

Sutton Park Primary School

Geography

<p style="text-align: center;"><u>Sutton Park Curriculum Drivers</u></p>	<p style="text-align: center;"><u>Curriculum Progression</u></p>	<p style="text-align: center;"><u>Intent</u></p>
<p>Aspiration (so that our children always strive for success and aim high in all they do); Communication (so that our children can develop the language and skills necessary to communicate effectively); Understanding (so that our children understand where they came from, where they are going and to appreciate the diversity of different communities and individuals) and Restorative Behaviours (so that our children take responsibility for their actions and can build successful relationships).</p>	<p>We encourage our children to ‘think like a Geographer’ by demonstrating a growing understanding of the following knowledge and skills:</p> <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork <p>These underpin all geography lessons across the school and each year we build on what the children have previously learnt. We recognise that in order for children to become experts they need to be taught geographical skills, including mapping and enquiry investigation communication alongside meaningful and purposeful experiences. Children are given opportunities to undertake fieldwork projects and educational visits in each year, allowing them to build on prior knowledge and experiences. Children explore a variety of sources such as primary and secondary data, maps, diagrams and pictures so that they are confident in asking and answering questions.</p>	<p>Geography is sometimes used as a topic focus for the term as a key topic (as is History) but we also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross curricular work.</p> <p>We use the National curriculum to identify the key knowledge and skills required to be successful in geography. Teaching should encourage curiosity and ensure pupils have a good 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.</p>
<p style="text-align: center;"><u>EYFS at Sutton Park</u></p> <p>Geography is encompassed in the Understanding The World (UTW) area of learning but as all areas of learning are interlinked it draws on many other elements, such as Communication and Language when children are speaking about and demonstrating understanding of the texts/experiences/vocabulary they have encountered or observations they have made. The EYFS curriculum is mapped carefully to make links to the geography curriculum throughout the year and make the most of the outdoor environment and changes in seasons and weather. Children are introduced to a wide range of texts that explore people and places both locally and further afar. Ongoing opportunities are also exploited as they arise such as significant events, celebrations, sporting events, visits/visitors, children’s own experiences or interests/fascinations. These feed into the overall knowledge and skills the children develop during their time in foundation stage.</p>	<p style="text-align: center;"><u>Lesson Structure</u></p> <p>Each session follows a clear structure supported by Rosenshine’s Principles of Instruction (Review, Check for Understanding, Provide Models, Provide Scaffolds, Guide practice).</p> <div style="text-align: center;"> <pre> graph LR A[Revisit/ Review] --> B[Teaching/ introduce new learning] B --> C[Questioning/ check for understanding Vocabulary check] C --> D[Independent/ group/ paired activity] D --> E[Assess/ Review] </pre> </div>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Through our Geography Curriculum we build cultural capital with: Fieldwork opportunities within the local area including trips to Hull City Centre and the coast. Use of a wide range of maps to identify places in the world and understand their physical and human geography (including the impact humans have had). Linking learning of other cultures and languages to their geographical location.</p>

Geography Whole School Overview

	Autumn	Spring	Summer
Year 1	Me and my world (Sutton Park and Hull)	How does the amount of rainfall change across the seasons? (Fieldwork)	
Year 2		How and why does traffic change on Sutton Park? (Fieldwork)	Our Blue Planet (Africa and Antarctica)
Year 3		Rocks Relics and Rumbles (Tectonic plates, volcanoes and earthquakes)	How is Kingswood different to Sutton Park? (Fieldwork)
Year 4	An Italian Adventure		Why do people make the journey into Hull City centre? (Fieldwork)
Year 5		What a wonderful world (Asia)	Why do people visit Hornsea? (Fieldwork)
Year 6	Journey through the Amazon (South America and the Rainforest)		Why do people need to carefully consider moving to a coastal town? (Fieldwork)

Key Geographical Sequence of Learning



Assessment

Retrieval based learning techniques used throughout the unit to ensure pupils' remember more.

At the end of every unit, pupils complete an innovate map which allows them to demonstrate the skills and knowledge they have learned through the unit.

Teachers build a picture of pupils' capabilities throughout the year using formative assessment.

Pupils are assessed at the end of each academic year

Impact

Children are engaged within geography lessons and curious to discover, learn and remember more. They have high aspirations to travel and explore the world. Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Pupils' work demonstrates that geography is taught at an age appropriate standard across each year group with opportunities planned in to engage all pupils and build upon existing knowledge and skills.

Children are routinely encouraged to 'Think like a Geographer'. Our Children are inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share. They are responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world.