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| Year | **Intent**  *The intention of the Geography curriculum is to provide opportunities for children to gain a confident understanding of where places are and the human/ physical processes in action around the world. They will be confident users of key geographic tools such as atlases, maps, data and photography/ imagery. Through rigorous study, they will have a clear understanding of economic, environmental, political and social impacts of events. By the end of study children will be able to make their own observations and judgements of places using their skills of deduction and observation.* | | | **Implement**  *How we teach the curriculum? How are lessons organised? What resources are on hand? What activities/ experiences are used to promote independent learning and risk taking? How are staff supported?* | **Impact**  *How will this curriculum create successful, confident, independent learners? How are pupils prepared for the next stage of their education? How are their horizons broadened?* |
| Year 5 | **What? *Where in the world?*** | **What? *Where are our resources?*** | **What? *We are Biggleswade*** | *MTP’s have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP’s give opportunities for a range of skills such as maps, atlases, data, GIS and written enquiry. Immersive learning is key, through fieldwork or gamification.*  *Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.*  *Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.* | *Pupil engagement is high - through questioning and work.*  *Children can, with confidence, form their own judgements/ views based on their observations and results.*  *Pupils are prepared for the wider world armed with a knowledge of the human and physical features of places at different scales.*  *Pupils are prepared for the wider world by being observant but also confidence at problem solving.*  *Pupils will be inspired to visit a wider range of places.* |
| **Why?** *Knowing where places are in the world is fundamental for Geography. This study will develop pupil confidence using an Atlas, as well as reinforce valuable skills such as latitude and longitude. It will also give children are deeper understanding of the seven continents by studying a sample of them and the countries which make up them as well.* | **Why?** *They will recognise which products are most popular, understand global supply chains and gain a better understanding of how this directly affects their choices as a consumer. Pupils will also gain an understanding of the term food miles and the uneven distribution of resources globally.* | **Why?** *A settlement study, using Biggleswade as an example. Pupils will learn of the origins of settlements, but also the different types of settlement and features of a town or city. There is also an opportunity for children to gain fieldwork experience by going into Biggleswade itself.* |
| **Why now?**  *This topic will refresh atlas, latitude and longitude, and map reading skills which are crucial for the study of Geography in middle school.* | **Why now?**  *Having learnt where places are, children will now get the chance to explore the global trade between places.* | **Why now?**  *This supports the history topic “How do families teach us history?” by looking at the geography of Biggleswade and how it has changed.* |
| Year 6 | **What? *This is the UK*** | **What? *Viva Brazil*** | **What? *Amazing Adaptations*** | *MTP’s have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP’s give opportunities for a range of skills such as maps, atlases, data, GIS and written enquiry. Immersive learning is key, through fieldwork or gamification.*  *Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.*  *Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.* | *Pupil engagement is high - through questioning and work.*  *Children can, with confidence, form their own judgements/ views based on their observations and results.*  *Pupils are prepared for the wider world armed with a knowledge of the human and physical features of places at different scales.*  *Pupils are prepared for the wider world by being observant but also confidence at problem solving.*  *Pupils will be inspired to visit a wider range of places.* |
| **Why?**  *A study of the human and physical features of the UK. Pupils will be able to locate an array of physical features but also understand the social, economic and political set up of the nation too.* | **Why?** *They will get a chance to explore the human and physical features of Brazil but also the social, economic, political and environmental challenges it is facing (for example deforestation, Rio 2016 olympics, favelas) and how these compare with the challenged faced in the U.K.* | **Why?** *They will learn about a range of biomes around the world. They will study the locations, explore the climates but also the fauna and flora which live there. There will also be fieldwork to experience out of classroom learning.* |
| **Why now?**  *Building on existing knowledge of the structure of settlements such as Biggleswade this study explores the human and physical geography of the UK.* | **Why now?**  *Having studied the human and physical features of the U.K. pupils will now undertake a comparative study with Brazil.* | **Why now?**  *Having learnt where places are in the world and connections between them in their studies in Year 5, pupils will now gain an understanding of how plants and animals are adapting to different climates.* |
