



Subject Leader Report: Geography

Geography is a valued part of the curriculum in Forefield Junior School. We aim to inspire in pupils a curiosity and fascination about the world and its people that will live with them for the rest of their lives. By delivering quality Geography lessons, Forefield equip children with knowledge about diverse people, places, resources and natural and human environments. It is essential children can understand different places on earth and how they relate with each other whilst also learning key knowledge about their home through local studies. Geography helps children to learn the physical systems of everyday life, like the implications of climates, water cycles or weather.

We have designed our curriculum to be as interactive as possible in our school, providing the children with stimulating 'hands-on' experiences. Whilst we are unable to travel across the globe, we can help the children to understand the world and the people that live here through engaging lessons, outside of school fieldwork, inside of school fieldwork, themed events, local studies, themed reading areas (Y6 Rainforest), residential visit to the Lake District and the handling of Geographical equipment. However, some of these interactive experiences have been adapted due to the restrictions of COVID-19 over the last few years but in this report we can celebrate how many are back into our curriculum!

Topic Timetable

	Autumn Term	Spring Term	Summer Term
Year 3		The Lake District	Sefton Coast
Year 4		Europe and Spain	Local Study of Crosby
Year 5	Earthquakes, Mountains and Volcanoes		The Americas
Year 6	Rivers		Tropical Rainforests

In addition to the curriculum, our Pupil Guarantee aims to ensure that *every* child finds their passion through developing curiosity about the world around them - through science, nature or learning about other cultures, and discovering a sense of wonder. As well as extending their learning through visits and visitors - opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.



Our Geography curriculum supports our pupil guarantee through helping the children to develop a curiosity about the world around them and extending their learning through visits and visitors.

Y3 Visit to Sefton Coast - It was wonderful to see Year 3 enjoy a trip to Formby to learn about the different features of the landscape to link to the Sefton Coast topic. Each class had a fun-packed afternoon learning lots when they travelled to Southport Eco Centre.



Year 4 Local Study of Crosby / Drama workshop -

Despite some improvements, our fieldwork was still adapted last year. As an alternative, we decided to have a higher emphasis on the landmarks of Crosby using maps to identify them. An extra Geographical experience we added to the Year 4 curriculum was to invite One Day Creative drama for an Arctic and Antarctic workshop to link to the Science curriculum. Children were able to learn about how different the two different poles are through performing arts and learn the importance of climate change and wildlife found there.

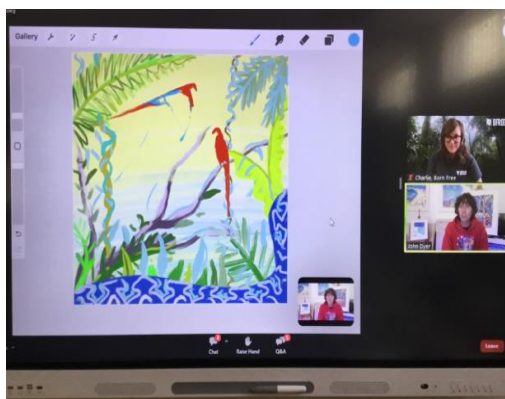
*Drama in our
Arctic/ Antarctic
Workshop today!*





Year 5 Earthquakes & Volcanoes - Children had the chance to link their learning to a fantastic Earthquakes & Volcanoes workshop. Children learned through performing arts what Earthquakes and Volcanoes are, what causes them to happen and what humans do to protect themselves! We had excellent feedback from staff and children and we have rebooked for the next academic year.

Year 6 / Rainforest Topic - As a part of the final term for Year 6 children at Forefield, reading areas are transformed into the Rainforest! Children learn all about the tropical paradise from the different layers to the diverse wildlife that live there. Another celebration from this year is that we were able to facilitate having ZooLab workshops back into FJS. Children were able to learn about animals and creatures that can be found in the Amazon Rainforest! Guided by a ZooLab Ranger, children got up close and met snakes, tarantulas, frogs and millipedes! Another brilliant addition this year was an afternoon workshop collaborating with artist John Dyer - he provided a zoom for all 90 Year 6 children to give us information about the Amazon with many links to Art.





