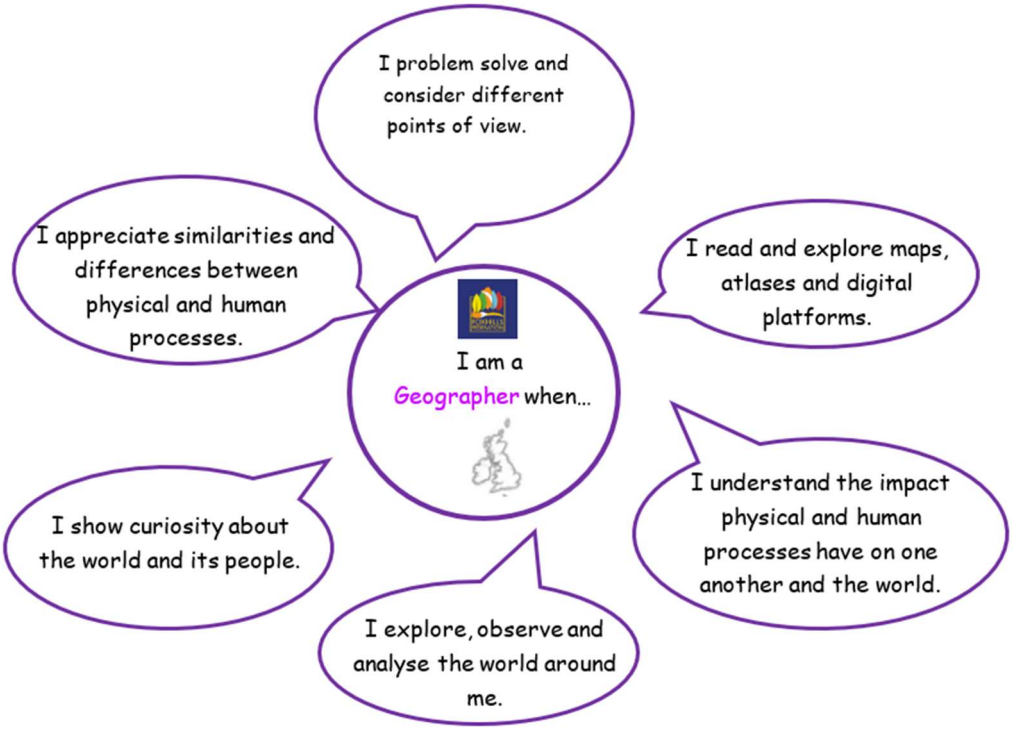
Geography Curriculum Statement

Vision for geography at Foxhills *"Our geography curriculum enables children to make sense of the world and consider the relationships between its people, places and environments."*	Geography is a subject that enables children to make sense of the world and consider the relationships between its people, places and environments. The geography curriculum at Foxhills allows children to understand their role within the world and the responsibilities that come with it, in addition to gaining an appreciation for how people live in other parts of the world. Our curriculum approach draws upon children's personal exposure to the world around them, however it has been designed to ensure that all pupils, regardless of their experiences, build an increasingly extensive knowledge of different countries, regions and features. At Foxhills, we ensure the learning is both stimulating and fascinating by enabling children to encounter geographical concepts first-hand through fieldwork, which is the vehicle for providing formal education, outside of the classroom. "*The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together"* Barack Obama, 44th US President. The disciplinary knowledge for geography at Foxhills is defined below: 
Sequencing of the geography curriculum	<u>How is the geography curriculum organised?</u> At Foxhills, the key substantive concepts are spread across autumn, spring and summer so children continuously revisit *location, human and physical processes and place* through a different geographical perspective each year. The geography curriculum at the Junior school builds directly upon the curriculum at Foxhills Infant School, to ensure that children's learning within geography remains coherent. **Year 3**- Pupils develop a deeper understanding of the United Kingdom, its diverse landscapes, and key features, fostering a connection to their home country and the wider world. Year 3 begin by revisiting their knowledge of the UK's four countries—England, Scotland, Wales, and Northern Ireland—along with their capitals and surrounding seas. This foundational knowledge is enriched with a focus on counties, emphasizing how England is divided into smaller administrative areas. Children learn to identify Hampshire, the county in which Southampton and Portsmouth are located, and explore how counties contribute to the UK's geography. The UK's surrounding seas—the English Channel, the North Sea, the Irish Sea, and the Atlantic Ocean—are explored in relation to their impact on weather, trade, and tourism. This leads seamlessly into the study of the water cycle, where students learn about evaporation, condensation, precipitation, and collection. Through hands-on activities, such as creating water cycle diagrams and observing experiments, students grasp the importance of water as a natural resource. From this, Year 3 then delve into the distribution of natural resources across the UK, including water, energy, and minerals. This topic ties into discussions about sustainability, encouraging them to think critically

