

# Subject Leader Impact



Presentation to staff and Governors 2021

Geography

Dan Hockaday

# Geography

*“Enabling life in all its fullness”*

**“I came that you may have life, life in all its fullness” (John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

- Intent poem - Why?



The most important thing about **Geography** is knowing about our world

We explore

We recognise our rights and responsibilities

We develop a sense of place

We compare

And we develop skills to communicate geographical information in different ways

But the most important thing about **Geography** is knowing about our world

# Geography



- Policies updated and on website: Yes
- Website updated: in process (with Sarah)

(intent poem, updated policies, photos, links to progression documents/vocab/knowledge organisers/parental links etc)

Pupil voice to be added

### **Our vision for Geography at Ashton Keynes Primary School:**

The teaching and learning of Geography should aim to help pupils make sense of their surroundings and of the wider world. It should provoke questions and answers about the natural and human-influenced worlds and use a variety of skills to allow pupils to develop their own perspectives and views.

Termly and half termly topics give scope for cross curricular work to develop investigative skills and understanding of place and the environment worldwide. It is also hoped that the Geography curriculum at AKPS will inform and nurture understanding in pupils so they are better prepared to consider environmental and cultural issues later in their lives.

Geography forms links with other curricular areas, which inspire pupils to consider their own place in the world, their values, and their rights and responsibilities to other people and the environment. Where appropriate, links to Global Advocacy are made to empower children to become active global citizens.

# Implementation - How?

## • Curriculum map - Geography



### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	KS1		KS2			
	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<p>Topics of study</p> <p><b>“Big Questions”</b> <b>Global Advocacy links</b></p> <p><b>Class R:</b> <b>Goal: What similarities and differences do we notice between ourselves and others?</b> The world - based on children's interests, understanding the world, children choose topics based on interests, spontaneous and adaptable, people and communities. Rights of a child, fair/unfair, what can we do, similarities/differences</p>	<p><b>Year A:</b> <b>What's the same? What's different?</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences - Bangladesh/AK</li> </ul> <p>- Fair/unfair - Poverty and inequalities - Links between local and wider communities</p> <p><b>Where on earth...?</b></p> <ul style="list-style-type: none"> <li>• 7 continents and 5 oceans, plastic pollution</li> </ul> <p>- Positive/negative impact of people's actions People's response -Fair/unfair</p> <p><b>Can you get a cold desert?</b></p> <ul style="list-style-type: none"> <li>• Arctic and Sahara</li> </ul> <p>- Global warming - Environmental responsibility - Human rights</p> <p><b>Year B:</b> <b>What's the same? What's different?</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences - Non-EU/AK</li> </ul> <p>- Fair/unfair - Poverty and inequalities - Links between local and wider communities</p> <p><b>Where does the Queen live?</b></p> <ul style="list-style-type: none"> <li>• Locality of London - characteristics, features, fair trade, landmarks</li> </ul> <p><b>How can we look after our world?</b></p> <ul style="list-style-type: none"> <li>• Environmental Responsibility</li> </ul> <p>- Global warming - Fair/unfair - Human rights - How we respond - Positive/negative impacts</p>		<p><b>Year A:</b> <b>Where does water come from?</b></p> <ul style="list-style-type: none"> <li>• Rivers &amp; water cycle - types of land use, human geography</li> </ul> <p>- Fair/unfair - Global warming - Links between local and wider communities</p> <p><b>Why is Fairtrade important?</b></p> <ul style="list-style-type: none"> <li>• Fairtrade fortnight 24th Feb - 8th March</li> </ul> <p>- Fair trade - People's responses - Poverties and inequalities % of production proceeds donated to charity</p> <p><b>Would there be life without rainforests?</b></p> <ul style="list-style-type: none"> <li>• Rainforests - habitats, N &amp; S America, UK comparison, structure, zones, equator, tropics, mapping</li> </ul> <p>- Global warming - Fair/unfair</p> <p><b>Year B:</b> <b>How can we get from point A to point B?</b></p> <ul style="list-style-type: none"> <li>• Local area study - mapping, purpose, human geography, geog skills, comparisons, maps</li> </ul> <p>- Fair/unfair - Global warming - Links between local and wider communities</p> <p><b>Why is clean water essential?</b></p> <ul style="list-style-type: none"> <li>• Dr John Snow</li> <li>• World Water Day - 22nd March</li> </ul> <p>- Global warming - People's responses - Poverties and inequalities % of production proceeds donated to charity</p> <p><b>"How is the UK put together?</b></p> <ul style="list-style-type: none"> <li>• Geographical language - counties, cities, towns, villages, UK only, travel brochures</li> </ul>		<p><b>Year A:</b> <b>Why is the Amazon Rainforest important?</b></p> <ul style="list-style-type: none"> <li>• Amazon Rainforest - physical and made features, green lungs, long &amp; lat</li> </ul> <p>- How impacts people Environmental responsibilities - fair/unfair - local farmers</p> <p><b>What happens when the ice caps melt?</b></p> <ul style="list-style-type: none"> <li>• Antarctica and Arctic - melting ice caps, long &amp; lat</li> </ul> <p>- Global warming - Local vs wider world - Human impact</p> <p><b>Where in the world...?</b></p> <ul style="list-style-type: none"> <li>• Local &amp; contrasting localities, climate change &amp; food miles</li> </ul> <p>- Compare LEDS &amp; MEDC - Poverty &amp; inequality</p> <p><b>Year B:</b> <b>Global warming &amp; climate zones, floods, what is weather/climate?</b></p> <p>- How impacts people Environmental responsibilities - Global impact - comparisons</p> <p><b>How do different regions in Europe compare?</b></p> <ul style="list-style-type: none"> <li>• European regions, Scandinavia, Russia etc.</li> </ul> <p>- Refugee crisis - UN Rights of a child - Human impact</p> <p><b>What would you find at 0° E, 51° N?</b></p> <ul style="list-style-type: none"> <li>• Geographical language - seas, oceans, rivers, plates, long/lat etc.</li> </ul> <p>- water activity - Oxfam</p>	



