



Geography team

Vaniza Arya is our Geography Leader at Claycots



The rest of the team are:

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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 discreetly, 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 communicate 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 blocks 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 atlas's, books, photos and digitally 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 season/weather patterns in the UK. Know where hot & cold countries are located relation to poles & equator).		Countries/landmarks in the UK (focus on landmarks of London). Location knowledge of 4 capital cities. Surrounding Seas. (Aerial photographs and plan perspectives)	
Year Two	Local Study (Map work of the Local area – Windsor)			Continents and mountain ranges. Brazil location Comparison Study of human & physical study. Rainforest. Amazon River.	Map Skills - a map of The Living Rainforest and key. Sketch locations in The Living Rainforest. Fieldwork.	
Year Three	Mountains & Volcanoes in the UK. Compare Lake District to Italy – Mount Etna.		North America Locate the world's countries using maps to focus on North America. Human and Physical Geography. Write a class travel guide to North America – present to rest of the class. Discover of the Americas (Drama)		Chocolate Farming/Fairtrade Where does chocolate come from? (Economic activity including trade links) Including 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) Aeriel Photographs. Look at photos where desertification can be seen.		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 UK originate from? Name and locate key cities in the UK. Immigration – why do people immigrate/ move from their country of birth? Distribution of natural resources & economic resources.	
Year Six	Map Skills Write an escape route using the 8 points of a compass, four and six grid references, contour lines, symbols and keys.		Rivers – Fieldwork study of human and physical features in the local area based on rivers. (Sketch maps, plans, graphs)		South America Locate the world countries using maps/ focus on South America. Environmental regions/ physical characteristics.	

