



Sustainable Development Review Summer 2022

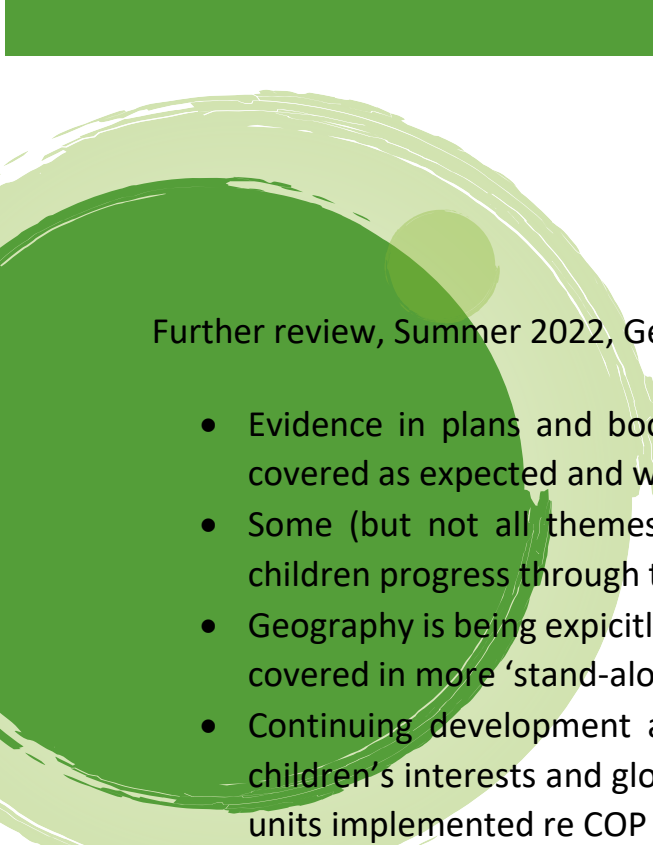
Curriculum Development

Sustainable Development – Phase 3

As we move toward the **third** cycle of the Sustainable Development Theme, we need to reflect on the content and outcomes from the previous year.

Following a meeting of the Sustainable Development Team, Monday 30th November, the following conclusions were drawn:


- Phase One (2019-20) had engaged the children and got the new curriculum off to a positive start.
- The driver values are valid and relevant to the children
- There was and there remains a risk of over-dependence on coverage of a topic around plastic pollution of oceans.
- Some children found a whole term/half-term on one very specific topic too daunting or that it lost impact.
 - Question: should the main topic theme really be mostly Literacy and there are still Geography lessons going on around that?
 - Likely answer: Yes!
- There is still work to be done on progression and coverage of Geography objectives
- We still need to work on how to build on themes and come back to them at a higher level.

