

Peninsula The Geographysouthwest Primary Newsletter

Issue 2 - October 2022



“Everything is held together with stories. That is all that is holding us together, stories and compassion.”

Barry Lopez

Welcome to the second of our monthly newsletters, which is aimed at providing ideas and inspiration for Primary geography colleagues whether in the South-West or otherwise.

Compiled by Alan Parkinson and Emma Espley.

#1022.01

Using maps and the value of maps

Maps are a main tool for geographers, and it’s important that those produced by the Ordnance Survey are placed into students’ hands as often as possible. In a recent *Teachwire* journal article linked to below, Anthony Barlow of Roehampton University explored some of the tools that can bring these maps to life.

<https://www.teachwire.net/news/map-skills-ks1-ks2-google/>

In the article, there is reference to the BBC’s Regenerators website, which has a wealth of games and activities for Early Years and above which cover a whole range of themes, often with an environmental theme.

<https://www.bbc.co.uk/bitesize/articles/zppx2v4>

There is a **Green Classroom** focus, with an engaging range of animations which are short in length and introduce some interesting concepts and ideas. The Early Years resources are here, for example:

<https://www.bbc.co.uk/bitesize/collections/regenerators-lessons-age-5-to-7/1>

Your **Geography southwest** newsletter editors were involved in the creation of these resources too if that gives you extra confidence in their quality!

#1022.02: Become an Antarctica 2041 School

Oddizzi is a subscription-based website, which has been around for many years, and provides a range of resources and activities for Primary teachers. They are currently inviting pupils, teachers, and whole schools to join a special mission: to become Champions of Antarctica and be designated as a 2041 School!

In 2041 the Antarctic Treaty expires, and the future of the last great wilderness on earth will be decided. Children will be young adults by then, which makes them the decision-makers of the future.



2041 FOUNDATION
ClimateForce
Created by 

You can register with Oddizzi- using your school details - to receive a free learning pack. **The pack includes lesson plans for KS1 (5-7) and KS2 (7-11), resources and links to eight films.**

The films are well produced and allow students to explore why Antarctica is so special, what it's like to visit, why the date 2041 is so important – and how we can all help protect this extraordinary place.

Find out more here: <https://www.oddizzi.com/features/2041-schools/>

#1022.03: EYFS: Understanding the World

The Early Years and Foundation Stage provides details on seven key areas of learning, including **Understanding the World**, which obviously has strong links with geography.

Progression in geography should also start from EYFS upwards ideally, so it is important that students and teachers are considering the subject ahead of key stage one. Dr. Paula Owens, former Primary Curriculum Leader at the

Geographical Association has worked with Emily Rotchell, Sarah Sprake and Dr. Sharon Witt to put together a particularly useful document which explores the potential in the Early Years for geographical thinking.

Geography in the Early Years: Guidance for doing wonderful and effective geography with young pupils

Paula Owens, Emily Rotchell, Sarah Sprake and Sharon Witt on behalf of the GA Early Years and Primary Phase Committee

This guidance is rooted in the Early Years Foundation Stage Framework (DfE, 2021) and has been written to help practitioners develop in young pupils a keen interest in, and desire to learn about, the world in which we live. The guidance supports practitioners in identifying those early strands of geographical thinking and in tandem with the Geographical Association's forthcoming *Framework for the School Geography Curriculum for Children aged 5–19* it 'highlights the

'While children have an innate sense of wonder and awe and a natural desire for enquiry, curiosity on its own is not enough. The guidance of a thoughtful and intentional practitioner is essential to enable children to maximise their learning through free explorations, focused explorations, and enquiry-based learning opportunities' (Thompson, 2016).

Developing knowledge

Identifying and grasping geography's key concepts in the Early Years in accessible ways ensure secure foundations for later geographical learning. These early conceptual underpinnings can then lead

to the wider understanding of geographical concepts as outlined in the *Framework for the School Geography Curriculum for Children aged 5–19* (GA, forthcoming) and exemplified in Figure 1.

For example, pupils may first encounter water through messy and exploratory play, developing essential enquiry skills, vocabulary and ideas through play and story. They may visit a local stream or lake and recreate what they have learned from models. These early ideas are then refined throughout the primary years (Figure 2).

'A clearly mapped journey starting in the Early Years and developing through the curriculum is crucial if pupils are to move towards becoming experts in the subject' (Ofsted, 2021).