Geography National Curriculum

	Cubinat Chanada	National	Year 1	Year 2	National	Year 3	Year 4	Year 5	Year 6
	Subject Strands	Curriculum Keystage 1 Attainment Targets	100.1	100.2	Curriculu m Keystage 2 Attainmen t Targets	ica. 3	ica. v	ica. 5	ica o
		Name the town in	Name the town in which we	Name local towns & identify on		Name local towns & identify on a map	Name and locate local towns (eg,	Name and locate local towns (eg,	
		which we live	live	a map		ivalie local towns & identity on a map	Slough) on a map and in relation to the rest of the UK.	Slough) on a map and in relation to the rest of the UK.	
				· .			rest of the off	lest of the ora	
	Local Area								
		characteristics of the four countries	Use world maps & globes to identify the United Kingdom	Use world maps & globes to identify the United Kingdom	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying	Use world maps & globes to identify the United Kingdom	Use world maps & globes to identify the United Kingdom	Locate a range of countries and cities on a map of the UK and it's surrounding seas.	Locate rivers in the UK in relation to the major cities.
		and capital cities of the United	Name & located the four	Name & located the four	human and physical characteristics, key	Name & located the four countries	Name & located the four countries	Name and locate geographical	
	United Kingdom	Kingdom and its surrounding seas	countries & capital cities	countries & capital cities of	topographical features (including hills, mountains,	& capital cities of the UK and its	& capital cities of the UK and its	regions, identifying their human &	
	J	surrounding seas	of the UK and its	the UK and its surrounding	coasts and rivers), and land-	surrounding seas	surrounding seas	physical characteristics	
			surrounding seas	seas	use patterns; and understand how some of these aspects				
					have changed over time	Name and locate geographical regions,	Name and locate geographical regions,		
						identifying their human & physical	identifying their human & physical		
		Name and locate	Understand that world	Understand that world	Locate the world's	characteristics (Lake District) Locate the world's countries & their	characteristics Locate the world's countries & their	Locate on a world map the following:	
Locational knowledge		the world's seven	maps & globe show all the countries in the world	maps & globe show all the countries in the world	countries, using maps to focus on Europe (including the location of Russia) and	capital cities, using maps (focus on North America)	capital cities, using maps (focus on India)	equator, northern and southern hemisphere, latitude, longitude, tropic of cancer and Capricorn, Arctic and	Identify countries in South America and their relation to the rest of the world.
و ا				Name and locate the world's	North and South America, concentrating on their	Name and locate the world's seven	Name and locate the world's seven	Antarctic, time zones, Prime/Greenwich Meridian.	
<u>=</u>				seven continents and five	environmental regions, key physical and human	continents and five oceans.	continents and five oceans.		
l E				oceans.	characteristics, countries,			Understand where different climate	
a <u>ţ</u> ë					and major cities	To describe North America in relation to	Identify the position and significance	zones are located across the world	
l š				For the countries studied	Identify the position and	the equator and Tropic of Cancer	of Northern, Hemisphere, Southern	in relation to the Equator & Tropics of	
	Global			identify which continent they	significance of latitude,	l	Hemisphere and Equator.	Cancer/Capricorn.	
				are located in Brazil	longitude, Equator,	Use maps to locate environmental		Use a world map to identify the	
					Northern	regions in Europe focusing on key	Use maps to focus on Europe (including	countries where the largest ethnic	
					Hemisphere, Southern	physical & human characteristics (Mt Etna)	the location of Russia), concentrating	minority groups in the UK originate	
					Hemisphere, the Tropics	(IVIT EUIA)	on their environmental regions, key	from.	
					of Cancer and Capricorn,	Identify key topographical features	physical characteristics, countries, and		
					Arctic and	(including hills, mountains, coasts and	major cities	Identify key topographical features	
					Antarctic Circle, the Prime/	rivers), and land-use patterns	Identify key topographical features	(including hills, mountains, coasts	
					Greenwich Meridian and	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	(including hills, mountains, coasts and	and rivers), and land-use patterns	
					time zones (including day	Understand how some of these aspects	rivers), and land-use patterns	Understand how some of these	
					and	have changed over time		aspects have changed over time	
					night)		Understand how some of these aspects	aspests mare smanged ever time	
		Understand	Understand geographical	To identify some of the	Understand geographical		Understand how some of these aspects have changed over time Understand geographical similarities	Understand geographical similarities	Understand latitude, longitude, Equator,
98		geographical similarities and differences through	similarities and differences through studying the human and	To identify some of the ways in which life may be similar/different in a town & a village (comparative study between Brazil and	tonderstand geographical similarities and differences through the study of human and physical geography of a region of the United Singdom, a region in a European country and a region in North or South America	Comparative study of Mount Etna (Europe) and Lake District.	and differences through studying the human and physical geography of a small area	and differences through studying the human and physical geography of a small area	Southern Hemisphere, the Tropics of Cancer and Capricorn, grassland, savanna, and rainforest
		human and physical geography of a	physical geography of a small area of Slough &	Slough).	European country and a region in North or South	Understand geographical similarities			
ed		small area of the	Guatemala	Understand geographical	America	and differences through studying the			
Place knowledge		United Kingdom, and of a small area in a		Understand geographical similarities and differences		human and physical geography of a			
Š		contrasting non-		through studying the human		small area			
e e		European country		and physical geography of					
2				a small area of Slough &					
				Brazil.					

			- 				. T	
Human features of the world	town, village, factory, farm, house, office, port, harbour and shop	Know basic geographical yocabulary including: city, town, village, factory, farm, house, office, shop	To know the key geographical features which make a place a city, town or village. Know basic geographical vocabulary including: city, town, village, factory, farm, house, office, shop To be able to identify key human features such as: factory, farm, house, office, port, harbour and shop etc.	and the restribution of including energy, food, minerals and water	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 countries/ continents studied (India and Europe, including Russia)	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		and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographica vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	coast, forest, hill,		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, Lake district, Mt Etna and countries where cocoa is grown.	To know about the climate, landsacpe and some of the physical features of countries studied (India and Europe, including Russia)	Rey Teatures of Some of the different climates zones, weather blomes & vegetation belts, time zones	Key physical features such as The Andes Mountains, tectonic activity, weather and subsequent biomes & vegetation belts of the region. Topigraphical features: including hills, mountains, coasts and rivers
		weather	Amazon forest.					

