningfully translated for those pupils who may not have the developmental readiness to critically engage with the structural causes of poverty. Having a social justice mentality also needs to begin with our pupils, enabling them to be someone who transcends others’ stereotypes around disability.

Instead of starting with a geography or Global Learning curriculum and finding ways to differentiate it, the three pen portraits indicate how we start with the pupil themselves:

- What is the vision for them as adults (aspirational outcomes)?
- What do they need to learn to be participative global citizens?

Rather than be seen as undermining Global Learning, Red Nose Day may here be central to it; helping a school to enable pupils to ‘read their world’.

## References

- Edwards, T. and Hunt, F. (2018) *Global learning for pupils with special educational needs: DERC Research Paper for the GLP*. London: UCL Institute of Education.
- Freire, P. (1970) *Pedagogy of the Oppressed*. London: Penguin Books.

## WEB RESOURCES

Framework for Inclusive Global Learning: <https://thesendhub.co.uk/a-framework-for-inclusive-global-learning/>

Engagement Profile and Scale: <https://thesendhub.co.uk/the-cldd-research-project/>

Red Nose Day at Swiss Cottage video: <https://thesendhub.co.uk/making-smscd-special-why-we-celebrate-red-nose-day/>

**Tracy Edwards is a Senior Leader at Swiss Cottage School, Development and Research Centre in North London; an all-age special school for pupils with complex needs. Tracy is also an Elphinstone Scholar at the University of Aberdeen, researching the translation and enactment of the principle of Inclusive Pedagogy by experienced teachers.**

# MAKING CONNECTIONS THROUGH CONNECTIONS

FIONNA CROFT AND LOUISE WILKINSON

**As Fionna and Louise have discovered, one of the exciting things about teaching geography is the opportunity it offers to connect in different, often deeper, ways with places and people.**

Although certain places in the world are recommended in the 2014 National Curriculum (England) for place knowledge throughout key stage 2, places are not prescribed for describing and understanding key aspects of human and physical geography, nor for developing geographical skills (DfE, 2013). As practitioners, we would argue that studying a place where one already has connections (with the opportunity to use relevant resources, particularly human ones), is more likely to create lasting impressions and experiences to take forward.

## Learning through linking

In 'The wider world' Maureen Weldon (2010) recommends that: 'Overseas links have the potential to develop in pupils a sympathetic and caring attitude towards other people and other ways of life, as well as a sense of responsibility for the environment'. Research has also indicated that when well done, such a study can help to counteract prejudice. Pickering (2007) indicated that pupils in schools with well-established school partnerships have a more positive image of the countries of Africa than those without partnerships.

A case in point is the study of the Franschhoek Valley in South Africa, undertaken by our year 3 pupils at Yardley Court in Tonbridge. When looking at what we wanted as learning outcomes, we felt that it would be more meaningful for the pupils to study an area with which we had social connections, rather than simply one for which there was an established scheme of work available.

For some years, the school has supported a charity called the Kusasa Project (Kusasa means tomorrow). Founded by parents of pupils at our school who had previously lived in Franschhoek, South Africa, the Project aims to improve the educational opportunities for disadvantaged children living in the informal settlements in the Franschhoek

Valley: 'The Kusasa Project seeks to address the educational, nutritional and holistic needs of disadvantaged children from the farms and informal settlements of the Cape Winelands... Our guiding philosophy is that economic challenges, historic disadvantage, race, colour or language should not be a barrier to a brighter future. We approach each day with a firm view that, "It's all about the kids!"' (Kusasa Project Mission Statement – see web panel).

A teacher from our school relocated to Franschhoek Valley, to help take the initiative forward. Other staff visited this part of South Africa, and passed on up-to-date information to our pupils.

## Creating a unit of work

Given this connection, we decided to create a unit of work on the Franschhoek Valley. This was designed to make useful connections with other geography units and to include enquiry skills, identified as key to pupils' progress in geography.

At the outset, the pupils were asked what they thought they would need to investigate to build an understanding of a different place. We believe this idea of learning ownership and question is key, because it represents an essential enquiry element for years 3 and 4. (The 2000 National Curriculum, for example, had suggested that pupils should 'offer own ideas for planning the enquiry'.)

The unit included pupil exploration of landscape, climate, land use and types of settlement. Since vocabulary such as 'settlements' and 'land use' and an understanding of the difference between 'climate' and 'weather' were new to our curriculum, this provided an opportunity to extend pupils' geographical vocabulary.

