TEACHING FOR CREATIVITY IN GEOGRAPHY FOR YEAR 2

UNIT OF WORK EXEMPLAR

Rebecca Hellings
Barton Farm Primary Academy

How to read this document

This document contains three main components

- A description of the Creativity Collaborative programme context and our framework of teaching for creativity
- The key unit information provides an overview next
- Finally, the full unit description gives detailed information

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CREATIVITY COLLABORATIVES
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Context: UWinAT Creativity Collaborative

Creativity Collaboratives is an action research programme, funded by Arts Council England and the Freelands Foundation, that aims to build networks of schools to test a range of innovative practices in teaching for creativity, with the explicit intention that learning is shared to facilitate system-wide change. The University of Winchester, the University of Winchester Academy Trust, and a network of Hampshire Infant, Junior and Primary schools became one of the eight national funded collaboratives, coming together with the key ambition of fostering pupils' creativity in subjects drawn from across the curriculum. Overall, our collaborative aims to enrich children's life chances by developing them into confident and creative problem-solvers, engaging them through authentic, meaningful problems, embedded in their schools and lives.

The focus on creativity as a key skill in education is increasing (James et al., 2019), reflecting its value within wider society. Indeed, according to the 2023 'Future of Jobs Report' (World Economic Forum, 2023) creative thinking is the skill showing the greatest increase in importance for employers (p. 38) and after analytical thinking, is the second most frequently cited skill that is 'core' for the workplace (p. 39). Our collaborative has focused on:

- Understanding and addressing the barriers and enablers of creative thinking
- Developing leadership for creativity in schools
- Developing new approaches to teaching for creativity across the curriculum
- Building children's and teachers' knowledge and understanding of creativity
- Developing children's and teachers' sense of themselves as creative and their ability to be creative in subjects across the school curriculum..

The Creativity Navigator: A Framework of Teaching for Creativity

To support our planning and implementation of teaching for creativity, we use a planning tool called the Creativity Navigator (see back cover). This was co-developed in our Creativity Collaborative and draws on a wide range of models, theories and frameworks of creativity. The Navigator emphasises that creativity can be a planned for process, that follows a typical sequence of explore – ideate – evaluate, but that this sequence can be varied and cycled around many times whilst working through a creative process. The process starts with the question 'where next?' emphasising the importance of metacognitive planning and monitoring throughout a creative process.

In a classroom context, a creative process can be operationalised through a set of learning behaviours. These behaviours can be grouped under creative 'habits' each of which can be used to support the creative process. For instance, a think-pair-share learning behaviour could support children to collaborate on gathering relevant information as they explore at the beginning of a creative learning task. The same collaborative habit could later be used to support the evaluate stage of the creative process through getting constructive feedback from peers on each other's creative work and how it might be improved further.

