10.15 – 10.45
Primary Geography: successfully implementing the new curriculum

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National Curriculum Presentations

Primary geography: successfully implementing the new 2014 curriculum

Presenter: Ben Ballin
Primary Geography - successfully implementing the new curriculum

Ben Ballin, 2014
Thanks to Paula Owens, GA
Keep calm ...

1. Good teaching is still what matters

2. There is much that is familiar

1. Good teaching in Geography thrives on investigation and enquiry
"The national curriculum should be the start not the end of a school's thinking on its curriculum. It is a necessary minimum, shared by all students in the country, not the limit on what we can aspire to."
Geography NC14

‘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.’

DfE 2013

Words from Geography programmes of study: key stages 1 and 2 National curriculum in England
Department for Education 2013
Image from www.tagxedo.com
What is a core curriculum?
Geography is about enquiry

- Asking
  - Investigating OS maps
- Collaborating and Selecting
  - Doing a risk assessment with pupils
- Doing
  - Messy Maps and other approaches
- Reflecting
  - making a report or a film
- Evaluating
  - Taking action in the environment
- Communicating
  - Using the PGQM Framework

Young geographers go local

Investigating OS maps

Doing a risk assessment with pupils

Messy Maps and other approaches

Making a report or a film

Taking action in the environment

Using the PGQM Framework
“Schools should: focus strongly on developing pupils’ **core knowledge** in geography, particularly their **sense of place** …p.7

Ofsted (2011) Geography Learning to make a world of difference, Published: February 2011 Reference no: 090224

**Core knowledge**
Facts, location, names, vocabulary,

**Sense of place**
Senses, emotions, values, opinions
Pub Quiz Geography?

- Core knowledge
- Sense of place

Geography

Lacks empathy, awareness of other views and values, subtleties of change and influence.
Little underpinning geographical knowledge. Lacks rigour. Is it even geography?
Core knowledge and Sense of Place

We need to ensure teaching and learning has both

Core knowledge
Facts, location, names, vocabulary,

Sense of place
Senses, emotions, values, opinions
NC 2014 purpose of study

As pupils progress, their growing knowledge about the world should help to deepen their understanding of:

• The interaction between physical and human processes.

• The formation and use of landscapes and environments.
Aims

• Contextual knowledge of places [including locational knowledge]

• Understanding physical and human processes

Skills:

• Use and communication of data, especially through fieldwork
• Interpreting maps, diagrams, globes etc
• Communicating - maps, writing at length
Key stage 1

**Same** Focus on local area [links to History]

**New** Locational knowledge: The nations of the UK, the world’s seven continents and five oceans

**New** Contrasting non-European locality specification

**New** UK seasons & weather, hot & cold regions

**New** Specified vocabulary - physical & human features

**New** Use of simple compass directions

**Gone** Environmental change & sustainable development
Key stage 2

**Same** Focus on UK - though greater detail is specified

**New** Locational knowledge: the world’s countries

**New** Locational and place knowledge of Europe [including Russia] and the Americas.

**New** Position and significance of latitude, longitude etc

**New/Same** Key aspects of physical and human geography [includes settlement, rivers, the water cycle]

**New** Compass directions, use of OS map conventions. Greater emphasis on fieldwork.
Key stage 2

Environmental change and sustainable development ... *though there are plentiful opportunities to address these themes, not least because they are fundamentally about the interaction between physical and human processes*

Contrasting locality requirements
Curriculum Making

Teachers are guided by their knowledge of children’s needs and interest when selecting appropriate subject content and develop this into challenging and relevant teaching experiences using their professional skills.
Example: planning with a place focus ...

Y1  My local area/fieldwork. Link to UK locational knowledge. Local and family history.

Y2  A distant locality [in Africa, Asia]. Link to climate.

Y3 The UK - regional study, local fieldwork. Mapwork etc. Human and physical geography [rivers, settlement ...] London and the Thames basin, The Midlands
Example: planning with a place focus ...

Y4 Europe - and a region within Europe. Human and physical geography [trade links, the water cycle ...]

Y5 The Americas - overview. Locational knowledge. Human and physical geography [climate zones, biomes, volcanoes and earthquakes ...]. Link to non European history [eg the Maya]

Y6 Focus on a region within the Americas. Human and physical geography [natural resources, rivers, mountains ...] Brazil and the Amazon basin, WC 2014
Assessment and Progression

Schools are free to devise their own curriculum and assessment

- increasing breadth of study, wider range of scales studied, greater complexity of phenomena studied
- increasing use made of generalised knowledge and abstract ideas
- The changes in an individual pupil's understanding of concepts, use of skills, development of values and knowledge of content over time
- **Curriculum planning** that develops pupils' geographical thinking in a systematic manner.

Support from the G.A.

• *Primary Geography* journal
• Primary Geography Quality Mark
• Champions Network / Global learning programme
  • Website, publications and CPD

www.geography.org.uk
http://geographychampions.ning.com
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