

Geography at Claycots

Claycots Primary School



Geography team

Mrs Sidhu is our Geography Leader at Claycots



The rest of the team are:

Zaiban Nisa, Aima Javaid, Sarah Thorpe, Sarah Fegan, Kim Silvester, Alexandra Avison, Humna Jum, Anum Nayyer, Phoebe Ovenell, John Wilson, Catriona Butler



The vision for Geography

At Claycots School, Geography helps pupils to make sense of the world around them and piques their curiosity in places and people. The curriculum is inclusive to all, engages pupils in their world, is fun and spurs them into action for looking after their environment and being aware of their surroundings. Even though it is a subject that is taught discretely, it is a subject that is cohesive with the rest of our curriculum.



Subject Intent

At Claycots, we believe geography is essentially about understanding the world we live in; it enables children to make sense of the complex and dynamically changing world that they live in. Through a high-quality curriculum, we aim to inspire curiosity within our pupils about their local environment, national environment and the wider world. Pupils will be equipped with the knowledge and skills they require about the diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The aim of the curriculum is to develop pupils' geographical skills that enable them to think like geographers. This will include reading and understanding maps; position and directional studies; fieldwork which includes children collecting and communicating information. This will all be taught through engaging lessons with many opportunities for meaningful fieldwork.



Subject Implementation

How we teach Geography

Geography at Claycots is taught in half-termly units throughout the year, so that children can achieve depth in their learning. Key knowledge and skills for each unit have been identified and mapped across the school, ensuring that knowledge builds progressively and that skills are developed systematically. This will also include a progression of knowledge in topic areas such as using maps and comparing places. The vocabulary the children will be taught will be relevant to the topic and meet age related expectations. All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections.

Medium and short-term plans will be monitored to ensure that lessons are inspiring, ambitious and well delivered to ensure all pupils learn the skills and knowledge required. In addition to this, learning walks will take place regularly to ensure that the quality of teaching is at least good. Staff will explicitly model the subject-specific vocabulary, knowledge and skills and books will demonstrate this.



Subject Implementation

How we teach geography continued

Geography will be taught through a cross curricular approach linking to as many other curriculum subjects as suitable. However, during dedicated geography lessons, the focus will be on the geography skills and knowledge as outlined in the progression map document. At Claycots, the geography curriculum will be enriched through trips, workshops and through links with the wider community. The local area will be fully utilised to achieve the desired outcomes in fieldwork, with extensive opportunities for learning outside the classroom embedded in practice. Pupils will be encouraged to use a range of sources such as atlases, books, photos and digital software (Digimaps).

Subject overview

Geography Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year One	Slough and Guatemala comparison linked to key text. Fieldwork: focus on the Geography of the school. Create simple routes on a map and use directional language. (Across the year identify links to world map).		Seasons/Weather. (World Maps – identify seasonal/weather patterns in UK. Know where hot & cold countries are located in relation to poles & equator)			Countries/landmarks in UK (focus on landmarks of London) Location knowledge of 4 capital cities. Surrounding Seas. (aerial photographs and plan perspectives)
Year Two	Map work of local area (Windsor)			Continents and mountain ranges. Brazil location Comparison Study of human & physical study. Rainforest. Amazon River.	Map skills – a map of Kew Gardens map and key. Sketch locations in Kew Gardens.	
Year Three	Mountains & Volcanoes in the UK Compare Lake District to Italy – Mt Etna.			Locate the world's countries, using maps to focus on North America. Human and Physical Geography.		Chocolate Farming/ Fairtrade Where does chocolate come from? (Economic activity including trade links). Inc. maps & atlases
Year Four	Where in the world is India relative to the UK? (atlas skills and globes – using a key) Physical features. Landscapes Climate zones Environmental Regions Locate Russia on a world map (locate continents)			Other landscapes/climate zones/ environmental regions not covered under India on maps. Contour lines. Map work – create own imaginary world & label environmental features with key		Fieldwork – plan a trip to the library Using OS maps 4 figure grid references sketches Digital mapping
Year Five	What does the earth look like from space? (Geographical vocabulary Equator, northern and southern hemisphere, latitude, longitude, tropic of cancer and Capricorn, Arctic and Antarctic, Time zones) Aerial photographs,		Weather The Water Cycle Climate Zones To compare weather/climate patterns in Slough and Kansas Climate graphs linked to maths (Fieldwork)	World map – where do the largest groups of ethnic minorities in the U.K. originate from? Name and locate key cities in the U.K. Immigration – why do people immigrate/move from their country of birth? Distribution of natural resources & economic resources.		
Year Six			Write an escape route for the Highwayman. Using the 8 points of a compass Four and six figure grid references, contour lines Symbols and keys		Locate the world countries using maps/ focus on South America Environmental regions/ physical characteristics.	Rivers Fieldwork study of human and physical features in the local area based on Rivers. (sketch maps, plans, graphs)





