

Subject Curriculum Vision:

The Geography Curriculum at AJK

INTENT

Why should all students learn this subject?

A balanced and rigorous geography curriculum is fundamental to helping pupils develop a sense of the world in which they live, the ways we influence and are influenced by that world, and the challenges inherent in creating a sustainable and equitable future.

Geography also provides an opportunity gradually and sensitively to introduce pupils to some of the most pressing environmental challenges of the present day.

All units place a firm emphasis on geographical skills – in particular, the use of maps, graphs and photographs to analyse and describe geographical features and processes – while locational knowledge is continually extended, reinforced and deepened through contextual study. Where appropriate, opportunities are taken to develop pupils' range of fieldwork techniques, with use made of the school grounds and local area. These techniques come together in Year 6, when pupils have the opportunity to conduct a geographical research project of their own choosing in our local area.

What is the core knowledge in this subject?

To deepen pupils' understanding of the ways in which geography is constructed as a discipline, our curriculum is designed to expose pupils explicitly to the key disciplinary ideas below:

- ❖ Human and physical **features** of places **interact**
- ❖ **Processes** shape **places** over time
- ❖ **Places** are always changing due to the **dynamism** of **processes**
- ❖ **People** affect and are affected by the **places** in which they live
- ❖ Geographical **features** create **diversity**
- ❖ We can act **sustainably**, to protect our planet for the future
- ❖ Our understanding of the world changes at different **scales**

In addition, our curriculum is sequenced to provide pupils with repeated exposure, at greater depth, to the following substantive concepts: climate, biomes, adaptation, tectonic plates, landforms, the environment, land use, resources, population and trade.

IMPLEMENTATION

How is this subject taught at AJK?

Geography units of work are structured around an enquiry question. Content is contextualised and embedded through mini-case studies carried out at different geographical scales. At the end of the sequence, pupils apply their learning to answer the enquiry question.

In KS1, pupils study geography every other term, on rotation with history. In KS2, they study geography for an hour every week. In each KS2 year group, pupils study three physical geography units and two human geography units. The year concludes with a case study, which allows pupils to apply their growing repertoire of geographical knowledge and skills to a specific region of the world while deepening their understanding of place.

What are the key ways students practise in this subject?

During geography lessons, pupils read or listen to short chunks of information before practising in the following main ways:

- Partner talk
- Think-pair-share
- Answering multiple-choice and true or false questions

- Annotating diagrams or images
- Recording data
- Acting out geographical processes
- Reading maps
- Class discussion
- Independent writing

IMPACT

What does assessment look like in this subject?

Teachers assess pupils' understanding during lessons. Each lesson begins with a mini quiz, designed to revisit key knowledge from previous lessons, units and year groups. These quizzes provide further formative opportunities to assess learning over time. End-of-unit responses to the enquiry question are used to gauge geographical understanding, and are reviewed by school leaders to assist in determining future alterations to the curriculum.



UNIT OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 (Topic-based)	Around My School	Kings and Queens	Toys: Now and Then	The United Kingdom	Water	The Seaside: Now and Then
Year 2 (Topic-based)	Explorers and Exploration	Africa	Our Wonderful World	The Great Fire of London	They Made a Difference	Maps and Globes
Year 3	Introduction to Geography What can maps show us?	The Earth Has our planet always looked the same?	Oceans Should we be worried about our oceans?	Villages, Towns and Cities Are any two settlements alike?	Resources Where does everything come from?	Case study: Turkey What is life like in Istanbul?
Year 4	The Water Cycle Why is the Water Cycle so important?	Weather and Climate Does climate matter to living things?	Rainforests Should we worry about the rainforests?	Population Is a rising population an entirely positive thing?	Energy and Sustainability Have we created a secure energy future?	Case study: Brazil What is life like in Brazil?
Year 5	Mountains, Volcanoes and Earthquakes How have tectonic plates shaped the Earth?	Grasslands Why are grasslands so important?	Deserts Can life thrive in the desert?	Migration Who benefits from migration?	Trade Are there any downsides to trade?	Case study: Nigeria What is life like in Nigeria?
Year 6	Biomes, Climate Zones and Vegetation Belts How does climate contribute to diversity of life on Earth?	Rivers Do rivers affect more than the landscape?	Environmental Challenges What can we do to protect our planet?	Deforestation Should people be allowed to cut down forests?	Globalisation What does it mean to be a 'global citizen'?	Case study: Enfield (Local Fieldwork) Self-directed.

Key:

Geography focus (KS1)	
History focus (KS1)	
Physical geography	
Human geography	
Case studies	
Environmental geography	