

PRACTICAL GUIDE
AUTUMN 2021



Bishop Chadwick
Catholic Education Trust

Geography

Curriculum Continuity Project



Contents

- 4 Teaching Geography
- 6 The Learning Materials
- 8 Assessment
- 9 Professional Development
- 10 Geography Progression



Geography teaching and learning materials have been developed as part of an ongoing Curriculum Continuity Project, funded initially by the DfE to improve transition between KS2 and KS3. The project now includes a number of subjects and is expanding across phases.

Scan the link to find out more about the project.



“Geography puts the understanding of social and physical processes within the context of place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them”

RGS, 2015





LOCATION AND PLACE KNOWLEDGE



GEOGRAPHICAL TECHNIQUES



PHYSICAL FEATURES AND PROCESSES



HUMAN INTERACTION WITH THE ENVIRONMENT

Teaching Geography

An understanding of the threshold concepts and commitment to teaching them.

Location and Place Knowledge

Location and place knowledge is not simply about knowing where a place is in the world. It includes:

- **Location Knowledge:** World countries, Regions, Environments, Continents, Physical features (rivers and mountains)
- **Physical Knowledge:** Similarities and differences between places (physical and human), Cultures, Cities, Capitals
- **Map Literacy:** Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Geographical Techniques

The use of geographical techniques such as fieldwork, but also the use of terminology and geographer traits, such as:

- **Map Literacy** OS Maps, Grid references, Latitude and Longitude, Atlases, Globes, GIS (Google maps), Aerial photos
- **Numeracy and Graphicacy** Manipulating data, Interpreting graphs & tables, Constructing graphs
- **Literacy Skills** Using key terminology, Constructing arguments, Writing persuasive arguments
- **Core Skills** Annotating diagrams/photos, Using case studies, Causes, effects, responses, Processes leading to landforms, Inferring information and making judgements

Physical Features and Processes

Looking at the natural landscapes, features and the processes which create them. This is done in two stages:

1. **Characteristics (Describe)**
What does the feature look like, What makes it unique, What are its dimensions, Observations (figures, photos, diagram)
2. **Processes (Explain)**
Why does the feature/event occur, Step-by-step, Directly link how the processes create the characteristics


Human Interaction with the Environment

Humans interact in a number of ways including:

- **Land Use** Types of settlement and land use, Economic activity including trade links, Distribution of natural resources
- **Human impact** Human impacts on the natural environment, Human induced hazards, Impacts of natural hazards on people
- **Human Responses** Human responses to natural hazards and to human induced hazards

For the first time, I feel like I am making the Geography visible to my pupils and to myself!

My rainforest animal Habitat and Diet



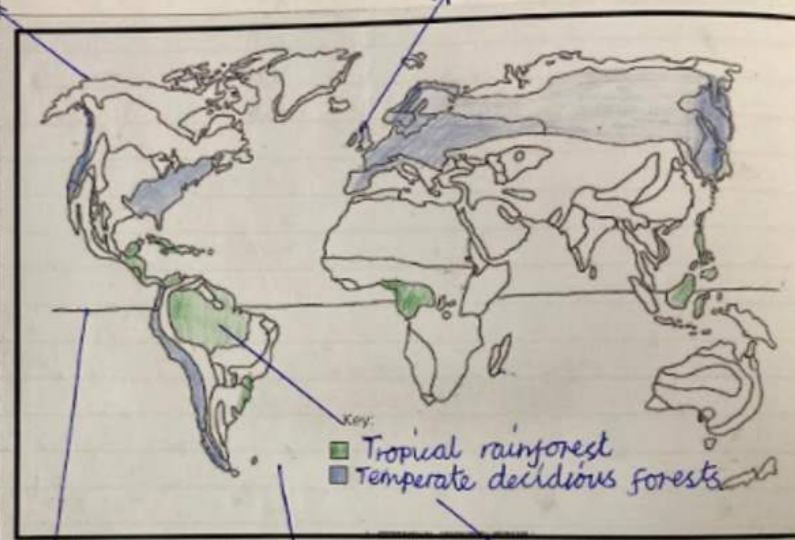
The camouflaged beast will prefer meat but it is so feared it lives on leaves and vines! It kills its rare prey by sneaking up and jabbing with venomous claws. Its bulky skin enables it to endure poison, paralysis or bites. It lives in the understory.

