

# Jerry Clay Academy



## Geography Guidance

Updated September 2022



## Teaching and Learning in Geography

### Introduction

At Jerry Clay Academy we are committed to providing all children with consistently high quality lessons to ensure excellent learning in Geography. This guidance outlines the purpose, nature and management of Geography taught at Jerry Clay Academy. It reflects the consensus views of all the teaching staff and they are responsible for its implementation.

This guidance should be read in conjunction with the Curriculum 2014 documentation which sets out in detail what pupils will be taught in different year groups.



### The national curriculum states:

‘The National Curriculum states: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped.’

## Intent



### Vision

*At Jerry Clay Academy we believe that Geography provides a means to exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment.*

Developing geographical skills is essential as it contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

Jerry Clay Academy recognises the importance of the role that Geography has. We believe that it is good practice for children to be encouraged to actively learn, by developing their own research, discussions and enquiries based on ideas given by the teacher. These ideas will be increasingly founded in historical knowledge and understanding.

### Aims

Geography at Jerry Clay Academy aims to provide pupils with a thorough understanding of places and environments and the importance of the human and physical characteristics and how we can contribute to maintaining and improving the environment. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their geographical knowledge.

In line with the National Curriculum (2014), we aim to:

- enable children to gain knowledge and understanding of places in the world
- increase children's knowledge of other cultures and in doing so teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- allow children to learn graphic skills, including how to use, draw and interpret maps
- to enable children to know and understand environmental problems at a local, regional and global level
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means
- to develop a variety of other skills, including those of enquiry, problem solving, investigations and how to present their conclusions in the most appropriate way

The core of the Geography provision at Jerry Clay Academy is based on the subject content that should be taught within each Key Stage. Where possible, Geography objectives are linked into the themes that children are learning about so they are able to make links in their learning and the world around them.

## Implementation

Through Geography, the children learn a range of skills, concepts, attitudes and methods of working. We use a variety of teaching and approaches in Geography lessons to develop children's knowledge, skills and understanding. These include:



- Use of story, including story telling.
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources
- Fieldwork, including visits to museums and geographical sites
- Having access to and are able to handle artefacts
- Use of non-fiction books and internet to aid research
- Having visitors talk about their personal experiences.
- *Learning outdoors*-At Jerry Clay we plan at least one outdoor lesson per week and each class is given opportunity to carry out an Outdoor Learning Day with specialists (not explicitly geography only skills)
- Teaching about human and physical geography
- Making links to real life situations
- Comparing and contrasting places
- Teachers formatively assess children's understanding
- Teachers use retrieval methods to remind and check children's previous learning

## **Health and Safety**

The school's Health & Safety Policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents.

Children are encouraged to assess hazards and discuss the appropriate precautions. Children are taught the appropriate safe practice when using equipment. This will include:

- How to use equipment correctly and in accordance with health and safety guidelines.
- To behave in a considerate and responsible manner, showing respect for other people and the environment; both in school and on trips outside the classroom.

## **Equal Opportunities and Inclusion**

All children are encouraged to participate in Geography lessons regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them.

Our school is committed to the principle that we deliver an inclusive curriculum for all pupils allowing them the opportunity to achieve their full potential. Each individual's well-being, needs, education and learning will be met through:

- Setting suitable learning challenges that have achievable learning targets and are motivated by success
- Deepening children's geographical skills and understanding so that all children's needs are catered for allowing pupils to achieve a high standard of learning
- Responding to pupils' diverse learning needs so that all pupils can fully participate and access lessons so that there is an equality of opportunity through teaching approaches.

At Jerry Clay Academy Geography is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in Geography lessons
- Pupils' understanding being developed through the use of all available senses and experiences
- Aspects of the areas of study that may present specific difficulties for individuals being identified and adapted accordingly

### **Strategies to support children with SEN**

At Jerry Clay Academy, in Geography, we use a number of evidence-based strategies to support children with SEN. Strategies include:

#### Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards or word mats
- Writing frames to support essay writing linked to learning
- Atlases and detailed maps to support at appropriate level
- Peer and adult support
- Modifications e.g. large maps

All scaffolding follows a 'I do, you do, we do' approach.