about the responsible use of resources. They examine how access to resources shapes economic development in different regions, comparing urban centres like London and Portsmouth to illustrate these concepts.

During the summer term, the spotlight then shifts to the coastal cities of Southampton and Portsmouth. By comparing these neighbouring cities, pupils investigate their roles in maritime trade, history, and culture. They examine Portsmouth's naval heritage, marked by its historic dockyard and the HMS Victory, alongside Southampton's significance as a major cruise ship port. Through maps, photographs, and case studies, students appreciate how geography influences economic activities and daily life in these cities.

Finally, students conduct a comparative study of London and Portsmouth, analysing how these cities differ in terms of size, population, economic focus, and historical significance. London, the bustling capital, is contrasted with Portsmouth, a smaller coastal city, to highlight diverse urban experiences. Students investigate how each city's location and history influence its identity, from London's role as a global financial hub to Portsmouth's connection to maritime defence.

By the end of the year, students emerge with a richer understanding of the UK's geography, its natural resources, and the dynamic interplay between human activities and the environment. This knowledge sets the stage for a lifelong appreciation of geography and its relevance to the world around them.

Year 4- Children expand their geographical knowledge beyond the UK and focus on the continent, Europe; learning about its diverse countries, vibrant cities and its features. The focus is on fostering an understanding of geographical locations, physical landscapes, and cultural interconnections.

Students begin by identifying countries across Europe, using maps to locate them and learn their capitals. They explore major cities like Paris in France, Berlin in Germany, Madrid in Spain, and Rome in Italy, recognizing their roles as cultural, political, and economic hubs. The importance of geographical location becomes evident as children explore how these cities are situated in relation to major natural features like rivers and mountains.

Key physical features are introduced to help students understand Europe's natural landscape. Major rivers, such as the Danube, Rhine, Thames, and Seine, are highlighted for their significance in trade, transportation, and agriculture. Students also learn about Europe's prominent mountain ranges, such as the Alps, Pyrenees, and Carpathians, noting their influence on climate, tourism, and settlement patterns.

The study then shifts to how geography affects food distribution across Europe. Year 4 explore how fertile plains like the Po Valley in Italy or the Andalusian plains in Spain contribute to food production, growing crops such as wheat, olives, and grapes. They learn how rivers, like the Rhine, play a role in transporting these goods to various regions, including the UK.

To make this learning relatable, students compare their local area, Hampshire, with the Andalusia region in southern Spain during the summer term. Hampshire's green pastures and cooler, wetter climate contrast sharply with Andalusia's hot, dry conditions. This comparison helps students see how climate influences what is grown: Hampshire is suited to crops like potatoes and apples, while Andalusia is famous for its olives, oranges, and almonds.

The link between these regions comes alive when students learn about food distribution. For example, much of the olive oil and citrus fruits consumed in the UK come from Andalusia, while Hampshire plays a role in producing dairy and root vegetables. This interdependence illustrates the importance of trade and transportation in ensuring food availability across Europe.

By the end of the year, students will have a richer understanding of Europe's geography, its interconnection and the way these factors shape the food on their tables. This blend of physical geography and cultural insight provides a solid foundation for appreciating the diversity and poignancy of Europe.