Key Adaptations

The most notable (or useful) feature is the camouflaged colours and leaves which help it stay under cover. Muscular wings (disguised as leaves) helps the camouflaged beast explore the emergent layer and grow concealment in the tropical environment. Lethal stingers cover deadly stingers hunt for prey. Leaves over and the bulky body can withstand any attack. Ripe bananas grow of its chin to lure unsuspecting prey. Sturdy appendages help to rocket into the sky.

Y6 pupil examples

To understand what Biomes are and where they are found in the world.




Key:
 Tropical rainforests
 Temperate deciduous forests

Temperate deciduous forests are located in places such as the UK, which is in the Northern Hemisphere and is located north of the equator. Tropical rainforests are located in places like South America, which is in the Southern Hemisphere and is located south of the equator. Tropical rainforests are typically found close to the equator.

Monuments/Landmarks eg. Grey's Monument

Cheaper land, on the edge of the city allow larger buildings like hospitals and football stadiums.

Houses close together (terraced houses) with no gardens



Buildings like the city hall and cathedral are found in the centre.

Larger buildings suggesting these are shops or businesses

The Learning Materials

A look at the prepared resources and how the lesson components fit together.

Let's take a look...

Sequential components of learning	Features of settlements	What is land use and how does it differ?	How and why has land use changed (local)	How and why has land use changed (Suzhen)	Impacts of land use change (local)	Has Hebburn become a Clone Town?	Cities of the Future
-----------------------------------	-------------------------	--	--	---	------------------------------------	----------------------------------	----------------------

Geography

Settle Down

Geography Year 6: Prior learning

- They have developed their locational knowledge and can name and locate the world's continents and oceans.
- They understand geographical variations through studying the human and physical geography of an area in the UK, and of an area in a contrasting non-European country. This will help them understand why places differ.
- They have acquired geographical vocabulary of physical features: beach, cliff, coast, forest, hill, mountain, sea, coast, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, farm, house, office, port, harbour and shop. This will create foundational knowledge and build geographical vocabulary.
- They have used world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. This will help them identify settlements within their region.
- They can 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. This will help them describe the location of settlements.
- What have the children already studied that will help them with this topic?
- They can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. This will help them identify how settlements vary. They have some feedback and observational skills which will provide a foundation for future knowledge.
- They can describe aspects of physical geography, including climate zones and vegetation, rivers, mountains, volcanoes and earthquakes, and the water cycle. This will help them understand why settlements locate where they do.

Big Question...

Are all settlements the same?

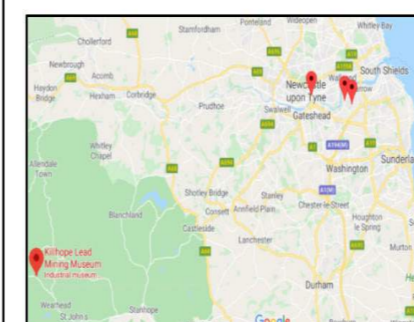
Several primary and secondary schools	Railway station	Several hospitals	City	Village shops
1 primary school	Several churches	No primary schools	Small doctor's office	Very small number of homes
100 people live there	Post office	More buildings than in a village or hamlet	1 or 2 secondary schools	Village Hall
Universities	Football Stadiums	Shopping centre	Several thousand people	1 or 2 doctor's Practices
Hundreds of thousands of people		Village	Cathedral	

Year 6: Geographical Skills

Location and Place Knowledge Name, locate and identify places on a global, national and local scale	Geographical techniques Use geographical terms and vocabulary, demonstrate geographical skills, including maps and graphical methods	Physical features and processes Types of settlement and land use. Economic activity including trade. Links distribution of natural resources including energy, food, minerals and water	Human interaction with the environment Identify land use, discuss the relationships between human activity and places, recognise how the environment is managed
---	--	---	---

Quick Recap... 3 Questions - 3 Minutes

1. What does **settlement** mean?
2. What does **land use** mean?
3. What **type of settlement** do you live in?



A team of Primary Subject Leads and Secondary Heads of Department have been working together to produce some high quality units, following the threshold concepts outlined previously. An effective geography curriculum must cover all 4 of these concepts and within any one lesson at least 3 of these concepts should be covered.

Writers have worked to identify sufficient breadth of content and ensure that pupils learn this in sufficient depth. By using the materials, teachers are able to break down the content they wish pupils to learn into component parts which have been selected to take into account what pupils need based on their prior knowledge and experiences.

These units include lesson planning, presentations and resources. These can be used as provided or modified and adapted to suit the context of individual schools.

