



Curriculum Intent Statement

At Brookhurst, we aim to inspire children's curiosity and fascination about the world and its people. Through the teaching of geography, pupils develop a growing knowledge of the world around them, including its places, landscapes, environments, and cultures. We want children to understand how the Earth's physical and human features are interconnected and how these relationships shape our lives.

Our geography curriculum equips pupils with essential geographical knowledge, skills, and vocabulary. Children learn to ask questions, investigate places, and develop a sense of responsibility for the environment. Through first-hand experiences, fieldwork, map skills, and the use of technology, pupils build confidence in exploring both their local area and the wider world.

Ultimately, our intent is for all pupils to leave Brookhurst with a secure understanding of geography, a respect for the world we live in, and the curiosity and skills needed to explore it further.

The national curriculum for Geography aims to ensure that all pupils:

- 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
- understand the processes that give rise to key physical and human geographical features of the world
- are 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 a variety of ways, including through maps, numerical skills, writing at length, diagrams and survey information
- children are familiar with their 'local geography' and can comment on why settlements have developed this way

KEY:

- Topics
- **Places studied as part of topics**
- **Trips/ visits/ additional experiences as part of topics**



GEOGRAPHY

LONG TERM PLAN

Year group	Autumn	Spring	Summer
N	Geography taught through Understanding the World.		
EYFS	Geography taught through Understanding the World, regular welly walks and Forest School. <i>School grounds</i>		
Y1	Our local area- homes and houses <i>Leamington</i> Walk around local area of school Seasonal change	Weather Local weather Peru vs Antarctica Seasonal change	The UK Four UK countries Seasonal change
Y2	Our local area <i>Leamington</i>	Islands <i>Isle of Coll</i>	Links to the World <i>Leamington vs Bo, Sierra Leone</i> <i>Mr and Mrs Clarke visit- Bo talk</i>
Y3	Settlements, land use and change over time <i>Leamington</i> <i>HS2 development</i>	Earthquakes <i>Christchurch</i>	Europe <i>Spanish region</i>
Y4	Mountains and volcanoes <i>Pompeii and Mount Vesuvius</i> <i>West Midlands vs Campania</i>	Rivers and the water cycle <i>River Avon</i> <i>River Thames vs the Rhine</i> <i>Walk to River Avon</i>	Coasts <i>Holderness Coast</i>
Y5	The Americas- Central and South <i>Leamington vs Rio de Janeiro</i> <i>Maya and Central America workshop</i>	Climate zones, biomes and vegetation belts <i>UK biome</i> <i>Temperate biome- Forest School</i>	Greece <i>London vs Athens vs Rio</i>
Y6	Europe (including Russia) and the Mediterranean <i>Italian region- Bologna</i>	North America <i>States of USA</i> <i>Coventry vs Bologna vs North America region</i>	Our future world... Is trade sustainable and how does it affect environmental sustainability? Is the distribution of natural resources fair? <i>Worldwide</i>