

Jerry Clay Academy



Geography Guidance

Updated September 2024



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. **Each unit of work ensures that all children are exposed to all strands of the Geography curriculum.**

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 – including Digimaps
- 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 prioritise learning in our outdoor environment and plan Geography lessons outside , where possible. Each class is given opportunity to carry out an Outdoor Learning Day with specialists (not explicitly geography only skills)
- Teaching all Geography strands, including human and physical geography
- Teaching children about the importance of sustainability and impact on the future
- Making links to real life situation
- 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 **subject leader**, within the amount allocated in the annual budget.



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.

Geographical strands

The strands run throughout the whole of the Jerry Clay Geography Curriculum across the whole school, helping children to make links between prior and current learning. These are evident and carefully interwoven through the Programme of Study and Roadmap documents.

GEOGRAPHY STRANDS



Which of the strands could your lesson be about today?



COMPARISON

Compare places or features (similarities and differences)

WEATHER AND CLIMATE

What the weather is and the effect it has on the location.



TRANSPORT AND TRADE

Ways people travel and goods and services that are sold in different countries.

PLACE KNOWLEDGE

Explain what a place is like.



LOCATIONAL KNOWLEDGE

Recall where places are.

HUMAN GEOGRAPHY

How people and the environment impact places.



PHYSICAL GEOGRAPHY

Natural features in the environment.

MAP SKILLS AND FIELDWORK

Using maps and observing and collecting data and information outside.







ENVIRONMENTAL ISSUES

How we look after our World.

Geography Programme of Study



Each year group has a termly focus of:

| | |
|--|--|
| <p>PLACE KNOWLEDGE Explain what a place is like.</p>  | <ul style="list-style-type: none"> Place and locational knowledge - Where we live |
| <p>LOCATIONAL KNOWLEDGE Recall where places are.</p>  | <ul style="list-style-type: none"> Case study or comparison focused on a place or procedure outlined in the National Curriculum KS1 - a small area in a contrasting non-European country KS2 - a region of the United Kingdom, a region in a European country, and a region within North or South America |
| <p>COMPARISON Compare places or features (similarities and differences)</p>  | <ul style="list-style-type: none"> Physical element- outlined from National Curriculum |
| <p>PHYSICAL GEOGRAPHY Natural features in the environment.</p>  | <p>All other strands, including fieldwork are interwoven throughout the Geography curriculum.</p> |

Year 1: Key knowledge/skills by the end of the year

- Name and locate all countries and capital cities of the UK
 - Name and locate surrounding seas of the UK
 - Know where I live and which city and country this is in.
- Be able to construct a simple map and use simple directions and compass directions to verbally explain their route to/from school
 - Name types of weather and talk about weather/climate in the UK and some hot and cold places in the World
 - Discuss how habitats in the UK are different to habitats in rainforests
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, sea, ocean, river, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 - Carry out fieldwork in the school grounds

Year 1 Where we live - Wrenthorpe and the UK's capital cities (mini focus on London)

Core Learning of This Unit:

- Where do I live? (Home) Where is Wrenthorpe? Where is the UK? Children identify UK using globes, atlases, maps, the key words of City, Town, Village.
- What are natural and human features in our school and in Wrenthorpe? Use the following Geographical words to explain and describe features: Sea, Ocean, Mountains, Hills, City, Town, Village, Farm, House, Office, Port, Harbour and Shop.
- What are the countries of the UK and their capital cities? What is the UK's capital city?
- Children look at a world map and other maps of the school classroom. Can they create their own map and use N, E, S, W to guide a partner through Wrenthorpe.
- Children look at a world globe using Geographical language and a simple key (local area) (local area (Wrenthorpe) and capital cities) from the previous lesson.
- Identify human features (buildings) in capital cities of the UK including Buckingham Palace, Downing Street, Whitehall, London.
- Children identify the UK's capital cities and the following: What are some physical and human features in our school grounds/area? Which is the safest route to school? Where is our local shop?