How we measure progress

At Claycots, we have carefully considered the building blocks of our geography curriculum and have identified the key knowledge that is essential for pupils' understanding. Pupils build their knowledge through our substantive concepts (locational knowledge, place knowledge, physical features of the world, natural features of the world) as well as geography skills and fieldwork, where their understanding becomes more in-depth each time they revisit them. Each unit and lesson begins with revisiting prior knowledge (what we have learnt already) and then progresses on to the new knowledge (what they are learning) in each carefully sequenced lesson. The revisiting of prior knowledge can take form of mini quizzes or rapid recall tests. This can be at the beginning, middle or the end of the lesson. Most lessons have a key question that the children work throughout the lesson to be able to answer. The answer can be identified in the book.

The assessing of children's progress of fieldwork and geography skills can be displayed in books or observed by teachers through lessons.

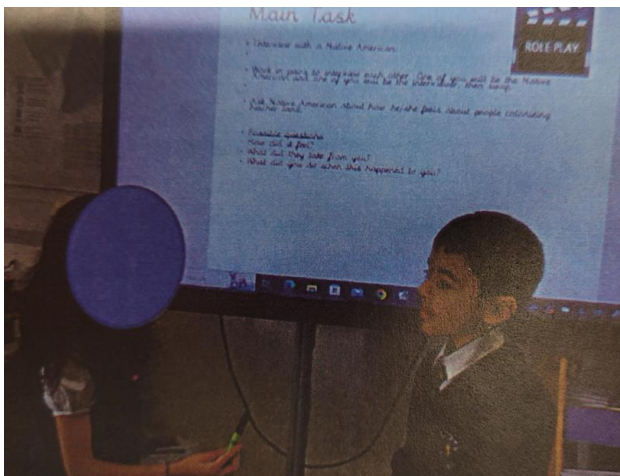
In addition to this, pupils' knowledge of identified concepts is assessed through regular mini tests during lessons to ensure that children understand and know the meaning of appropriately challenging vocabulary that is planned and taught in lessons. This can be in books or be assessed verbally during lessons.

