



Sprowston Junior School

Our Curriculum



Subject: Geography

<u>Date policy was updated:</u> May 2022	<u>Monitored by:</u> Melissa Connell Stephen Brown (temp)	<u>Date of policy review:</u> June 2023
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This policy can be summarised using the three categories: intent, implementation and impact. These areas are used to monitor the effectiveness of our geography curriculum across the school.

Intent:

- To build a curiosity about the world in which we live in.
- To develop children's awareness of diversity of people and places.
- To build knowledge of both physical and human geography around the world.
- To develop key geographical skills such as atlas work and compass skills.
- To develop locational knowledge and build on prior learning.
- To provide hands on opportunities where possible to explore geography through trips and visits.

Implementation:

- Follow the key skills set out in the National Curriculum.
- Integrate SJS skills into geography learning.
- To use hands-on experiences through trips and visits.
- To use a variety of resources such as atlases, maps, IT, pictures, photographs and letters to engage children.
- To make use of the local area as much as possible.
- To use cross-curricular skills in geography learning including Literacy, Maths, Art, DT, SEAL.
- Year groups are supported and monitored by the geography subject leader.

Impact:

- Children become more curious about people and places in the wider world.
- Children can confidently identify similarities and differences between the wider world and where they live.
- Children can confidently use resources such as atlases, maps and IT to find places around the world.
- Children can be inquisitive by asking questions and conducting their own research.
- Children can confidently use key geographical vocabulary when discussing a place.

Statement:

Sprowston Junior School provides a geography curriculum that encourages children to learn in a cross-curricular way, whilst allowing children to develop specific geography skills. We believe that geography can inspire an interest in our world both locally and further afield. Each year group offers a number of trips and visits to help bring learning to life. At Sprowston Junior School, we use a variety of resources to support geography understanding. In each classroom, you will see a world map and topic displays showing the enquiry question and specific vocabulary to support learners. Elements of the corridors are also transformed into visual and eye-catching displays to showcase learning. These may show the art or extended writing produced by children which links to a geography topic.

Organisation:

The geography curriculum at Sprowston Junior School makes some specific links with the teaching of science and history. Topics have been sequenced across the school, using a 'zoomed out' approach to help build on prior learning. In year 3, children start to develop an awareness of their own identity, by exploring the local area of Sprowston and Norwich. Children learn the 8 compass directions and use these to navigate around the local area. This year group also focus on key landmarks in Norwich and take a trip to the cathedral. In the summer term, year 3 explore coasts, which links to their science topic of 'Rocks and Soils', covered in a previous term. This helps children understand how the coastline has formed over time and how erosion may occur. Year 4 explore Europe with an in-depth focus on Greece. This encourages children to draw comparisons when learning about ancient Greece in history. In the autumn term, year 5 learn about mountains, with a focus on Scandinavia. This links to their history topic of 'Anglo-Saxons and Vikings'. They then travel further afield to learn about Mexico to build on their learning of the ancient Maya. Year 6 travel to South America, learning about the Amazon River and Brazil, as part of their topic on rivers. Having prior knowledge of the water cycle from year 4, helps children to understand the physical geography of rivers better. Year 6 will visit a local river to conduct their own fieldwork and draw comparisons between rivers across the world.