School grounds/local area fieldwork question: Children will focus on one of the following: What are some physical and human features in our school grounds/area? Which is the safest route to school? Where is our local shop?

Seasides

Core Learning of This Unit:

- Where do I live? (Home) Where is Wrenthorpe? Where is the UK? Children identify UK using globes, atlases, maps, the key words of City, Town, Village.
- What are natural and human features in our school and in Wrenthorpe? Use the following Geographical words to explain and describe features: Sea, Ocean, Mountains, Hills, City, Town, Village, Farm, House, Office, Port, Harbour and Shop.
- What are the countries of the UK and their capital cities? What is the UK's capital city?
- Children look at a world map and other maps of the school classroom. Can they create their own map and use N, E, S, W to guide a partner through Wrenthorpe.
- Children look at a world globe using Geographical language and a simple key (local area) (local area (Wrenthorpe) and capital cities) from the previous lesson.
- Identify human features (buildings) in capital cities of the UK including Buckingham Palace, Downing Street, Whitehall, London.
- Children identify the UK's capital cities and the following: What are some physical and human features in our school grounds/area? Which is the safest route to school? Where is our local shop?

Fieldwork - possible visit to seaside. Look at maps before trip - identify route you will take and look at Google Maps. What physical and human features can you spot on the beach? Children record data. What can you see and do at the seaside? Virtual fieldwork question: What can you see and do at the seaside? Use a variety of maps to virtually visit the seaside.

Rainforests (focus on wildlife)

Core Learning of This Unit:

- Where do I live? (Home) Where is Wrenthorpe? Where is the UK? Children identify UK using globes, atlases, maps, the key words of City, Town, Village.
- What are natural and human features in our school and in Wrenthorpe? Use the following Geographical words to explain and describe features: Sea, Ocean, Mountains, Hills, City, Town, Village, Farm, House, Office, Port, Harbour and Shop.
- What are the countries of the UK and their capital cities? What is the UK's capital city?
- Children look at a world map and other maps of the school classroom. Can they create their own map and use N, E, S, W to guide a partner through Wrenthorpe.
- Children look at a world globe using Geographical language and a simple key (local area) (local area (Wrenthorpe) and capital cities) from the previous lesson.
- Identify human features (buildings) in capital cities of the UK including Buckingham Palace, Downing Street, Whitehall, London.
- Children identify the UK's capital cities and the following: What are some physical and human features in our school grounds/area? Which is the safest route to school? Where is our local shop?

Trip Fieldwork question - on trip - How are habitats in the wild replicated at the Wildlife Park? Why are some animals in the Wildlife Park and some in the wild?

Year 2: Key knowledge/skills by the end of the year

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 - Talk about Wakefield's/ Yorkshire's use of coalmines for land use and what some sites are used for now
 - Discuss similarities and differences between Wrenthorpe and a South African village (Mvezo)
- Name types of weather and talk about weather/climate in the UK and some hot and cold places in the World in relation to the Equator and the North and South Poles
 - Use a variety of maps and know how to use some basic symbols
 - Use geographical vocabulary to refer to: key physical features, including: hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, and shop
 - Carry out fieldwork in the school grounds and off-site

Year 2 Where we live - the history of coalmining and land use in Wakefield

Core Learning of This Unit:

- Remember of where UK's Capital cities? What continents? Focus 7 continents of the world using globes, atlases, maps.
- Where do we live in the UK? Use maps to locate previous mines in the UK. Why were there coal mines? What physical properties/features were used?
- Children create their own map of coal mines in Wakefield.
- How has the geography of the land changed since we do not use mines anymore? What human/physical features are there in Wakefield now? Use aerial maps and photographs to identify.
- Identify some landmarks in Wakefield including: The Coal Mining Museum, Yorkshire Sculpture Park, Duress, Teamsters and Wakefield Town Hall.
- Fieldwork: Carry out map work/field work during visit to Wakefield.
- Fieldwork question: Why were coalmines closed and what are they used for now? E.g. housing estates.