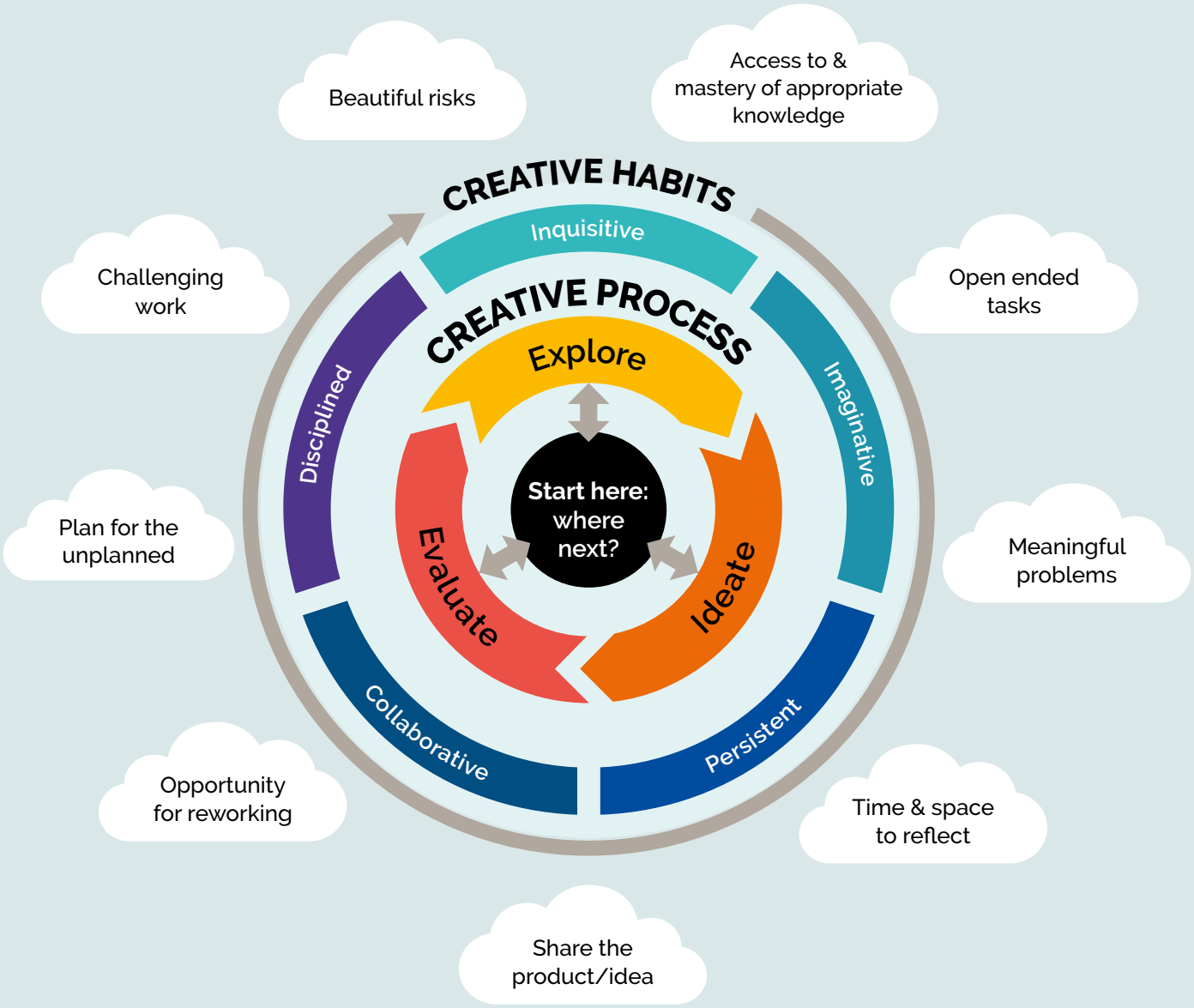
The final aspect of our Creativity Navigator focuses on the types of climate and task design that can support creativity to flourish in the classroom. For instance, tasks need to be personally meaningful, challenging, and open-ended, with children having some autonomy over aspect(s) of their learning. The classroom climate needs to provide psychological safety for children to take risks, make mistakes, learn from them and rework.

TO CITE THE CREATIVITY NAVIGATOR PLEASE USE:

Sowden, P.T., Warren, F., Seymour, M. Martin, C., Kauer, A. Spencer, E., Mansfield, S., Waite, J. (2025). A Creativity Navigator to Guide Teaching for Creativity: Implementation and Teacher Impacts in a Creativity Collaborative of Schools. *Journal of Creative Behavior*, *59*(2), e70005. https://doi.org/10.1002/jocb.70005

To refer to this resource please cite: Hellings, R. (2024). Comparing Geographical Similarities and Differences: A Case Example of Teaching for Creativity in Year 2 Geography. Barton Farm Primary Academy. Winchester, UK: UWinAT Creativity Collaborative.

CREATIVITY NAVIGATOR



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KEY UNIT INFORMATION

Comparing geographical similarities and differences

INTENDED FOR:
Year Two

SUBJECT FOCUS:
Geography

UNIT DURATION & FORMAT:
3-week unit

LEARNING OBJECTIVES/OUTCOMES:

1. **Learning objectives/outcomes:**
   - **a.** To name and locate the world's seven continents and five oceans.
   - **b.** To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
   - **c.** To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
   - **d.** To understand and use Geographical vocabulary to refer to human and physical features and using simple compass directions.
2. **Creative Outcome:**
   To apply knowledge of physical and human geographical features to help Paddington Bear to decide which city he wants to live in, London or Lima, and share their thinking in a format of their choosing.

This unit immerses the children in the comparison of UK (London) and Peru (Lima). We look at the two cities from the perspective of Paddington Bear as he decides which location would be best to live in. To start this theme, we took the children on a 'bus ride' in the hall through London to explore the human and physical features. We then set up the hall for the children to explore the human and physical features of London. This gave a clear purpose for the tasks. We did a similar activity for Lima but unfortunately the airplane was broken so Paddington had to take a boat! This built on previous knowledge of oceans and continents as children were required to plot his route. As the children were plotting this route, we asked them to link their compass direction knowledge. Bringing the experiences to life helps the children see the purpose of a task, giving them a vehicle in which to learn.