| Year 7 | **What? *Extreme Atmosphere*** | **What? *Where is the money?*** | **What? *Unfair World*** | *MTP’s have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP’s give opportunities for a range of skills such as maps, atlases, data, GIS, written enquiry, process interactions and impacts, further develop locational knowledge and skills. Fieldwork will also widen pupils horizons.*  *Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.*  *Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.* | *Pupil engagement is high - through questioning and work.*  *Children can, with confidence, form their own judgements/ views based on their observations and results.*  *Pupils are prepared for the wider world armed with a knowledge of the human and physical features of places at different scales; as well as the interactions between places and processes.*  *Pupils are prepared for the wider world by being observant but also confidence at problem solving.*  *Pupils will be inspired to visit a wider range of places.*  *Pupils are secondary ready by being able to complete enquiries using a range of techniques, analyse and interpret data and imagery with confidence.* |
| **Why?** *Pupils will learn what causes different types of weather and will also gain an appreciation for the impacts of extreme weather such as hurricanes, with Hurricane Katrina as an example, and natural hazards caused by extreme weather such as the Australia bushfires of 2019-20.* | **Why?** *A study within the UK looking at economic activity, focussing on primary, secondary and tertiary industries. Pupils will be able to justify the location of certain industries using maps and other forms of data, allowing them to explain the human and physical factors which influences these industries.* | **Why?** *Having understood what triggers the UK economy, pupils will undertake a study which explores global development (focussing on development indicators) before then identifying the distribution of wealth and the challenges certain populations experience, for example the slums in Kibera.* |
| **Why now?**  *Our weather is constantly changing! In this study children will understand what is causing these changes, especially within the UK.* | **Why now?**  *Having studied global trade at KS2, pupils will now discover how economic activity operates in the UK.* | **Why now?**  *Having understood what triggers the UK economy, pupils will undertake a study which explores global development.* |
| Year 8 | **What?*Changing China*** | **What? *Restless Earth*** | **What? *Fragile Coasts*** | *MTP’s have clearly sequenced objectives - schemes to incorporate a balance of human and physical study over a 2 year period. MTP’s give opportunities for a range of skills such as maps, atlases, data, GIS, written enquiry, process interactions and impacts, further develop locational knowledge and skills. Fieldwork will also widen pupils horizons.*  *Lessons follow a clear structure of reflection of previous learning at the start, learning question enquiry in the middle and a moment of reflection at the end.*  *Formative assessments in lessons assess understanding throughout. Summative final task brings all learning together.* | *Pupil engagement is high - through questioning and work.*  *Children can, with confidence, form their own judgements/ views based on their observations and results.*  *Pupils are prepared for the wider world armed with a knowledge of the human and physical features of places at different scales; as well as the interactions between places and processes.*  *Pupils are prepared for the wider world by being observant but also confidence at problem solving.*  *Pupils will be inspired to visit a wider range of places.*  *Pupils are secondary ready by being able to complete enquiries using a range of techniques, analyse and interpret data and imagery with confidence.* |
| **Why?** *This study will introduce children to the human and physical geography of China, focussing on economic, social and environmental changes caused by China’s economic development. It will also study China’s partnership with countries around the world through trade and resource management.* | **Why?** *They will understand what happens in plate tectonics and study the economic, social, environmental and political impacts of tectonic disasters such as Boxing Day Tsunami 2004 and the Hawaii volcano 2018.* | **Why?** *This study introduces pupils to the relationship between human and physical activity on the coast - with an overall question “should we manage the coastline?” This includes fieldwork task which will test hypothesis.* |
| **Why now?**  *China is quickly becoming a super power; this is a chance to examine the impact of development and trade on China.* | **Why now?**  *Having studied atmospheric and coastal processes, and the impacts on human activity, this study will give pupils an appreciation of how tectonic forces are also shaping the planet.* | **Why now?**  *As an island we are surrounded by the sea, this topic will give pupils a chance to understand the physical processes which impact our coastline.* |