Comparison: The UK and South Africa

Core Learning of This Unit:

- Use world maps, globes, atlases to identify hot and cold countries in the world, build upon North and South poles and equator knowledge from Y1.
- Where is Wrenthorpe? Where is South Africa? Use maps, photos, globes etc to locate countries in South Africa.
- Use maps and globes to compare Wrenthorpe and Mvezo, a village in South Africa. Compare weather patterns and human and physical features.
- Use maps to investigate a different place - e.g. Cape Town to show contrasts - both physical and human.
- Children should also locate some physical features of South Africa including Table Mountain and discuss simple features of mountains.
- Virtual fieldwork question: How is Wrenthorpe different to Mvezo?

What's the weather?

Core Learning of This Unit:

- Focus of where we live (village, city, country, and continent).
- Identify different types of weather and how they happen.
- Children create their own weather report/forecast/operation using Geographical vocabulary to describe weather and explain how they occur.
- Using a weather station and other resources, record different temperatures throughout the day.
- How does this compare to another city in the UK? A city in Europe?
- Fieldwork question: Does the week's weather match the forecast? Is the weather forecast accurate?

Map Skills and Fieldwork



Reception

Reception will use different types of maps (including globes, digital and paper) to explore maps of the classroom, school ground and local places such as the Post Office. They will often use story maps to explain a journey.

Year 1

During Year 1, children will create simple maps of the classroom and familiar routes – such as the route to and from school. Children use atlases to understand maps of the places they are studying.

Year 2

Year 2 will follow and create maps of the local area. Children use atlases to understand maps of the places they are studying.

Year 3

Year 3 will learn about maps of the local area and Leeds. They will compare different types of maps including ordnance survey maps using 4 figure grid references. Children use atlases to understand maps of the places they are studying.

Year 4

Year 4 learn about maps of the local area and suggest reasons how it can be improved. Children use atlases to understand maps of the places they are studying.

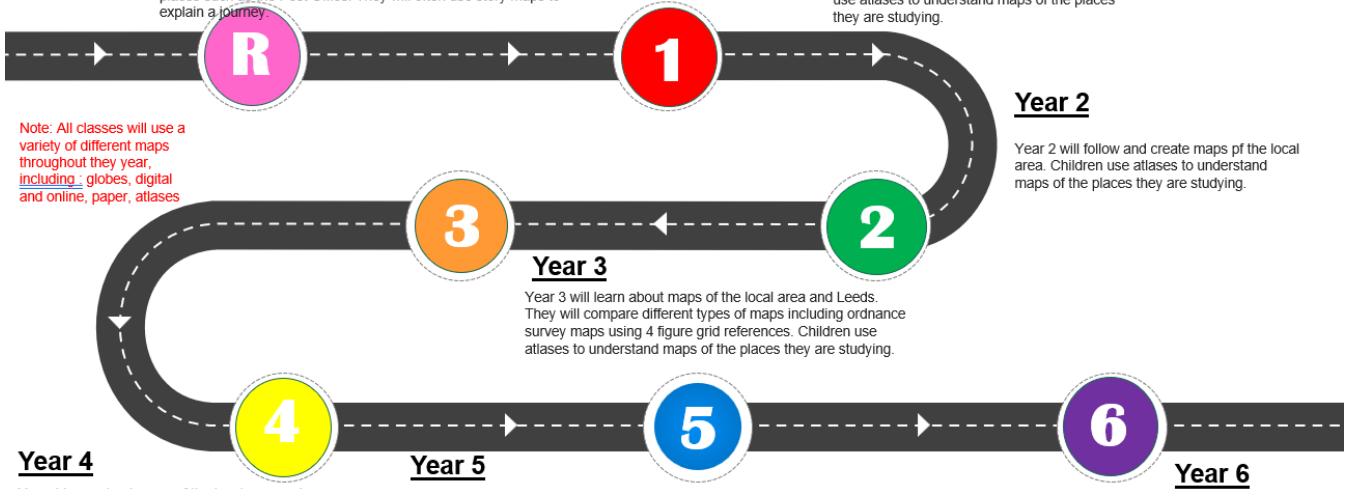
Year 5

They will look at detailed ordnance survey maps of different cities they are studying. They will use 6 figure grid references. Children use atlases to understand maps of the places they are studying.

