

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
Finding hope at a time of crisis	<ul style="list-style-type: none"> Discuss David Hicks' 'Probable, Possible and Preferred' futures and involve pupils in active decision-making through realistic and actionable geography-led projects. Give pupils space to talk about things that worry them and provide a factual context where this helps give a realistic perspective Start a good news wall in the classroom with stories about how people and communities are tackling issues around the world. Have a world map in the middle and show where the different places are and consider what is happening in your local area as well and what you might be able to get involved with Become involved in LESS CO2 Schools and learn about sustainable energy choices and actions www.lessco2.org.uk
Where in the world is Covid-19?	<ul style="list-style-type: none"> Ask your pupils about the impact of Covid-19 on themselves and their friends. Can they draw their own 2km radius map from their house and show what activities are possible in this area?
Progression in geography fieldwork experiences	<ul style="list-style-type: none"> Use Julia's framework to evaluate what you are already doing in school and where the gaps are Discuss how you can best use the local area to build and support progression in geography into your curriculum Identify achievable changes and implement them into practice
Empowering geography – a view from Ofsted	<ul style="list-style-type: none"> Consider how your vision for geography supports the subject and its planning and assessment. Investigate the GA CPD pack https://www.geography.org.uk/eBooks-detail/28380a45-df27-408e-9c9b-5a5a382bc2b9
Empowering change	<ul style="list-style-type: none"> What places would pupils like to explore? Can they locate these places on a map and a globe? How would you prepare for an expedition? What skills would they offer an expedition team? What skills would others in the team need? Encourage the pupils to tell stories about people and places that have had an impact on their lives; ask the pupils to map the location of these stories and share images
Capturing Croydon	<ul style="list-style-type: none"> What do you know about your local area? Investigate perceptions and knowledge and talk about the difference Take photographs around the school grounds/wider locality and ask pupils if their own perceptions have changed after enquiring more closely. Suggest how these places might change in the future and what we have to do with that. Engage with the Meaningful Maps project www.meaningfulmaps.org
Inspiring at Spire	<ul style="list-style-type: none"> Review your curriculum planning and consider your learning outcomes. Are they authentic? Do they provide pupils with the opportunity to share their work with audiences outside the school? Do they help build links with parents and the community as well as raise future aspirations for the pupils? Could you explore different ways for the pupils to communicate their geographical learning in school and at home?
The sustainability of the global fashion industry	<ul style="list-style-type: none"> Undertake your own classroom enquiries: Whose clothes have travelled the furthest? Whose clothes have travelled the shortest distance? Investigate the air miles travelled and carbon produced by different clothes at home. How many countries form part of a supply chain? Investigate other commodities too, such as children's toys, food and other items you have in school. Discuss ways of reducing the number of miles that commodities travel while remaining realistic about price and access Discuss the impact of Covid and leaving the European Union For teacher subject knowledge have a look at the website: http://www.followthethings.com/