



## Geography the Stanton Bridge Primary Curriculum

### Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context - past, present and future - are factored in. The past - family influences, social experience and how that may contribute to their new experiences. The present - school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future - in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.  
(Relationships, Equality, Care, Thinking Flexibly and Listening)

<b>Character</b>	Our pupil are taught to learning with a sense of <b>honesty</b> , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to <b>respect</b> the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
<b>Competence</b>	Pupils will have high <b>aspiration</b> for learning, demonstrate <b>confidence</b> in key concepts learned, use subject specific vocabulary, working both <b>independently</b> and interconnected dependent on task set.
<b>Connectedness</b>	Pupils will work in <b>harmony</b> with others, within familiar and unfamiliar surroundings.



## Implementation:

**Pedagogy:** The understanding of how concepts are taught.

**Pedagogy** is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

## Core concepts

Core Concepts in Geography			
<p><b>Place Knowledge</b> Understanding the key features of places and identifying the similarities and differences between places and regions.</p>	<p><b>Locational Knowledge</b> Knowing where places are and having spatial awareness of different countries using maps of the world and other sources.</p>	<p><b>Human and Physical Geography</b> Understanding the processes that give rise to key physical and human features of the world, how they are interdependent and how they bring about spatial variation and change over time.</p>	<p><b>Geographical Skills</b> Developing the ability to utilise a range of geographical information sources to help to develop an extensive knowledge of a wide range of places, environments, and features at a range of scales.</p>

## Geography Delivery:

Lesson timings	Type of delivery
<p>Lesson are weekly for 50 mins per lesson. Geography is taught in half termly blocks. Children are taught 3 half termly blocks per year.</p>	<p>Geography lessons are predominantly discrete to enable focus on the core concepts of geography although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.</p>



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## Geography Planning:

### Lesson Structure

Lesson Structure	Notes
1. <b>Starter</b>	Key skills focussed.
2. <b>Review</b>	Pupils review prior learning (previous lesson, previous topic, previous year) in the form of low-stake quizzes.
3. <b>Learning Intention Learning Outcomes Vocabulary</b>	Teacher to share learning intention, learning outcomes and key vocabulary including definitions and images.
4. <b>Main Teach</b>	Didactic teaching of the key concepts.
5. <b>Teacher Model</b>	Teacher to verbalise thinking out loud, with no pupil input.
6. <b>Shared Model</b>	Pupil input using directed questions.
7. <b>Independent</b>	White board work and teachers check through questioning and observation.
8. <b>Main Task</b>	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
9. <b>Plenary/Reflection</b>	Check in at the end or during the lesson, flexible, as and when best suited.



## Annual Organisation

Year Group	Autumn	Spring	Summer
Nursery	Topic: People, Culture and Communities	Topic: Past and Present	Topic: The Natural World
Reception	Topic: People, Culture and Communities	Topic: Past and Present	Topic: The Natural World
Year 1	Topic: Globetrotters Geographical Unit: Foleshill	Topic: Up, Up and Away Geographical Unit: Coombe Park	Topic: Hats, & Shades, Buckets & Spades Geographical Unit: The Seaside
Year 2	Topic: Globetrotters Geographical Unit: Coventry	Topic: Sparks will Fly Geographical Unit: 7 Continents and 5 Oceans	Topic: MasterChef Geographical Unit: Where does our food come from?
Year 3	Topic: Globetrotters Geographical Unit: Birmingham	Topic: Mythical Museum Geographical Unit: Trade and Economics	Topic: Dinosauria Geographical Unit: Volcanoes and Earthquakes
Year 4	Topic: Globetrotters Geographical Unit: London	Topic: The Marauders Geographical Unit: Tsunami & Tornadoes	Topic: Volts & Bolts Geographical Unit: Energy and Climate Change
Year 5	Topic: Globetrotters Geographical Unit: Romania & France	Topic: Infinity and Beyond Geographical Unit: Water Cycle and Rivers	Topic: Castle Attack! Geographical Unit: Time Zones and Polar Regions
Year 6	Topic: Globetrotters Geographical Unit: Japan and Africa	Topic: Tomb Raiders Geographical Unit: Egypt	Geographical Unit: World War II Geography

## Impact



The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for history in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against the core concepts, which is then recorded on DC Pro.

## Geography Specific Impact Measures

In Geography, quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning.



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## Progression Points against the Core Concepts.

Core Concept	KSI	LKS2	UKS2
<b>Place Knowledge</b>	Recognise the features of our local area and our local city. Identify geographical similarities and differences between our local area and a contrasting area.	Recognise geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,	Recognise geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region of North or South America.
<b>Locational Knowledge</b>	Name and locate the area which they live, identifying the country and continent it sits in. Name and locate the four countries, capital cities and surrounding seas.	Locate countries within Europe on a map and identify the key physical and human characteristics, countries and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics	Locate countries within Europe and North and South America on a map and identify the key physical and human characteristics, countries, and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
<b>Human and Physical Geography</b>	Use basic geographical vocabulary to refer to key human and physical features in their local city.  Make comparisons between the features in different, contrasting location.  Identify the location of hot and cold areas in relation to the equator and north and south poles.	Describe and understand key aspects of: Climate zones, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use	Describe and understand key aspects of biomes, vegetation belts, Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.
<b>Geographical Skills</b>	To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage To use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To	To use maps and atlases locate countries and describe features studied To use 8 points of a compass, symbols and key to build their knowledge of the United Kingdom To use six figure grid references symbols and key to build their knowledge of the United Kingdom To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans To use aerial photographs to recognise landmarks and basic human and physical features	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use 8 points of a compass, symbols and key to build their knowledge of the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies



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	<p>devise a simple map To use and construct basic symbols in a key To use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment</p>		
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