The location of the Franschhoek Valley in South Africa was identified using a globe and maps. The concepts of Northern and Southern Hemispheres and differing seasons were discussed (see web panel). Initially, the pupils explored the region using Google images and ARC GIS mapping. They then used ICT to produce a report (Figure 1), importing pictures and maps, and using skills such as data manipulation (as demanded by the 2014 National Curriculum, DfE, 2013).

## Investigating Franschhoek

The area's main economic activities around Franschhoek are agriculture (particularly wine production) and tourism. Many of the pupils were unaware of what vineyards were, which stimulated discussion about primary industries. Given the fact that there are vineyards in our home county (Kent), the pupils were able to develop an awareness of land use and climate locally.

However, the internet images gave little indication of the cultural diversity of the area. Most of the pictures were tourist related: hotels and restaurants,

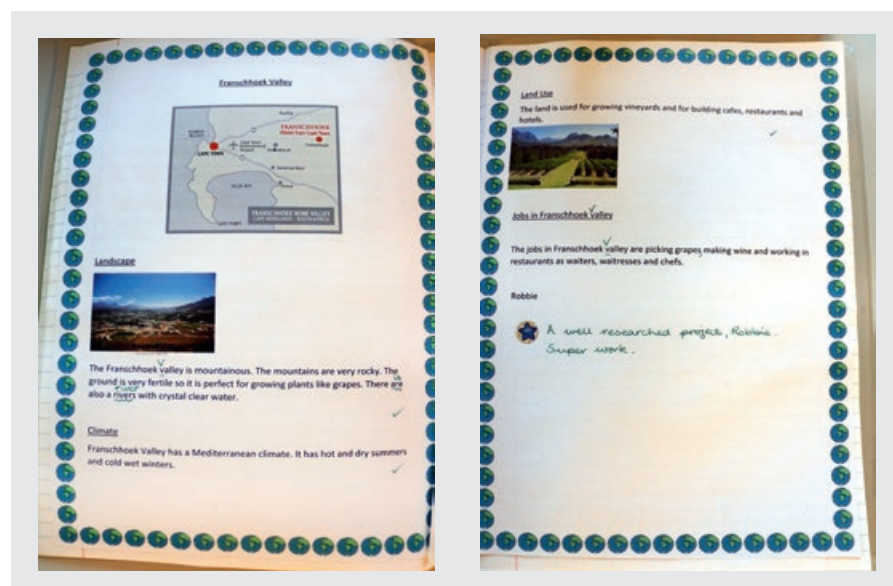


Figure 1: Examples of the year 3 pupils' reports on the Franschhoek Valley in South Africa.



rather than settlements. It was important to balance this with the use of locally-obtained resources, so that stereotypes were discouraged.

The next step was to use the internet, especially Google Earth, to look at the physical landscape of South Africa, before zooming in on Franschhoek. Here, the pupils noticed lovely gardens, swimming pools and well-spaced pleasant houses. Following the road eastwards, they quickly found the Township area of Kusasa (where our teacher was based) on the edge of the mountains. Most could not identify the place as somewhere where people live. Typically, they saw one-roomed homes made of scrap metal, without gardens and set very close to each other. This led to discussions about how and why people lived there.

## Examining settlements

### Careful comparisons

We used film footage of the area years ago to show what the Kusasa township school was originally like. Initially, for example, there was one water tap for 390 children. Here, pupils were asked to think about how many opportunities there are to drink water in our school. We compared weather and climate, doing our own local weather watch, and we looked at pollution in both areas (Figure 2).

### Comparing and contrasting

We felt that the unit supported the aims of the Global Learning Programme, particularly: 'Thinking about poverty and development: poverty being discussed in a range of ways which avoids the idea that "we" are rich and "they" are poor... connecting schools: face-to-face or Skype conversations' (GA website, see web panel). Although the disadvantages for the township children were not glossed over, improvements, such as the installation of electricity and in-school provision, were discussed.

The diversity of economic and social opportunity within this small, discrete area enabled the pupils to observe, relate to, and empathise with an example of the complex realities of global life.

Using the internet and discovering some of its limitations provided pupils with a critical perspective on their online research. Here, Weldon (2010) notes that, 'Children today are bombarded with images and information, but do not always have the skills to appraise them critically'.

