



Curriculum Intent Statement

At Brookhurst, our Geography work forms part of our termly topics that are offered to all children from Foundation to Year 6. We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. At Brookhurst, we aim to build upon children’s ‘personal geography’ by developing geographical skills, understanding and knowledge through studying local places and themes, as well studying a variety of locations around the world.

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

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. School grounds		



GEOGRAPHY

LONG TERM PLAN

Y1	<p>Our local area- homes and houses</p> <p>Leamington</p> <p>Walk around local area of school</p> <p>Seasonal change</p>	<p>Weather</p> <p>Local weather</p> <p>Peru vs Antarctica</p> <p>Seasonal change</p>	<p>The UK</p> <p>Four UK countries</p> <p>Seasonal change</p>
Y2	<p>Our local area</p> <p>Leamington</p>	<p>Islands</p> <p>Isle of Coll</p>	<p>Links to the World</p> <p>Leamington vs Bo, Sierra Leone</p> <p>Mr and Mrs Clarke visit- Bo talk</p>
Y3	<p>Settlements, land use and change over time</p> <p>Leamington</p> <p>HS2 development</p> <p>Trip to Leamington Parade</p>	<p>Earthquakes</p> <p>Christchurch</p>	<p>Europe</p> <p>French region</p>
Y4	<p>Mountains and volcanoes</p> <p>Pompeii and Mount Vesuvius</p> <p>West Midlands vs Campania</p>	<p>Rivers and the water cycle</p> <p>River Avon</p> <p>River Thames vs the Rhine</p> <p>Walk to River Avon</p>	<p>Coasts</p> <p>Holderness Coast</p>
Y5	<p>The Americas- Central and South</p> <p>Leamington vs Rio de Janeiro</p> <p>Maya and Central America workshop</p>	<p>Climate zones, biomes and vegetation belts</p> <p>UK biome</p> <p>Temperate biome- Forest School</p>	<p>Greece</p> <p>London vs Athens vs Rio</p>
Y6	<p>Europe (including Russia) and the Mediterranean</p> <p>Italian region- Bologna</p>	<p>North America</p> <p>States of USA</p> <p>Coventry vs Bologna vs North America region</p>	<p>Trade links and natural resources</p> <p>Worldwide</p>