

Geography Parent Workshop



What is geography?

Geography deals with the Earth. Geographers are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans. They are also interested in the ways that people affect and are affected by the natural world. There are many skills which are taught through geography lessons. These are:

- Map reading
- Map Drawing
- Identifying and using Human and Physical Features
- Using Digimaps
- Using Compass Directions and Grid References
- Reasoning
- Locating landmarks
- Comparing similarities and differences
- Studying pictures and photographs

Who learns geography?

Children in Years 1-6 have half-termly topics which are either geography or history focused. Each year group has at least 3 geography topics per year. Children in Reception and Nursery learn and take part in activities based on their EYFS educational programme 'Understanding the World' which has the foundation knowledge and skills to support their child when working towards and entering the National Curriculum in Year 1 in Geography.

Who leads geography? Miss Fudge

Geography at Dean Field



Whole School Overview 2021-2022

Term	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 Weeks	Spring 2 7 weeks	Summer 1 5 Weeks	Summer 2: 7 Weeks
Nursery	All About Me Gingerbread Man Autumn	Bonfire Night People Who Help Us Jolly Xmas Postman	Antarctica Chinese New Year Valentines	In the Garden Growing and Planting Jack and the Beanstalk	Farms The Three Little Pigs	Dinosaurs Travel and Transport
Rec	All About Me The Little Red Hen	People Who Help Us Celebrations	Under the Sea	Growing Easter	Dinosaurs	Space Transition
Year 1	Paddington's Adventures Geography focus	Childhood Then and Now History focus	It's Good to be Me. Science focused	Sensational Safari Geography focus	Sensational Safari / Geography focus Influential Individuals History focus	Influential Individuals History focus
Year 2	Where We Live Geography focus	A Walk in the Park Geography focus	Circle of Life Science focus	Sensational Shibden Local history focus	Fire, Fire! History focus	Sun, Sea and Sand Geography focus
Year 3	The UK Geography focus	Romans History focus	Dinosaurs Science focus	American Adventures Geography focus	Invaders and Settlers History focus	Invaders and Settlers History focus
Year 4	Brazil Geography focus	Ancient Egypt History focus	Antarctic Adventure Geography focus	Stone Age History focus	Bronze and Iron Age History focus	Yorkshire Geography focus
Year 5	Early Islamic Civilisations History Focus	Water World Geography focus	Space Science/History focus	Ancient Greece History Focus	Biomes Geography focus	London Geography focus
Year 6	World War 2 History focus	Crime and Punishment History focus	Extreme Earth Geography focus	Extreme Earth Geography focus	If We Could Talk to the Animals Arts Focus	Invaders and Settlers History Focus

Each topic includes an Excellence and Enjoyment day to 'hook' the children into the learning and provide them with real experiences. This could be in the form of a trip, visitor or workshop.

Geography taught at Dean Field



Department
for Education

Geography programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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.

Teachers in Years 1-6 plan using the National Curriculum.

They use these objectives provided to plan exciting lessons to teach the children about geography.

This provides the knowledge of the geography curriculum.

Geography Progression of Skills – EYFS – Y6

Teachers also use a progression of skills document to ensure geography skills are built upon in each year. Teachers highlight the document for their year group to identify what has already been taught and what the children are working towards in that subject. This follows them through the school.

Progression of Skills in Geography			
EYFS Geography Skills			
Location Knowledge <ul style="list-style-type: none"> Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Name the village and city the school is located in 	Geographical Skills and Fieldwork <ul style="list-style-type: none"> Begin to use geographical skills, including first-hand observation, to enhance their locational awareness Collect, analyse and communicate a range of data gathered through experiences of fieldwork. Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth. Communicate geographical information in a variety of ways e.g. maps and drawings. Use and draw information from a simple map Look at aerial views and comment on buildings, open space, roads and other simple features 	Place Knowledge <ul style="list-style-type: none"> Identify similarities and differences between places, drawing on my experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	Manmade and Natural Geography <ul style="list-style-type: none"> Model the vocabulary needed to name specific features of the natural world, both natural and manmade Understand the effect of changing seasons on the natural world around me
By the end of Reception our pupils will be able to: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 			
Key Vocabulary Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, rain, weather, manmade, natural			

