

Purpose

Geography is the study of places and the relationships between people and their environments.

Intent

At Frimley, we aim to inspire children to become curious and explorative thinkers with a diverse knowledge of the world who think like geographers. We want them to develop an awareness of how geography shapes our lives and to encourage them to become resourceful, global citizens with the knowledge and skills to contribute to and improve the world around them.

Our geography curriculum has a strong focus on developing geographical skills and knowledge. It encourages critical thinking and provides children with the ability to ask perceptive questions and to explain and analyse evidence. It develops fieldwork skills across each year group. Additionally, it aims to develop a deep interest and knowledge of areas local and familiar to them and an understanding of how these differ from other areas of the world. As they progress through KS2, children's understanding of geographical concepts, terms and vocabulary will grow.

Our geography curriculum enables children to meet the end of Key Stag 2 attainment targets in the National Curriculum whilst also providing opportunities for them to develop knowledge and skills that are transferable to other curriculum areas.

Implementation

- We use a mastery-based curriculum that is progressive and broken into modules.
- Teachers deploy the Rosenshine principles to support the teaching and learning process: reviews of previous learning, new information is presented in small steps, high-level questioning, carefully considered models, guided practice, checks for pupil understanding, obtainment of a high success rate, scaffolds for difficult tasks, opportunities for independent practice and reviews of learning over extended periods.
- Skills and knowledge for the 4 National curriculum strands - Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork – are taught progressively throughout children's KS2 journey. The key concepts are woven across all units.
- Essential knowledge and skills are revisited with increasing complexity – this allows children to revise and build on their previous learning.
- Locational knowledge is reviewed in each unit to consolidate children's understanding key concepts such as scale and place.
- Cross-curricular links are incorporated into each unit, promoting the importance of making connections across different areas of learning.
- Units are organised around a subsumer in the form of an enquiry-based question – children gain a secure understanding of geographical knowledge and skills by applying them to answer these open-ended enquiry questions.
- Through answering the enquiry questions, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying the geographical knowledge.
- Every unit contains elements of geographical skills and fieldwork following an enquiry cycle that maps out the fieldwork process of question, observe, measure, record and present, reflecting the elements mentioned in the National curriculum. This ensures that they are practised often.
- The school environment and local area are used for fieldwork and to investigate physical and human features; this helps to ensure fieldwork is regular and accessible and provides a solid foundation for comparing children's locality with other places.
- Teaching and learning approaches in geography are varied to ensure lessons are engaging and meaningful.

- Lessons will provide opportunities for children to make connections to a big picture or previous learning, to encounter new knowledge and skills, to demonstrate understanding by applying new knowledge and skills and to consolidate their learning.
- End of unit assessments are used to assess the children's understanding of crucial content; this informs future teaching and areas of focus for retrieval.
- Links to careers in the geography field are made to show how children's learning links to the wider world of work.
- As well as learning walks to observe teaching and learning, the Book Study approach is used to monitor the effectiveness of the geography curriculum, teaching and learning, to identify strengths and areas for development in provision and to garner pupil voice.

Impact

Children will:

- Compare and contrast human and physical features and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Demonstrate a secure understanding of a unit's crucial learning, skills and knowledge in the end of unit assessment.
- Understand how their learning in geography links to the wider world of work.
- Meet the relevant end of key stage expectations outlined in the National curriculum for geography at the end of Key stage 2.

	Autumn	Spring	Summer
Year 3	<p>Why do people live near volcanoes?</p> <p>Children will learn how the Earth is constructed and about tectonic plates and their boundaries. They will look at how mountains are formed, explain why volcanoes happen and where they occur as well as what earthquakes are. They will map the global distribution of mountains, volcanoes and earthquakes, consider the negative and positive effects of living in a volcanic environment and explore the ways in which humans have responded to earthquakes. In their fieldwork, children will observe and record the location of rocks around the school grounds and discuss their findings.</p>	<p>Who lives in Antarctica?</p> <p>Children will learn about latitude and longitude and how this links to climate. They will also contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. In addition, they will explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Shackleton's expedition will be studied and subsequently, the children will plan and embark on their own expeditions, using mapping skills, in school.</p>	<p>Are all settlements the same?</p> <p>Children will explore different types of settlements and land use, and the difference between urban and rural. Focusing on the local area, they will identify and describe the different human and physical features and how these have changed over time. They will then look at land use in New Delhi and make comparisons between the local area and New Delhi to find key similarities and differences between these two locations.</p>
Year 4	<p>Why are rainforests important to us?</p> <p>Children will focus on the link between biomes and climate and will locate the Amazon rainforest, explaining how the vegetation in a tropical rainforest is defined by the two Tropics. Investigating the physical features and layers of the Amazon rainforest, they will consider how plants adapt to these conditions. They will also learn about the people who live in the rainforest, discussing the impact of human activity locally and globally. Lastly, they will partake in fieldwork to answer questions about how our local woodland is used.</p>	<p>Where does our food come from?</p> <p>Children will look at the distribution of the world's biomes and will map food imports from around the world. They will learn what it means to trade fairly and responsibly with a specific focus on Côte d'Ivoire and cocoa beans. Children will explore where our food comes from and will calculate the distance it has travelled. Finally, they will find out where food for school dinners comes from and the pros and cons of local versus global.</p>	<p>What are rivers and how are they used?</p> <p>Children will explore the different ways water is stored and moves, developing an understanding of the water cycle. They will name and map major rivers both in the UK and globally and learn about the features and courses of a river. They will describe how rivers are used by humans and will partake in a study of a local river, collecting data and identifying features.</p>
Year 5	<p>What is life like in the Alps?</p> <p>Children will discover the climate of mountain ranges and consider why people choose to visit the Alps. They will learn about the Alpine region, Innsbruck, identifying the human and physical features that attract tourists. They will then apply this learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p>	<p>Why do oceans matter?</p> <p>Exploring the significance of our oceans, children will learn how humans use and impact them and how this has changed over time. They will study the Great Barrier Reef and how plastic and pollution is damaging this marine environment and will consider positive environmental changes that can be made including making eco-friendly choices. Using fieldwork skills, they will investigate the amount and type of litter in a marine environment.</p>	<p>What is life like in a desert?</p> <p>Recapping their learning on biomes, children will focus on hot desert biomes and their various characteristics, mapping the largest global deserts. The Mojave Desert will be used as a case study to support learning about the physical features of a desert. Children will also explore how humans use deserts and the environmental threats that can occur in this landscape.</p>
Year 6	<p>Why does population change?</p> <p>Looking at global population distribution, children will consider why certain areas are more populated than others. They will explore the factors that influence birth and death rates, using case studies from different parts of the world to illustrate these. Exploring the social, economic and environmental push and pull factors, they will look at what influences migration. Finally, they will carry out fieldwork to explore the impact of population on the local environment.</p>	<p>Where does our energy come from?</p> <p>Children will learn about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. They will learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. Through a fieldwork investigation, children will look into the best location for a solar panel on the school grounds.</p>	<p>Independent fieldwork enquiry</p> <p>Using the fieldwork skills they have developed throughout their KS2 geography learning, children will plan and carry out an independent enquiry, exploring an issue in the local area. They will develop an enquiry question, design data collection methods, and record, analyse and present their findings.</p>