STEPS FOR SUCCESS:

1. Think outside the box to immerse the children.
2. Use an online journal to help to snapshot the children's practical learning.
3. Encourage links with learning by giving children freedom to show what they know.

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FULL UNIT DESCRIPTION

Comparing geographical similarities and differences

Introduction

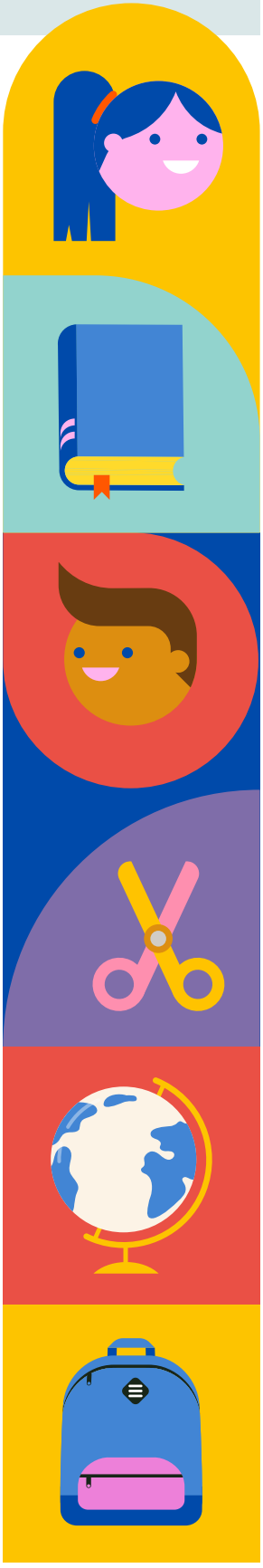
This unit was based over three weeks. It had a Geography focus and lessons were framed around these learning objectives:

1. To name and locate the world's seven continents and five oceans.
2. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
3. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
4. To understand and use Geographical vocabulary to refer to human and physical features and using simple compass directions.

This unit immerses the children in the comparison of UK (London) and Peru (Lima). We look at the two cities from the perspective of Paddington Bear as he decides which location would be best to live in.

To start this theme, we took the children on a 'bus ride' in the school hall through London, exploring the human and physical features. We then set up the hall for the children to explore the human and physical features of London more closely, through looking and building. This task gave them the time to be immersed in the human and physical features and use talk to explain how they knew it was human or physical. We looked at photos and had a slideshow as we were on the 'bus'. The children were really engaged and they then brought this into their learning later on as they had had the opportunity to explore the features. The children had to be inquisitive, disciplined, collaborative and persistent as they were building different features. Previously this activity would have been a labelling or sorting activity. By allowing the children the opportunity to explore the human and physical features in a more active way, the children's knowledge was deepened, and the learning was more memorable.

This gives a clear purpose for the tasks. We did a similar activity to explore Lima but unfortunately the airplane was broken so Paddington had to take a boat! This built on previous knowledge of oceans and continents as the children were required to plot his route. As the children are plotting the route, we explored the continents and oceans and then linked to their compass direction knowledge. Exploring and creating space for these experiences helps the children to see the purpose of a task and gives them a vehicle in which to learn. The children had to be disciplined and evaluate their process as they were describing it to their peers or teachers. If the children missed a continent/ ocean or used the wrong compass direction, they had to evaluate the process and be disciplined to amend their learning.



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This helps the children to embed their learning by checking their learning. Previously this would have been a shading and labelling activity which would have been led by the teacher. The children may or may not have had the knowledge embedded. By giving the children a problem to solve, the teacher can ascertain the children's understanding/ knowledge.

The end outcome was that the children had to help Paddington decide where he wanted to live, London or Lima. They had to use their Geographical knowledge to explain their decision. This is where they had to evaluate what they had learnt so far and then ideate to create their ideas.

Explore

In this section, we explored the human and physical features of the two cities, London and Lima. We brought this unit to life by giving the children a 'bus ride' in the school hall to London and time to explore the human and physical features they would find in these cities. This process was important as they could see the differences between the features and the different cities. The children were given this time to explore the continents and oceans that we had learnt in Year 1. By creating a 'real life' experience within a different context the children could explore their knowledge and demonstrate what they know. The children took these immersive experiences and continued to show their knowledge independently or collaboratively in the classroom. The children demonstrated a deeper understanding than in previous years where we taught this unit in less immersive ways.

