

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"> 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 Take a look at the GA Manifesto and ideas for using it at: www.geography.org.uk/GA-Manifesto-for-geography |
| KWL grids: pupil voice in action | <ul style="list-style-type: none"> 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): https://www.geography.org.uk/Journal-Issue/1ec8eea8-2d0e-47c5-89fc-4fddb2ab90d5 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)? |
| Leading geography in primary schools | <ul style="list-style-type: none"> What hooks and opportunities in other curriculum areas can you find to promote geography in your school? Ask colleagues to consider a whole-school project based on geography. What would the vision for it be? |
| Key issues for subject leaders | <ul style="list-style-type: none"> 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: https://www.geography.org.uk/in-the-know (see also page 32 here) How are digital technologies used to support geography in your school? Ask pupils how they use technology at home |
| The <i>Primary Geography</i> Interview | <ul style="list-style-type: none"> 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? Extend your timeline into the next three, five and ten years. In an ideal world, what changes would you like to see taking place? |
| Bunhill Fields: Graveyard geography | <ul style="list-style-type: none"> Print out the downloadable photo set at: www.geography.org.uk/pg and share the images around the class. Pupils label their image with questions about people and nature 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) |
| Leading quality learning | <ul style="list-style-type: none"> 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? How do you promote positive attitudes to geography in your school? In class? Fieldwork? Assemblies? |
| Leading fieldwork | <ul style="list-style-type: none"> Conduct a staff survey on fieldwork opportunities in the immediate locality or a short bus trip away Ask pupils to compose their own health and safety audit for outdoor learning. How will they ensure they are safe? |
| So, you want to be a geography co-ordinator? | <ul style="list-style-type: none"> Ask colleagues to consider a whole-school project based on geography. What would the vision for it be? Consult with pupils about how they see the school and the local area. What do they think they need to learn about through geography? |
| Being bold | <ul style="list-style-type: none"> What services are available in the local area for recycling? Can pupils map them? Can someone come in to talk to pupils? Can pupils make a collage from recycled material |
| The dilemma of red nose day | <ul style="list-style-type: none"> Create sensory experiences that will help learners experience and 'read' the world around them 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? |
| Making connections through connections | <ul style="list-style-type: none"> 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? 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 |