The Kusasa founders came to talk to us about the area, sharing photos and artefacts from the region. They explained that the fee-paying school their own children attended in Franschhoek resembled our school in many ways. This demonstrated that, despite sharing a relatively small physical area, economic circumstances affect people's lives very differently. Nevertheless, our visitors were able to convey positive messages about the happiness of all the Kusasa children, despite their differing circumstances, and were able to link this to the lives of our pupils. This connection can sometimes be lacking when using published material, where sometimes the *raison d'être* may be primarily on fund-raising and secondly on education.

## Direct connections

Skype sessions were arranged so that the UK and South African pupils could talk directly to each other. These were the highlight of the unit, because all of the pupils found they had many shared interests (frequently football) to discuss.

Our pupils were thrilled to 'meet' pupils from a distant place. The Kusasa pupils' main language was Xhosa; therefore, to communicate effectively, Tonbridge pupils generated more closed questions for their peers in Franschhoek, but were able put more open-ended questions to the older South African pupils.

An email from the Kusasa Principal conveys some of the pupils' joy at the Skype call: 'Thank you so much for the conference call... Our pupils took time to warm up to the idea, but once they got going, they just didn't want to stop... They loved every minute. One has to remember that they have only formally been learning English for two-and-a-half years so they were very shy... such a marvellous way of getting the kids to connect!'

Similarly, when asked what he had learnt during the unit, one boy responded:

'I loved the skyping... it made me see how different the pupils at the school were. But I also realised that people in Africa who may be poorer have similar personalities and know how to laugh, just like us. We couldn't speak their language, but they had learnt ours - now that's clever!'

## Conclusion

As well as giving our pupils a clear idea about another geographical area, this study has helped them understand the power of education to improve the quality of life. That the Kusasa Project has had tremendous successes (including building a new school) in Franschhoek Valley has also enabled our pupils to see the possibility of positive change.

## References

- Catling, S. and Willy, T. (2009) *Teaching Primary Geography*. Exeter: Learning Matters.
- Department for Education (2013) *The National Curriculum for England*. London: DfE.
- Pickering, S. (2007) 'Learning in partnership', *Primary Geographer*, 62, pp. 13–15.
- Weldon, M. (2010) 'The wider world' in Scoffham, S. (ed) *The Primary Geography Handbook*. Sheffield: The Geographical Association, pp. 204–15.

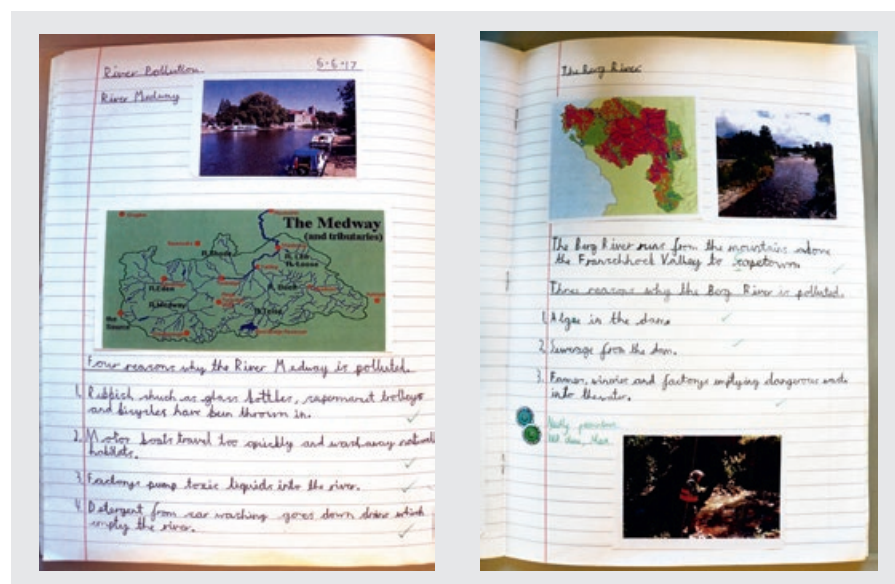


Figure 2: The pupils investigated pollution in the Medway and Berg Rivers.