Year 5- In Year 5 geography, children branch out even further on an exciting journey exploring the fascinating world of South America and the broader physical and human geography that shapes our planet. The year begins with understanding the continent of South America, home to 12 diverse countries, each with its unique cultural and geographical features. Students identify major countries such as Brazil, Argentina, and Colombia, alongside key cities like Rio de Janeiro, Buenos Aires, and Bogotá. They learn to locate these places on a map, honing their skills in using latitude and longitude to pinpoint positions.

A key part of the curriculum focuses on hemispheres, helping students understand that South America lies predominantly in the Southern Hemisphere, with a small portion extending into the Northern Hemisphere. This leads to the study of the Earth's major latitudinal lines: the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and the Equator. Students grasp how these lines influence climate and ecosystems worldwide, particularly in tropical and polar regions.

Next, the class delves into physical geography, exploring dynamic processes such as volcanoes and earthquakes. Students investigate how tectonic plates interact beneath the Earth's crust, leading to these dramatic natural phenomena. They examine examples in South America, like the Andes Mountains, home to active volcanoes such as Cotopaxi in Ecuador, and study the seismic activity along the Pacific Ring of Fire.

	The curriculum also connects geography with economics through the study of trade links and economic activity. Students discover how South America's resources—such as the Amazon rainforest's timber, medicinal plants, and Brazil's coffee and soybean exports—play a crucial role in global trade. They explore how these trade links affect local communities, ecosystems, and international markets. During the summer term, children have the opportunity to compare a well-known location to a contrasting location; exploring the Amazon rainforest to Hampshire's New Forest. Year 5 will analyse differences in size, biodiversity, and human impact. The Amazon is a vast tropical rainforest teeming with species found nowhere else on Earth and plays a critical role in global oxygen production and climate regulation. Meanwhile, the New Forest, though much smaller, offers an example of a temperate forest with managed conservation efforts that balance human use and biodiversity preservation. Students reflect on how these two forests represent distinct ecosystems and approaches to environmental impact. By the end of Year 5, students gain a deeper appreciation for South America's diverse geography and global connections, along with a broader understanding of the physical and human forces shaping the world around us. Year 6- In Year 6 geography, children round off their geography learning by delving into the rich tapestry of diverse regions and their distinctive geographical features. The curriculum not only broadens their understanding of global geography but also fosters a deep appreciation for the interconnectedness of human and physical landscapes. Children head north from South America and begin by mapping the vast expanse of North America, identifying its prominent countries, such as the United States, Canada, and Mexico. They explore major cities like New York, Los Angeles, Toronto, and Mexico City, gaining insight into their geographical locations and cultural significance. This foundational knowledge helps anchor their understanding of North America's diversity in landforms, climates, and human activity. The concept of time zones is introduced through the study of how Earth's rotation creates divisions in time across the globe. The role of the Prime Meridian as the starting point for measuring longitude is highlighted, along with its importance in establishing Coordinated Universal Time (UTC). Students learn how North America spans several time zones, from Eastern to Pacific Time, and how this affects daily life and global interactions. Year 6 students investigate the range of climate zones in North America, from the Arctic cold of northern Canada to the tropical warmth of the southern United States. They examine how these climates influence vegetation belts, such as the coniferous forests in Canada, the temperate woodlands in the United States, and the arid deserts of Mexico. The Everglades in Florida serve as a case study of a unique biome, showcasing the interaction of warm, humid climates and rich biodiversity. The curriculum delves into the types of settlements found in North America, from bustling metropolises like New York to rural agricultural communities in the Midwest. Students explore how land is used for agriculture, industry, urban development, and conservation, drawing connections between natural resources, human needs, and sustainable practices. During the summer term, a significant focus is placed on understanding geographical similarities and differences through the study of human and physical geography in three contrasting regions, all in the southern-most part of their country or continent. The Isle of Wight, UK Students examine the Isle of Wight as a coastal region in the south of the United Kingdom. They analyse its rolling chalk downs, sandy beaches, and maritime climate. Discussions include the impact of tourism, land use for agriculture, and the role of the island's natural beauty in its economy. Everglades, Florida, USA Moving across the Atlantic, the Everglades in southern Florida provide a striking contrast. Students explore its status as a subtropical wetland ecosystem, home to unique flora and fauna like mangroves and alligators. They investigate how human activity, such as urban expansion and conservation efforts, interacts with this fragile environment. Gavdos, Greece Finally, the southernmost region of Europe, the island of Gavdos in Greece, offers another fascinating study. Its Mediterranean climate, characterized by hot summers and mild winters, shapes its landscape of olive groves and dry shrub lands. Students delve into how Gavdos' small population, traditional farming practices, and cultural heritage reflect the unique challenges and opportunities of living in a remote European region. By the end of their time in primary school, Year 6 students should have developed a nuanced understanding of the diversity and complexity of the world and have gained an appreciation for how geography shapes the lives of people and ecosystems, fostering a sense of responsibility toward preserving the planet's natural and cultural riches.
What are the knowledge types and how will they be taught?	The curriculum at Foxhills is knowledge-based because our staff are united by the belief that knowledge promotes intellectual growth: The more you know, the more you understand the world. Knowledgeable children are confident and can broaden their experiences.

