

## Geography

**“Geography underpins a lifelong ‘conversation’ about the earth as the home of humankind”**

### Geographical Association



<p><b>What do we love about our subject?</b></p> <p>Geography is an exciting subject because it allows us to understand the physical and human features of world and how they are entwined. By studying Geography, children gain a better understanding of the world they live in and how the physical and human features are affected by one another.</p> <p>If children were denied the opportunity to study Geography, the impact would be profound through their lack of awareness of the world around them and the reasons for the features that they see and that make the world so exciting leaving them uniformed about the wonders the world has to offer in both human and physical form.</p> <p>We love to teach Geography at Fairfield as it brings so many ‘lightbulb’ moments as children realise that there is a reason for the appearance of the human and physical features of the world and how these support the knowledge gained in so many other subjects.</p>	<p><b>How do we want pupils to talk about our subject?</b></p> <p>We want children to be excited about Geography and talk articulately about the human and physical features of the world, the reason for their appearance and the impact of these on the way we live our lives and the world that we inhabit.</p> <p>We also want children to talk about the geographical skills they are developing through our units of study across the school as well as to identify the links between the knowledge they encounter in Geography and in other curriculum subjects.</p>
<p><b>What are some of the big ideas in our subject?</b></p> <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>	<p><b>How is our subject taught and organised so learning is retained in the long-term memory?</b></p> <p>From KS1, Geography is taught as a discrete subject and is taught every other half-term in rotation with History. Despite being discretely taught, there are a multitude of links that can be drawn with History, RE and Science and these are explored in good detail across the whole school.</p> <p>Each unit of work is strategically placed so that it builds on the learning in Geography (and supporting subjects that precedes it) so that is coherently structured and builds cumulatively over time. Examples of this can be seen when children study the world’s population in Year 6 which builds on children’s learning about the UK in Year 1, the hot and cold areas of the world in Year 2 which links to their understanding of population density maps in Year 6 as well as knowledge which has been acquired when studying types of settlement in Year 3, migration in Year 4. In addition, the knowledge taught and learnt in Year 5 about energy and sustainability links to the learning in their population unit when they come to study global food security. Links are also made with previous History lessons where they studied the Industrial Revolution and the impact of this on the UK’s population.</p> <p>Structuring the subject in this way ensures that units of work do not work in isolation and instead serve to deepen understanding or to provide diversity of knowledge.</p>
<p><b>How do we enrich our subject?</b></p> <p>At Fairfield, we have been fortunate enough for children to visit Weymouth in their Year 6 residential where they spend part of the trip visiting the physical features and landmarks in Dorset.</p>	<p><b>What do we want pupils to leave Fairfield being able to do?</b></p> <p>We want children to leave Fairfield with a secure understanding of the human and physical features of the world how they interact with and affect one another.</p> <p>In working to secure this, we hope that children take their love of Geography with them as the move on to their next school and in to later life so that they are not unaware of the beauty of the world around them.</p>