## WEB RESOURCES

GA Global Learning Exemplification:  
<https://www.geography.org.uk/glp-exemplification>

The Kusasa Project:  
<http://thekusaproject.org/>

Background information on global time and space: <https://www.geography.org.uk/eBooks-detail/80ef3cd3-e982-41c3-b4ae-d33d894d1742>

Fionna Croft and Louise Wilkinson teach at Yardley Court School, Tonbridge, Kent.

# LEADING VOICES FOR PRIMARY GEOGRAPHY

COMPILED BY BEN BALLIN



Since 2006, we have been publishing interviews with a variety of people including educators, academics and public figures. Our thirty interviewees are powerful advocates for geography. In our 30th birthday year, we recall below what they have said about why geography matters.

## Here is what our child interviewers had to say

Year 6 children, Fairway Primary School:  
'It helps you be safe, to know what is happening.'

Martha Payne: 'Geography helped me see it was difficult to grow food in Malawi because of the soil and weather.'

Aedhan Brown: 'Teachers could set a homework task of building a volcano using LEGO.'

## And the adults...

Robin Alexander: 'Teachers [and children] need a national and global perspective.'

Steve Backshall: 'Geography is about getting outdoors and engaging with environment and landscape.'

Anita Ganeri: 'The world is changing so fast, and global warming is casting such a strong and dangerous shadow, that geography is crucial.'

Justine Greening: 'Geography... knits together people and the planet, and at a time when we see how intrinsic that link is.'

Chris Hadfield: 'Geography is the biography of our planet.'

David Hicks: 'A good grasp of geography is essential for any understanding of this planet and what our relationship should be to it.'

Rob Hopkins: 'We have to understand in this age of pseudo-science what's happening; lives depend on it.'

Alastair Humphreys: 'An understanding and appreciation of our planet and how it works is vital.'

Joseph Kerski: 'Without the geographic perspective, and the ability to use it... we are going to have a rough time in the twenty-first century.'

Alan Kinder: 'It hasn't taught me what to think, how to feel about issues... but it has certainly given me food for thought.'



Our interviewees are powerful advocates for geography.

Sascha Kindred: 'We all live on one planet and our resources are finite. We need to appreciate our local environment.'

Ellen MacArthur: 'Geography helps us to understand how systems function, how we fit into the world, how we think, and what the repercussions are.'

Robert MacFarlane: 'Geography' means 'earth-writing'... What more vital or various or fascinating a task could there be?'

Tim Marshall: 'There are so many reasons to study geography, not least climate change.'

Wendy North: 'It is crucial in helping young people make sense of our increasingly globalised world.'

Paula Owens: 'Geography offers us the skills to understand and tackle many of today's big issues such as poverty, inequality, pollution, multi-cultural understanding and energy needs.'

Alison Peacock: 'It's about our place in the world, our environment... things that are absolutely central.'

Daniel Raven-Ellison: '[Geography] can greatly improve the chances of people both near and distant having better lives.'

Eleanor Rawling: 'One of geography's great advantages is its ability to cross the boundaries of arts and science, to enable us to see the big picture.'

David Rogers: 'It's the only real 'joined up' subject... what we do is make connections.'

Michael Rosen: 'Geography... has potential for open enquiry. We might take children into a landscape or cityscape and support them to generate questions.'

Stephen Scoffham: 'If we want to understand the future then geography provides a key perspective.'

Christopher Somerville: 'Facts for fact's sake are pointless. If it is about a real feel for landscape.'

Timothy Spall: 'It takes in our effect on the environment... We've finally twigged how we are affecting the planet, and it doesn't get more profound than that.'

Iain Stewart: 'It's especially important at primary level because it is usually a child's first introduction to the wider world.'

Helen Tse: 'Because it deals with where and how people live, geography is rich in material that relates to international understanding.'

Simon Reeve: 'It helps us to identify and monitor the changes that happen over vast spans of time.'

## WEB RESOURCES

PowerPoint download of these quotes:  
[www.geography.org.uk/pg](http://www.geography.org.uk/pg)

**Ben Ballin is a Primary Champion, Consultant to the GA, and a member of the Primary Geography Editorial Board.**



# LEADING THE WAY WITH SUBJECT KNOWLEDGE

JANE WHITTLE

**With little time allocated to geography during ITE, and school budgets strained at best, Jane shows how a new GA resource can provide sound subject knowledge support on a shoestring.**

When pupils engage in geographical enquiry, they acquire new knowledge through their questioning, research, fieldwork and discussions. Pupils are then encouraged to share this knowledge using key vocabulary with their peers. The role of the teacher is to support pupils through their enquiries while recognising any misconceptions that may be forming along the way. In order to support and guide pupils through an enquiry, the geography teacher must be ready for the journey; armed with subject knowledge, case study examples and resources to enquire into.