# Implementation - How?

## • Skills Progression - Geography



<b>Locational Knowledge</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map.  Locate the main countries of Europe. Identify capital cities of Europe.  Locate and name the countries making up the British Isles, with their capital cities.  Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  Locate and name the main countries and cities in/around <del>Sussex</del> .	Locate the main countries in Europe and North or South America. Locate and name principal cities.  Compare 2 different regions in UK rural/urban.  Locate and name the main countries and cities in England.  Linking with History, compare land use maps of UK from past with the present, focusing on land use.  Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.  Linking with local History, map how land use has changed in local area over time.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
<b>Place Knowledge</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using Barnaby Bear/class bear.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	Compare a region of the UK with a region in Europe, <del>eg</del> , local hilly area with a flat one or under sea level. Link with Science, rocks.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. <del>Eg</del> . Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. <del>Eg</del> . Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
<b>Human &amp; Physical Geography</b>	Identify seasonal and daily weather patterns in the United Kingdom.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to <del>Schockwork</del> types.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  Types of settlements in modern Britain: villages, towns, cities.	Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  Distribution of natural resources focussing on energy

<b>Geographical Skills &amp; Field work</b>	Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding <del>environment</del> .	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Learn the eight points of a <del>compass</del> , four-figure grid references.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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# Implementation - How?



## FAIR TRADE

The Fairtrade Foundation began in the United Kingdom in 1992. Fair trade means farmers receive a fair price for the goods they produce. Trade is unfair when bigger companies sell the goods without giving the farmers a fair price.



Fairtrade is an arrangement which aims to ensure that farmers get a fair price for their goods. Many items we enjoy can be Fairtrade but this often means it costs more to buy. However, buying Fairtrade items helps to support those involved in the farming process. Growing cocoa for chocolate is a difficult task but Fairtrade is making it more sustainable. You can also buy Fairtrade bananas and coffee which support the farmers involved in growing, harvesting and trading these.



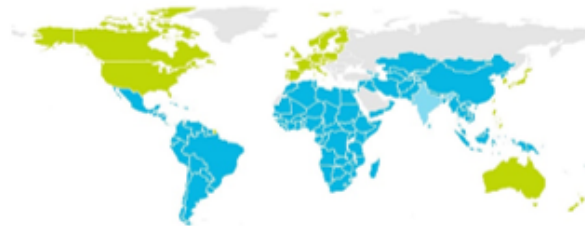
## Trade and its importance

- Trade is an important way to make sure that natural resources are shared around the world.
- Countries can export goods to another country to generate money and they can also import goods that may not be available in their own country.
- Trade has been happening around the world for hundreds of years and goods are carried around the world by container ships and planes.
- There are many things that we enjoy as a result of trade links with other parts of the world. Chocolate comes from the cocoa plant which grows in tropical climates. That means that for us to enjoy chocolate in England we must import it into the country.
- Bananas need lots of sun to grow which means that they cannot grow in England. The United Kingdom imports around 1.15 million tonnes of bananas every year.
- Coffee comes from a plant which grows between the Tropics of Cancer and Capricorn. The UK drinks an average of 70 million cups of coffee a day. This means there is a high demand for it to be imported.

Fair Trade is about paying a fair price for things that we buy. This helps to improve the lives of families all over the world. Fair Trade helps over one million farmers and workers in 74 countries across the world!

## How does Fair Trade help?

- Workers receive better prices for crops so people can live better lives.
- Workers have better working conditions.
- Extra money goes into projects that help the local community such as bicycles to get to work or wells to provide water.





# Implementation - How?

## Cold Task: 'Big Question' to kick off topic

Tuesday 3<sup>rd</sup> November 2020  
Cold task: What was life like in Victorian England?  
They were in the early 1900's. Suffragettes were in Victorian times. Queen Victoria. Corsets were used then. Girls were generally taught to sew and embroider with governesses and boys went to school. Ladies wore big dresses.