#### Explicit Instruction

- Pupils may be supported in their thought processes in Geography
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

#### Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Visual prompts may be used to aid learning
- Story maps can be used to explain e.g. how an earthquake occurs
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

### Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new learning.

### Use of technology

- Tasks set may include useful apps/websites to move learning forward as well as multi – sensory experiences including outdoor areas.

### **Equipment and Resources**

The Geography Subject Leader carries out an annual audit of the resources and re-orders any consumables when necessary. New resources can be purchased through negotiation between class teacher and co-ordinator, within the amount allocated in the annual budget.

All Geography resources are stored in labelled boxes in the classroom of the co-ordinator.



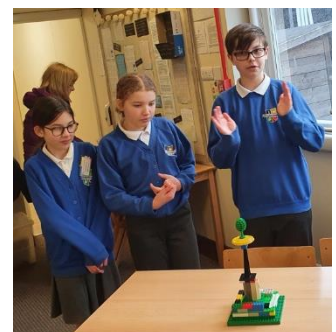
### **Planning**

Long term planning and progression maps are produced and saved in the Geography Teams area and are constantly adapted where appropriate. Medium term planning is completed at the start of each term and displays Geography objectives being taught in a particular class, each week. This is then transferred into a teacher's short term plan; a smartboard which clearly states the Learning Objective, Success Criteria as well as key aspects being taught in the lesson.

### **Early Years Foundation Stage**

We teach Geography in the Reception class as an integral part of the theme work covered during the year. These include:

- To develop a child's understanding of the world and finding out about different places and habitats
- To investigate our locality



*For more information, please view our EYFS long term plans to see the coverage and how this connects to our Year 1 curriculum and beyond.*

### **In Key Stage 1**

- Pupils investigate their local area and a contrasting area in the United Kingdom or abroad
- Carry out geographical enquiries inside and outside the classroom and begin to learn about the wider world

- Begin to ask geographical question about people, places and environments and use geographical skills and resources such as maps and photographs.


## In Key Stage 2

- Pupils investigate a variety of people, places and environments in the United Kingdom and abroad and start to make links between different places in the world
- Find out how people affect the environment and how they are affected by this
- Build on their geographical questioning skills and use resources such as maps, atlases and aerial photographs
- Children will develop their geographical enquiry skills which includes collecting and recording information and identifying different views

## Vocabulary


Vocabulary for each theme is evident on Knowledge Organisers and the Programme of Study. This is vocabulary taken from the National Curriculum and other guidance, ensuring that it is progressive and builds upon our children's prior knowledge. Teachers will use this in lessons, on working walls to aide retention & in books where appropriate. This is not a comprehensive list, teachers can and should add to this.

Example of vocabulary outlined on knowledge organisers:



