



Geography Rationale

Our geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation. Knowledge organisers are shared at the start of every unit. Pupils are taught strategies to help them learn the knowledge and vocabulary that they contain. Vocabulary is taught explicitly with opportunities provided for deliberate practice.

Units move outwards from the familiar to the less familiar. For example, in Year 3 pupils learn about villages, towns and cities which are familiar concepts to them. In Year 5 pupils learn about biomes and in Year 6 globalisation is delivered, concepts that are less familiar.

In KS1 Geography is introduced through knowing about the world. Learning about continents, oceans, the weather and climate and then moving to focussing on Britain and comparison with other countries.

An introduction to settlements, tectonic processes and climatic processes introduces Year 3 pupils to concepts, vocabulary and knowledge. When pupils study Migration in Year 4, they will use their knowledge of settlement types to deepen their understanding of migration patterns. This knowledge and understanding supports their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Natural Resources unit then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year 6 units on Population and Globalisation draw on themes that have been explored throughout KS2, so pupils are able to approach these complex topics with a great depth and breadth of knowledge. The Rivers unit in Year 4 follows on from the Water, Weather and Climate unit and pupils then continue to build on this knowledge of physical processes through the Biomes unit.

The Local Fieldwork units are in Year 2 and Year 6, so that pupils are exposed to geographical research in KS1 and then built on in KS2. This is a crucial part of a child's geographical education and we have intentionally incorporated this unit at the end start of KS1 for the children to understand the world around them and at the end of KS2 to capitalise on their greater maturity and geographical knowledge.

Each lesson begins with retrieval practise to assess how much pupils have remembered. Each unit ends with a quiz, in KS1, or an essay, in KS2, allowing pupils the opportunity to write about the knowledge and vocabulary that they have learnt in the unit.

The curriculum is ambitious. It challenges pupils to make connections concepts and year groups and build on previous knowledge by going deeper each year.