As the document says:

The Early Years comprise a vitally important developmental stage in which pupils begin a lifelong journey of discovery. All later learning builds on the experiences, knowledge and understanding developed through and in, Early Years settings. A 'geographical dimension' to learning at any time contributes to pupils' sense of who they are and how they are a part of the wider world but is especially important in the Early Years.

Geography ensures a global perspective, fosters a sustainable mindset, and empowers agency

The document is hosted on the Geographical Association's website and can be downloaded from the link here.

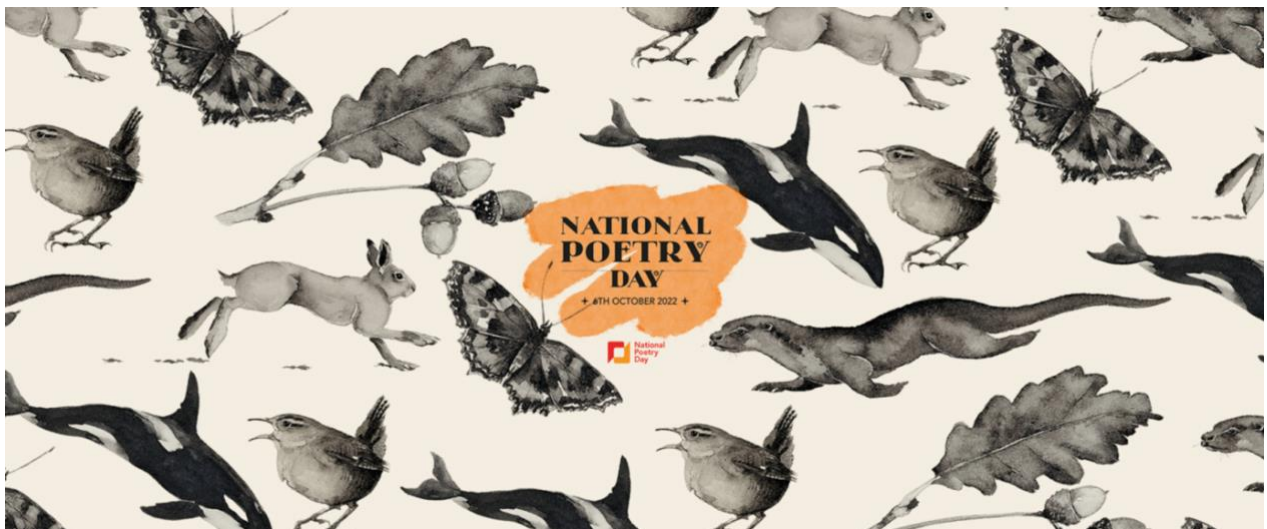
https://www.geography.org.uk/write/MediaUploads/Support%20and%20guidance/PG_AUT_2022_EYFS.pdf

The document itself is a 4-page PDF with illustrated examples. It would make a useful basis for a discussion between all those responsible for teaching geography within the school and could also form part of communications home to parents to explain approaches to teaching and learning. It makes a substantial contribution to discussions around the need to take geography seriously early in a young person's education. *We hope that the Primary section of the Geography southwest website will also contribute to those debates as the site develops.*

#1022.04 - National Poetry Day 2022

<https://nationalpoetryday.co.uk/>

National Poetry Day is on 6th October 2022 and the theme is the environment, which is perfect for the geographers in your school. They could be introduced to some of the classic nature poems, or be shown some that you have written yourself as a sample - model the behaviour that you want from them.



There are a great many poetry styles, which could be used with young people such as the haiku. The website provides some details on these.

The Regenerators website mentioned in resource #1 has an activity where students are guided through writing a poem about plastic.

<https://www.bbc.co.uk/bitesize/articles/zpb3f82>

Perhaps you're a poet, but you don't know it.

Give it a go and release your inner Wordsworth.

#1022.05: Get Flood Ready

<https://wp.lancs.ac.uk/cyp-floodrecovery/our-outputs/get-flood-ready/>

In the past, we might have referred to flooding, hurricanes etc as natural hazards, but the current trend is to remove the word 'natural' as all of these events are partly influenced by human activity and decision-making: whether that is to make the event more severe, or to provide support which reduces the impact. Decisions to live in certain locations, or to remove vegetation, for example can increase the likelihood of being affected.