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Map Skills (Using, interpreting and drawing maps)	Use electronic maps, paper maps and a globe to identify the countries and continents studied and understand that both a map and a globe show the same thing. Look at a simple map and aerial photographs of the local area and identify the things they know and have seen. Identify simple features on maps such as roads.	Use maps and globes to locate the UK and countries studied. Identify the poles and equator. Locate and name the oceans and continents. Identify simple features of places studied on maps and aerial photographs.	Begin to use the index and contents page of an atlas. Identify the 4 countries of the UK and label the capital cities. Locate hemispheres and countries studied using maps, globes, atlases and electronic maps. Locate and label countries/continents in the Northern and Southern Hemispheres.	Use atlases, maps, globes and electronic maps to locate, identify and label the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and countries, cities and features studied. Use recognised symbols to identify features studied. Recognise patterns on maps and begin to explain what they show	Use the index and contents page of an atlas confidently. Locate the Equator, the tropics, time zones and prime/Greenwich meridian. Use maps and globes to locate and identify biomes/climate zones, identifying patterns in their location. Begin to use OS maps to	Select the most appropriate map for a specific purpose. Locate cities, features and countries studied. Plan and follow routes on OS maps. Use OS and atlas symbols. Relate maps to each other and vertical aerial photographs.

Geography Progression of Vocabulary

To support children's progression of vocabulary the geography leads across the Trust worked together to identify key geographical vocabulary to support children's learning across the school. This is then used to inform planning and to ensure children are exposed to a range of vocabulary, building upon their prior learning. Here is an example:

Progression of Vocabulary in Geography – EYFS – Y6

Vocabulary is only included in the year group where it is first introduced; although London is studied in various year groups, it will only appear in Year 1, as this is where it is first taught.

Please ensure that vocabulary from previous year groups is revisited each year.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing a sense of place (local, national and global places & landmarks)	Earth Halifax home school Shroggs Park town	Dean Field Beech Hill Calderdale Class country England Europe Kenya London Pellon Peru Wales Cousin Lane	Africa Antarctica Asia Belfast Cardiff Class country/ies (current and past) Dublin Edinburgh Ireland North America Northern Ireland Oceania/Australia/Australasia Scotland Seven Seas Shibden Hall	52 States America Antarctic Arctic Central America Class country/ies (current and past) Gateway Arch Golden Gate Bridge Grand Canyon Great Britain/United Kingdom/British Isles Great Lakes Mississippi River New York Niagara Falls Pangaea	Amazon Basin Amazon Rainforest Amazon River Antarctic Circle Argentina Bolivia Brasilia Brazil Cairo Chile Christ the Redeemer Class country/ies (current and past) Columbia Copacabana Beach Costa Rica Ecuador	Amur River Athens Baghdad Calderdale Class country/ies (current and past) Congo River Egypt Greece Halifax Town Hall Houses of Parliament River Calder River Niger River Thames	Aconcagua Alps Andes Austria Bay of Naples Ben Nevis Carstensz Pyramid (Puncak Jaya) Caucasus mountains Czech Republic (Czechia) Denali Elburus English Channel Etna European Union


Geography Working at Depth Questions

To further challenge pupils in geography, the geography leads from across the Trust have worked together to create a bank of greater-depth/debate style questions to further probe children's geographical thinking in Y1-6, in EYFS the staff are constantly engaging in conversations and interactions daily in order to prepare children for these when they enter Year 1. These are linked to each topic and build upon children's prior learning. Here is an example:

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Paddington's Adventures:</u> Would you rather live in Peru or England?</p> <p>Where should Paddington visit whilst he's in Halifax?</p> <p>What would Paddington's ideal adventure be?</p>	<p><u>Where We Live</u></p> <p>What would be your perfect day out in your community?</p> <p>If you were to move house, where would you go? Why?</p> <p>How could you improve where you live?</p>	<p><u>The UK:</u> Should the UK be one united country, or remain as four separate countries?</p> <p>What if the Piece Hall had been demolished (as planned) in 1971?</p> <p>Should we have more rural or urban areas?</p> <p>Are urban or rural areas more important?</p> <p>Do you prefer rural or urban areas?</p>	<p><u>Brazil:</u> Why protect the Amazon Rainforest?</p> <p>Which is a better place to live, Rio or Brasilia?</p> <p>Which is a better holiday destination, Rio or Brasilia?</p> <p>Which city should be the capital of Brazil?</p>	<p><u>Ancient Islamic Civilisations:</u></p> <p>Would you rather live then or now?</p> <p>Would you prefer to live in Baghdad or Britain in AD 900?</p> <p>How has medicine improved overtime?</p>	<p><u>WW2:</u> Was Germany to blame for the outbreak of WW1?</p> <p>Was WW2 necessary?</p> <p>Should the UK have remained neutral?</p> <p>Were all Germans to blame for WW2?</p> <p>How did the Treaty of Versailles lead to the outbreak of WW2?</p>

Geography Medium Term Plans


From the National Curriculum objectives and progressions of skills and using the progression of vocabulary and greater depth questions, teachers then work across the Trust to create a sequence of learning for the topic called a Medium Term Plan. Here is an example:

 Curriculum Medium Term Plan / Planning Sequence			
Term: Autumn 1		Topic: The UK	
Year group: 3		Classes: Mexico, Morocco (BH) and Poland (DF)	
Prior Learning: Year 1-Paddington, identifying Peru in South America. Year 2 -Continents work, oceans, local area study of Halifax.			
Skills coverage	Subject Focus	Tasks	Vocabulary
Yellow box = already covered			
Begin to use the index and contents page of an atlas. Identify the 4 countries of the UK and label the capital cities.	Geography Can you use an atlas to label, countries, capital cities and surrounding seas of the UK and answer questions on the key features? EHCP/SEND Can you use the atlas to correctly to match the four countries of the UK?	Introduce the first topic. In this topic, we will mainly be looking at the subject of Geography-Recap what geography is, what other topics have they done in years 1 and 2 that have involved geography- what skills did they use- Prompt and remind them using IWB. PRE ASSESSMENT MAP TASK -What do they already know? Label map of the UK-Word bank available-They must copy the words correctly! NB: If a more able child can name and locate every place challenge them to label the surrounding seas and oceans. Mark the map together -Label the map on the working wall to show them the answers. Do corrections in pink pen a tick for correct and a dot for incorrect-Stick in books themselves (monitor this so they are not a mess) Reinforce that this is a must know fact. Follow the IWB to reinforce must knows and explain what work on what GB, UK and British Isles mean. Go through the info Power point and explain as you go-Take questions Task: using the few pages and contents page made from a simple atlas, can they answer the questions posed. Atlas 1 between 2, stick in the question and map sheet, label the things on the map as requested and then write answers to the other questions posed on the next page. Share steps to excellence Assess how the children will get on with this-You may have to do it step by step. HA-If children are more successful, they can label some rivers and mountains on their maps - write this as a green pen challenge incidentally as you are going around. TA to support Reinforce correct spelling and capital letters. Correct these if necessary EXT: For more able -Looking at page 6, can you note down some differences by looking at the north of England and the south of England? Answer to look for is there are more mountainous areas in the north and more main rivers in the south. TA to support BA/SEND Building the UK cut and stick activity and using the Atlas to look at the different places. Have them pre cut to save time. Questions about the biggest and largest countries of the UK, playing a game with an adult on N/E/S/W. Establish 'a north' in the classroom and ask the children to turn in the different directions. Label walls if need-Film for seesaw and put code crib sheet for their books.	United Kingdom (UK), British isles, Great Britain, continent, country, county, town, city, atlas, mountainous, main rivers,
Week 2			

Must Knows

Teachers create must knows linked to each area of the geography curriculum to support the children in their learning. This also helps them to revise and remember. You will see these on your child's seesaw account or on the curriculum tab on our website. Children highlight these as part of their self-assessment.