3.11.2020  
Cold task: what was life like in the Victorian age?  
In the Victorian age, children had to work and had to go to school. The streets were smelly and they had to go to school. The streets were smelly and they had to go to school. The streets were smelly and they had to go to school.  
The Victorians are one of my favorite because I like top hats and top hats who fashion. Top hats look good in my opinion. Also I like the great flavor of London.

Wednesday 16<sup>th</sup> September 2020  
Cold task: Why is the Amazon Rainforest important?  
It is important that there are many trees. For example, There needs to be many trees because all the animals need a place to live. This shows that they will have a happy life in the Amazon Rainforest. The Amazon Rainforest has many animals. There also has to be lots of fruit so that they can survive.

Wednesday 16<sup>th</sup> September 2020  
Cold Task: Why is the Amazon Rainforest important?  
It has a lot of wildlife. It rains a lot. One of the reasons the Amazon is important is because it is full of materials to make medicines.

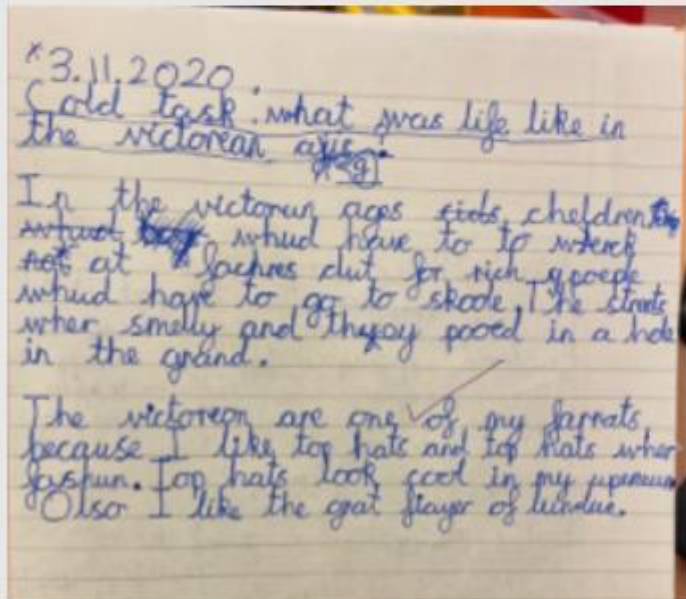


# Implementation - How?

## Cold Task – 'experts'

After the Cold Task, select 'experts' to complete extra research on their expert area and present to the class during the lesson. It doesn't have to be only GD children and is completely optional for the child.

KS1: Select 'detectives' and give them a question/topic to answer or discover more about



13/11/2020

Dear \_\_\_\_\_

Congratulations, you have been selected as one of Class 5's Victorian 'experts'! ☺

After reading through your Cold Task, I have chosen you to become an 'expert' in the following area: **Victorian Fashion**. I have chosen you because of your fantastic answer in your Cold Task.

Can you please spend some time researching **Victorian Fashion** and create a presentation/poster/information sheet about your expert area to present to the class during one of our History Lessons.

You have until the end of November to complete your presentation, so plenty of time! ☺ It is completely up to you how you choose to present your area of expertise, and how long your presentation is. You can focus on one area or a couple of areas. It is entirely your choice! ☺

Please let me know if you are up for the challenge, if you need any help I am always here and if you change your mind that is ok too.

I look forward to learning more about your expert area.

Mrs O'Neill ☺ |

Child 1 (ARE+) Victorian Inventions

Child 2 (GD) Women's suffrage

Child 3 (GD) Victorian homes

Child 4 (ARE) Child labour

Child 5 (ARE) Victorian hobbies/games

Child 6 - shown (BARE) Victorian fashion

# Implementation - How?

Child 6 – BARE.

Created video at home  
and presented to class  
as starter for lesson.