A geography teacher must have a good grasp of how to lead a geographical enquiry and at the same time have the knowledge of the subject or know how to find out. Helping pupils to construct knowledge in multiple ways can be achieved when the teacher feels confident about the subject matter and the direction of the unit of work. In a busy classroom and school environment finding reliable sources to acquire knowledge can be a challenge; therefore, in recognising that teachers need support in subject knowledge acquisition, the Geographical Association has published a set of *In the Know* guides to give just that.

## Are you *In the Know*?

Designed to be accurate, reliable and, importantly, affordable, the *In the Know* guides cover themes from mountains to grid references (see p. 33). They can accompany a teacher's planning and ensure they have the secure background knowledge to engage with the subject and promote meaningful enquiries within their classroom.

These digital resources provide an introduction to the relevance of the theme, key information supported by diagrams on the important elements of the theme, facts to capture attention and a glossary with key terms relating to the theme.

The key information provides explanations to engage the reader and develop their subject knowledge in order to feel more informed and prepared for answering those difficult questions that can arise in the classroom. The glossary indicates key words to use within the classroom and provides a starting point for how these can be explained to pupils.

Knowledge acquisition is one part of a very big picture of what primary geography entails and it is what pupils do with their acquired knowledge that promotes higher order thinking, reflection and possible further enquiries or fieldwork explorations. A pupil who acquires facts alone has not been given the opportunity to do as real geographers do. Geographers question and challenge knowledge, they seek to find solutions to problems and aim to use key vocabulary to explain their findings. Therefore, each *In the Know* guide is accompanied by a complementary online teaching resource. These resources share activities, possible starting points and further reading.

No-one can truly predict what the future holds for the pupils in our care: the jobs they will do, the knowledge they will need and the technologies they will use are unclear. Therefore, the skills we teach pupils at school are essential in their journey towards being life-long learners. The habits of research, questioning, wondering and wandering will take pupils into this uncertain future. Geography is a vehicle in which pupils can practise these skills – they can learn to question knowledge, to consider bias, to explore textual and pictorial connections and to seek further clarification through a range of media. The *In the Know* guides act as starting points to inform teachers and give them the confidence to guide pupils through their learning journey.

The *In the Know* guides can also be used by groups of teachers to further knowledge:

- The glossary gives a starting point for geography word walls in order to develop pupils' subject-specific vocabulary
- The detailed information can encourage teachers to work together to understand some of the more complex areas of geography ahead of teaching a subject

- The guides can be used to promote discussion on how much detail to delve into with a unit of work – are some pupils ready for all of this information? Would some be better left for the next key stage? In this way the guides make a useful transition tool
- Teachers who have a good understanding will be likely to have more effective ways to introduce a theme to pupils, will plan more engaging role play areas/classroom environments and will be able to foster a deeper exploration into the theme.

Teachers often use visible thinking routines and activities to encourage critical thinking within their pupils, and during staff CPD sessions teachers could use the guides followed by a reflection on their understanding. Using the visible thinking routine 'I used to think... but now I think...' allows teachers to share their acquired knowledge (see web panel). Asking teachers to make personal connections to the facts or images would encourage the use of the routine 'that's interesting, tell me more' to promote teachers' deeper engagement with the resource. As Jane Murray (2017, p. 27) explains, 'there are different types of knowledge that adults and children construct and use to help them to navigate the world'. When teachers feel confident in their subject knowledge, they too can embark on constructing meaning with their pupils and challenge them to explore more deeply.

## Reference

Murray, J. (2017) *Building Knowledge in Early Childhood Education*. Abingdon: Routledge.

## WEB RESOURCES

In the Know titles available at:  
<http://www.geography.org.uk/ebooks>  
Visible Thinking: [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/03\\_ThinkingRoutines/03a\\_ThinkingRoutines.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html)

Jane Whittle is PYP co-ordinator and Head of Primary, International School Como, and In The Know Series Editor.

