

TEACHING FOR



GEOGRAPHY FOR KS1

UNIT OF WORK EXEMPLAR

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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

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

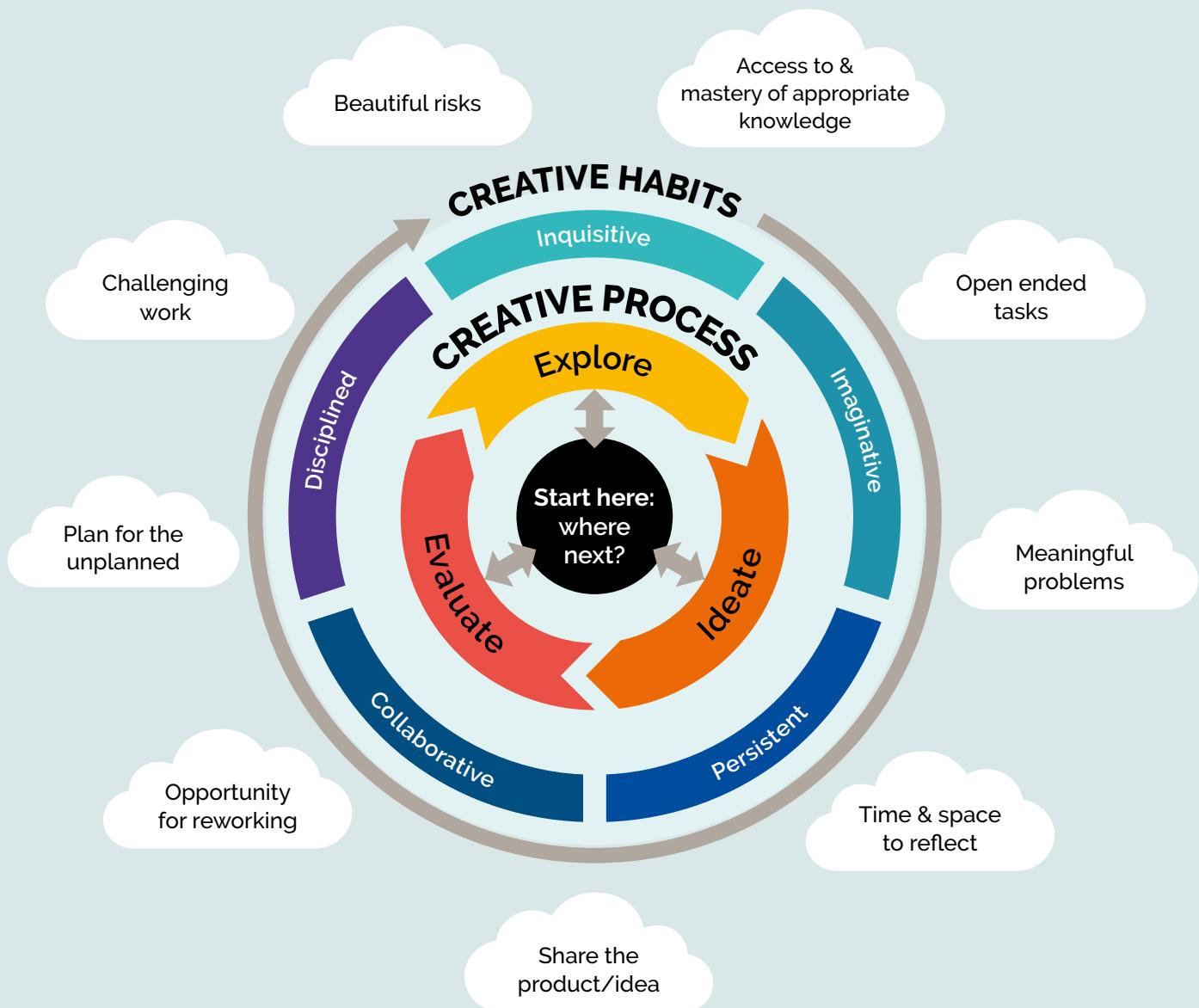
process. For instance, a think-pair-share learning behaviour could support children to collaborate on gathering relevant information as they explore at the beginning of a creative learning task. The same collaborative habit could later be used to support the evaluate stage of the creative process through 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/jcb.70005>

CREATIVITY NAVIGATOR



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KEY UNIT INFORMATION

Is all the world the same?



INTENDED FOR:
Key Stage 1



SUBJECT FOCUS:
Geography



UNIT DURATION & FORMAT:
4 extended sessions, e.g. afternoons, including enhanced provision



LEARNING OBJECTIVES/OUTCOMES:

1. Learning objectives/outcomes:

- National curriculum: to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To 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.

2. Creative outcome:

- Build on the story of 'Grandad's Camper' to imagine a new trip that they would take, drawing on their knowledge of world geography.

Enquiry question: Is all the world the same?

This KS1 geography unit built upon children's prior learning of the continents and oceans of the world, developing students' whole world understanding in terms of 'hot' and 'cold' areas in relation to the Poles and the Equator.

