

Geography at Willowbrook School: What subject-specific disciplines do we want children to develop?

What are the subject-specific disciplines of a Geographer?	What does it mean?	What might it look like for children in EYFS?	What might it look like for children in KS1?	What might it look like for children in KS2?
<p>1. Geographical enquiry</p> <p>(Note: we need to be careful to provide the right sources – random searching online is not good enquiry!)</p>	<p>Geographical enquiry is the process by which students use the same methods as a real geographer when investigating an aspect of geography.</p> <p>This is normally based around a key question.</p> <p>Enquiry would involve using the disciplines below to support the answering of the key questions.</p>	<p>Be curious about places and show interest in stories set in these places.</p> <p>Answer ‘how’ and ‘why’ questions in response to places or stories set in these places.</p> <p>Explain own knowledge and understanding, and ask appropriate questions.</p> <p>Record, using marks they can interpret and explain.</p> <p>Know that information about different places can be retrieved from books and computers.</p> <p>Ask simple questions about their immediate locality – e.g. their street or school.</p>	<p>Understand some ways we find out about different places.</p> <p>Choose and use parts of information books and other sources to show understanding of different places.</p> <p>Use as wide a range of sources as possible and discuss their effectiveness.</p> <p>Speaking and listening; to ask and answer questions related to different sources and objects.</p> <p>Use a source – why, what, who, how, where.</p> <p>Ask questions and find answers.</p>	<p>Respond to more complex geographical questions.</p> <p>Construct informed responses by: selecting and organising relevant geographical information and bring knowledge gathering from several sources together in a fluent response.</p> <p>Use a range of more complex sources to find out about a place - observe small details.</p> <p>Select and record information relevant to the study.</p> <p>Select relevant sections of information.</p>
<p>2. Fieldwork (including using maps, atlases and globes)</p>	<p>Using these types of sources is a key way that geographical knowledge is developed.</p>	<p>Simple, large maps of things in immediate locality (e.g. school site).</p> <p>Draw information using a simple map by drawing children to</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied at this key stage.</p> <p>Use of topographic maps.</p>

	<p>Overtime pupils should develop an understanding of how these different visual sources are useful for a range of different purposes.</p>	<p>things in their familiar environment.</p> <p>Draw simple maps of their own.</p> <p>Aerial views of the school setting.</p>	<p>Using age-appropriate atlases.</p> <p>Identify the four simple compass points. Devise a simple map. Use and construct basic symbols in a key.</p> <p>Use aerial photographs (going beyond immediate locality – e.g. Exeter, Haldon forest, seaside locations).</p>	<p>Using age-appropriate atlases.</p> <p>Identify and use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
<p>3. Analysing charts and data</p>	<p>Using data is a key way that geographical knowledge is developed.</p> <p>Overtime pupils should develop an understanding of how geographers use different types of data to represent numerical information.</p>	<p>Co-construct simple pictograms based on the weather.</p>	<p>Independently create their own pictograms.</p> <p>Begin to analyse and discuss simple data about population, rainfall and temperature.</p>	<p>Plotting and interpreting a range of graphs using given geographical data.</p> <p>Analyse data in a range of forms about temperature, rainfall, population.</p>
<p>4. Organising and communicating</p>	<p>Once something has been learned, Organising and Communicating is the process of sharing this knowledge, which could involve:</p> <p><i>Comparing</i> <i>Arguing</i> <i>Convincing</i> <i>Explaining</i> <i>Summarising</i></p>	<p>Begin to use simple geographical terms when talking.</p> <p>Draw simple pictures/maps that show their understanding of a specific area.</p> <p>Use a diverse range of props, puppets, books to encourage children to notice and discuss similarities and differences.</p>	<p>Begin to use the geographical vocabulary being taught.</p> <p>Communicate knowledge and understanding through their writing (reports, labelling, explanations and double-page spreads).</p> <p>Models to represent landscape.</p> <p>Computing.</p>	<p>Use a wide range of geographical vocabulary and subject specific terms to show understanding.</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, diagrams, writing, annotations, and models.</p> <p>Double-page spreads.</p>