

Brook Primary Geography Strategy

Reviewed: November 2022

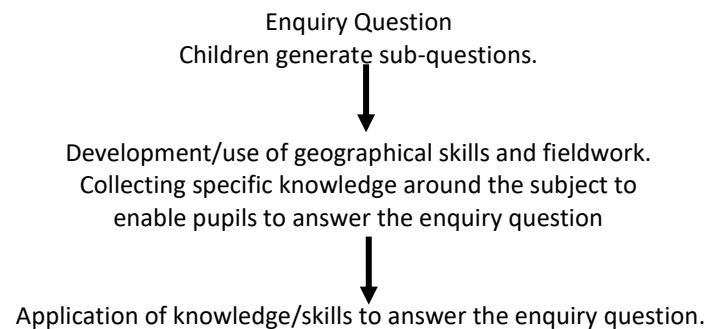
Geography Intent

At Brook, our children as geographers, will access a curriculum that allows them to develop their knowledge of human and physical features within their locality, European and non-European countries. They will be able to communicate geographically with others from around the globe, sharing a sense of pride of their local area, whilst understanding their place within the wider world. The children will take part in fieldwork within and outside of school, asking questions, making hypotheses and comparing evidence to draw conclusions.

How is Geography organised at Brook?

At Brook our Geography curriculum takes a whole school approach. Units are started with an enquiry question and teaching is lead through information collection to answer the question at the end of the unit. Each lesson is focused upon answering a sub-question that will help answer the overall enquiry question. Lessons follow the same format throughout key stage one and two.

The enquiry question directs the learning for the unit. It indicates which knowledge and skills the children must have developed by the end of the unit.



The final session of the unit will include the children using the knowledge they have developed to answer the enquiry question. This may take the form of a piece of persuasive writing, debate, presentation, exhibition, essay etc

Knowledge Organisers are created to support pupils learning. They are accessed in pupils' Geography books for reference during lessons and on the school website and google classrooms for parents to support and develop learning at home.

Outcomes

By the end of primary school, Brook's geography curriculum will ensure that all pupils:

- develop contextual knowledge of the location of globally significant places, including their human and physical characteristics and how these provide a geographic context for understanding the actions of processes
- understand the processes that give rise to key physical and human features of the world, how these are interdependent and how they bring about change over time

- possess 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, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.

SEN

This includes children will additional needs and gifted and talented. At Brook we believe that all children are individuals and have an equal right to a full rounded education which will enable them to achieve their full potential. Therefore, class teacher will ensure that appropriate changes are made within the Geography curriculum to support and extend each child to achieve their full potential. This may take the form of word mats, writing frames, adapted source material, questioning and extension of tasks including, developing further lines of questioning, limiting or widening the range of sources used and independent research into own areas of interest with the unit of study. Class teachers will make judgements based on the abilities of pupils and the school's high expectations as to differentiation within individual lessons.

Enrichment and Experiences

Through a wide range of enrichment opportunities and experiences we aim to inspire a thirst for learning within Geography and across the wider curriculum. Firsthand opportunities to collaborate, investigate, problem solve, question, present and explore are an integral part of our Geography curriculum and include visits to geographical sites of interest such as our local area, canal system and the River Stour, and presentation opportunities at the end of units to share their learning with the rest of the school community.

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	Autumn Term	Spring Term	Summer Term
Nursery	What does my nearby environment look like? Harvest	What are the four seasons? Egg hunt/maps	What are the seas and oceans?
Reception	Where do I live? <i>(Local area fieldwork)</i>	How does weather change throughout the year? <i>(Weather- seasons, journeys)</i>	Where are the seas and oceans? <i>(Maps, seas and oceans)</i>
Year 1	Why is London an important place? <i>(Human and physical features of London)</i>	What is my local area like? <i>(Local area fieldwork)</i>	How can I explain to a friend where they need to go? <i>(Compass directions and directional language)</i>
Year 2	How is the land and water on our planet divided? <i>(Seven continents and 5 oceans)</i>	If you could live anywhere in the UK, where would it be? <i>(4 countries of the UK and capital cities and surrounding seas)</i>	Why is weather different in different parts of the world? <i>(Seasonal and daily weather in relation to the equator and N/S poles)</i>
Year 3	What are the main features of the UK? <i>(Topographical features and land-use of cities within UK) **</i>	Why is Greece a popular place to go on holiday? <i>(Features of countries within Europe- focus on Greece)</i>	How is the UK different to Mexico? <i>(Features of North and South America)</i>
Year 4	How can I show my exact location? <i>(8 compass points and map work, 6 fig ref, symbols and keys) **</i>	How is the UK similar and different to Italy? <i>(Comparison between UK and another EU country- Rome)</i>	Where are rainforests located and why? <i>(Position and significance of latitude, longitude, equator, Tropics, time zones)</i>
Year 5	What factors are important for a good settlement? <i>(Features of types of settlement and land use)</i>	What processes cause mountains, volcanoes, earthquakes and island clusters to form? <i>(Island clusters, mountains, volcanoes and earthquakes)</i>	How do rivers shape their landscapes? <i>(Rivers and water cycle) **</i>
Year 6	What are the advantages and disadvantages of trade? <i>(Economic activity and trade links)</i>	How is China similar and different to the UK, now and in their pasts? <i>(Comparison between China and Shang Dynasty and with the UK, past and present)</i>	How can I represent my local area on a map? <i>(Local area fieldwork)</i>