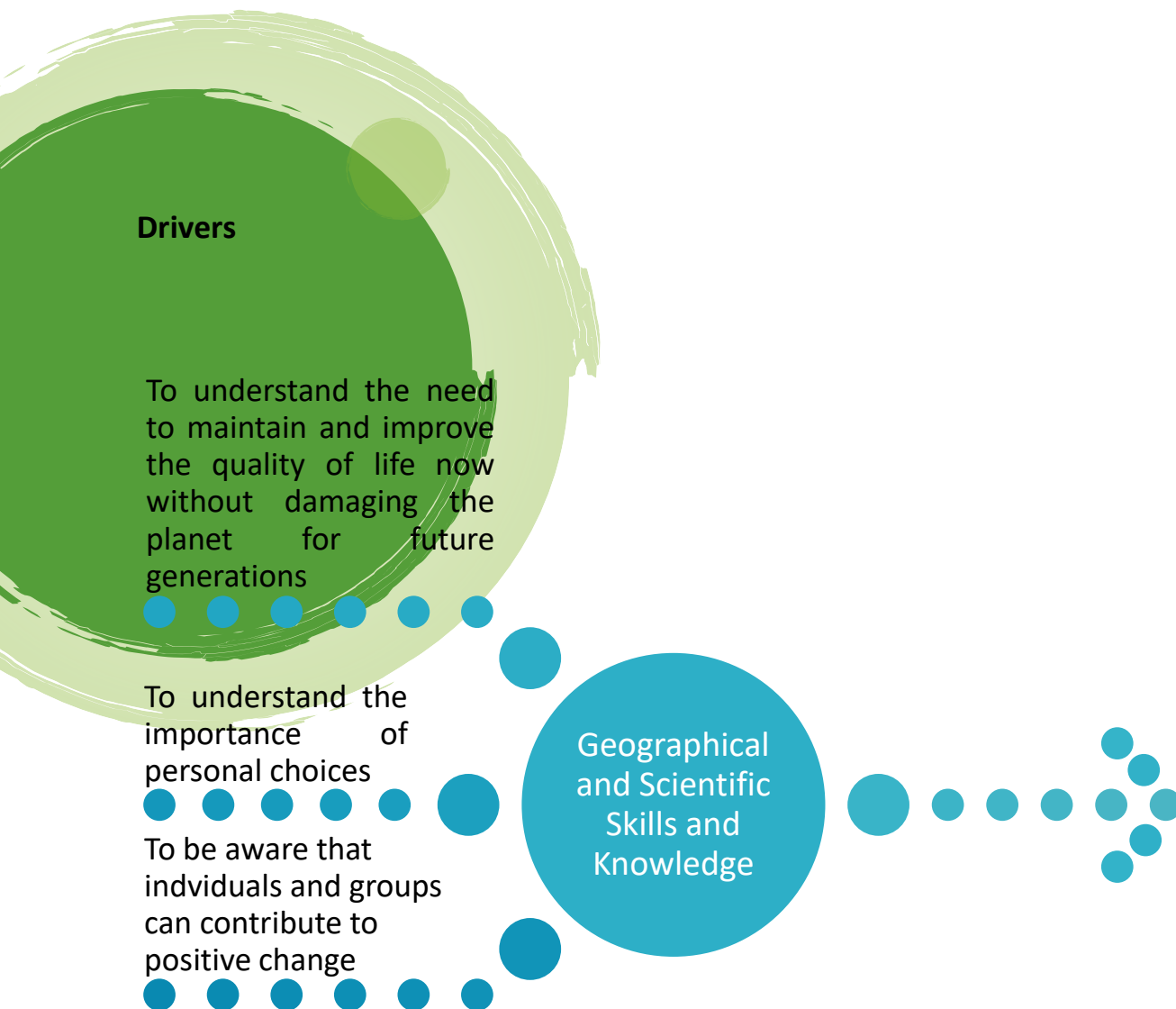
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Further review, Summer 2022, Geography Lead:

- Evidence in plans and books (or digitally) is of Geography and Science being covered as expected and with clear progression.
- Some (but not all themes) are returned to and revisited in greater depth as children progress through the school
- Geography is being explicitly taught and where necessary skills and knowledge are covered in more 'stand-alone' lessons and activities.
- Continuing development and adaptation of the curriculum to current affairs, children's interests and global developments is a strength – for example the new units implemented re COP 26.
- The 'pyramid' document, whilst useful at the time, needs simplification and clarification to continue to be a useful planning and evaluation tool
- It would be helpful to add the key progression steps for Geographical enquiry onto this graphic document from the original overview. These should be used to inform planning and assessment.
- Early Years needs to be expanded to include Nursery since the launch of 'Blossoms' in September 2021. References to 'Reception' should become 'Early Years'

The following is the latest iteration of the topic overview to follow the review outlined above:

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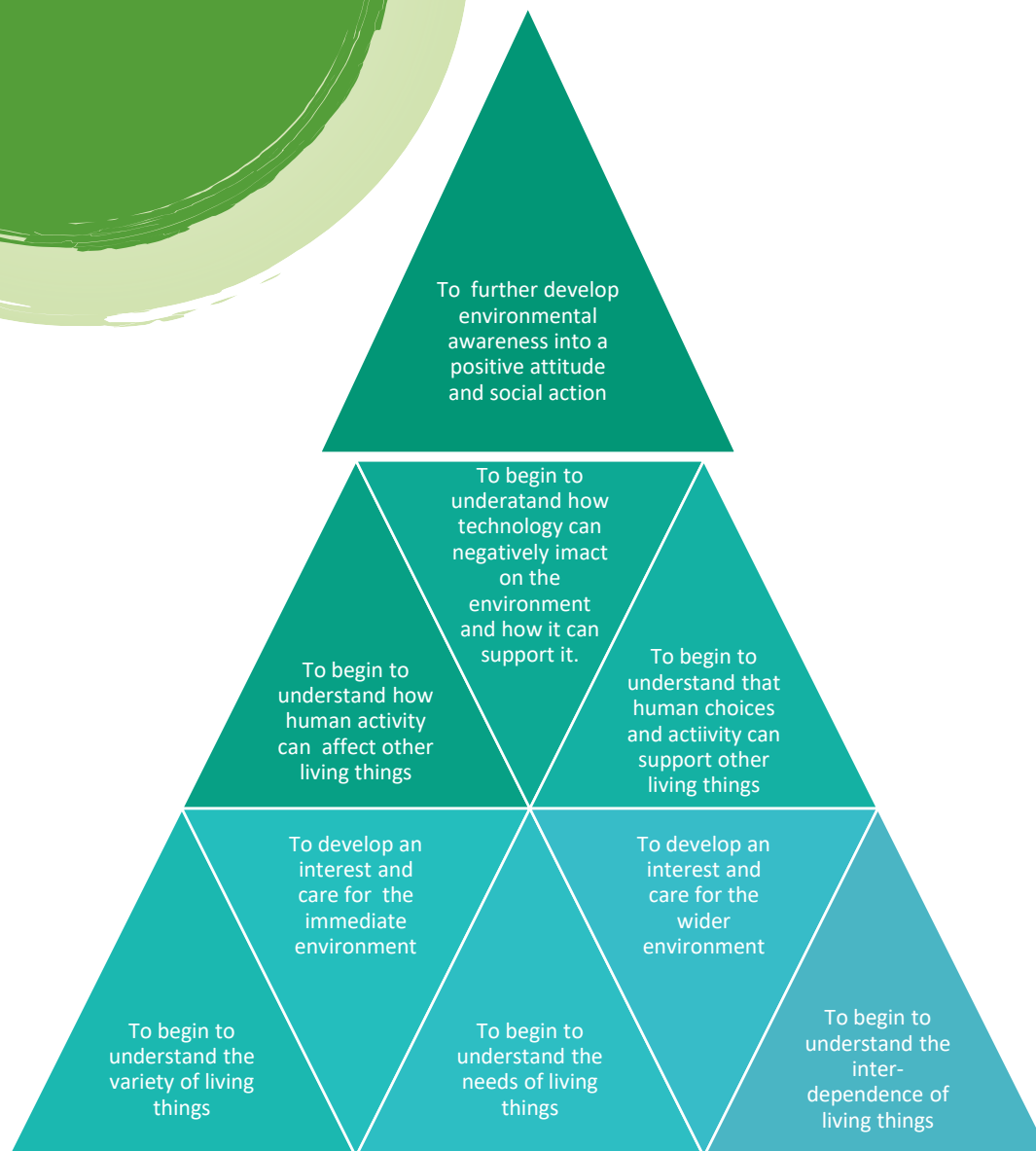


The values and attitudes remain unchanged, as does the intent to deliver these in parallel with (predominantly) Geography content.



Values and Attitude Pyramids

Early Years And Key Stage One



Key Stage Two

To understand the processes by which change can be effected and to engage in positive action

To develop a positive, reasoned attitude to the protection environment

Begin to understand the impact of environmental change, past & potential on people throughout the world

Begin to understand the need for balance between human activity & advancement & the protection of the environment

To develop understanding of how personal and societal choices impact on the environment

To begin to understand options for renewable energy

To develop further understanding of interdependence

To develop understanding of the impact of fossil fuels, plastics and other pollutants.


