



Intent

At Sir John Sherbrooke Junior School the Geography Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation. It will **PROVIDE** children with a clear structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

Our Geography curriculum aims to ensure all children:

- Understand how they can improve their environment on a local to global scale (along side their PSRHE and science learning)
- Develop contextual knowledge of the location of globally significant places, as well places familiar to them.
- Understand the processes that give rise to key physical and human geographical features of the world
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through fieldwork
 - Interpret a range of sources including maps, diagrams, globes, aerial photographs and Geographical Information Systems
 - Communicate geographical information in a variety of ways

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

Profound Personal Development will be the heart of all teaching and learning where children are taught to Take Care of themselves, each other, their work and the world around them. Our Take Care Values are central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

Implementation

Geography is taught through topic work, as part of a whole school topic-based approach to teaching and learning or as stand alone units/lessons. This enables teachers to forge cross-curricular links, giving meaningful context to the children's learning, as well as making learning clear and not confusing children with complicated links. Geography is taught through at least 3 topics each year:

Year 3/4 cycle A	Where We Live Calverton vs London	Where in the World?	Calverton Fieldwork
Year 3/4 cycle B	Bespoke topic Calverton vs Whitby	One World	Angry Earth
Year 5	Where We Live / Bespoke topic Nottingham vs Paris	Rivers and Mountains	Nottingham City Fieldwork
Year 6	Where We Live / Bespoke topic UK vs South America	Where in the World?	Global Trade

Each topic builds on previous knowledge, understanding and skills and enables children to move onto the next stage in their learning. Children learn new knowledge and build on the use of a variety of different geographical skills from year 3 to Year 6. This learning also building on the previous targets covered at the infant school.

Year 3/4 work on a two year cycle, due to mixed classes, covering their year group expectations within the topics/lessons covered.

At SJS, the children build on prior KS1 learning and the children extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Our children develop their use of geographical knowledge, understanding and skills to enrich their location and place knowledge.

Lessons are engaging and varied to inspire the children's interest in different geographical features and processes. Children carry out field work and use a variety of maps and atlases. They are encouraged to use a range of geographical tools to collate information about a place or process, and then present their findings in a variety of ways.

Learning targets are progressive. They are taken from Focus Education's targets grids and adapted to suit the needs of our SJS students. The curriculum is well structured but also flexible, which enables teachers to plan and deliver their lessons and learning in best way that suits the needs of their specific class/year group each year.

Impact

At Sir John Sherbrooke Junior School we want our Geography curriculum to impact the way our children appreciate their environment and the World around them. Finding an enjoyment in their surroundings, comparing and contrasting locations and becoming responsible and respectful citizens in our local community is vital. We feel the way we implement Geography within our topic-based curriculum encourages curiosity and enthusiasm for the subject and helps our children realise the importance of caring for the World around them; something they will continue to understand the importance of as they leave us for secondary school and beyond.

Teachers assess children's development in Geography by making on-going observations, questioning and discussion during lessons and feedback on work produced. The use of UP2 stickers in most lessons allows for clear assessment and ensures no child has their learning capped, they all have the opportunity to extend their learning at any stage. The children's topic books and our year group Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's knowledge and understanding of key concepts, their ability to apply key vocabulary, skills and a range of recording methods.

Teacher Assessments are recorded every term (3x a year) on the geography TPAs, where the children's progress in Geography is tracked and monitored. They are used to inform planning and support future learning to close gaps in the children's knowledge. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

Knowledge organisers and end of unit star quizzes are being developed and starting to be used within geography, to allow for deeper assessment and knowledge retention.