Year 1 Spring 1 Must Knows Marvellous Me

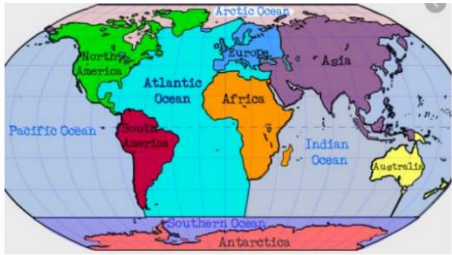
<u>Top Vocabulary</u>
England - the country that we live in.
Halifax - the town that we live in. Halifax is a town in England.
Community - a group of people living or working together in the same area. A community is made up of different people. 
Sight - Your eyes let you see all the things around you.
Smell - You smell using your nose. Your nose can tell if things smell nice or not nice.
Taste - Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet.
Hearing/sound - Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.
Touch - Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it.

Map of the World

England is the country where we live. Halifax is a town in England.

England is highlighted in red and the arrow is pointing to Halifax.

The world is made up of 7 continents and five oceans.





Significant stages / events in your life so far.

baby

toddler

child

Must Knows
Year 1 – Marvellous Me



Key Facts

- We live in a town called Halifax, (Recap from Autumn 1)
- We live in a country called England (Recap from Autumn 1)
- We are all a part of a community that includes many different people.
- Some significant events that have happened in our lives are: being born, crawling and starting school.
- The world is made up of 7 continents –
 - Asia
 - Africa
 - North America
 - South America
 - Antarctica
 - Australia
 - Europe
- The world has 5 oceans –
Arctic, Southern, Pacific, Atlantic, Indian.

Inclusivity: Supporting ALL children

Some children may need extra support in order to achieve in geography. At Dean Field we encourage 'Learning Without Limits' and therefore incorporate a teaching to the top style approach where all children are exposed to the same learning but ensure high quality support is in place to assist children's individual needs to get there.

Therefore your child may...

- Complete learning verbally and have this posted on their Seesaw account rather than written in books
 - Have additional 1-1 or small group work supported by an adult
- Have a differentiated task which is more 'hands on' and verbal to accommodate their needs
- Have their own personalised 'Must Knows' to aim to achieve smaller steps in the subject before moving on
- Be involved or make use of Topic Talking Tubs to support discussion and understanding
 - Have different objectives within the lesson, taken from our BSquared resource

Topic Working Wall

Each class has a working wall for topic. Depending on whether the current topic is geography or history based will depend on the content. The working wall is up-to-date and developed as a class and children can use this in lessons to support their learning.

Topic Board WAGOLL – Focus is History but Geography should be the same but with geography related content.

Topic Working wall title. Topic title. Subject specific title.

Vocabulary – taken from Must Knows and vocabulary progression document and added to when needed – great use of pictorial support for SEND too.

Excellence is title with steps to success learning to support SEND and **working wall content** to support current learning for that lesson.

Vocabulary

- Prehistoric
- battle
- tribe
- archaeologist
- artefacts
- Skara Brae
- mammoth
- Neolithic
- Stonehenge
- chronological

Excellence is...

Palaeolithic

- Old Stone Age
- Earliest humans
- Sheltered in caves

Mesolithic

- Middle period
- Started to build circular structures
- On the move

Neolithic

- New Stone Age
- Started to set up farms
- Started using stone to build

As historians... we have

- Used evidence from the past.
- Described changes over a prehistorical period of time.