Lesson materials have been designed in a way to ensure clarity and consistency of delivery, as well as providing an agreed standard for primary geographers. Learning is tracked at the start of each lesson to allow frequent recap of learning.

The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Likewise, recall is a feature of each session in the form of '3 Questions-3 Minutes'. Pupils are increasingly able to apply generalisations to understand the world around them.

Whilst maintaining strong cross curricular links, materials are entirely focused on achieving a strong geography curriculum. As such, planning, presentations and resources have been carefully considered and a balance of all the threshold concepts are reflected throughout the materials. Knowledge and skills are reinforced regularly both within and across units.

“ 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 ”

DfE, 2013

Activity- Why did we lose our industries?

Most important 1

2 3 4

5 6

Least important 7

- Raw materials such as coal ran out.
- Machines were developed, so less people were needed.
- The UK and the EU had strict laws for pollution. It was becoming more expensive to build here.
- New emerging countries like China had a large workforce.
- Workers in countries like China, would do the same job for less money.
- Improvements in transportation such as Freight Ships meant it was easier to import and export goods to different countries.
- The UK government sold many of the coal and ship building industries to private companies.

Fieldwork Review...

Place arrow on the correct score

What was your score and what does it mean?

5	10	15	20	25	30	35	40	45	50	55	60
Clone Town				Border Town				Home Town			
Shops you would find in any town in the UK e.g. big 'brand' shops/chain stores. No distinct features.				Mixture of local owned and chain stores.				Shops you would only find in your town e.g. locally owned shops. Distinct features.			

NOT GEOGRAPHY English / History Science Geology Sociology

WEAK GEOGRAPHY Week content Week skills

“ AS A SUBJECT THAT INCORPORATES AS MUCH FROM THE NATURAL SCIENCES AS THE SOCIAL SCIENCES, THE STRUCTURE OF A GEOGRAPHY CURRICULUM IS COMPLEX. HOWEVER, RARELY DO THESE EXIST IN ISOLATION. INDEED, ONE OF THE STRENGTHS OF GEOGRAPHY IS THAT IT BRINGS THEM TOGETHER. GEOGRAPHY MUST HAVE A CURRICULUM THAT RESPECTS BOTH DISCOURSES AND THE INTERPLAY BETWEEN THEM. ”

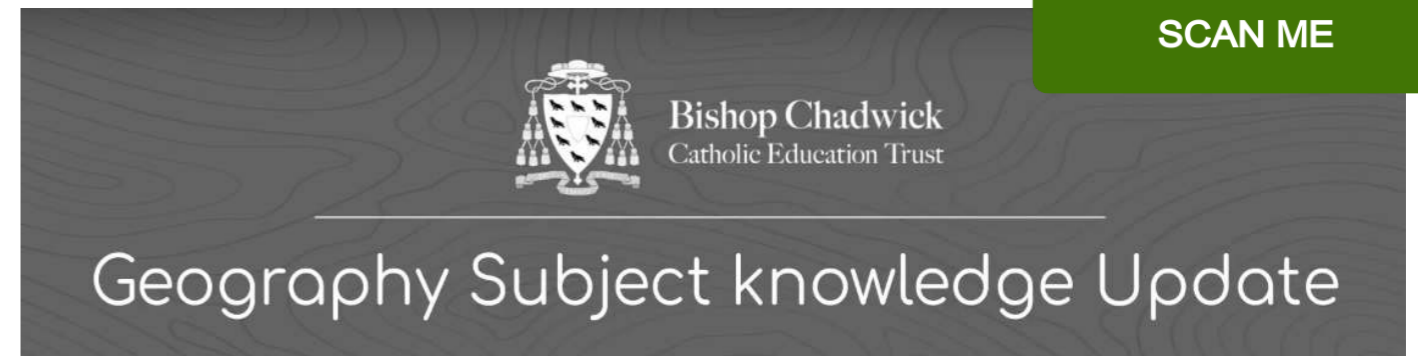
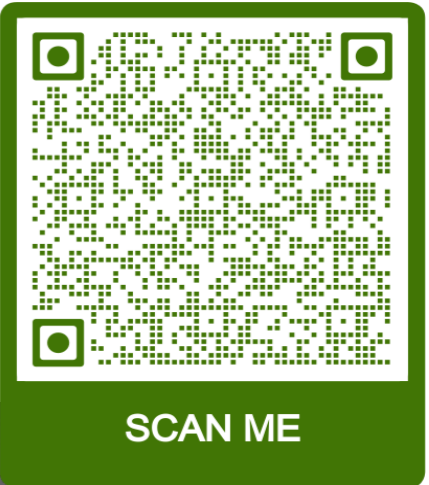
Assessment

- Assessments allow pupils and teachers alike to appreciate what has been learned.
- Teachers are clear about the assessment criteria, which both helps pupils to improve their attainment and motivates them.
- Assessments are designed so that teachers can identify specific gaps in pupils' knowledge and any misconceptions.
- Assessment information flags areas where pupils have a secure knowledge and where they need some aspects to be retaught. If there are common issues, leaders review and adapt the curriculum.
- Teachers recognise that progress is rarely linear due to the cumulative nature of geography.