	The knowledge in our geography curriculum has been split into two different knowledge types. Substantive knowledge (knowing that…) and disciplinary knowledge (knowing how…) At Foxhills, substantive knowledge in geography refers to the factual content and core concepts that pupils are expected to learn, such as place names, physical processes, human activities, and spatial relationships. Teaching substantive knowledge effectively involves a combination of structured approaches, practical activities, and integration with skills-based learning. This includes introducing geographical terms (e.g., mountains, Arctic Circle, indigenous, equator, trade routes) through direct teaching and discussions and exposing children to new vocabulary, often reinforced through word walls, flashcards, or topic-based glossaries. The teaching of geography aims to develop disciplinary knowledge by fostering curiosity about the world and building understanding of the Earth's physical and human processes. Hands-on activities make geography tangible such as local field trips to study rivers, parks, or city developments, measuring weather patterns using tools like thermometers or rain gauges and observing land use in their neighbourhood or drawing simple maps. In addition to this, teachers use stories, news articles, and case studies to relate geographical topics to students' lives. For instance, discussing how climate change affects local communities and comparing it to its global impact. Children have the opportunity to explore how cultural practices differ in other countries through the use of technology and digital resources and use Digimaps and Google Earth for a more virtual exploration of the globe. By blending practical skills, theoretical knowledge, and real-world application, UK primary schools aim to create well-rounded geographical understanding that prepares students for further learning in the subject.
How is the curriculum implemented?	The geography curriculum is organised into clear, thematic units that align with the National Curriculum. The topics are progressive, starting at local geography (e.g., understanding the school's location) to national and global scales (e.g., continents and countries, natural phenomena). Teachers use maps, atlases, globes, videos, and digital tools to present information visually as this provides concrete representations of abstract concepts, like scale and distance. Furthermore, lessons typically start with clear learning objectives and use direct instruction to introduce concepts systematically. For example, a lesson might begin with defining geographical terms like "urban" and "rural" before exploring specific examples. Teachers ensure that key terminology is explicitly taught and revisited throughout the unit to build understanding (e.g., words like "climate," "latitude," "erosion"). At Foxhills, teachers encourage pupils to ask questions and explore geographical concepts through guided discussion. For example, a question like "Which economic activity has the biggest impact in South America?" might prompt group dialogue. As well as this, pupils might debate issues like the impact of deforestation or the best ways to reduce waste, fostering critical thinking and collaborative discussion. Pupils often work in small groups to analyse maps, compare climates, or explore case studies, facilitating peer discussion and shared learning. It is important for teachers to link geography to pupils' own experiences, such as discussing local landmarks, to make discussions meaningful and relatable and constant revisiting is essential to ensure knowledge is remembered. For example, concepts like place, space, and environment are revisited at different levels of complexity as pupils progress through school. This builds a strong foundation and helps integrate new knowledge into existing mental frameworks. Pupils engage in tasks like map-reading, fieldwork, and data collection (e.g., surveying local weather patterns). These hands-on experiences develop their ability to apply knowledge independently. In addition to this, longer-term projects, such as creating a report on a country or presenting on climate change, encourage pupils to produce information and develop independent research skills. At Foxhills, the geography curriculum is thoughtfully implemented to ensure clear presentation, active engagement through discussion, and opportunities for pupils to develop and apply their knowledge over time. By integrating these strategies, children not only learn geographical facts but also develop the skills and independence to think critically about the world around them.
Adaption and variation	Adapting and varying geography lessons requires a thoughtful approach that aligns with the National Curriculum while ensuring all pupils, including the most disadvantaged and those with SEND can achieve exceptionally well. To achieve this, lessons should incorporate a blend of teaching strategies, differentiated activities, and inclusive resources. A key aspect is creating an engaging curriculum that balances theoretical knowledge with practical, hands-on experiences, enabling students to explore and understand geographical concepts in depth. Tasks and resources should be carefully differentiated to meet the diverse needs of learners. For pupils with SEND, this might include simplified texts, visual aids such as maps or diagrams with clear labels, or the use of assistive technology. For more advanced learners or those needing greater challenge, activities could include analysing data, making comparisons, or solving real-world geographical problems. Disadvantaged pupils can benefit from pre-teaching key vocabulary and concepts to build confidence, while scaffolding is gradually removed as they progress. To ensure all pupils thrive, geography lessons should provide rich experiences that broaden their horizons and build cultural capital. This might involve visits to local landmarks, exposure to diverse case studies, or connections to real-