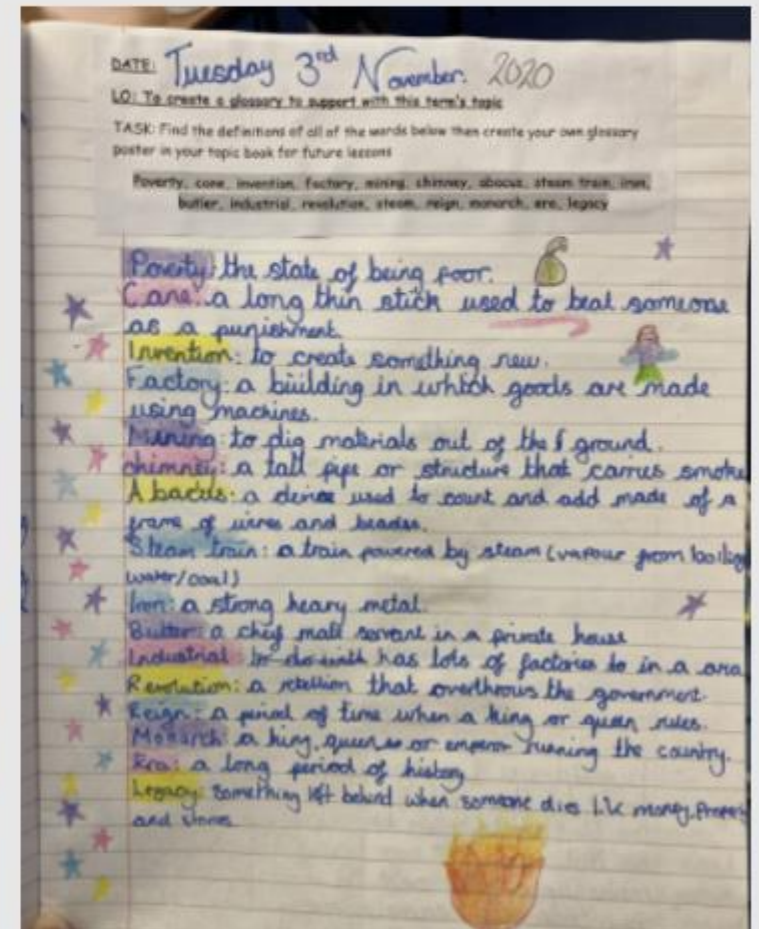
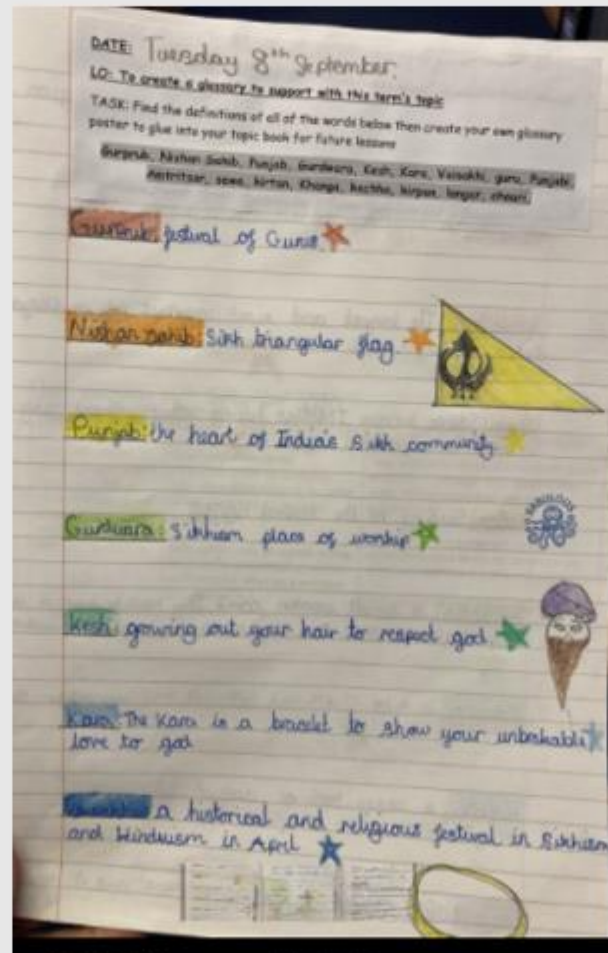
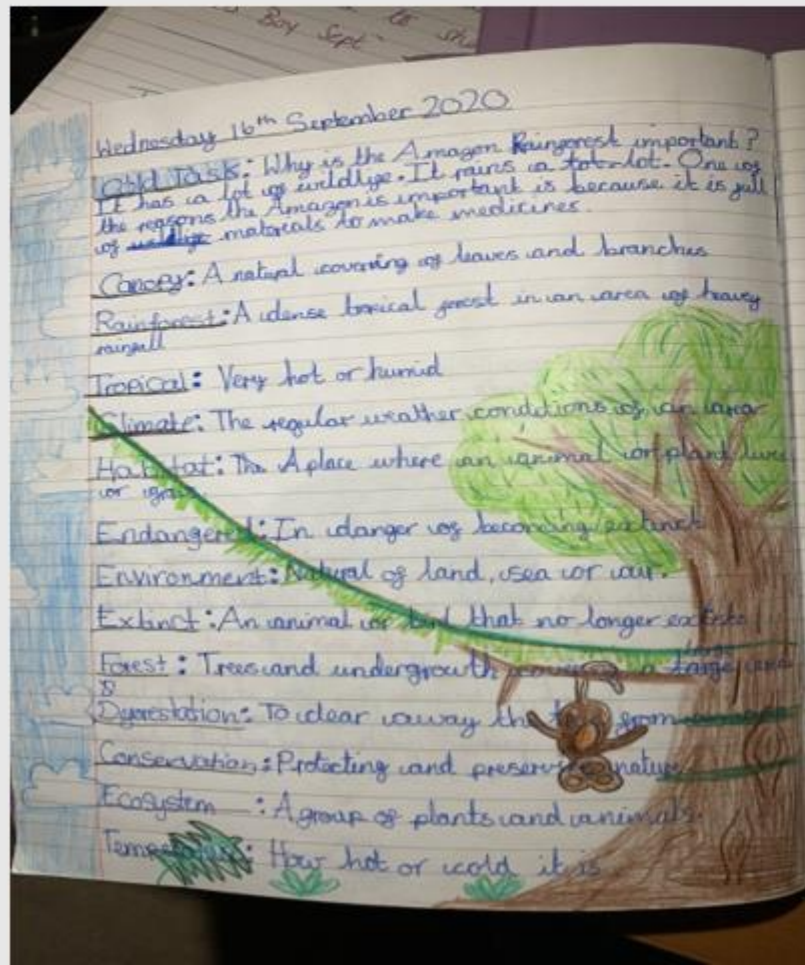
# Implementation - How?