DfE Geography Subject Review, 2021

Continuous Professional Development

As part of this curriculum process, effective training of classroom practitioners has been a fundamental consideration. It is absolutely critical that teacher subject knowledge allows for confident and well informed delivery.



“A HIGH-QUALITY GEOGRAPHY EDUCATION DEPENDS ON THE PRIORITIES ESTABLISHED AT A WHOLE-SCHOOL LEVEL. FUNDAMENTALLY, THE EXPERTISE AND PROFESSIONAL DEVELOPMENT OF TEACHING STAFF HAVE A SIGNIFICANT IMPACT ON THE CURRICULUM AND ITS IMPLEMENTATION. THIS IS ESPECIALLY TRUE IN GEOGRAPHY BECAUSE FEW PRIMARY TEACHERS (AND A SUBSTANTIAL PROPORTION OF SECONDARY TEACHERS) HAVE NOT STUDIED GEOGRAPHY BEYOND A LEVEL STANDARD” DfE, 2021

Geographical Skills						
Location and Place Knowledge	Geographical techniques	Physical features and processes	Human Interaction			
Name, locate and identify places on a global, national and local scale.	Use geographical terms and vocabulary, demonstrate geographical skills, including maps and graphical methods.	Identify and describe river characteristics and processes. An understanding of the three stages of a river and how they differ.	Identify land use, and economic activity along a river. Discuss the relationships between human activity and how this has changed over time.			
Sequential components of learning	Stages of my own knowledge			WJS	EXS	GDS
<i>The Water Cycle</i>	I can describe the water cycle.	I can identify key terms and features of the water cycle.	I can link the water cycle to how water ends up in a river.			
<i>The Drainage Basin</i>	I can identify the main features of a drainage basin.	I can define the main features of a drainage basin.	I can define and link the main features of a drainage basin.			
<i>River processes</i>	I can identify that rocks become smaller as they travel down a river.	I can define the three processes of a river: erosion, deposition and transportation.	I can make links between river processes and how it changes and moves rocks.			
<i>The Upper Course</i>	I can identify the upper course of a river on a map.	I can identify key terms and features of the upper course.	I can link the upper course of a river to how water ends up in the sea.			
<i>The Middle course</i>	I can identify key terms and features of the middle course.	I can link the middle course of a river to how water ends up in the sea.	I can use a key to represent where erosion & deposition creates meanders.			
<i>The Lower Course</i>	I can describe the features of floodplains.	I can explain the formation of floodplains.	I can evaluate the advantages and disadvantages of building on floodplains.			
<i>The Impact of Flooding...</i>	I can describe how the use of any local river has changed over time.	I can identify the causes of a flood.	I can identify the social, economic and environmental impacts of a flood.			
Overall:						

Fig 1: Ongoing unit assessment tool

Knowledge Test: 4.2 Journey of a river			Total mark: / 14		
Name:			Date:		
<i>Part A) Draw a circle around the letter that corresponds to the correct answer</i>					
Q1) What is the definition of precipitation?	Q2) What is the definition of condensation?	Q3) What is the definition of the drainage basin.			
A The process where water turns into vapour.	A When water vapour in the air cools down, water molecules come together and turn back into liquid. This forms clouds.	A Any area of land where precipitation collects and drains into.			
B Any water that falls from the sky including rain, snow, sleet or hail.	B Any water that falls from the sky including rain, snow, sleet or hail.	B Where a river begins.			
C When water molecules drain into the ground.	C When water falls onto leaves and evaporates.	C Where two streams or rivers meet.			
Q4) What is the name of the beginning of a river?	Q5) Where would waterfalls most likely be found?	Q6) What is a meander?			
A The drainage basin.	A The upper course.	A A type of waterfall.			
B The source.	B The middle course.	B A bend or curve in the river channel.			
C The source.	C The lower course.	C The beginning of a river.			
Q7) What are the four types of erosion?	Q8) What is the name of the area of the drainage basin that fills with water during a flood?	Q9) True or false. The main causes of flooding are heavy rain and poor drainage.			
A Source, mouth, confluence and tributary.	A A tributary.	A True			
B Hydraulic action, abrasion, attrition and solution.	B The floodplain.	B False			
C Transportation, evaporation, condensation and infiltration.	C The floodplain.	B False			
Q10) True or False. Flood gates and flood walls will cause flooding to be worse.	Total:		/ 10		
A True					
B False					