Geography National Curriculum

										(O15 SC)
			plan perspectives to recognise	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	Use maps, atlases, globes and digital/computer mapping to locate countries and describe	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Use aerial photographs to recognise landmarks and basic human and physical features	Use aerial and satellite photographs to recognise landmarks and basic human and physical features	Use OS maps, atlases, globes and digital/computer mapping
		C	landmarks and basic human and	features	features	features studied	Use maps, atlases, globes and digital	Use maps, atlases, globes and digital	Use maps, atlases and globes to	Use aerial and sateliite photographs and plan
		Sources of information	physical features; devise a simple map;				computers to locate countries and	computers to locate countries and	locate countries and capital cities	perspectives to recognise landmarks and
			and use and				describe features studies.	describe features studies.	· ·	basic human and physical features
			construct basic symbols in a key							
			, ,							Use maps, atlases and globes to locate
			Uso simplo compass	Uso locational and	Use legational and directional	tise the 8 noints of a				countries and capital cities
			Use simple compass directions (North,	Use locational and directional language (e.g. near and far; left and	Use locational and directional language (e.g. near and far; left and right) to describe the	Use the 8 points of a compass, 4 and 6-figure pride telerences, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use the eight points of a compass,	Use the eight points of a compass	Use the eight points of a compass	Use the eight points of a compass symbols and
			West) and locational	right) to describe the	left and right) to describe the location of features and	and key (including the use	symbols and keys	symbols and keys	symbols and keys	keys
				location of features and routes on a map	routes on a map	maps) to build their knowledge of the United		Four-	Four-	Use six-
			example, near and	routes on a map	Hea simple sompose directions	Kingdom and the wider world				
			far; left and right], to describe the location		Use simple compass directions (North, South, East and West)			figure	figure	figure
		Position &	of features and routes on a map		to describe the location of					
		direction	·		features and routes on a map			grid	grid	grid
										,
								referenc	referenc	reference
								os	os	c
								ies .	es	3
								Contour	Contour	Contour
	ب									
	No.							lines	lines	lines
	Geography skills & fieldwork		skills to study the geography of their	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key	Use simple fieldwork and observational skills to study a local town (Windsor) and the key human and physical features of its surrounding	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of	Use simple fieldwork and observational skills to study as above and the key human and physical features of its surrounding environment.	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 (sketch maps, plans, and plot graph and charts for weather)	Use fieldwork to observe, measure, record and present the physical features in the local area (sketch maps, plans, and plot graph and charts).
	Ski		school and its grounds and the	human and physical features of its surrounding	environment. (Sketches of the local area and traffic	methods, including sketch maps, plans and graphs, and				Use six-figure grid referencesse fieldwork to
	호		key human and physical features	environment	survey.)	digital technologies.				observe, measure, record and present the
	graph		of its surrounding environment							human and physical features in the local area
	9		environinent							using digital technologies and pie charts
	ا ت	Fieldwork								and/or line graphs (link to Maths) Collect data
										using a survey (rivers).
-				C+++	C++ + +		Use somehole and have		Use somehale and look	Contour lines
				Start to use and construct basic symbols in a key	Start to use and construct basic symbols in a key	measure record and present	Use symbols and key	Use symbols and key (including the use of Ordnance Survey maps)	Use symbols and key	Use symbols and key (including the use of Ordnance Survey maps)
			to identify the		-,,	the human and physical	Devise a simple map		Present discrete and continuous data	,,,,,,,,,
			United Kingdom and	Use maps, globes and	Use maps, atlases and	features in the local area		Use maps, atlases, globes and	using appropriate graphical methods,	Present discrete and continuous data using
			its countries, as		globes to locate countries	using a range of methods,	Use maps, atlases, globes and	digital/computer mapping (Google Earth	including bar charts and/or time graphs.	appropriate graphical methods, including
			well as the countries,	atlases to locate countries	and capital cities	including sketch maps, plans	digital/computer mapping to locate	and DigiMaps) to locate countries and		bar charts and/or time graphs.
	Co	mmunicating	continents and	Davisa a simula man		and graphs, and digital	countries and describe features studied	describe features studied.	Use maps, atlases, globes and	
			oceans studied at	Devise a simple map	Devise a simple map	technologies		L	digital/computer mapping (Google Earth	Construct pie charts and/or line graphs
			this key stage	Labal mieturas	Label nictures and mans and		Write paragraphs to communicate	Write paragraphs to communicate geographical information	and DigiMaps) to locate countries and	lice mans atlases globes and
		Informatio		Label pictures and	Label pictures and maps and write sentences/sequences of		geographical information	Beographical information	describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth and
		n		maps and write sentences/sequenc	sentences to communicate				Write personne to communicate	DigiMaps) to locate countries and describe
				es of sentences to	geographical information Use				Write paragraphs to communicate geographical information	features studied.
				communicate	basic digital mapping to				See Stabilical Illiothiation	
				geographical	identify landmarks on a map.					Write paragraphs to communicate
				information						geographical information
_										