Ideate and Evaluate

Through this process of immersion, we posed a problem 'Paddington does not know where he should live for good. Should it be London or Lima?' They had to think and create ideas based on geographical knowledge that they had gained in this unit. We found that the children were evaluating their new knowledge of the locations being studied as they were justifying why Paddington should live in the city that they have chosen.

The children had to be disciplined and inquisitive so that they could enquire and link their learning in order to give clear reasons. The children could choose how to record this. Some chose to write or draw their reasons and others recorded their thoughts on the electronical journal, SeeSaw.

Challenges

Providing the children with time to explore and be immersed in experiences supported them to gain a deeper understanding.

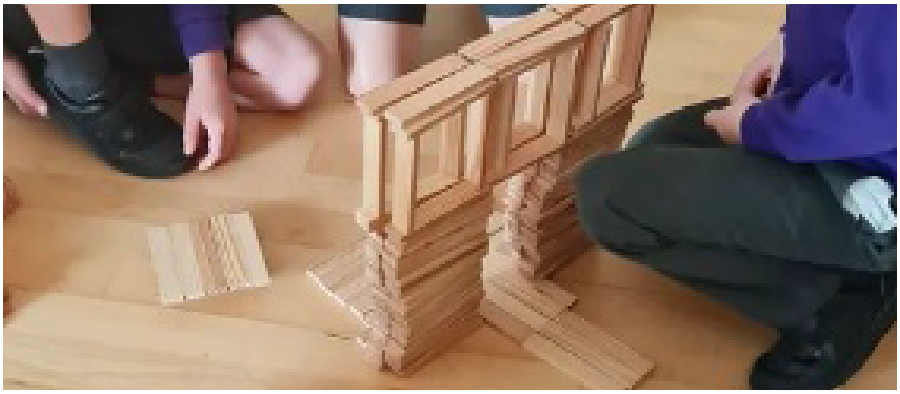
The one challenge you may come up against is taking the 'leap of faith' so that the children can show their understanding using physical resources instead of a worksheet. This allows the children to play, explore, ask questions, and be in control of their learning and presenting their knowledge.

> **Giving the children a clear outcome in which to solve gives the learning a purpose and makes sense to the children.**

Impact on learning

My pupils now have a clear understanding of human and physical features of cities. They also have a deep understanding of the continents and oceans. This was shown in their work snapshot throughout this unit. The children were motivated to continue their learning independently. The unit was definitely novel and effective as the children were immersed in the tasks. The outcomes were more in depth, and this has been shown beyond this unit as the children often refer back to their continents and oceans knowledge as we have completed other units. The children also can name physical and human features confidently after this unit being completed in the Autumn Term. The children are still able to refer back to their learning, demonstrating that this knowledge has moved into their long-term memory. This has not always happened in past years where we taught this unit in a different way and did not allow time for exploration.

The children were engaged and enthused by their learning, and this was shown by the pictures above as much of this learning was undertaken independently by the children in their child-initiated time. This is showing their love for knowledge and that space to practice and revisit knowledge which we know helps to move this information to the long-term memory. All groups of children made progress in this unit, as we had given that space for exploration. The SEND pupils could understand and revisit the meaning of human and physical features. This was shown by one of the Year 2 pupils who is working at Year R level, confidently naming the features around London accurately. The greater depth children were extended by using directional language. They were also challenged to see if they could link this knowledge with another city on another continent. This led to the children exploring new continents, climates, the human and physical features, and the oceans that surrounded it. This style of active and engaging learning shows how children should and do learn the most effectively, through exploration, ideation, and self-evaluation.



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Supporting evidence of impact

The children, as well as the adults in the classroom, have stated how much fun they had within this unit. The engagement of the children was high throughout. The children decided to take their learning further in their child-initiated time. This indicates the high level of engagement that the children had if they wanted to continue this learning independently.

The knowledge that the children showed was deep and their learning was memorable.

FINAL REFLECTIONS:

Using the creative process and habits helps the children become resilient learners. It creates inquisitive learners, who ask questions to deepen their learning and transfers that knowledge into long-term memory. This is key. The children can then make links in their learning and understand how the different elements are connected.

Once children understand the creative process (explore, ideate, and evaluate) they can become deeper thinkers with secure knowledge. Giving the children a clear outcome in which to solve gives the learning a purpose and makes sense to the children.

These creative skills are skills for life and attributes that we all need to be resilient, reflective, and disciplined in the 'real world'. These skills are not just for the classroom!

CONTACT US:

uwinatcreativitycollaborative@winchester.ac.uk

https://www.winchester.ac.uk/research/Our-impactful-research/Research-in-Humanities-and-Social-Sciences/Research-projects/creativity-collaborative/

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