Geography at Claycots

Claycots Primary School

www.claycots.co.uk
Town Hall Campus: 01753 531415
Britwell Campus: 01753 521215

Geography team

Vaniza Arya is our Geography Leader at Claycots



The rest of the team are:

Heather Harris, Sana Khan, Abeer Moursy, Amarin Hans, Shamuna Mughal, Arleen Harrigan, Tahreem Sabir, Anitha Aavula

The Vision For Geography

At Claycots School, Geography helps pupils make sense of the world around them. Through an inclusive and engaging curriculum, pupils develop curiosity about places, people and environments while making meaningful connections across their learning and beyond the classroom.

Subject Intent

At Claycots, Geography inspires pupils to understand their world and their place within it. Through an engaging and ambitious curriculum, pupils develop knowledge of places, people and environments, helping them to make sense of an ever-changing world. The aim of the curriculum is to develop pupils' geographical skills and enquiry so that they can 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, enabling pupils to become curious, informed and responsible geographers.

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 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 digital software (Digimaps).

Subject Overview

	Unit 1	Unit 2	Unit 3
Year 1			
Unit	Where I live	Seasons and weather	The UK
Year 2			
Unit	Town, cities and villages	Africa, Eygpt	Map skills
Year 3			
Unit	Earthquakes	Europe and the UK	Trade
Year 4			
Unit	Climate zones, biomes and Vegetation belts	India	4 Figure Grid References (map skills)
Year 5			
Unit	Earthquakes, mountains & Volcanoes	Earth	Migration? Change to south maerica
Year 6			
Unit	6 Figure Grid References	Rivers and the water cycle	North and South America

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.