## Glossary examples (Y5)

Non-negotiable spellings

Positive impact on series of lessons as some prior knowledge already

Link back to Glossary throughout series



# Implementation - How?

- Assessment and data:



Year 5 reports			Year 4 reports			Year 3 reports			Year 2 reports			Year 1 reports		
2021 Leavers	History	Geography	2022 leavers	History	Geography	2023 leavers	History	Geography	2024 leavers	History	Geography	2025 leavers	History	Geography
	GD	GD		ARE	ARE		ARE	ARE		ARE	ARE		ARE	ARE
	ARE	ARE		ARE+	ARE+		ARE	ARE		ARE	ARE		ARE	ARE
	ARE+	ARE+		GD	GD		ARE	ARE		ARE	ARE		ARE	ARE
	ARE	ARE		ARE-	ARE-		GD	GD		ARE	ARE		BARE	BARE
	GD	GD		ARE	ARE		ARE-	ARE-		ARE	ARE		ARE	ARE
	GD	GD		GD	GD		ARE	ARE		ARE	ARE		ARE	ARE
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	ARE-	ARE-		GD	GD		ARE	ARE		GD	GD		BARE	BARE
	GD	GD		ARE-	ARE-		ARE	ARE		ARE	ARE		ARE	ARE
	ARE	ARE		GD	GD		ARE	ARE		ARE	ARE		ARE	ARE
	GD	GD		ARE-	ARE-		ARE	ARE		ARE	ARE		ARE	ARE
	ARE	ARE		GD	GD		GD	GD		BARE	BARE		ARE	ARE
	GD	GD		ARE-	ARE-		ARE+	GD		ARE	ARE		ARE	ARE
	BARE	BARE		ARE	ARE		ARE	ARE-		GD	GD		ARE	ARE
	GD	GD		BARE	BARE		ARE	ARE		ARE	ARE		ARE	ARE
	ARE	ARE		BARE	BARE		GD	GD		ARE	ARE		ARE	ARE
	ARE	ARE		GD	GD		GD	GD		ARE	ARE		ARE	ARE
	ARE	ARE		ARE	ARE		GD	GD		BARE	BARE		ARE	GD
	ARE	ARE		ARE	ARE		ARE	ARE		BARE	ARE		ARE	ARE
	GD	GD		ARE-	ARE-		ARE-	BARE		ARE	ARE		ARE	ARE
	GD	GD		BARE	BARE		GD	GD		ARE	ARE		ARE	ARE
	ARE	ARE		ARE	ARE		ARE	ARE		ARE	ARE		ARE	ARE
	ARE	ARE		ARE	ARE		GD	ARE+		ARE	ARE		ARE	ARE
	BARE	BARE		ARE	ARE		ARE	ARE		BARE	BARE		ARE	ARE

BARE
ARE-
ARE
ARE+
GD

GEOGRAPHY (2020 REPORTS)		
Y 1 - 6 (185)	Total	%
BARE	15	8%
ARE	132	71%
GD	38	21%





# Implementation – How?

- **Cold task – Big Question**
  - KS1: draw a picture/write a sentence
  - LKS2:/SEND Draw a picture and describe/group mind map
  - UKS2: Write a PEE paragraph
  - Use this to select 'experts' / 'detectives' in key areas – select children and set 'special task/challenge' to research and create presentation/poster to share with class on their 'expert' subject. Link to lesson objectives and use as starter activities.
- **Glossary Lesson** (set expectation for topic vocabulary and list non-negotiable spellings) in same lesson as Cold Task
  - EYFS: 'Star Word' wall updated throughout topic for children to refer to and link back to
  - KS1/SEND: 5 non-negotiable spellings (these can be on the Knowledge Mat and not a separate lesson)
  - KS1/SEND: Pictures & words to highlight spellings
  - LKS2/SEND: Match definitions and pictures
  - UKS2: Find and copy definitions from dictionary. Draw pictures to support memory
- **Knowledge Mat**
  - Teacher creates for each topic. Can be a poster/fact file with 5-6 key facts children expected to know by the end of the unit
  - EYFS: 'Star Word' wall and topic books/pictures around
  - KS1 – KS2 difference in knowledge mat presentation shows clear progress and learning journey throughout
  - Highlights key information/facts. Discuss with class and children stick in their books for reference
- **Series of lessons** covering all areas of Knowledge Mat – use experts to present specialist areas
- **Hot tasks:**
  - Hot assessment – Big Question
  - KS1: add to cold mind map in pink pen/draw a picture/write a sentence
  - LKS2 answer question and draw pictures
  - UKS2 PEE paragraph, reasoning, explanation, links to expert lessons
  - 'Big Quiz' linked to facts from Knowledge Mat – make their own as homework to extend learning

