



Geography

At Fawkham CEP School



Intent:

The investigation of geography kindles the inquisitiveness of children regarding the world by acquainting them with their immediate surroundings and the globe at large. Our objective is to instil in all children a consciousness of their responsibility as a global citizen. Geography facilitates the development of a framework for children's burgeoning sense of self-identity. The knowledge acquired through geography can impact their personal choices, attitudes, and values. At Fawkham CE Primary School, our aim in teaching geography is to arouse the curiosity of children, thereby fostering their knowledge, skills, and comprehension. As well as this, we link our learning in geography to our Core Christian Values, such as having **respect** for our planet as well as the range of cultures and people within it, and understanding that it is our **responsibility** to look after our world. As a school, we follow the 'Grammarsaurus' framework, and this provides rich and high-quality resources created by specialist teachers. It also explicitly teaches the Key and Secondary concepts of Geography, building on these as children progress throughout the school and allowing children to make links to prior units.

Our Geography aims at Fawkham CEP School are:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length.

Implementation:

Our geography curriculum offers children the chance to explore and interpret a diverse range of geographical locations both within the United Kingdom and beyond. We actively encourage our students to develop their skills as geographers by engaging in the collection, analysis, and communication of their findings through discussion. We strive to establish cross-curricular connections with other subjects wherever possible. Geography presents an excellent opportunity to support all learning abilities through outdoor learning, data analysis, and investigative work. Our school is fortunate to possess a vast expanse of outdoor space, including woodlands, which enable our students to engage with the environment in a hands-on manner. We begin by teaching our students about our local area before expanding their knowledge to include other regions across the globe. This approach allows them to make connections and comparisons between our village and country and those in other parts of the world as they progress through their learning journey. We have incorporated many opportunities for fieldwork studies into our curriculum to provide our students with the most enriching experience possible to again support and inspire our pupils in their learning.

Impact:

Upon completion of KS2, students will possess a robust understanding of their immediate surroundings and a firm grasp of the geographical locations of other nations and cities across the globe. All students will be capable of engaging in discussions and recollecting a diverse range of global events and their corresponding locations, while also demonstrating proficiency in comprehending human and physical geography and confidently utilising both physical and digital maps and atlases. The acquisition of knowledge and skills will have been progressively developed, not only to meet the requirements of the National Curriculum, but also to prepare pupils to become proficient geographers in their secondary education. It is our objective that pupils derive great enjoyment from their study of geography and embrace hands-on experiences and fieldwork at any possible opportunity.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R (year 1 and 2)	<p align="center">Understanding the World: The Natural World</p> <ul style="list-style-type: none"> 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. 					
KS1: Maps, atlases and globes will be used throughout the geographical studies.						
KS1 Cycle A	<p align="center">The world and my School</p> <p align="center">Where in the world do I live?</p> <p align="center">(1)</p>	<p align="center">Our Local Park (Fieldwork unit)</p> <p align="center">(4)</p>	<p align="center">Weather and Climate (Fieldwork unit)</p> <p align="center">How can we record and treasure different weather phenomena?</p> <p align="center">(5)</p>			
KS1 Cycle B	<p align="center">Our School Grounds</p> <p align="center">Do our school grounds support plant life?</p> <p align="center">(2)</p>	<p align="center">My local area and Tulum, Mexico</p> <p align="center">What are the similarities and differences between our local area and Tulum, Mexico?</p> <p align="center">(4)</p>				
LKS2 Cycle A	<p align="center">The United Kingdom</p> <p align="center">What are the key geographical features of the UK and my region?</p> <p align="center">(2)</p>	<p align="center">My Local Area</p> <p align="center">What facilities are in my local area and how to people travel there? (Fieldwork)</p> <p align="center">(4)</p>	<p align="center">Conservation of Bees</p> <p align="center">How can we make our school environment more bee friendly? (Fieldwork)</p> <p align="center">(5)</p>			
LKS2 Cycle B	<p align="center">Italy</p> <p align="center">What are the similarities and differences between my region and Campania, Italy?</p> <p align="center">(2)</p>	<p align="center">Locality Unit</p> <p align="center">(4)</p>	<p align="center">Weather</p> <p align="center">Geography fieldwork - how can we record and measure weather phenomena?</p> <p align="center">(6)</p>			
UKS2 Cycle A	<p align="center">Rivers</p> <p align="center">What are the features of my local river? (Fieldwork)</p> <p align="center">(1)</p>	<p align="center">Ecosystems</p> <p align="center">What trees, plants and animals are in our local ecosystems? (Fieldwork)</p> <p align="center">(3)</p>	<p align="center">The United States</p> <p align="center">What are the similarities and differences between my region and the Western United States?</p> <p align="center">(6)</p>			
UKS2 Cycle B	<p align="center">Sustainability</p> <p align="center">How can our school reduce its plastic waste? (Fieldwork)</p> <p align="center">(2)</p>	<p align="center">Economic activity in the UK</p> <p align="center">What is the economic activity of the UK and how sustainable is it?</p> <p align="center">(4)</p>				