Visits and experiences



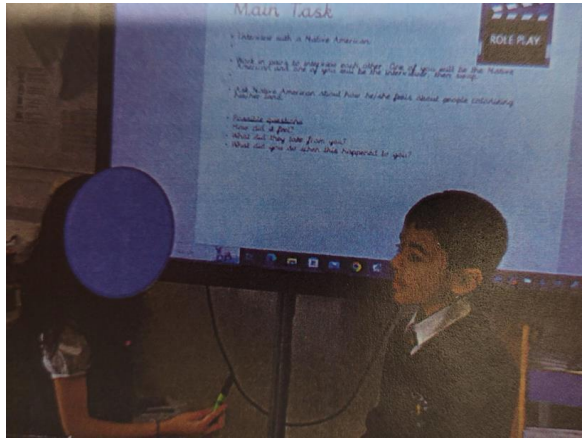




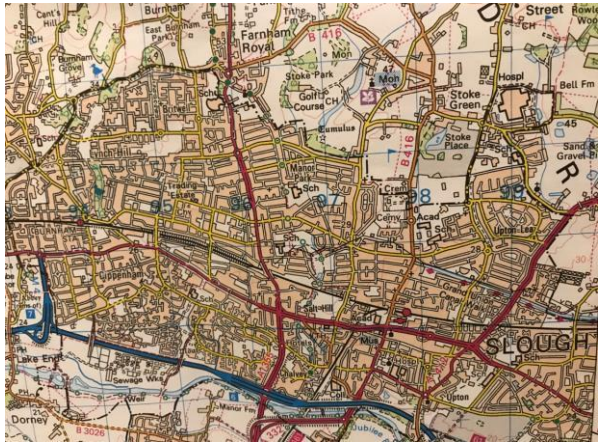


Local area field trip

Examples of learning







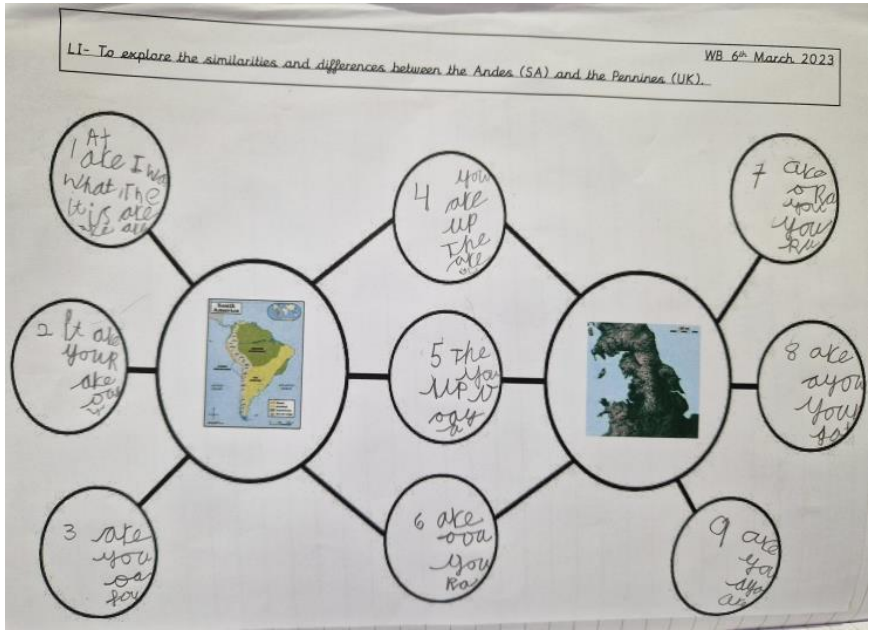




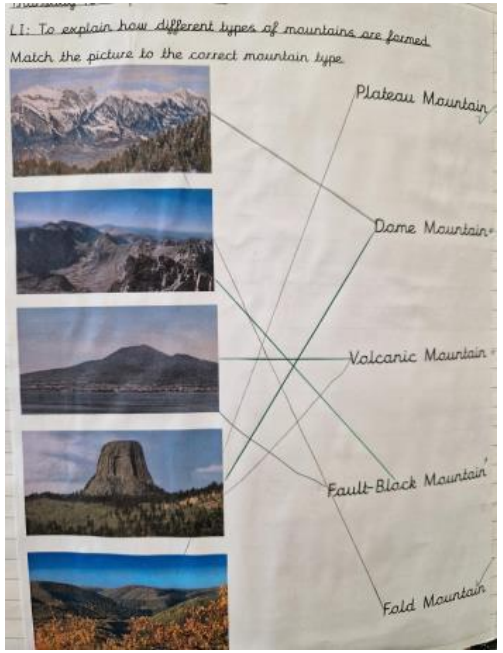


Examples of learning

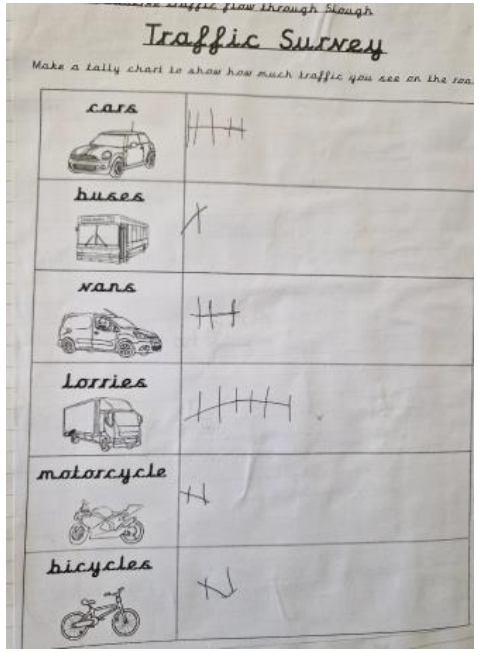
In KS1



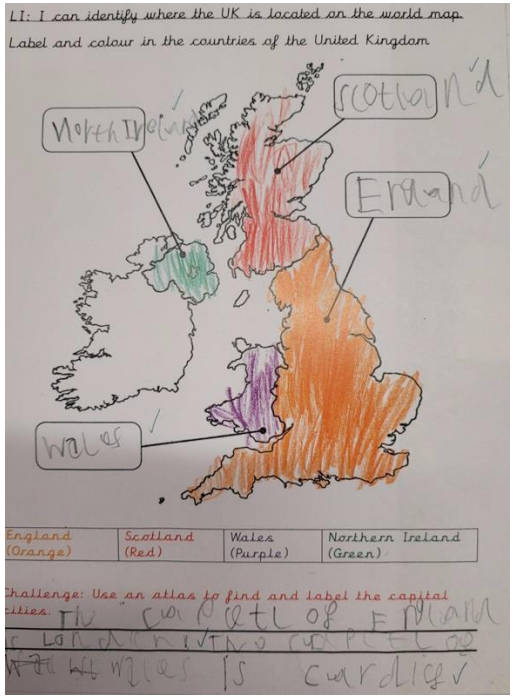
Similarities and differences bubble map



Matching task



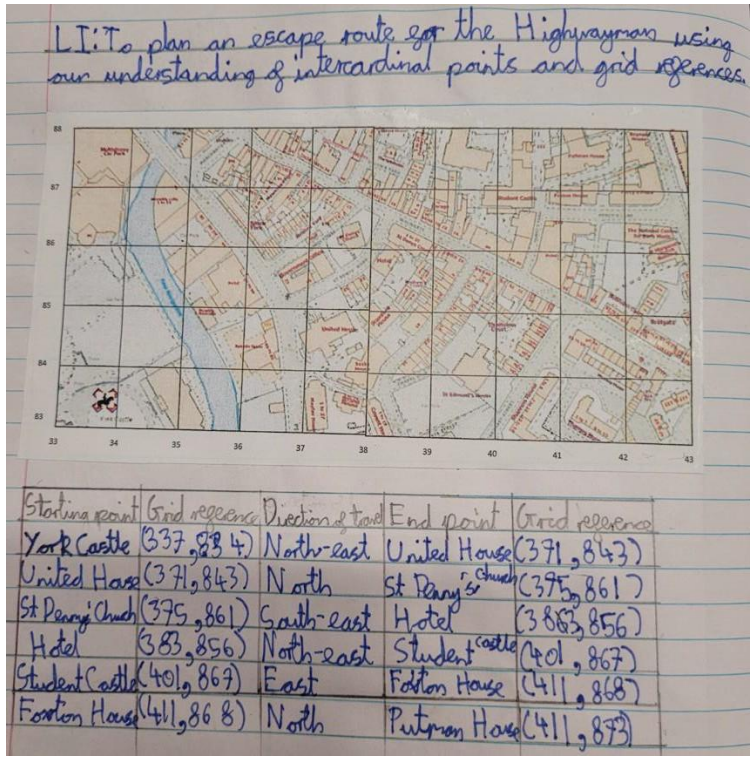