**Jerry Clay Academy**  
Subject Knowledge Organiser

Subject: Geography Year Group: 1 Terms: Autumn

<p><b>Core Learning of This Unit:</b></p> <ul style="list-style-type: none"> <li>Where is the UK? Children identify UK using globes, atlases, maps.</li> <li>What are the countries of the UK and their capital cities? Children identify using globes, atlases, maps.</li> <li>What are the countries of the UK and their surrounding seas? Children identify using globes, atlases, maps.</li> <li>Children use maps and atlases to identify cities/towns in capital cities of the UK including Buckingham Palace, Balmoral and Edinburgh Castle.</li> <li>What is it like in our capital city? Children identify human and physical features, including landmarks in London.</li> <li>Children look at aerial maps of the school/ classroom. Can they create their own map and use N, E, S, W to guide a partner through directions?</li> <li>Children use their knowledge of maps to draw and label their own map of a castle. They will decide where in the UK this is, which sea would surround this.</li> <li>Ongoing retrieval throughout the term to check children's knowledge of UK, capital cities and oceans</li> </ul>		
<p><b>Prior Learning:</b></p> <p>EYF5: Children will have talked about past and present events in their own lives and family members. They identify similarities between themselves and families, communities and traditions.</p> <p>They know about similarities and differences in relation to environment, places and living things.</p> 	<p><b>National Curriculum Statements:</b></p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge:</b> Locate and identify the territories of England, Scotland, Ireland and Wales and their capital cities and surrounding seas.</p> <p><b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p><b>Use simple compass directions</b> (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p><b>Use aerial photographs and other perspectives</b> to recognise landmarks and take human and physical features; devise a simple map; and use and construct a basic symbol in a key.</p> <p><b>Use simple fieldwork and observational skills</b> to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Key Vocabulary:</b></p> <p><b>United Kingdom</b> - England, Scotland, Wales and Northern Ireland.</p> <p><b>Capital city</b> - The main city in a country, usually where the Government is located.</p> <p><b>England</b> - Country within United Kingdom.</p> <p><b>Scotland</b> - Country within United Kingdom.</p> <p><b>Wales</b> - Country within United Kingdom.</p> <p><b>Northern Ireland</b> - Country within United Kingdom.</p> <p><b>London</b> - Capital city of England.</p> <p><b>Edinburgh</b> - Capital city of Scotland.</p> <p><b>Cardiff</b> - Capital city of Wales.</p> <p><b>Belfast</b> - Capital city of Northern Ireland.</p> <p><b>Aerial view/map</b> - view or map from above.</p> <p><b>Landmarks</b> - an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</p> <p><b>Oceans</b> - a very large expanse of sea, in particular each of the main areas into which the sea is divided geographically.</p>
<p><b>Significant People</b> Queen Elizabeth II of Great Britain is the longest-reigning monarch in British history. She celebrated 65 years on the throne in February 2017 with her Sapphire Jubilee. Queen Elizabeth II became queen on February 6, 1952, and was crowned on June 2, 1953. She is the mother of Prince Charles, heir to the throne, as well as the grandfather of Princes William and Harry. As the longest-serving monarch in British history, she has tried to make her reign more modern and sensitive to a changing public while maintaining traditions associated with the crown. In 1945, Elizabeth joined the Auxiliary Territorial Service to help in the war effort. She trained side-by-side with other British women to be an expert driver and mechanic. While her volunteer work only lasted a few months, it offered Elizabeth a glimpse into a different, non-royal world.</p>		

**Programme of Study** – teachers should use this at the front of Geography books to assess children's learning and progress

Note that on the programmes of study skills have not been divided into themes but into geographical skills outlined in the National Curriculum. This is because many skills be covered and revisited throughout the year, giving children many opportunities to explore and understand these.

*All progressive plans are kept within our Geography Teams area. They can also be viewed on our website.*



## Impact

### **Assessment**

Assessment is in line with the school's Policy. Assessment opportunities are included in the study of each unit of work. Assessments are based on the National Curriculum level descriptors.

Teachers will assess children's work in Geography throughout the year & we have developed sequential summative assessment points to enable us to assess learning. There is also a strong focus on Assessment for Learning (AFL) and children will be encouraged to assess their own work where appropriate, through recurrent retrievals.

Assessment can be carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. Likewise, assessments of children's work are carried out after the lesson where the teacher marks a child's work, using the school's marking policy. Work can be followed up during 'Strive Time' in the next Geography lesson.

Teachers will use the relevant Geography Assessment pro-forma for their particular year group (*See below*) to ensure that the subject content is covered throughout the course of the year. *Teachers will also use the new 'Prior Knowledge' and 'Learn It' quizzes to inform planning and assess children's learning.*

Parents are informed of the pupil's progress during parents meetings and progress is reported in an interim report and in end of year reports.

### **Subject Leadership**

Geography is monitored as part of the Jerry Clay Academy subject leadership monitoring cycle. Throughout the year, the Subject Leader carries out book studies, planning and will observe lessons through formal observations or drop ins. Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle allows the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

### **Teaching**

Through implementing the key steps identified in the Action Plan, Geography should be heightened across the school and children should be confident in

talking freely about the subject, what they are currently learning and what they have previously learnt. Geography knowledge and skills should be evident and explicit and teachers should be confident in teaching Geography and should be teaching it, as identified on LTP and MTP.

### **Pupils**

In ensuring that the points made in the 'Implementation' section of the guidance are followed, pupils enjoyment, and therefore attainment in the subject will be of a high standard. This will be monitored by the subject leader.