Visits and experiences



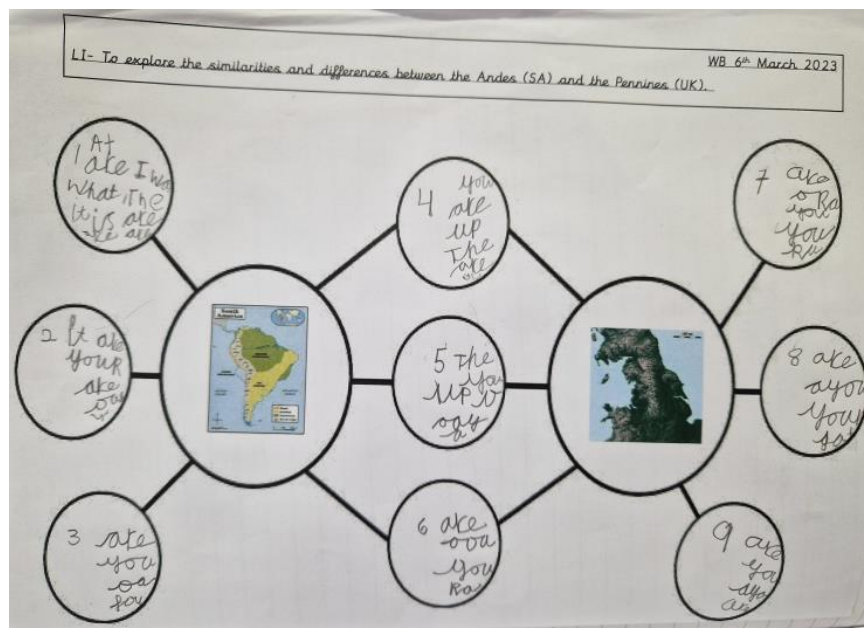
Local area field trip

Examples of learning

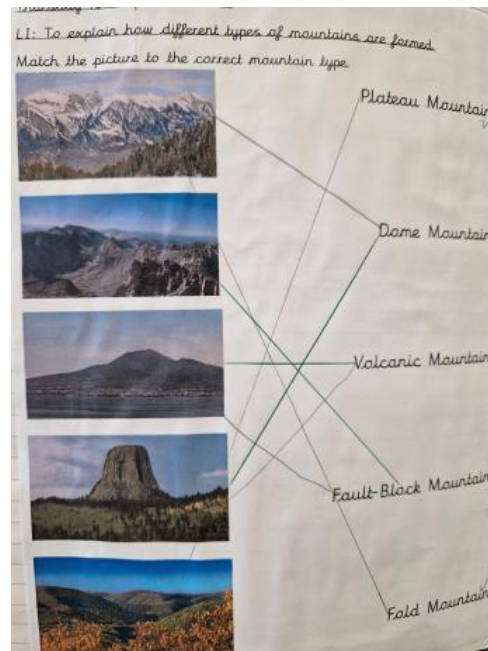


Examples of learning

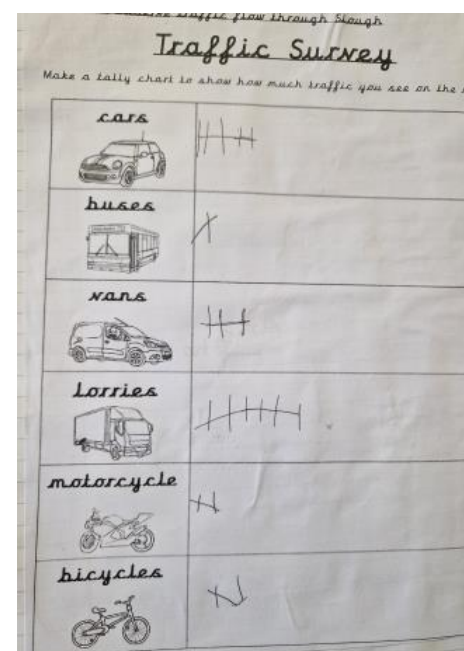
In KS1



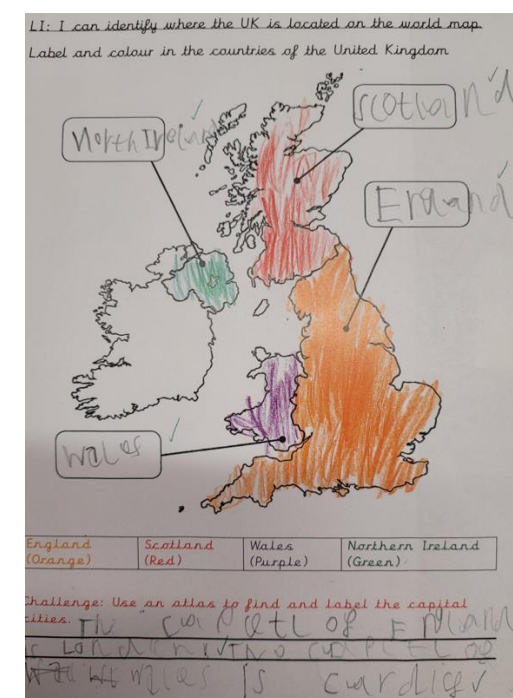
Similarities and differences bubble map



Matching task



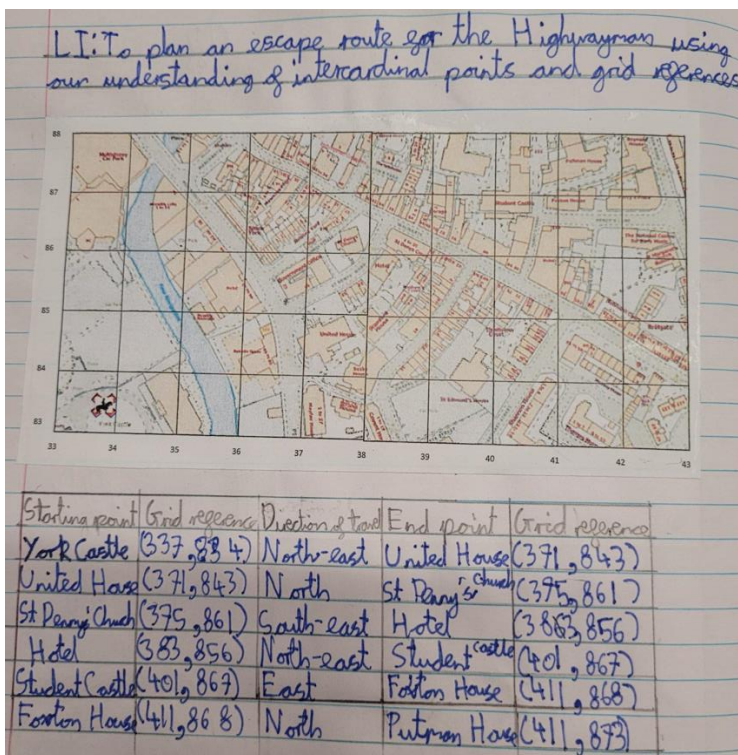
Creating charts



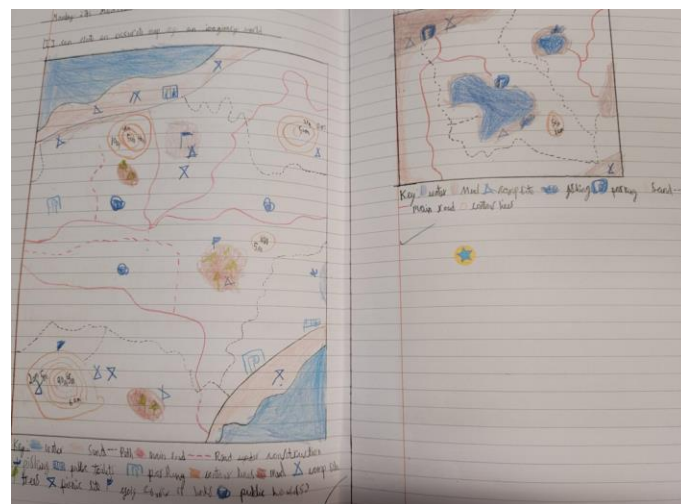
Locating countries in the UK and using a map to find capital cities

Examples of learning

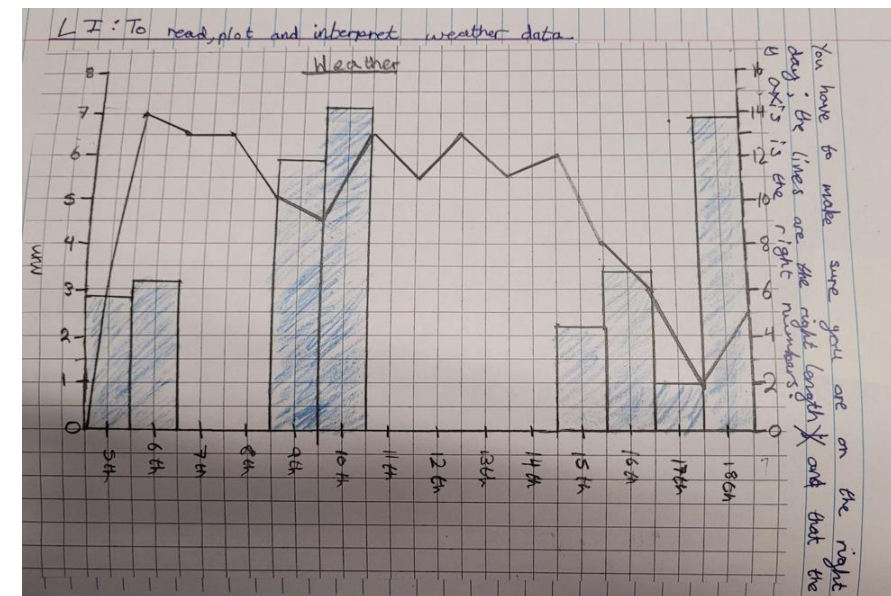
In KS2



Map work to create an escape route



Creating an imaginary world using a key



Reading, plotting and interpreting data

Pupil voice

What our children say about Geography

"I like looking at maps of England. The capital is London" - Sophia, Year 1.

I like exploring the world and finding out what life is like in the Amazon Rainforest. It's so different to Slough." - Amina, Year 2.

"In geography, I liked the lesson on North America as I worked on chrome books with my partner to research. I like looking at maps and exploring the world. I learnt that North America is the third largest continent. I'd like to go there one day." - Ehsan, Year 3.

Pupil voice

What our children say about Geography

"I like learning facts about the Earth. I enjoyed the practical lesson where we matched climates to the correct countries using sticky notes. I like learning about new countries with a partner as I get to share my ideas with them and listen to what they have to say. I think I want to travel more when I get older." - Suprince, Year 4.