The lead text for this unit was 'Grandad's Camper' by Harry Woodgate. The children's own fascination with maps, and especially their enthusiasm for finding obscure islands on maps, was an excellent springboard for the learning that followed.

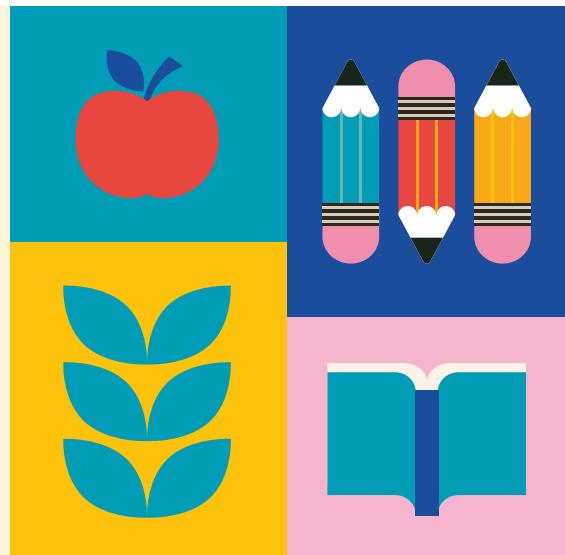
Enhanced provision and focused group work provided many opportunities to rehearse and use geographical vocabulary and touch on other areas of the geography curriculum as they naturally arose, e.g. compass points.

Alongside the geography learning, teamwork skills were explicitly taught and modelled and opportunities for practise were embedded in planned tasks.



STEPS FOR SUCCESS:

- This unit provides plenty of opportunities for rehearsal of vocabulary and skills within enhanced provision. It is key that an adult is in provision with the children so that they are having conversations with the children and to guide them to 'think like a geographer'.
- Run circle time-style ideate and evaluate sessions with the learners within lessons to raise up the level of work and keep children on track.



FULL UNIT DESCRIPTION

Is all the world the same?

Subject focus: Geography – Is all the world the same?

Key learning objectives:

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To 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.

Character objective: Teamwork

- To work harmoniously and

constructively with others in a joint activity

- To understand that others may have an opinion that is different to mine

Global citizenship objective: Globalisation and interdependence

- To recognise similarities and differences between places in various parts of the world, including my own place in the world

Length of unit:

4 extended sessions, e.g.
afternoons

Key learning activities:

Session 1 (Explore):

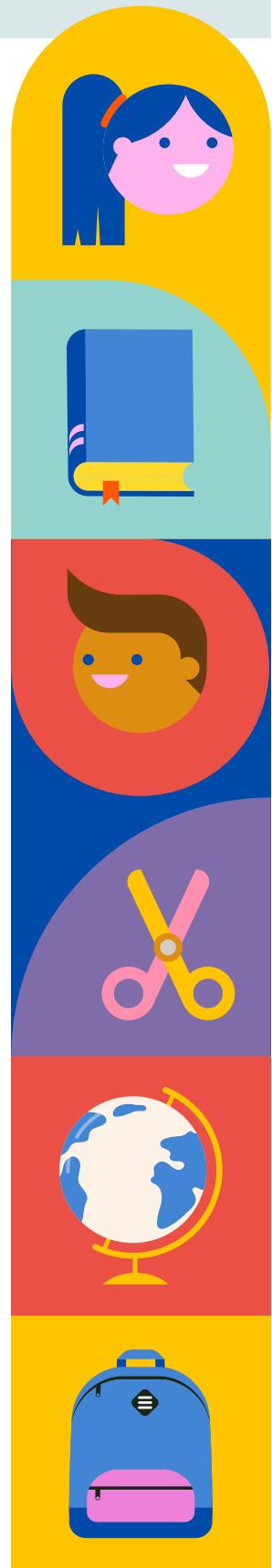
Input: discussion about Geography, asking key questions such as 'What is geography?' 'What skills does a geographer need?' 'What do we know about the world?'

Teacher-led focused task: Read 'Grandad's Camper' story by Harry Woodgate and discuss. As a class, collect vocabulary words and evidence of knowl-

understanding for Assessment for Learning.

Examples of enhanced provision exploration activities:

- Recreate a world map – teamwork opportunity
- Google Earth on interactive whiteboard
- QR code for [videos of children living in different countries](#)
- Atlases, globes, world map and post-its – can you find...? Prompts, e.g. can you find an island close to the equator? Books about hot and cold countries



Key learning activities:

Session 2 (Explore):

Input: Revisit the Grandad's Camper story and discuss geographical evidence in the pictures. Teach Poles, the Equator and hot/cold places.

Teacher-led focused task (global citizenship): Photograph interrogation activity. [Global Citizenship in the Classroom](#):

A guide for teachers gives further details of this kind of activity (p13).

Additional examples of enhanced provision exploration activities:

- Choose how you can show hot and cold areas of a world map
- Suitcase packing – choose from the props/make your own items for a trip to, e.g. Greenland
- Explore artwork from hot and cold countries
- Beebot map exploration

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What is geography?
What skills does a geographer need?
What do we know about the world?