Year 6 Residential to Ambleside - Another celebration is that we finally returned to Ambleside for our end of KS2 residential! Linking with our Geography curriculum, Year 6 are able to spend 5 days in the Lake District. Over the course of the trip, children participate in a range of different activities from learning all about Lake Windermere whilst out canoeing, climbing a ghyll or using their prior knowledge of map work to navigate their way up a fell. This year, children also had a chance to explore Ambleside with their group leader learning all about this popular town.





At our school, we are using a skills-based term assessment system linked to our Geography curriculum. For Autumn, Spring and Summer, teachers will assess pupils against key objectives by deciding if they think each child is working below /at/ or above the age-related expectations. As the Geography co-ordinator, I have collated the data for this subject area to look for areas of success and areas that can be developed. This then provides me with the information needed to plan for next term / year.

Below is the assessment data for Geography in 2022/23 academic year:

Geography 83% EXP+ with 17% EXC

Year 3 - 78% EXP+ with 15%EXC

Year 4 - 83% EXP+ with 22% EXC

Year 5 - 83% EXP+ with 15% EXC

Year 6 - 86% EXP+ with 17% EXC

Our results show a **consistent approach** towards Geography assessment across the school in each year group.

There is a higher percentage of children who have met the **expected standard / exceeding expectation** than being **below**.

Results have improved when compared to previous years (pre-pandemic) and it is important to compare these results again next year with our new assessment strategies for foundation subjects.

Here are the end of Year 6 expectations:

- I can use Ordnance Survey symbols and 6 figure grid references
- I can answer questions by using a map
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like
- I can explain why people are attracted to live where they live - for economic/social reasons as well as climate/geography
- I can name and locate desert regions and the world's major rivers in an atlas
- I can identify and name the Equator, Tropics of Capricorn and Cancer and the Arctic/Antarctic circles



Pupil Voice



During our Ofsted inspection in the previous year, there was an emphasis on pupils being able to engage with the inspector about Geography. Over 12 children from two different year groups all had their chance to discuss lessons, learning and what they enjoyed about Geography. All of the feedback from the Ofsted inspector was very positive and children enjoy Geography at Forefield.

In the last academic year, I carried out pupil voice to gain an understanding of how our children felt about the subject. I had a 'What I love' and 'What I would wish for' option to complete.

Y6 pupil: 'I loved creating a meander in the quad - that was my favourite part. I wish I could have went to Crosby beach in Year 4'.

Y4 pupil: 'I loved learning about where I live! I could see the road where I live (on a map).

Y5 pupil: 'My favourite was learning all about volcanoes but I did like finding out about the countries in America (South) too'.

Y3 pupil: 'Sefton Coast is the best trip. I know how the sand dunes move over a long time.' I wish we could have stayed longer.

My focus will shift with pupil voice next year to the knowledge that the children have learned. Understandably, our children enjoyed talking about their experiences and I will guide them to share the knowledge they have learned with specific questions next time.

Enrichment Opportunities

Year 3 - Sefton Coast

Year 4 - Local study

Tour of Crosby

Year 5 - Americas Day / Earthquakes Volcanoes Workshop

Year 6 - Ambleside / Residential

Rainforest Reading Area / Zoo Lab

Drama Workshops Upper and Lower KS2

School Assemblies



School Assemblies



This year, I continued to engage the children with Geography outside of our curriculum through school assemblies. I had different assembly themes such as 'World Cup Countries' where the children learned about different countries that played in the tournament. Children gained more of an insight into the history, climate, population, human and physical geography of many different countries around the world! Other Geography themed assemblies were, 'What's in the news around the globe?' and 'Soaring all over the world'.



Knowledge organisers

KO have continued to be embedded into the curriculum. Staff and children are becoming a lot more confident using knowledge organisers and it has recently been agreed that 'child-friendly' KO similar to Geography will be used throughout the curriculum in other subjects.

