



Geography



Introduction to Geography.

Geography is the study of the physical world and the way in which people change it and interact with it. Geography in the primary school aims to prepare children for adult life by developing the knowledge of places and environments throughout the world, encouraging an understanding of maps and promoting a range of investigative and problem-solving skills. It has strong links with other subjects, making children aware of other cultures, our fragile planet and our increasing need to think globally.

'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.' (DFE 2013)

Curriculum Intent

At Sunnyside Spencer Academy, we value geography as an important part of the children's entitlement to a broad and balanced curriculum. 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

1. To ask questions about the natural world.
2. To develop locational and place knowledge including their community and the wider world.
3. To understand human and physical processes and their impacts.
4. To be confident in using a range of technical procedures
5. Communicate geographical information in a variety of ways including through maps, field work and writing.

The geography curriculum

Aims key stage 1

At Key Stage One children will:

- Investigate and learn about the physical and human features of their own environment.
 - Appreciate how their locality is similar and different from other places.
- Focus on geographical questions like, what is it? Where is it? What is it like? How did it get like this?
- Develop and use geographical enquiry skills, including field work skills, geographical terms, making and using maps, and using photographs.

Aims – Key Stage 2

At Key Stage Two children will:

- Study places and themes at different scales, from local to national, in the United Kingdom and Worldwide.
- Investigate how people and places are linked and how they relate to the wider world.
 - Study how and why physical and human features are arranged as they are in a place or environment
 - Investigate how people are influenced by and affect environments.
- Develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs.
 - 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.

Examples of vocabulary that children will learn throughout the school

City, beach forest, weather cliff, house flat, bungalow,

Lake, mountain, explore, ocean,

Key stage 1:

Factory harbour, holiday, hedge, pollution, climate,

Community, vegetation, tide, settlement, environment,

Key stage 2 :

abrasion, sedimentation, landslide, suspension,

Biodiversity, desiccation, geothermal, tundra.

Curriculum implementation.

At Sunnyside, our whole curriculum is shaped by our schools' vision which aims to enable to all children to access the national curriculum through many mediums, i.e cross curricular, fieldwork and through enquiry. The skills and knowledge that the children are taught are built upon sequentially and appropriately to maximise learning throughout their time at Sunnyside.

Cross curricular outcomes in geography are specifically planned for, with strong links between the geography curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Curriculum impact.

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of the geography of the world around us and issues that we face. Through this study pupils learn to use secondary sources, locate, ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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Planning for geography.

At Sunnyside we believe that the children "do" geography as opposed to listen to it. For this to be effective we think about the three fundamental aspects of children's progress in geography.



Contextual world knowledge : demonstrating greater fluency with locations, places and geographical features.



Understanding of the conditions, progresses and patterns that explain geographical features over space and time.



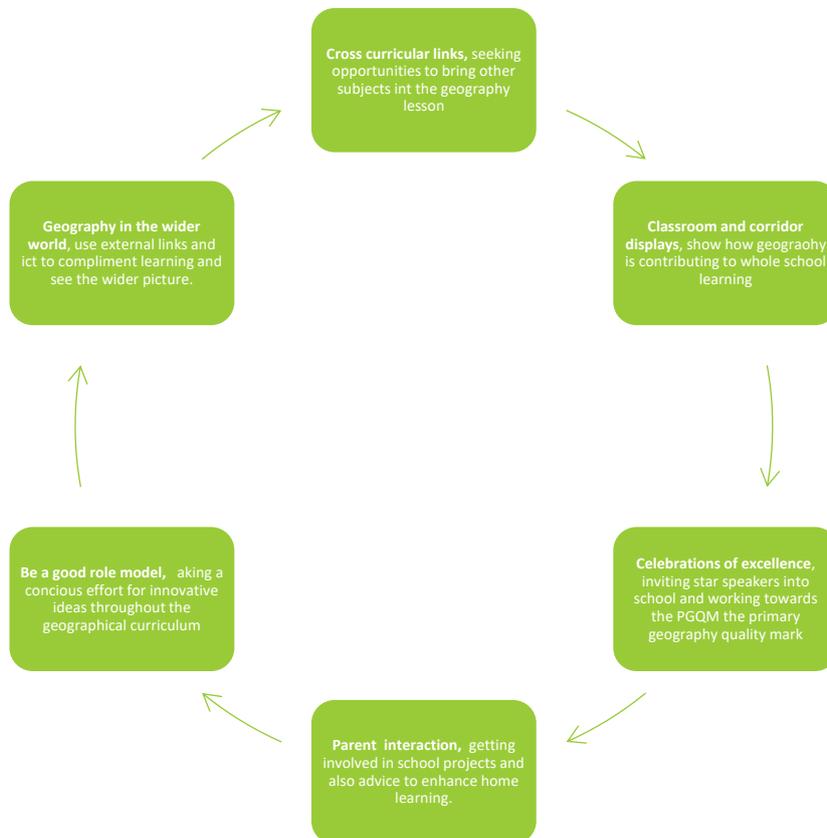
Geographical enquiry. To demonstrate and apply skills in observing, collecting, analysing, evaluation and communication geographical knowledge

We achieve these aspects by ensuring that children are exposed to high quality teaching along with innovative lessons where many practical objectives, cross curricular themes and investigative skills are all blended for an experience to become confident geographers.

Celebrating geography.

To become a successful geographer, it is valuable for children to celebrate people involved with geography, whether it be in the local community such as a town planner or in the wider world such as an explorer. Through having rich content with real life experiences this widens the children's thinking on a broader level. Also having extracurricular activities enable the children to find their place in geography and ask questions to deepen their subject knowledge.

Below are several examples of how we can boost classroom objectives, encompass extracurricular activities and include school community:



“Everything has to do with geography”