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, 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 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.



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Visits and experiences



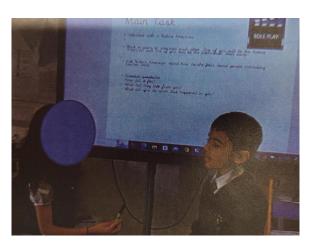






Local area field trip

Examples of learning











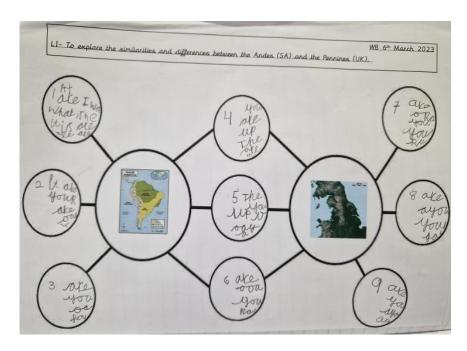




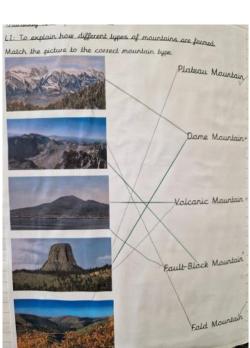


Examples of learning

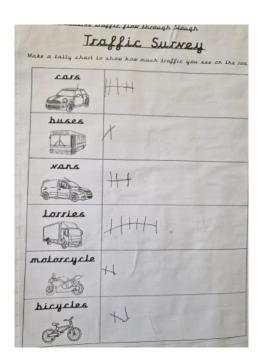
In KS1

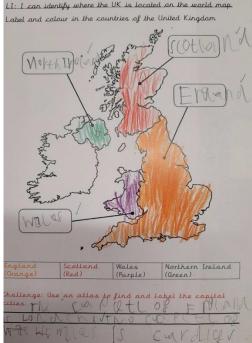


Similarities and differences bubble map



Matching task





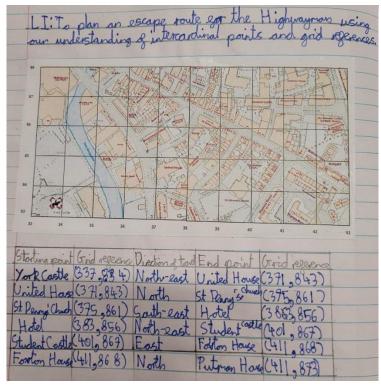
Creating charts

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

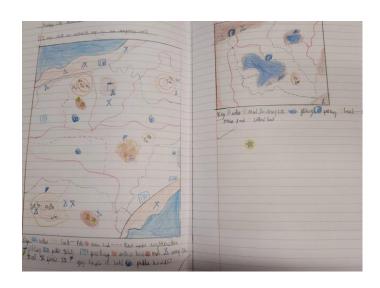


Examples of learning

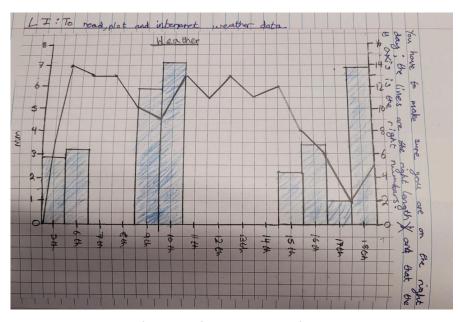
In KS2



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, Yea 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 lesson 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