What is History? Description – printed and displayed.

Current Topic Must Knows and Key Facts.

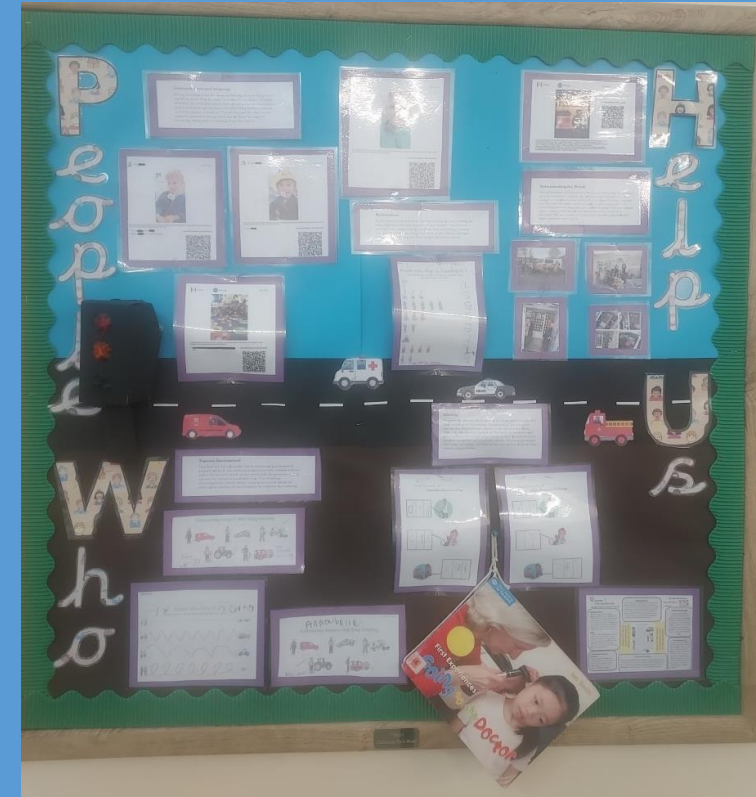
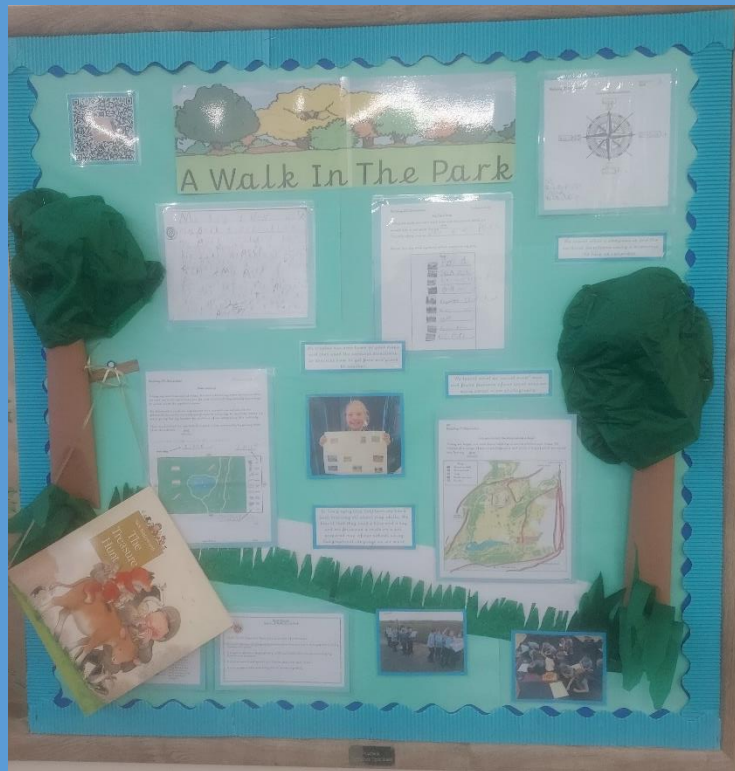
As historians title with specific/focus outlining of skills taken from the progression of skills document for the subject, relevant to the topic. Updated throughout the topic.