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Key learning activities:

Session 3 (Ideate):

Input: Return to the story and discuss the different places they visited and what they would be like. Model similarities and differences. Ask children to imagine where they would go if they were able to take a trip in Grandad's Camper. Generate ideas for how to show a trip in Grandad's

Camper, the places they would visit and what it's like.

Teacher-led focused task: Weather measurements, weather in the UK, ideas for creating a rain gauge to measure rainfall.

Enhanced provision exploration activities:

- Children to select resources from previous weeks' provision to plan and show a trip in Grandad's Camper and what would be seen en route.

Key learning activities:

Session 4 (Evaluate):

Input: Return to our enquiry question – Is all the world the same? Record the children's ideas and responses to this question. Share some of the children's work from last session and evaluate

Enhanced provision exploration activities:

- Children to select resources from previous weeks' provision to evaluate and edit/extend their route in Grandad's Camper and share their knowledge about the world's geography



The enhanced provision element to support the Explore/Ideate/Evaluate cycle was new to this unit of work. Previously, all children completed the same work, at the same time and often worksheets were used.

The sequence across the unit followed an explore, ideate, evaluate progression, however, with flexibility and time in the unit to go back if needed or complete the whole cycle within a session if needed. For example, an explore input was added to session 4 as conversations in provision showed that many pupils were not able to discuss similarities and differences beyond very basic references, e.g. to it being hot/cold in a location. We went back to the explore stage with some explicit teaching and then ideate to generate more detailed responses, e.g. I can see roads and more houses on this one. Maybe it's a city.

As a school, we have re-mapped the creative habits to match our own character values that were already in place and working well, e.g. collaboration matched our teamwork value. Throughout the unit, coloured pom poms – each

colour matching one of the 5 habits – were given when children demonstrated a creative habit and were collected in jars. This helped the children recognise specific examples of a habit and for the language to become part of their everyday vocabulary. Teamwork was a focus for this unit but all habits were recognised and celebrated.

It was challenging to maintain high standards leading to a meaningful, quality outcome for all children when they were all working on slightly different, creative ideas. It is challenging to get the balance right with provision and consistently achieve the goal of rehearsal and application of vocabulary, skills and knowledge. Adult(s) working in provision are key in both instances. They need to understand the purpose of the play – it is not just to keep the children busy until they work in a focus group. Communication of the learning objectives and progression through the unit of work was important. The circle-time style ideate and evaluate also supported maintaining expectations for quality and focus of work.

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Pupils were enthusiastic and engaged in lessons. They enjoyed making choices in their learning and felt clever coming up with new ideas!

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Impact on learning

All pupils achieved the learning objectives for the unit and took steps forwards in 'thinking like a geographer'. However, their learning went beyond the National Curriculum. They were able to work more harmoniously together and gained confidence in their independence, enjoying sharing ideas for their work and supporting others. I felt that for some children there was an improvement in self-esteem too.

Children were exploring that 'permission' to work more creatively and we have seen this continue to grow in subsequent units. Pupils were enthusiastic and engaged

in lessons. They enjoyed making choices in their learning and felt clever coming up with new ideas! There were so many opportunities to talk and engage with all children that assessment for learning was clear and learning moved on at a good pace. We also kept notes on a sheet on the wall against learning objectives so that all adults could see who needed to revisit and practise, or extend. It was a team effort. I overheard curious children asking and discussing great questions, e.g. why Australia is so hot when it's quite far South on a world map, or what continent Greenland was part of, or whether the hottest places on Earth are really on the

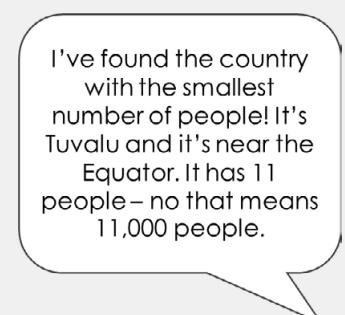
Equator because there are very hot deserts that are not on the Equator. Depth of learning came from providing pupils with the skills and knowledge coupled with the time to explore, so that they could think of and discuss questions like these and be supported to follow up and investigate the answers.

The explore phase was very important for children who needed overlearning; ideate was a chance for them to shine as they often had creative ideas and opportunities to demonstrate their learning that wasn't necessarily paper-based. Children were well regulated during this unit as they were able to follow their interests within the scope of the session.

Supporting evidence of impact



I've noticed that the beaches around here have stones but on holiday in Salcombe, there were sandy beaches. So, I think it's not a beach near here.



FINAL REFLECTIONS:

It was a pleasure to teach this geography unit, the children were so engaged and learning outcomes were good. The children didn't naturally generate or create written outcome ideas for their learning in this unit, which we'll further next

time. However, there were plenty of ways to demonstrate learning which was powerful for less able writers or SEND children who aren't always able to show their learning through more traditional, paper-based planning.

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