# What?



New assessment structure should enable teachers to confidently assess all pupils in History & Geography. This should give a more accurate picture of progress. Staff explained they historically have not always felt confident to assess children as GD in H&G because of lack of assessment. New assessment structure supports staff in assessing children more accurately in H&G.

**January 2021:** Anna identified assessment area of need in H&G

**January 2021:** assessment structure pilot in Year 5 very successful

**March 2021 onwards:** all year groups to trial new assessment structure through knowledge mats and 'experts'

**July 2021:** data will give a more accurate picture of attainment and progress as will have 3x years' reports to reflect upon, and the first year the data will be added using the new assessment structure.

**September 2021:** will roll out assessment structure to Science and/or RE if successful in H&G

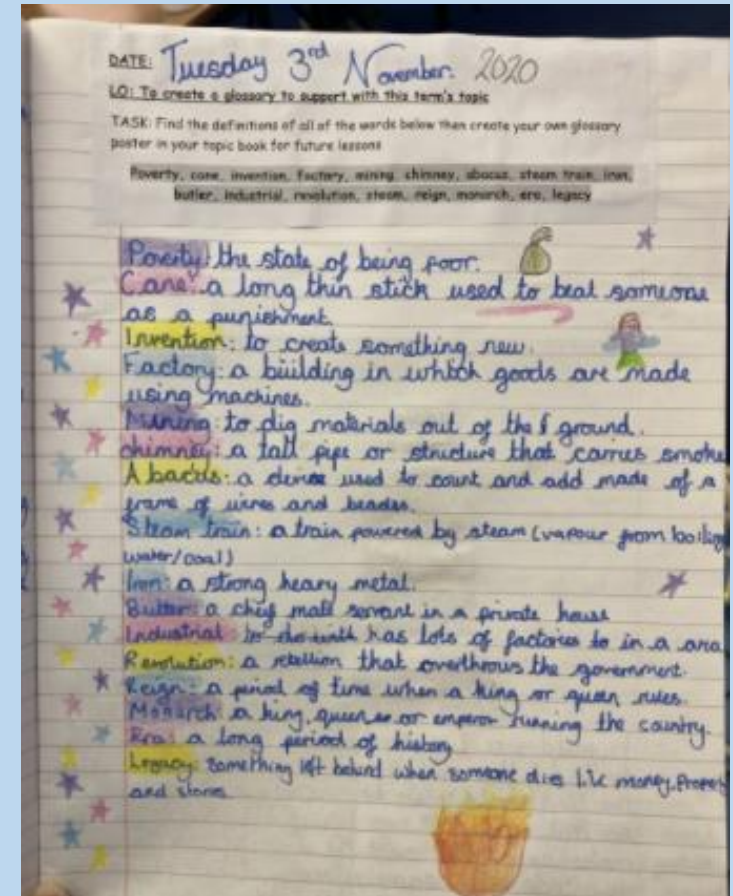
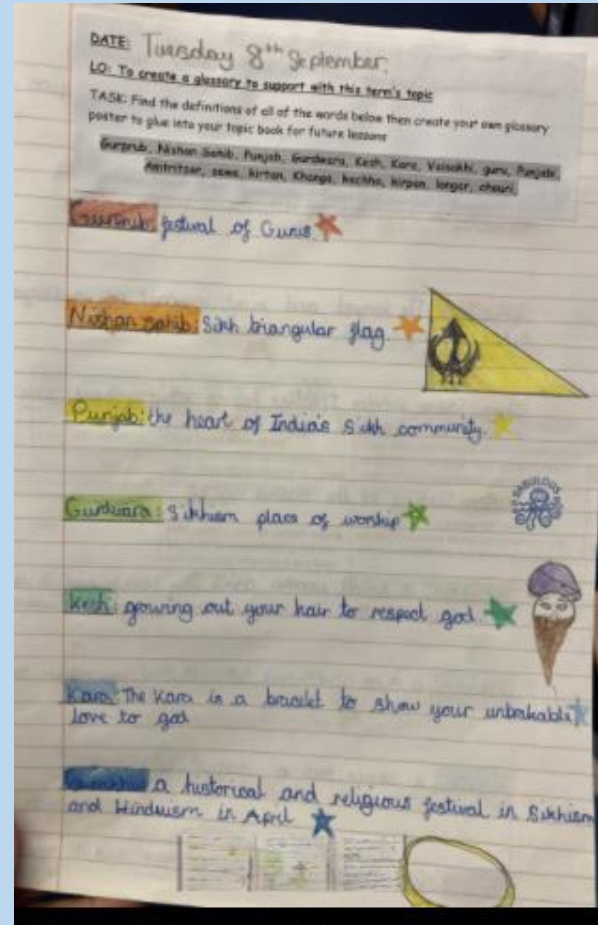
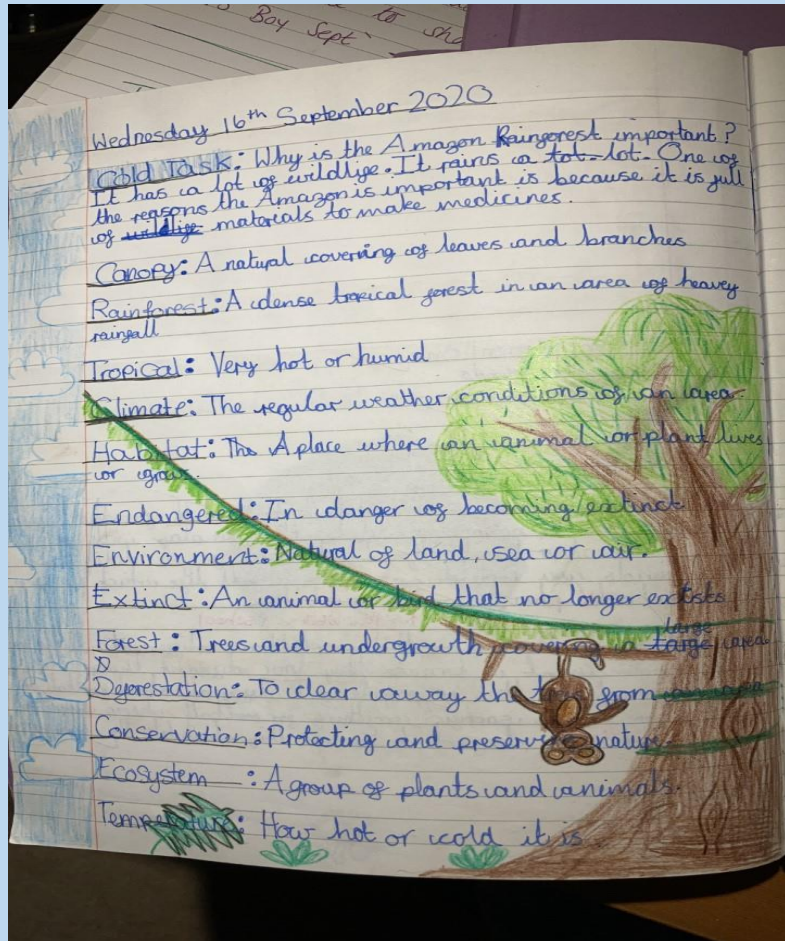
# Impact - So what?