Books relating to the topic for wider reading opportunities and reference. Displayed on your magnetic book shelf on the working wall.

Recording Geography Learning

We evidence our geography work in our topic books throughout the year. We also save evidence and work in the geography folders on our Seesaw accounts.

To reflect the half-term before each class updates a curriculum board in the school foyer to showcase their learning. The boards are judged by our school councillors and the staff win a prize to share!



Embedded Geography

We also embed geography into other areas of our school day. This includes:

- having named class countries and participating in themed activities such as cooking traditional dishes from that country origin. Each class has their own class country display and door wrap.
- going on different trips around England, a mix of local and non-local.
- running a weekly eco club.
- themed events such as 'World Habitat Day' and 'World Food Day' with competitions to get involved in.
- providing homework projects and home challenges.
- using ICT programmes such as Digimaps and activities on children's Seesaw and PurpleMash accounts.
- Cross-curricular: using geography skills in other lessons.
- variety of class story and home reading books about stories across the world.
- using and referring to the class globe in each year group.
- topic boards in the school foyer, updated every half-term.



Assessments

Teachers use the assessment system Target Tracker to monitor each child's progress in geography, tracking this each term and then plotting an end of year step judgement. This helps the teacher to plan efficiently and see what your child needs to do to improve in geography. They then use this to inform you at parent's evening and in your child's report.

Key:

Black: not taught/not achieved

Red: working towards achieving

Blue: achieved

5s		Yr5 Sum2			
Band 5 (14 statements)			Band 6 (11 s		
Geographical skills and fieldwork	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Geographical skills and fieldwork	Use maps, atlases, globes and digital/com describe features studied	
Locational knowledge	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night		Geographical skills and fieldwork	Use the eight points of a compass, four ar and key (including the use of Ordnance S of the United Kingdom and the wider wor	
Locational knowledge	Recognise the different shapes of countries		Geographical skills and fieldwork	Use fieldwork to observe, measure, recor features in the local area using a range of and graphs, and digital technologies	
Locational knowledge	Identify the physical characteristics and key topographical features of the countries within North America		Geographical skills and fieldwork	Understand and use a widening range of vocabulary - urban, rural, land use, sustain	
Locational knowledge	Know about the wider context of places e.g. county, region and country		Geographical skills and fieldwork	Use maps, charts etc. to support decision new bypass	
Locational knowledge	Know and describe where a variety of places are in relation to physical and human features		Locational knowledge	Locate the world's countries, using maps t location of Russia) and North and South A environmental regions, key physical and h major cities	
Locational knowledge	Know location of: capital cities of countries of British Isles and U.K., seas around		Locational knowledge	Name and locate counties and cities of th	

Monitoring Geography

All subjects are regularly monitored in a variety of ways at Dean Field. Geography is monitored by Miss Fudge through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for geography across the school for all children.

Some ways this is done is by:

- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and External deep dives (lesson observations, staff interviews and book looks)
 - Learning walks (display checks)
 - Data drops and the analysis of this
 - Trip overviews
 - Resource monitoring
 - Checking of planning
 - Staff training (webinars, meetings, courses)
- Celebrating staff and children's geography achievements
- Subject lead keeping up to date with reading, research and training

Can you help us?

Do you work in a job which uses geographer skills?

Do you know someone who does?

We would love to build some links with parents to our give our children context for their learning in the wider community, providing them with future aspirations.

If you have a background in any field of geography and would be willing to talk to one of our year groups or in an assembly about what a job relating to geography skills entails then please email the school office.

Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of geography at Dean Field please ring the office and request an appointment to speak to Miss Fudge.