Key Vocabulary	The UK
county A small area of the UK containing lots of towns and villages.	Country England Flag London King Stonehenge King Rivers Thomas High Ground Penines
prime meridian An imaginary line which divides the Earth into the eastern and western hemispheres.	Scotland Edinburgh Ren Nevis Tay Grampian Mountains
immigration People moving to another country to live there permanently.	Wales Cardiff Snowdon Severn (also flows through England) Cumbrian Mountains
UK The United Kingdom of Great Britain and Northern Ireland.	Northern Ireland Belfast Giant's Causeway Rann Sperrin Mountains
Great Britain England, Scotland and Wales.	North Sea English Channel Local Governments control the local areas of counties and their services. These services include: Education, Transport, Policing, Public Safety, Social Care. Counties include: Cornwall, Swinsea, Londonderry, Aberdeenshire
landmark A feature of the landscape or area that is easily recognised.	Landmarks Northern Ireland Great Britain Wales England Scotland
millennium A time period of 1000 years. The New Millennium started 1 st January 2000.	Millennium Great Britain Wales England Scotland

Emergent Layer	Canopy Layer	Understory Layer	Forest Floor	Deforestation
Trees can be up to 60m tall	Trees form a roof over the plants below	Trees grow to less than 4m tall	Very few plants	Trees are cut down
Lots of sunlight	Lets of sunlight but also plenty of rain	Very little sunlight	Almost no sunlight	to create fields for farming cattle and growing crops,
Cold and windy	Lots of food for animals	Warm and humid	Leaves and debris decompose quickly	to produce timber and wood pulp to make furniture and paper,
Birds, bats, monkeys and butterflies	Snakes, toucans and tree frogs	Lets of insects	Gorillas, antelopes, leopards and tigers	to create space for housing
				Positive Impacts • Jobs are created in logging and transporting timber and manufacturing products. • Selling land raises money for local people
				Negative Impacts • People's homes are destroyed. • Animals and plants may become extinct through habitat loss. • Plants that may have been useful could be lost.
What Can Be Done to Protect the Rainforest?				
Use both sides of a piece of paper.		Use ebooks or a library rather than buying new books.		
Turn off lights and electrical items when not in use.		Buy Fairtrade fruit, vegetables, chocolate and coffee.		

Key Vocabulary	Compass Points
Division The wearing away of the land by forces such as water or wind.	A compass is an important tool for finding direction. It helps you to find your way when you are using a map.
Key Reference Words or signs to locate specific locations or features on a map.	There are four main points of the compass: north, east, south and west. These are called compass points.
Land Use How the land is being used. Can vary from area to area.	
Rural Countryside or farmland.	
Grid The exact location on the coastline or seafront, is easier to locate features on a map. Remember the phrase along the corridor and up the stairs.	
Figure Grid Reference A figure grid reference is used to locate features on a map. Remember the phrase along the corridor and up the stairs.	
Figure Grid Reference * (1,42) * (2,44) * (3,43)	



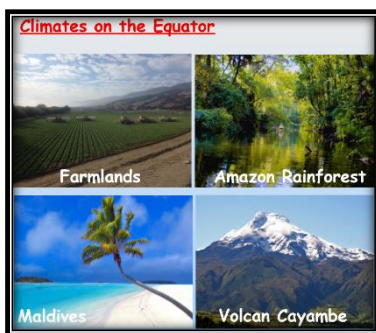
This year, I have continued to update knowledge organisers that I think would be useful for our Geography curriculum. For example, below is a knowledge organiser for grid referencing and can be accessed by multiple year groups. This is not essential for a topic but can be useful for children to see key mapping knowledge in specific lessons.

Key Vocabulary		Map Symbols	
atlas	A collection of maps often of each country in the world.	Compass Points	
compass	A tool used for showing direction.	Four-Point Compass	Eight-Point Compass
digital map	A map that uses technology such as a satnav.	N - north E - east S - south W - west	north (N) north-east (NE) east (E) south-east (SE) south (S) south-west (SW) west (W) north-west (NW)
easting	The numbers used in a grid reference that run west to east.	Symbols	
grid references	The numbered squares on a map used to locate a place.	<ul style="list-style-type: none"> Maps use symbols instead of words to label real-life features. A key on the map tells you what the symbol means. 	
National Grid	A system used to split Great Britain into 100km squares.		
northing	The numbers used in a grid reference that run south to north.		
Ordnance Survey maps	Detailed maps of Great Britain where each square represents 1km squared (1km ²).		
symbols	Small pictures, letters or lines that represent a feature.		