Creating charts



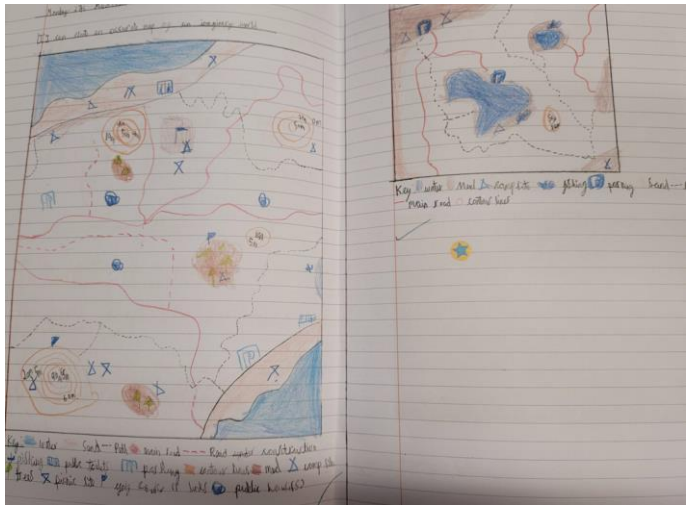
Locating countries in the UK and using a map to find capital cities

Examples of learning

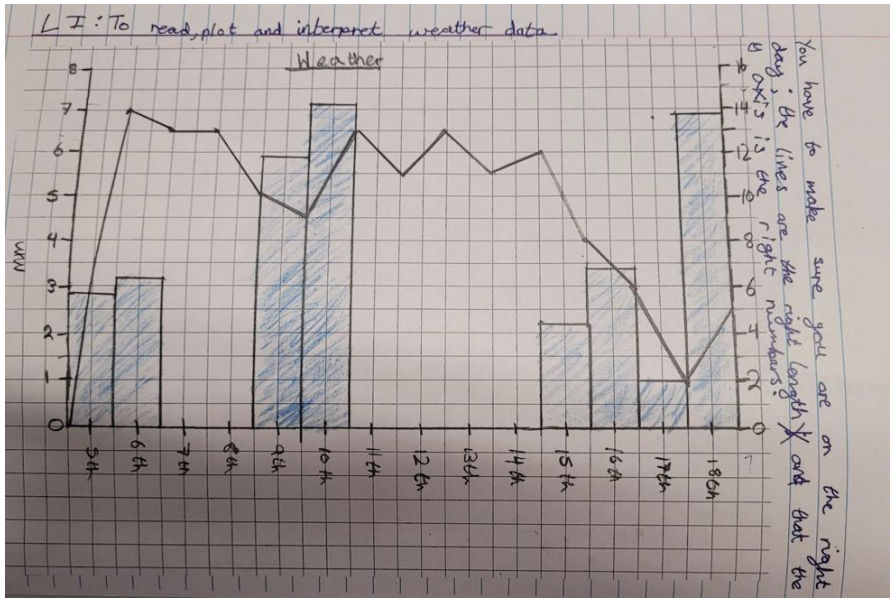
In KS2



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 liked learning about the Amazon Rainforest and all the animals that live there."* - Sahl, 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 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