"I like learning about the Earth in geography because I learn facts that I didn't know before. I also like lessons where I get to work in a group because we can help each other." - Kalaya, Year 5

"I've enjoyed the most this year using compasses and maps and plotting out the Highwayman escape route and then acting it out." - Zain, Year 6

Claycots School Geography Progression Map

Subject strands		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Local Area	Name the town in which we live	Name local towns & identify on a map		Name and locate local towns (eg, Slough) on a map and in relation to the rest of the UK.		
	United Kingdom	Use world maps & globes to identify the United Kingdom Name & located the four countries & capital cities of the UK and its surrounding seas		Name and locate geographical regions, identifying their human & physical characteristics (Lake District)		Locate a range of cities on a map of the UK.	Locate rivers in the UK in relation to the major cities.
	Global	Understand that world maps & globe show all the countries in the world	Name and locate the world's seven continents and five oceans. For the countries studied identify which continent they are located in (Brazil)	Locate the world's countries & their capital cities, using maps (focus on North America) To describe North America in relation to the equator and Tropic of Cancer Use maps to locate environmental regions in Europe focusing on key physical & human characteristics (Mt Etna)	Identify the position and significance of Northern, Hemisphere, Southern Hemisphere and Equator. Use maps to focus on Europe (including the location of Russia) , concentrating on their environmental regions, key physical characteristics, countries, and major cities	Locate on a world map the following: equator, northern and southern hemisphere, latitude, longitude, tropic of cancer and Capricorn, Arctic and Antarctic, time zones, Prime/Greenwich Meridian. Understand where different climate zones are located across the world in relation to the Equator & Tropics of Cancer/Capricorn. Use a world map to identify the countries where the largest	Identify countries in South America and their relation to the rest of the world.

						ethnic minority groups in the UK originate from.	
Place Knowledge		Understand geographical similarities and differences through studying the human and physical geography of a small area of Slough & Guatemala	To identify some of the ways in which life may be similar/different in a town & a village (comparative study to Slough). Comparative study between Brazil and Slough.	Comparative study of Mount Etna (Europe) and Lake District.			Understand latitude, longitude, Equator, Southern Hemisphere, the Tropics of Cancer and Capricorn, grassland, savanna, and rainforest
Human Features of the World		Know basic geographical vocabulary including: city, town, village, factory, farm, house, office, shop,	To know the key geographical features which make a place a city, town or village. To be able to identify key human features such as: factory, farm, house, office, port, harbour and shop etc.	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food. To know some of the key human features of North America.	Human geography of a local area: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water To know some of the human features of India.	To know that natural & economic resources are not spread equally between countries & the people who live in those countries. To understand some of the reasons why people chose to immigrate/move from their country of birth (push & pull factors). To know that the countries people emigrate to the UK from changes over time. To know about the Windrush generation & their experience sin England. desertification, deforestation	Impact of weather on humans Land-use patterns

Physical Features of the World		Know basic geographical vocabulary including: forest, coast, mountain, ocean, river To understand that the weather is different in different parts of the world, and typically what type of weather is found where.	Physical features of the Amazon forest.	Describe and understand key aspects of mountains, volcanoes and earthquakes To know about the climate, landscape and some of the physical features of North America.		Key features of some of the different climate zones, weather, biomes & vegetation belts, time zones	Key physical features such as The Andes Mountains, tectonic activity, weather and subsequent biomes & vegetation belts of the region. Topographical features: including hills, mountains, coasts and rivers
	Sources of information	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features			Satellite and ariel photos, maps	Use OS maps, atlases, globes and digital/computer mapping
	Position & direction	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map	Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map	Use the eight points of a compass	Use the eight points of a compass Four-figure grid references Contour lines		Use six-figure grid references Eight points of a compass
	Fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its	Use simple fieldwork and observational skills to study a local town (Windsor). (Sketches of the local area and traffic survey.)		Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans	Use fieldwork to observe, measure, record and present the physical features in the local area (graph and charts for weather)	Use six-figure grid references fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies and pie

		surrounding environment					charts and/or line graphs (link to Maths) Collect data using a survey (rivers). Contour lines
	Communicating Geographical Information	Start to use and construct basic symbols in a key Devise a simple map Label pictures and maps and write sentences/sequences of sentences to communicate geographical information	Use basic digital mapping to identify landmarks on a map.	Use symbols and key use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Write paragraphs to communicate geographical information	Use symbols and key (including the use of Ordnance Survey maps) Use maps, atlases, globes and digital/computer mapping (Google Earth and DigiMaps) to locate countries and describe features studied.	Use symbols and key Present discrete and continuous data using appropriate graphical methods, including bar charts and/or time graphs	Use symbols and key (including the use of Ordnance Survey maps) Construct pie charts and/or line graphs