To develop awareness of habitat loss

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Progression in the values is from the immediate and personal, to the longer term and wider world.

Children in Early Years should become aware of living things and their importance on a more personal level. Through key Stage One, this expands to a more global perspective, with a focus on personal, family and community choices. In Key Stage Two, to a deeper understanding of inter-dependence and a deeper understanding of specific issues such as climate change, pollution and alternative societal choices and actions.

Whilst hierarchical, the values can apply to all children in an age/stage appropriate way. They are not age limited and introduction of 'higher' concepts is encouraged from the start as a grounding for later years.

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Themes

Key Stage One

Endangered and Extinction

Habitat Loss

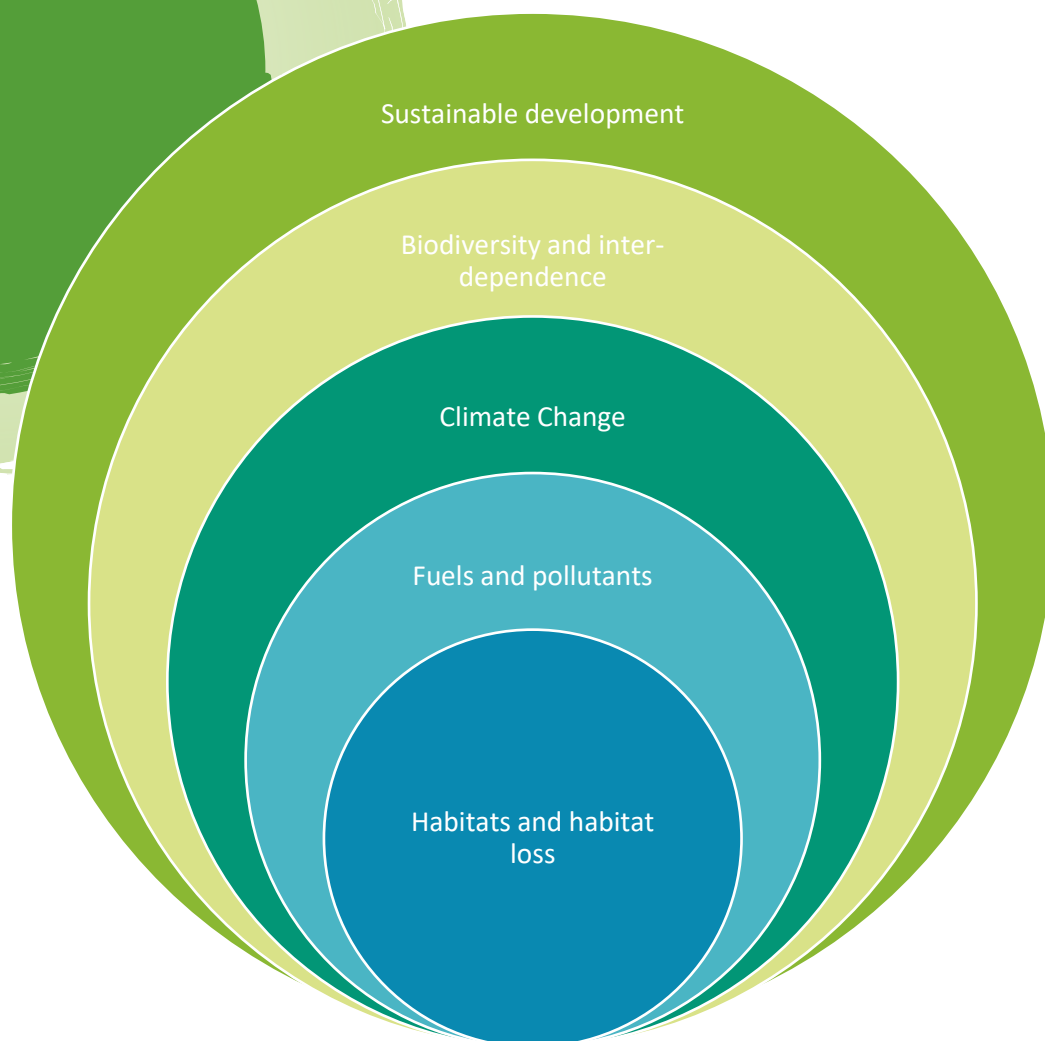
Litter and Pollution

Food Chains

Plants and Animals

Habitats

Key Stage Two



Themes are not year specific. Topics in each phase should address and build understanding of these themes and concepts at an age and stage appropriate level. Progression is from personal to local to global, with a developing understanding of the connections between themes.