Fig 3: Knowledge Quiz

Assessment Task: To write an article about my local area flooding

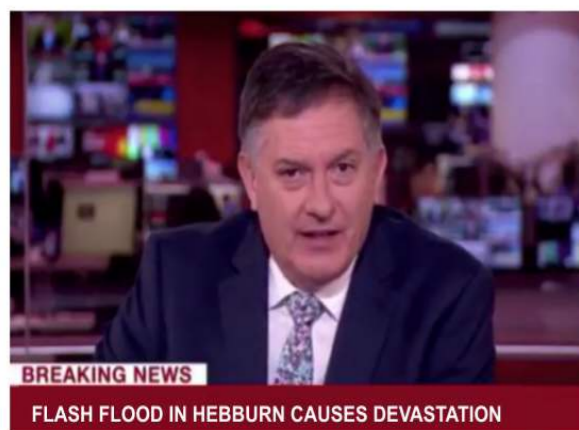


Fig 2: End of unit assessment task



There has been a flash flood in your local area! National Geographic have asked you to write an article about the **causes, impact and response** to the flood.

You must write like a geographer using **key terms, giving clear explanations** and use **diagrams and photographs** where appropriate.

Teaching materials include a range of assessment tools, consisting of a progress tracker (Fig 1) to be used on an individual lesson basis to assess pupil understanding and application of the content covered. Ending each unit there is the opportunity to assess through a subject knowledge quiz (Fig 3) and an end of unit task (Fig 2). Throughout, the aim is to assess pupils ability to think like a geographer by choosing, building and linking knowledge as they work through a unit, complete a unit and progress on to other units.

Geography subject knowledge training is available for all units.

Lead by a Geography Head of Department, the short training session provide invaluable insight into each of the units created and an explanation of the subject content proposed to ensure accurate Geography teaching.

In addition, live online training sessions and network meetings are proposed throughout the year, providing an opportunity to give feedback to inform future units and to ask questions.

Each unit comes complete with a teacher essential knowledge document as a further support for confident and accurate teaching of subject content.

4.2 Year 4 Module 2

Volcanoes and Earthquakes

Teacher Knowledge Organiser

Structure of earth

Location of volcanoes
Found along plate boundaries in a linear pattern e.g. "Pacific Ring of Fire". Anomaly to the pattern is Hawaii as this is a Hot Spot. Superheated section of magma which has made its way to the surface.
Plate boundaries that create volcanoes
Destructive: Plates moving towards each other
Constructive: Plates move away from each other

Features of a volcano

Physical volcanic hazards
Lahars: violent type of mudflow or debris flow composed of a slurry of pyroclastic material, rocky debris and water.
Lava: molten rock ejected from a volcano.
Pyroclastic flow: a fast-moving current of hot gas and volcanic matter.
Volcanic bombs: semi-molten rock ejected from a volcano.
Ash cloud: a violent eruption of volcanic ash into the atmosphere.

Features of an earthquake

Seismic Waves: energy released from the earthquake.
Physical hazards: Ground shaking, Liquefaction.
Measurement: Richter Scale 0-9, Logarithmic 31, 3.2.
Conservative: Plates moving alongside each other.
Destructive: Plates moving towards each other.
Constructive: Plates move away from each other.

Case Studies

Volcanic eruption: Montserrat, 1997 (Low Income Country)
Soufriere Hills, destructive plate boundary, stratovolcano
Causes: Atlantic plate pushed under the Caribbean plate
Effects:

People	Environment
19 people died 3000 people had to leave (but not allowed back) Capital city covered in mud	Large parts of the island covered in 10m of ash and mud Evacuated for several years.

Earthquake: Haiti, 2010 (Low Income Country)
Causes: Conservative plate boundary, Caribbean and North American plate sloped along the fault.
Effects:

People	Economy
3 million people affected Over 220,000 deaths. 300,000 injured. 1.3 million homeless. Several hospitals collapsed.	30,000 buildings collapsed. Businesses destroyed. Damage to the main clothing industry. Airport and port damaged.