Grid References	The National Grid
<ul style="list-style-type: none"> A map is criss-crossed with horizontal and vertical lines that create a grid. The grid and squares help to narrow a search area so you can locate features on a map. Usually, the lines are numbered with two digits. Eastings are the numbers that run from west to east. Northings are the numbers that run from south to north. The easting and northing numbers are put together to create a four-digit grid reference, e.g. (32,43), which refers to the bottom left corner of a square on the map. Grid references can be even more specific by adding an extra digit to both the easting and northing numbers. These six-digit grid references, e.g. (323,432), tell us more precisely whereabouts in the square something is. 	<ul style="list-style-type: none"> The National Grid is a grid reference system for the whole of Great Britain. It splits Great Britain into squares - each is 100km. The spaces can be identified by using two letters e.g. SK Eastings and Northings numbers can be used to split the squares into smaller sections making them easier to use.
<p>Four-figure and six-figure grid references.</p>	

Guided Reading

Following on from our whole-school approach to guided reading, it enabled excellent opportunities to link other areas of the curriculum. For example, Year 6 study climate zones and biomes around the world during Autumn 1 so to link with that we created a guided read that focuses on the climates around the Equator. Despite it being a reading lesson, we have enhanced the children's geographical knowledge about climates. Other texts we studied that had great Geography links were 'Climate Change' and 'Plastic Pollution'.



Subject specific vocabulary

- EQUATOR** - an imaginary line that circles the Earth half way between the North and South Poles.
- NORTHERN HEMISPHERE** - Half of the Earth that is North of the Equator.
- SOUTHERN HEMISPHERE** - Half of the Earth that is South of the Equator.
- LATITUDE** - Lines used to find out how far North or South a place is.
- LONGITUDE** - Lines of longitude are used to see how far East or West a place is.
- TERRITORY** - an area of land owned by a ruler or state.
- CLIMATE** - the weather conditions in an area over a long period of time.
- ORBIT** - the curved path of the Earth around the sun.
- TEMPERATURE** - How hot an area or place is.



Plastic is a versatile everyday material: it is waterproof, strong, stretchable and can be flexible or moulded. However, the extent of its use has had a severe impact on the environment. Unrecycled plastic is dumped - into landfills or into the sea - and takes up to 1,000 years to decompose.

Plastic pollution and recycling have become particularly hot topics in the media in recent years, as environmentalists, charities and governments all try to fight its negative impacts.

Look at the paragraph beginning with, '**Plastic is a versatile everyday material...**'

What does the word '**versatile**' mean when talking about plastic?

Sequencing

LO: Can I sequence parts of the text into the correct order?

Even though these statements are not in our daily routine, they can be found in the text! Use your detective skills to locate their position in the text.

Let's have a try together...

Look at Climate change. Number the statements from 1 to 5 to show the order they occur in the text. Look at the first line of each paragraph to help you.

The effects of climate change have already been seen in the wild, in various environments, and among a variety of species.

Earth's temperature is maintained by a layer of naturally occurring 'greenhouse gases'.

Globalisation is a connected contributing factor to climate change.

Ultimately, the amount of harmful gases released from Earth needs to decrease significantly.

However, the concentration of gases that form the greenhouse effect is changing.



Next Steps

- To attend CPD at cluster meetings with local schools in Crosby.
- Share practise with colleagues from other schools and compare curriculums.
- Ensure fieldwork is covered in depth with a particular focus on Y4 local study of Crosby.
- Continue to create links throughout the curriculum with *Geography*.
- Introduce whole-school map reading / orienteering challenge (summer term).
- Consolidate assessment strategies for *Geography* curriculum with the use of observation, topic quizzes or *SeeSaw*.

Geography Co-ordinator

Dan Wood