# PRIMARY 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
The Start Gallery	<ul style="list-style-type: none"> <li>As a CPD activity, work in threes to match the following concepts, or geographical 'big ideas', against the 30 teaching ideas in this article: place; space/location; scale; interdependence; physical and human processes; environmental interaction and sustainable development; cultural understanding and diversity</li> <li>Take a look at the GA Manifesto and ideas for using it at: <a href="http://www.geography.org.uk/GA-Manifesto-for-geography">www.geography.org.uk/GA-Manifesto-for-geography</a></li> </ul>
KWL grids: pupil voice in action	<ul style="list-style-type: none"> <li>Use a KWL framework on your next geography topic. (There are some great ideas for doing this during fieldwork in 'Unfolding Fieldwork' (2014), <i>Primary Geography</i> 83, pp. 18-19): <a href="https://www.geography.org.uk/Journal-Issue/1ec8eea8-2d0e-47c5-89fc-4fddb2ab90d5">https://www.geography.org.uk/Journal-Issue/1ec8eea8-2d0e-47c5-89fc-4fddb2ab90d5</a></li> <li>Discuss with colleagues: how does your school use a use pupil voice in planning? Are there approaches that geography could borrow from other subjects (or vice versa)?</li> </ul>
Leading geography in primary schools	<ul style="list-style-type: none"> <li>What hooks and opportunities in other curriculum areas can you find to promote geography in your school?</li> <li>Ask colleagues to consider a whole-school project based on geography. What would the vision for it be?</li> </ul>
Key issues for subject leaders	<ul style="list-style-type: none"> <li>Conduct a whole-staff survey on the level they have studied geography to. To improve provision, what training may staff need? Use the new GA In the Know series to help with background knowledge: <a href="https://www.geography.org.uk/in-the-know">https://www.geography.org.uk/in-the-know</a> (see also page 32 here)</li> <li>How are digital technologies used to support geography in your school? Ask pupils how they use technology at home</li> </ul>
The <i>Primary Geography</i> Interview	<ul style="list-style-type: none"> <li>Take the long view! Create a timeline with colleagues of how geography has been approached in your school in the past. What have been the main changes?</li> <li>Extend your timeline into the next three, five and ten years. In an ideal world, what changes would you like to see taking place?</li> </ul>
Bunhill Fields: Graveyard geography	<ul style="list-style-type: none"> <li>Print out the downloadable photo set at: <a href="http://www.geography.org.uk/pg">www.geography.org.uk/pg</a> and share the images around the class. Pupils label their image with questions about people and nature</li> <li>Plan a field trip to a nearby churchyard. What would pupils like to know about it? (Be alert to any potential sensitivities, such as recent bereavements)</li> </ul>
Leading quality learning	<ul style="list-style-type: none"> <li>Look at the criteria for the different levels of the PGQM with staff. Which level do you think your school is at? What evidence do you need to collect?</li> <li>How do you promote positive attitudes to geography in your school? In class? Fieldwork? Assemblies?</li> </ul>
Leading fieldwork	<ul style="list-style-type: none"> <li>Conduct a staff survey on fieldwork opportunities in the immediate locality or a short bus trip away</li> <li>Ask pupils to compose their own health and safety audit for outdoor learning. How will they ensure they are safe?</li> </ul>
So, you want to be a geography co-ordinator?	<ul style="list-style-type: none"> <li>Ask colleagues to consider a whole-school project based on geography. What would the vision for it be?</li> <li>Consult with pupils about how they see the school and the local area. What do they think they need to learn about through geography?</li> </ul>
Being bold	<ul style="list-style-type: none"> <li>What services are available in the local area for recycling? Can pupils map them? Can someone come in to talk to pupils?</li> <li>Can pupils make a collage from recycled material</li> </ul>
The dilemma of red nose day	<ul style="list-style-type: none"> <li>Create sensory experiences that will help learners experience and 'read' the world around them</li> <li>Discuss as a staff: in what ways might charitable fundraising events at the school be an obstacle to, or an enabler for, pupils' understanding of the world?</li> </ul>
Making connections through connections	<ul style="list-style-type: none"> <li>Exchange letters, images and/or emails with another school (in the UK or overseas) about each other's local environment. What is it like? What do pupils like or dislike about it?</li> <li>Which part of the world are pupils aware of and most interested in finding out about? These may be linked to current affairs e.g. volcanic eruptions, sporting events</li> </ul>



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