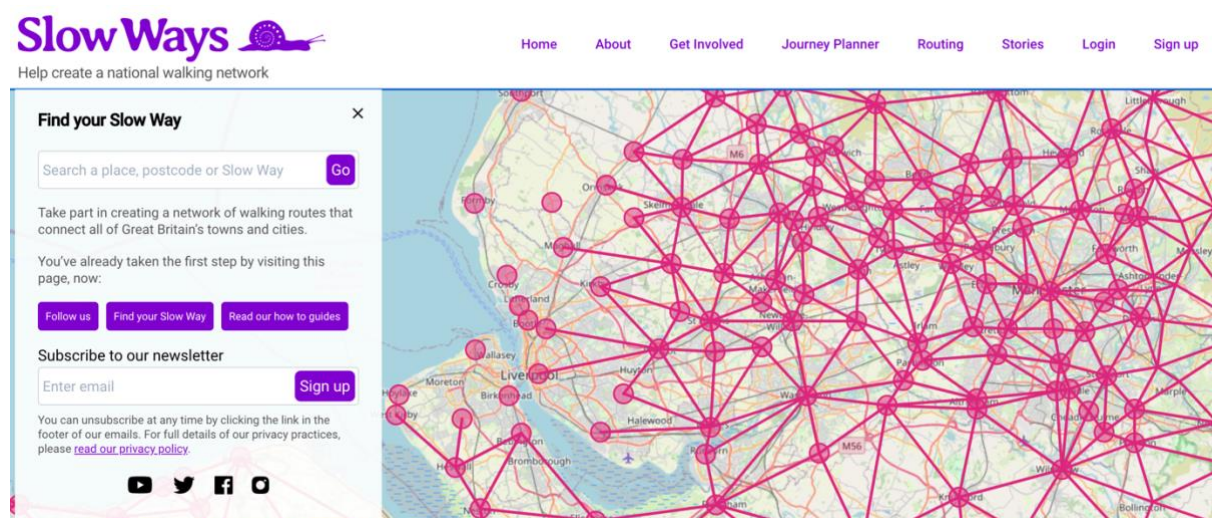
Of all the hazards that might affect people, flooding is the one that is most likely, and this website offers a game which can introduce young people to the need to plan carefully if they live within a zone which has some degree of flood risk.

#1022.06: Why not take the Slow Way?

The Slow Ways website provides hundreds of routes which have been created by people to provide an alternative way to travel between locations without needing to get in the car. They are designed to be accessible and remove people from busy routes to provide a quieter way to travel. Each route needs to be checked and verified by other users before it is finally approved for the website, and this is where you (or families of students you teach) might be persuaded to put on their walking boots and head out into the quieter parts of your local area.

The website is here: <https://beta.slowways.org/>

The project has featured on the BBC's Countryfile programme and large maps of the country can also be purchased, showing some of the 8000+ routes which have been created.



The image shows a screenshot of the Slow Ways website. On the left, there is a sidebar with the following content:

- Slow Ways** logo with a snail icon.
- Tagline: "Help create a national walking network"
- Section: "Find your Slow Way" with a search bar and a "Go" button.
- Text: "Take part in creating a network of walking routes that connect all of Great Britain's towns and cities."
- Text: "You've already taken the first step by visiting this page, now:"
- Buttons: "Follow us", "Find your Slow Way", "Read our how to guides"
- Section: "Subscribe to our newsletter" with an "Enter email" field and a "Sign up" button.
- Text: "You can unsubscribe at any time by clicking the link in the footer of our emails. For full details of our privacy practices, please [read our privacy policy](#)."
- Social media icons for YouTube, Twitter, Facebook, and Instagram.

On the right, there is a map of the Liverpool area with a dense network of red lines representing walking routes connecting various locations. The map includes labels for areas like Moreton, Birkdale, Halewood, and Liverpool.

