



Fairfield Primary School – Geography Curriculum

Fairfield Primary School deliver a curriculum that has been designed to allow pupils to become increasingly proficient in developing progressive, lifelong learning skills. The intention of our curriculum is that, following their primary school journey, all Year 6 pupils will have the following skills and attributes;

Pupils will:

- Be inspired to have a love of learning. They will be reflective learners with enquiring minds.
- Communicate effectively through spoken and written forms using rich and varied vocabulary.
- Be able to make links between previous learning and new knowledge and skills.
- Be respectful and resilient learners with the confidence to speak out for what is right.
- Think creatively to solve problems independently and collaboratively.
- Have the ability to lead and recognise their personal strengths and weaknesses.
- Be responsible and reflective citizens with an understanding of how to keep themselves and others safe.
- Be able to make active and healthy lifestyle choices.
- Use the local, natural environment to enhance their learning.
- Have an awareness of global and national issues.
- Have an appreciation and understanding of our diverse and creative world.
- Have skills to access their next phase of education and an increasingly diverse world of knowledge.

In order to facilitate the above, we believe that topics should be based upon a schema. Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge. A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links.

The Geography Schema

These are the big ideas that underpin the subject (schema).

- **Investigate places** – This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns** – This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically** – This concept involves understanding geographical representations, vocabulary and techniques

Each 'Big Idea' has its own facets of knowledge attached and they're described below:

Investigate Places	Location	<ul style="list-style-type: none"> • Continents • Oceans • Regions • Countries • Capital Cities • global position, e.g. northern and southern hemispheres, the equator and the tropics • compass directions • distances
	Physical Features	<ul style="list-style-type: none"> • hills • mountains • valleys • bodies of water, e.g. streams, becks, tarns, rivers, lakes, seas, oceans, lagoons • natural resources, e.g. the site of copper, tin, zinc, cobalt (although mines that are created to extract them are human features). <p>Note: features that appear natural but are put there or managed by humans (e.g. fields, trees, forests, woods, woodland and vegetation) are human features.</p>
	Human Features	<ul style="list-style-type: none"> • urban and suburban settlements, e.g. cities and towns • rural settlements, e.g. hamlets and villages • leisure facilities • manufacturing facilities, e.g. factories and workshops • transport hubs, e.g. bus stops, stations, railway stations, airports and ferry ports • transport infrastructure, e.g. roads, railways and canals • commerce sites, e.g. offices • financial institutions • retail outlets • farming and agriculture • reservoirs and dams • power stations and the power grid • any aspects of an environment that have been put there by people, e.g. pavements, street furniture and signs.
Investigate Patterns	Physical Processes	<ul style="list-style-type: none"> • erosion and deposition associated with rivers and coasts • the water cycle • ocean circulation • climate change • earthquakes and volcanoes.
	Human Processes	<ul style="list-style-type: none"> • transport • trade • migration • settlements • industry • travel • leisure and tourism • pollution.

	Diversity	<ul style="list-style-type: none"> • various physical characteristics of a region or space, e.g. climate, vegetation, fauna, bodies of water, existing types of relief and landscape • various human characteristics of a region or space, e.g. population density, ethnicity, the nature of the built environment and poverty levels.
Communicate geographically	Techniques	<ul style="list-style-type: none"> • fieldwork: observation, measuring and recording using various types of sketch maps and more formal mapping, e.g. land use maps • secondary geographical sources: atlases and other research materials • map reading, e.g. symbols, grid references and keys using Geographic Information Systems (GIS), e.g. applications that show cartographic data, photographic data, digital data or data in spreadsheets.

Areas of study at Fairfield Primary School

Locational Knowledge:	The UK Continents and Oceans Europe – mountains, rivers and population
Place Knowledge:	Australia Europe South America North America
Human and Physical Geography	Landscapes – Mountains, Rivers and weathering International Trade – Food, natural resources and tourism Climate Change Transportation – cities, international and national Erosion and deposition – Coasts, Rivers and management Weather and Climate Biomes and Climate Earthquakes, Volcanoes and tsunamis The Water Cycle – clouds, precipitation and the cycle Ocean Currents
Geographical skills and Fieldwork	Mapping the World Describing Maps Using Maps

Mental Health in the Curriculum

Within our Geography curriculum we promote a culture of open conversation so everyone is able to talk about wellbeing and mental health, with staff able to ensure support is available where necessary. The child's voice is at the centre of all learning experiences, especially those pertaining to mental health and wellbeing.

Mental health and wellbeing is supported by ensuring children have regular opportunities to take part in learning beyond the classroom, for example through visits to Geographical sites.

Differences between Physical and Human Geography, especially 'triggering' topics are explored at an age-appropriate level. Teachers plan carefully to ensure information given is factually correct, non-judgemental and will not lead to misconceptions that could cause concern to mental health or wellbeing.