Year 6

Year 6 will look at digital, online and ordnance survey 6 figure grid reference maps of places they are studying. They will compare places using maps.

Note: All classes will use a variety of different maps throughout they year, including : globes, digital and online, paper, atlases



Unit Overviews – Teachers should use unit overviews at the front of Geography books to support in assessing children’s learning and progress.

Unit Overviews outline prior learning to be built upon, core learning, vocabulary and fieldwork (including virtual fieldwork , where necessary).



Jerry Clay Academy
Subject Knowledge Organiser

Subject: Geography Year Group: 3 Term: Spring

Where we live – settlements and population

Core Learning of This Unit:

- Recap of where we live (village, city, country, continent).
- Locate counties in Yorkshire and the UK. Look at aerial maps to see physical and human features of these.
- What did first settlers need when choosing a location? Think about the distribution of natural resources including energy, food, minerals and water
- Why did people first settle in Wakefield? Can also do research of why your family came to Wakefield. Link with trading (wool, coal , corn , textiles) . Can focus in on Wrenthorpe Pottery (Potovens).
- Explore names of different places and their name meanings – e.g. mouth meaning river in original Old English - Portsmouth, Plymouth
- How has transport changed over time?
- **Field work question – Is traffic a current problem in our area? Should there be a 20mph speed limit outside of school? Children carry out data collection and could write/create campaign.**

Prior Learning:

KS1: Children will have studied the UK and local area surrounding the school. They should be able to describe features of a location using geographical vocabulary.



National Curriculum Statements:

Locational knowledge
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography
types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Skills and fieldwork
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Vocabulary:

City - A large town that usually has a cathedral.

Country - A large area of land where people live under the same Government.

British Isles -Great Britain, Ireland and all nearby islands.

United Kingdom - England, Scotland, Wales and Northern Ireland.

Coast - The land next to the ocean.

Capital city - The main city in a country, usually where the Government is located.

Region - A large area of land that is different from other areas of land

Continent - very large landmasses found on Earth

Compass - An instrument used for navigation and orientation that shows direction relative to the geographic cardinal directions (or points).

Landscape - the visible features of an area of land, its landforms, and how they integrate with natural or man-made features.

Community - a group of people living in the same place or having a particular characteristic in common.

Settlement - A place, typically one which has previously been uninhabited, where people establish a community.

Significant information

Pottery has played an important role in Wrenthorpe's history, building from the presence of a few potters in the 15th century, to a thriving cottage industry that peaked in the 17th century, before declining over the course of the 19th. The village became known as "Potovene," attributed to the kilns used to fire finished pottery. Reminders of this heritage can be found in local names, such as "Potovens Lane" and the remains of pottery that can be found in the soil. As the potteries declined, coal mining, already present on a smaller scale providing fuel for the potter's kilns, expanded to meet the needs of the Industrial Revolution. Agriculture also grew more important to the area.

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.

Vocabulary

Vocabulary for each theme is evident on Unit Overviews 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.

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

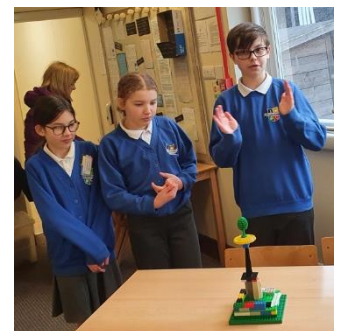
For more information, please view our EYFS long term plans to see the coverage and how this connects to our Year 1 curriculum and beyond.

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



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 **Formative Assessment and retrieval and** children will be encouraged to assess their own work where appropriate, through recurrent retrievals. **Prior knowledge quizzes and Learnt It Quizzes and Tasks support teachers to assess children's learning.**

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.

Miss J Karlsson
Geography Lead