	world issues like climate change and sustainability. Such activities help contextualize learning and create meaningful connections for all pupils. By providing differentiated, engaging, and inclusive geography lessons, teachers can ensure that every pupil achieves their potential. Thoughtful planning, rich resources, and high expectations—underpinned by strong support—create an environment where all pupils, including those who face the greatest challenges, can excel.
Rationale for enrichment and wider personal development	In addition to the design of the geography curriculum, leaders have sequentially mapped opportunities for enrichment and personal development. Enrichment in geography takes the form of educational visitors to provide hands-on experience, local trips to areas of The New Forest, opportunities to looks at holiday photos of both staff and pupils to gauge a more familiar understanding of global destinations and a chance to experience the culture of a location such as flamenco dancing or food tasting of a country's typical cuisine.
Impact	At Foxhills, Teachers actively monitor pupils' understanding through targeted questioning, discussions, and the use of formative assessment techniques. Open-ended questions, such as "What are the positives to global distribution of food?" or "What might happen if the climate of this region changes?" encourage pupils to explain their thinking, allowing teachers to identify gaps or misunderstandings. Class activities such as map analysis, collaborative group work, or individual tasks are designed to reveal misconceptions—for example, confusing weather with climate or misunderstanding the concept of scale on a map. Additionally, the use of mini-plenaries during lessons allows teachers to pause and review pupils' progress. These short sessions help clarify any immediate misconceptions. Techniques such as peer teaching, where students explain concepts to one another, and the use of visual aids like diagrams or maps, help make learning explicit and provide opportunities for pupils to reflect on their understanding. Subject leaders may also implement lesson observations, regular book-looks, and discussions with pupils about their work to evaluate the depth and accuracy of understanding across the school. Pupil voice exercises, where children articulate their learning, give insight into whether they are retaining and applying knowledge effectively. Assessment in geography is designed to ensure pupils not only learn key knowledge but can recall and apply it fluently. Mini quizzes, retrieval practice, and whiteboard work are commonly used at Foxhills to reinforce prior learning. End-of-unit assessments often focus on applying knowledge to new contexts, such as reasoning or solving geographical problems and queries. For example, "Miss Smith thinks that a county is bigger than a country- do you agree?" These tasks are carefully crafted to assess deeper understanding and the ability to explain their geographical reasoning. The curriculum is structured to build on prior knowledge incrementally. For example, pupils might study local geography in lower years before progressing to global geographical concepts. Subject leaders oversee this progression, ensuring that assessment data informs curriculum planning and supports sustained mastery of key concepts.