How have I made a difference?

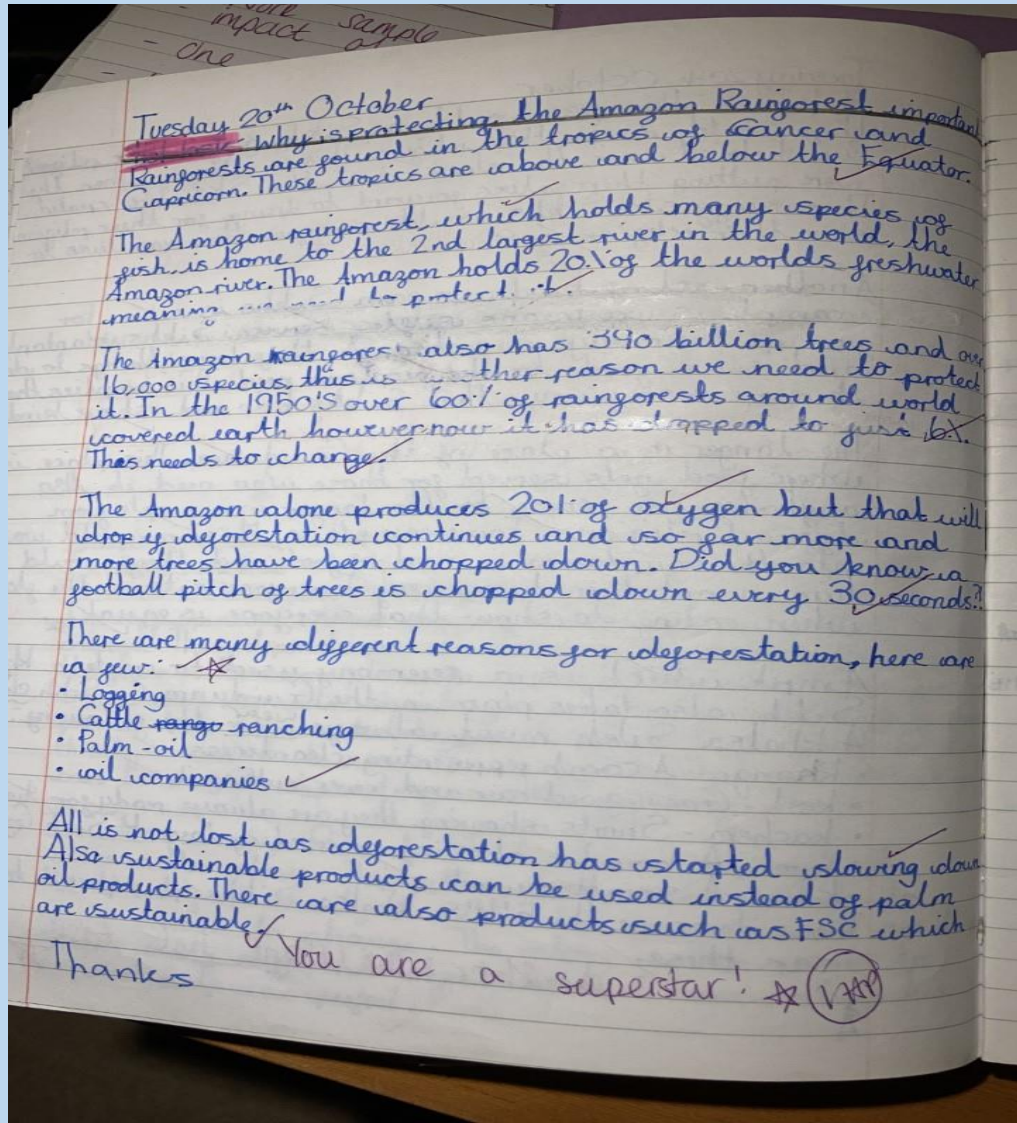
1. Hot and Cold tasks being used across the school to show progress
2. Use of 'experts' to challenge children
3. Links to Global Advocacy and 'Aware of our World' week
4. New readily available resources to aid planning/delivery

# Photos/scanned examples



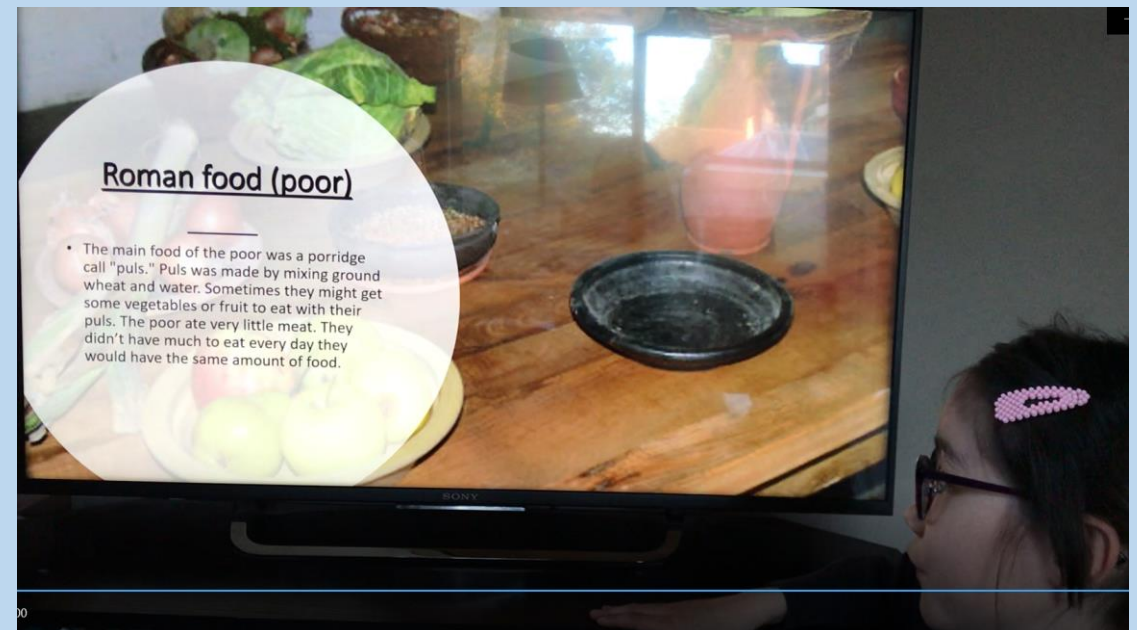


# Photos/scanned examples





# Photos/scanned examples



# What do AK children say about Geography?



- “I love learning about Geography because I enjoy finding things out about different countries around the world.” Year 3 boy
- “I like Geography because we learn about floods and interesting things.”
- “Learning about Geography is great because you can learn about different places around the world. I really enjoyed learning about rivers and the water cycle.”

# Final reflection - next steps

- Continue with new assessment system
- Continue to use knowledge mats – children to use for vocabulary throughout specific topic
- Use of 'experts' and quizzes to continue