Twitter Suggestions

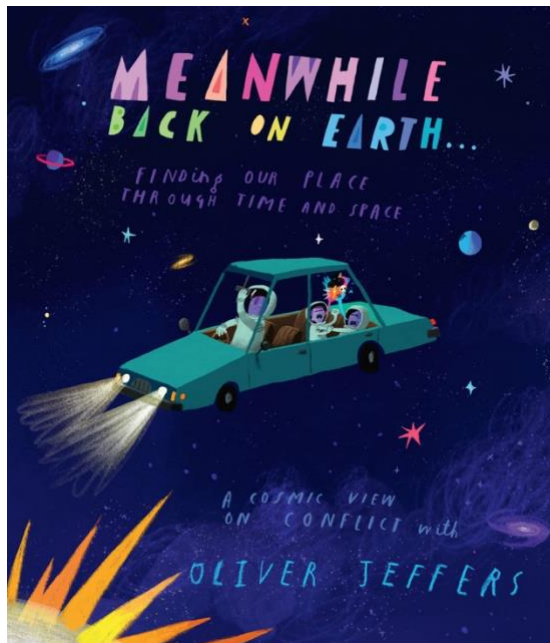
Account	Who they are	What they tweet about
@stephenscoffham	Dr. Stephen Scoffham: Visiting Reader (Sustainability and Education) Canterbury Christ Church University UK. GA President 2018-19.	Primary geography matters, including the Meaningful Maps project http://meaningfulmaps.org/
@BenBallin	Ben Ballin - works in the area of primary geography and development education.	A range of issues which are of relevance to development education and sustainability. Ben is also leading a Chartered College of Teaching event on embedding fieldwork which is free to attend in early November. https://my.chartered.college/event/ecseries-primary-geography-embedding-fieldwork-in-practice/
@pauliesprigeog	Paulie's Primary Geography	A new account tweeting a selection of items which are of relevance to Primary geographers, some based on their own experiences.

Reading List

A new Oliver Jeffers book is always an event, and this week sees the publication of the 3rd in a trilogy of books about the Earth and our relationship with it. <https://www.oliverjeffers.com/> The first, published in 2017 is 'Here we are: notes for living on Planet Earth' was an attempt to explain the world to his newborn, and beautifully explains the planet - this is a fantastic picture book for the early part of key stage one. Oliver also recorded a TED talk, which uses some of the images, and provides an excellent summary of his thinking. It is called 'An ode to living on Earth'.

https://www.ted.com/talks/oliver_jeffers_an_ode_to_living_on_earth?language=en

The second, published in 2020 is called 'What we'll build: plans for our together future'. Oliver says this book "is all about the pure potential of what will come, both good and bad, and how, ultimately, people need each other. Even if that is just for someone to listen to all your plans."



The final in the trilogy is called 'Meanwhile back on Earth: A father takes his two children on a thrilling out-of-this-world adventure into space and invites them to look back at Earth and the conflicts that have taken place since the beginning of time. This becomes a brief history of the world and a whistle-stop guide to the universe, all rolled into one

There are also some book suggestions here:

<https://www.booksfortopics.com/printable-booklists>

We also loved the suggestions from Rosemary Burke here:



Rosemary Burke
@Rosemarycalm

Getting ready for #NonFictionFriday We are having a Geography focus this week. @_Reading_Rocks_



What's On

Within each issue of Primary Newsbites, we will share details of at least one event or film/TV programme that we think you may find interesting.

Many primary schools study South America, particularly Brazil. The popular author, presenter and traveller **Simon Reeve** has just finished exploring the continent. All episodes can be viewed on iPlayer, and while the clips need to be used with care, there are a few short sequences in locations such as Machu Picchu and the Salar de Uyuni salt flats in Bolivia. The latter is incredible when flooded, reflecting the sky and anything that moves along it. There is also a trip to the Peruvian desert which became a dumping ground for clothes recently. The iPlayer link to the series is here:

<https://www.bbc.co.uk/iplayer/episodes/m001c2mn/simon-reeves-south-america>

With Harvest Festival coming up, you may also be interested in a BBC Live Lesson on the theme of Harvest and food, which has a selection of supporting resources to download for free. Food is an issue for many families currently, given the current pressure on household budgets, so this may be a topic which needs to be treated with some sensitivity.

<https://www.bbc.co.uk/teach/live-lessons/harvest-live-lesson>

If you have an idea that you'd like to contribute, please get in touch and tell us more via Twitter @GeoBlogs or email: aparkinson@gmail.com

The deadline for Issue 3 is the 27th of October 2022.

We'd love to showcase your work in future issues as well, so please feel free to share back if you have been inspired by something you read in these pages.