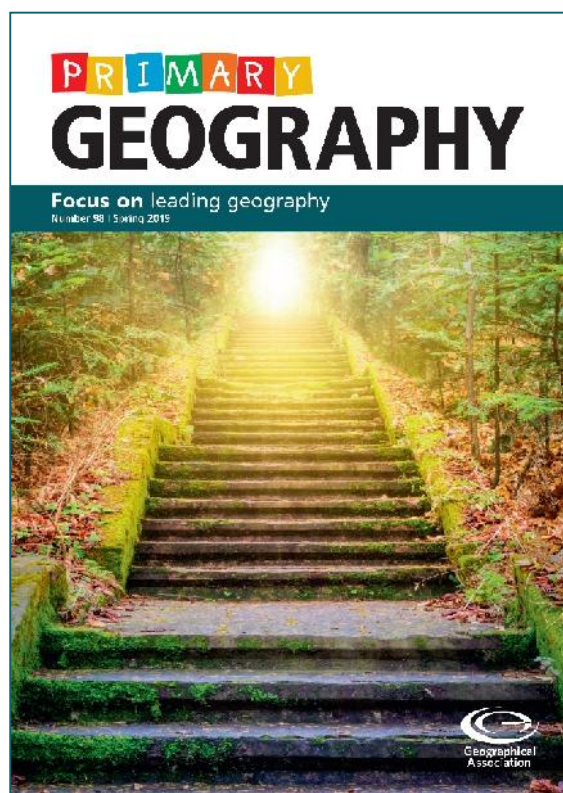


# USING THE FRONT COVER

Arthur Kelly and Ben Ballin



## Three steps to heaven-ly geography

The cover of the Spring 2019 issue of *Primary Geography* shows a series of steps leading towards a glorious light. The following are three steps for subject leaders to try out with colleagues when organising your own heavenly geography curriculum. All the activities get used regularly and successfully during GA consultancy sessions.

### Step 1. Intent

What is the purpose of your school's geography curriculum? The 2014 National Curriculum for England sets out 'to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'

That's hard to disagree with, but there may be something else that is equally important and specific to your school? For example, pupils may

be in 'a bubble' where they have limited experience of the world beyond their immediate local area; or of social or cultural groups different from their own. There again, pupils' learning may really come alive away from formal classroom settings, such as during fieldwork and outdoor learning, or when using drama approaches to explore a broad range of perspectives on an issue.

- Working individually, note down two or three priorities that you think are really important for your school's geography curriculum.
- Pair up with a colleague and decide who is going to speak first.
- Person One has 45 seconds to put their main points across about the purpose of the school's geography curriculum.
- Person Two has 30 seconds to offer feedback on what you have said.
- Persons One and Two then switch roles.
- After the second set of feedback, discuss as a whole group what key points are coming up and what they say about the purpose of the school's geography curriculum.
- The agreed purpose or priorities can then be used to help drive decisions about long-term planning (for example, if outdoor learning is a key purpose, then LTPs will want to build in plenty of opportunities for fieldwork and learning outside the classroom).

## Step 2: Implementation

In her Spring 2019 article, subject co-ordinator Kate Thurston explains that 'it is vital to look beyond the walls of your school' for support, and that 'one of the most valuable resources I have used in moving my school forward is this journal' (Thurston, 2019).

*Primary Geography* has been running for 30 years. Online issues going back to 2004 are available for free to subscribers. Offer colleagues a selection of issues or downloaded articles and ask them to each pick one article or idea that

they would like to use in their classroom. Invite them to share their choices and the reasons for them, agreeing to try one thing out as a result.

If you want to feed back to the *Primary Geography* Editorial Board about these choices, then we would love to hear from you! Email us at [anna@geography.org.uk](mailto:anna@geography.org.uk)

### Step 3: Impact

The GA guidance document, 'Assessment and progression framework for geography' is available as a free download from <https://www.geography.org.uk/Assessment>

It offers age-specific expectations for 7, 9 and 11 years. Use it with colleagues to moderate your school's long-term planning for geography. Should pupils be meeting or exceeding these expectations by the end of each relevant phase?

If so...

- how will this be evidenced?
- can your school go 'the extra mile to give pupils a rich set of experiences'? (Ofsted, 2019). Perhaps you should be applying for the [Primary Geography Quality Mark](#)?

If not...

- how can the school begin to ensure progress and to raise the level of challenge?
- would it help to secure additional support through a GA [CPD course](#) or [consultant](#)?

### References

Ofsted (2019) 'Pupils' wider development' in *Draft School Inspection Handbook*. London: Ofsted, pp. 88.

Thurston, K. (2019) 'So, you want to be a geography co-ordinator?', *Primary Geography*, 98, pp. 22-3.

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