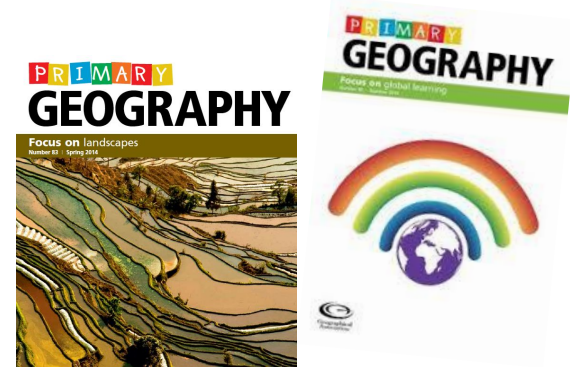


# *Primary Geography in Practice in the Real World*

***The answer is 125...what  
could the geographical  
question be?***

# Workshop Aims:

- To explore articles which present Geography in the Real World in different contexts
- To find and seek out the “sparkly thinkers” in the room!
- To understand the purpose of the “PG in Practice” page of the journal
- To give feedback on the journal



# What is the Primary Geography (PG) Journal?

- Helps educators find confidence in teaching geography
- PG provides lesson ideas, curriculum advice and up to date research - filled with practical classroom activities
- PG gives guidance on assessment
- It is up to date on geography research
- Published termly - each journal with a different focus

PRIMARY

**GEOGRAPHY**

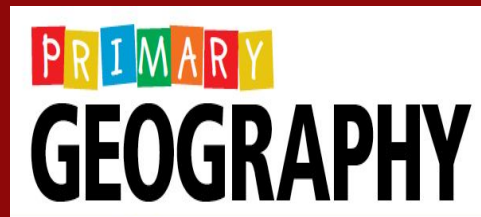
# Interpreting Real World Geography....

- The Primary Geography Editorial Board plan themes for the journal which explore topics and issues which are both topical, current and relevant in the primary classroom.
- There aims to be articles which integrate Technology, outdoor learning and all age phases of Early Years and Primary Years.
- Articles either reflect on research or explore ideas which have been taught in real classrooms with real children!
- The journal is meant to be used in “the real world” - it is a journal by teachers & educators....for teachers & educators....it aims to give practical advice on how to take geography forward in your setting but is also balanced with the academics and research behind the subject - it’s the best of both worlds - research and practical.

**Time for a Task!**



**FIFA WORLD CUP  
RUSSIA 2018**



# Time for “Sparkly Thinking...”

Dowling (cited in Tutchell, 2004) has coined the phrase “sparkly thinkers”

I would like you to read the article on your table and think about how you would develop the ideas in your own classrooms. Try to be as “sparkly” as you can.

If you have a “sparkly idea” then please let us know!

Tutchell, S. (2014) *Young Children as Artists*. Abingdon: Routledge.

## THERE'S NO PLAY LIKE GNOME

SHARON WITT AND HELEN CLARKE

**In this extended article Sharon and Helen suggest that choosing a playful approach to geography can spark pupils' fascination with environments, foster immersion in their local geographies and nurture curiosity in the subject.**

At the Geographical Association Annual Conference in 2011, in her session 'What makes a good geography lesson', Margaret Roberts reminded the audience of Noel Castree's (2005) argument:

'The what, the how and the why of teaching is always up for grabs. There is no one correct set of things that students should know, there is no one "proper" way of learning; there are no "self-

that a playful approach can complement and/or be part of the data collection element within your geographical enquiry. It can help pupils use their imagination, creativity and curiosity to investigate places and ideas. Opportunities for playfulness enable pupils to deepen and enrich their place encounters with local landscapes; this playfulness can replace routine ways of noticing and allow pupils to see the world through fresh eyes. Many of the values rooted in the characteristics of playful learning also feature as concepts or 'big ideas' in geography; which include democracy, co-operation/solidarity, interconnectedness/interdependency, living with uncertainty, and wonder. By encouraging playful encounters in geography teachers can support pupils to develop useful learning dispositions as 'play helps pupils dare to learn even when they are uncertain, it is about what will

- independent enquirers capable of leading their own investigations, asking their own questions, solving problems and making decisions
- active citizens capable of taking practical action in local communities, and
- future thinkers able to wisely consider future possibilities.

Our proposal for playful geographies is rooted in a belief that pupils view places as lively and generative. They view landscapes as more than a 'backdrop' or 'wallpaper'; for them landscapes are 'a medium, teeming with opportunity and volatile in its textures' (Macfarlane, 2015). Pupils come to know their world through sustained and meaningful engagements with the materials, colours, textures, objects, smells, sights, sounds, weather

## ***Turn and Talk:***

How often do you have time in the day to be a “Sparkly Thinker?”

*How can PG help you to add sparkle to your lessons?*

In the real and busy world is there time for sparkle and if not how can you find time?

# The new “PG in Practice Page” aims to...

Give further/supplementary ideas on how the articles in PG can be implemented in the classroom/staffroom - written by the Editor

Offer readers the chance to see how the articles can be developed and extended

Give further websites, research, texts to explore the issues in the articles further



# Creating a PG in Practice...

*What image of the Real World do the selection of articles give?*

Worry Dolls:  
Toys

Edible Maps

Children's Own  
Places

Unfolding  
Fieldwork

Be a House  
Detective

Britishness

Please select an article from your table to create your own PG in Practice!

Please Tweet as you Work!



**@The\_GA**

**#PriGeogJournal**

# Unfolding Feedback....

We would very much like your feedback on the PG Journal.

If you have a positive comment about the journal please write it on the front of the giant Fabulous Facts at your Fingertips

If you have a wish for something you would like to see in PG please write it inside

If you have something you want to see changed or if you would like to share your reasons for not subscribing to PG please write these inside

We really appreciate your feedback thank you!

# Thank you for Participating....

Our next edition of Primary Geography takes a focus on Weather.

Please take a free PG Journal on the way out!

Have a happy conference and remember to SPARKLE!

If you are interested in writing for PG please contact Steve Rawlinson - [GeoSteve7@live.co.uk](mailto:GeoSteve7@live.co.uk)