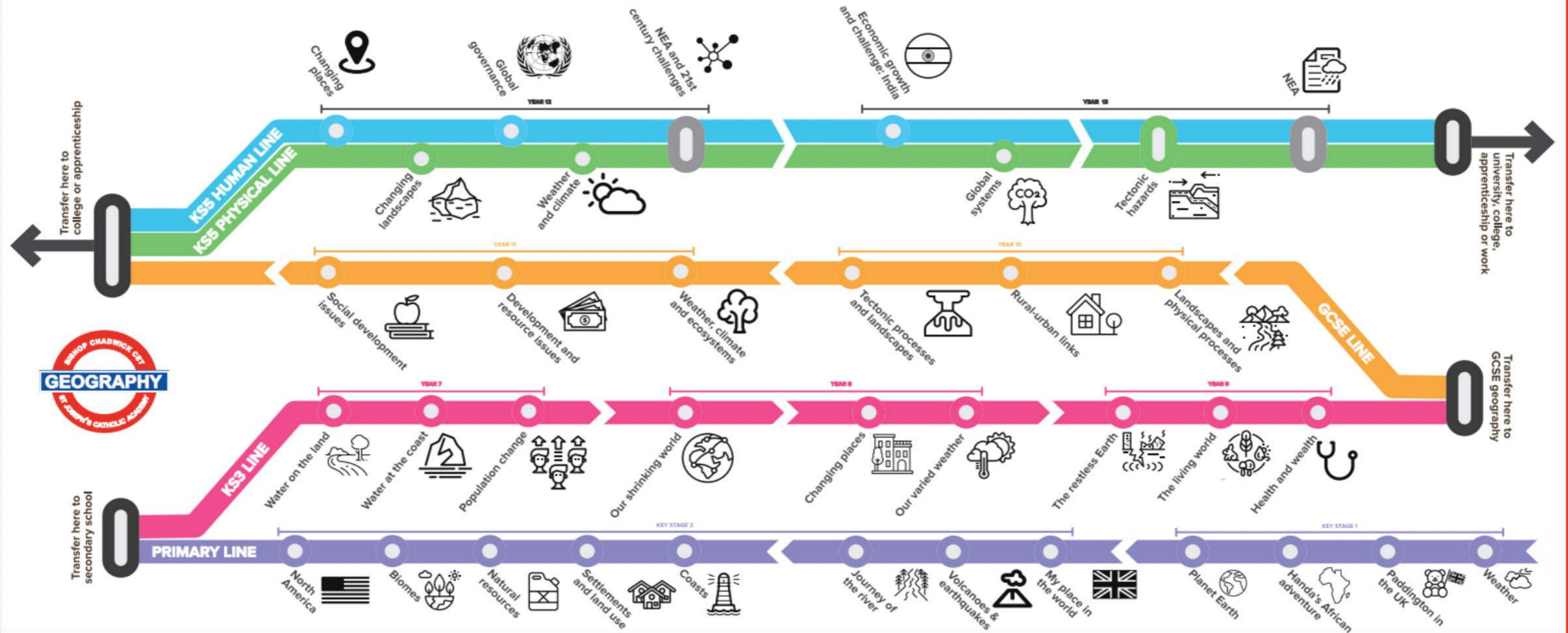
Living with tectonic hazards

3Ps: Plan, prepare, predict.

Plan	Prepare	Predict
Volcano Evacuation routes Evacuation routes Closed communication systems	Volcano Evacuation routes Emergency supplies of food	Volcano Alert in number of earthquakes Temperature around volcano increases Also in sulphur gas emitted

Earthquake Drills
Emergency food supplies
Earthquake response teams

OUR GEOGRAPHY LEARNING MAP



Transition as a process *not* an event...

Our intention is to create a well-planned geography curriculum, both in terms of what pupils are to learn and how it is organised, to ensure that pupils remember what they have been taught. A curriculum that inspires students and broadens their understanding of the world around them, based on place and locational knowledge, geographical techniques, physical processes and landscapes and human uses. The primary units created aim to provide a strong foundation on which to build upon at KS3 and beyond. As pupils progress through school they will develop their geographical knowledge and skills, as well as their ability to think as a geographer, in order for them to thrive in the subject.

A consistency of approach, shared high expectations and effective dialogue between key phases will ensure children learn more and remember more in their study of geography.

BETTER SCHOOLS
BETTER COMMUNITIES
BETTER FUTURES IN CHRIST



Bishop Chadwick
Catholic Education Trust