Geography Subject Rationale at Meon Junior School.

The KS2 geography curriculum is based on the only safe assumption that a teacher can make: that the pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose.

The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. An introduction to settlements, tectonic processes and hydrological and climatic processes introduce Year 3 pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future geographical learning. When pupils study Migration in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Natural Resources unit then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year 6 units on Population and Globalisation draw on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.

The Rivers unit in Year 4 follows on from the Water, Weather and Climate unit and pupils then continue to build on this knowledge of physical processes through the Biomes unit. The Local Fieldwork unit is in Year 6, so that pupils are exposed to geographical research in KS2. This is a crucial part of a child's geographical education and we have intentionally incorporated this unit at the end of KS2 to capitalise on their greater maturity and geographical knowledge.