Geography and Science Skills and Knowledge

By the end of Key Stage One



Identify UK and Continents
Identify countries of the UK
Locate Nottingham on a map
Locate major cities of the UK and describe position relative to Nottingham
Recognise and describe N,S,E and W
Identify the oceans
Use 2 figure grid references
Draw a simple map
Experience a range of maps, globes and atlases
Start to recognise OS symbol
Comparison of contrasting locations
Identify some major rivers of the UK



The variety of living things: features and classification
Characteristics of living things.
Requirements to live for plants and animals
Habitats: features and characteristics
Food Chains: predators. Simple chains.



Habitats: needs and threats of human activity to including Climate Change
Pollution: Know what pollution is
Name some types of pollution
Understand how personal choices can have an impact.
Food Chains: The impact of breaks in...
Campaigning: know the narrative and aims of significant campaigners or groups
Rivers: Understand the importance of rivers for humans and wildlife.

By The End of Key Stage Two



Identify continents and name some countries in each

Have a realistic, contemporary understanding of the features of each continent

Identify major seas and mountain ranges

Know the location and nature of UK National Parks

Build from 4 to 6 digit map references

Read and draw maps using OS symbols

Interpret contour lines

Know 8 points of compass

Describe economic and social activity in a variety of contrasting locations

Explain human settlement and migration

Conduct a piece of research and fieldwork

Develop written and multimedia presentation of findings

Identify major rivers of the world

Explain the process by which rivers are created and their features.

Explain the importance of rivers to human activity and the environment



Habitats: Full range, including UK types such as woodland, ponds etc. Able to contrast parts of UK

Energy:

Understand the sources and uses of energy

Describe sources of fossil fuels and alternatives

Water Cycle:

Know and be able to explain the water cycle.



Habitats: Explain and link some pressures and threats to habitats

Explain impact of habitat loss on wildlife and humans

A study in depth of human impact on a habitat and/or species

Biodiversity:

Understand and explain the term

Understand the inter-dependence of species, pulling together prior learning on food chains, habitats etc

Understand a particular element (eg bees) in greater depth

Climate Change:

Be aware of timescale post industrial revolution

Understand the believed causes and recognise dissent from this

Understand the consequences of climate change for the environment and human development

Energy:

Understand environmental impact of fossil fuels

Recognise and evaluate some alternative to fossil fuels

Consider how environmental impact can be reduced at a micro and macro level

Campaigning:

Develop a historical perspective

Recognise successes, failures and counter-opinions

Know narratives of some significant campaigners - individuals and groups

Geographical Enquiry Skills – Key Progression Steps, EY and KS1

Expected: Can they explain where they live and describe some of the physical features? • Can they identify what they like and don't like about their locality and give reasons why? • Can they answer some questions using different geographical resources?

Greater Depth: Can they ask relevant geographical questions using a range of sources provided?

Can they show empathy towards a geographical event or issue and explain the impact on people or place?

1

2

Expected: Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality? • Can they identify key features of a locality by using a map?

Greater Depth: Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons



ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter..

Geographical Enquiry Skills – Key Progression Steps, Key Stage Two

Expected: Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use and compare two maps explaining the purpose of each?

Greater Depth: Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions?

3

Expected: Can they identify the links between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion?

Greater Depth: Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?

• Can they evaluate geographical information?

4

Expected Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they identify different views around a geographical issue and state their own view? • Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure?

Greater Depth: Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?

5

6

Expected: Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing evidence and information?

Greater Depth: Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing evidence and information?