

Southway Junior School



GEOGRAPHY Curriculum

A high-quality geography education should **inspire in pupils a curiosity and fascination about the world and its people** that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's **key physical and human processes**. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

KEY STAGE 2 Curriculum

Pupils should extend their knowledge and understanding **beyond the local area** to include the United Kingdom and Europe, North and South America. This will include the **location and characteristics of a range of the world's most significant human and physical features**. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

AIMS

The national curriculum for geography aims to ensure that all pupils:

- **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;
- 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;
- Are competent in the **geographical skills** needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- **Interpret a range of sources** of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KEY STAGE 2

■ **Locational Knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

■ **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

■ **Human and physical geography** - describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

■ **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



GEOGRAPHY curriculum map

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|--|--|-------------------------------|-------------------------------|-----------------------------------|------------------------------------|
| Year 3 | <u>Me and My World</u> | <u>Me and My World</u> | <u>Raiders & Invaders</u> | <u>Raiders & Invaders</u> | <u>Battles and Bangs</u> | <u>Battles and Bangs</u> |
| Year 4 | <u>Victorian Towns and Twisted Tales</u> | <u>Victorian Towns and Twisted Tales</u> | <u>Mysterious Maya</u> | <u>Mysterious Maya</u> | <u>To Infinity and Beyond</u> | <u>To Infinity and Beyond</u> |
| Year 5 | <u>Power and Palaces</u> | <u>Power and Palaces</u> | <u>We'll Meet Again</u> | <u>We'll Meet Again</u> | <u>Short Glorious Greeks unit</u> | <u>Seas, Storms & Survival</u> |
| Year 6 | <u>Frozen in Time</u> | <u>Frozen in Time</u> | <u>Walk Like an Egyptian</u> | <u>Walk Like an Egyptian</u> | <u>Blood, Bones and Body Bits</u> | <u>Blood, Bones and Body Bits</u> |

Curriculum Progression



GEOGRAPHY Curriculum

| Foci | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|---------------------------|---|---|--|--|
| Location knowledge | <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (e.g. hills, mountains, coasts and rivers) and land-use patterns (e.g. Romans' straight roads, motorways etc.).</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> | <p>Locate the main countries and principle cities in North or South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Linking with local history study, understand how some geographical aspects have changed over time.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> | <p>Locate the main countries in Europe, including naming capital/principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> | <p>On a world map locate the main countries in Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Know the position and significance of the Arctic and Antarctic.</p> |

| Foci | Year 3 Me and My World Raiders & Invaders Battles and Bangs | Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond | Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers | Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits |
|-------------------------------------|--|--|---|--|
| Place knowledge | Understand geographical similarities and differences through studying the human and physical geography of another region of the UK (e.g. Birmingham & Burgess Hill). Recap on the world's seven continents and five oceans. | Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and South America . | Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country . | Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and North America . Understand place knowledge of France within Europe and the world (e.g. main cities, landmarks, mountains and rivers). |
| Human and physical geography | Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Types of settlements in Viking, Saxon Britain linked to history and its physical and human impact on the land. Linked to history, begin to discuss the meaning of trade what and why settlements traded. | Describe and understand key aspects of: Physical geography including key topographical features (including hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. Explain some of the economic activity of locations, explaining why there are certain trade links. | Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration. Understand some of the key economic activities of locations, explaining why there are certain trade links. | Describe and understand key aspects of: Distribution of natural resources focussing on energy Physical geography of the world including coasts, climate zones, biomes vegetation belts and mountains. Explain why some of the economic activities are evident in certain locations and why specific locations require such trade links. |

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|--|---|---|--|---|
| Geographical skills and fieldwork | <p>Use resources (e.g. maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied.</p> <p>Use the four points of a compass.</p> <p>Use fieldwork (e.g. Burgess Hill traffic or litter survey etc.) to observe, measure and record the human and physical features in the local area using a range of methods (e.g. sketch maps, plans and graphs, and digital technologies).</p> | <p>Use resources (e.g. maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass.</p> | <p>Use resources (e.g. maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied.</p> <p>Use the four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork (e.g. Seven Sisters) to observe, measure and record the human and physical features in the local area using a range of methods (e.g. sketch maps, plans and graphs, and digital technologies).</p> | <p>Use resources (e.g. maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied.</p> <p>Expand map skills to include non-UK countries.</p> |





Resources to Support

GEOGRAPHY Curriculum

WEBSITES

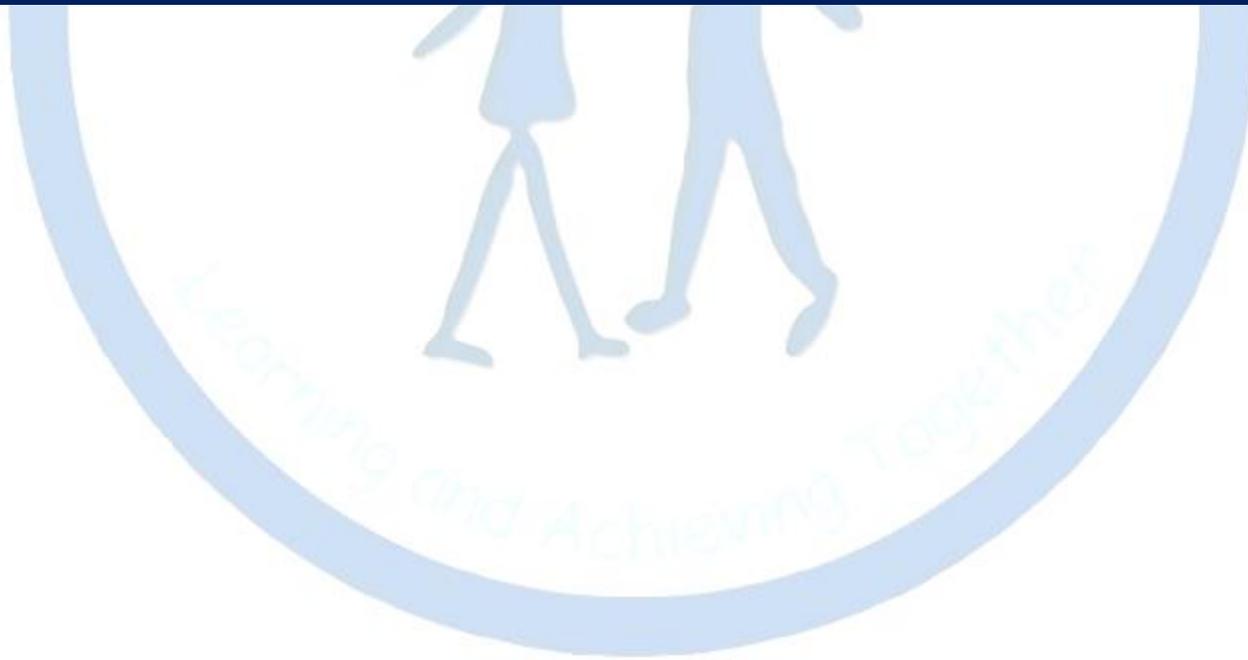
- www.oddizzi.com – planning and teaching resources for teachers

BOOKS

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PHYSICAL RESOURCES

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| Vocabulary Progression | |
|---|--|
| Basic / beginning Years 1 & 2 | Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall Reason/speculate |
| Developing Years 3 & 4 | Summarise Synthesise Explain Demonstrate understanding |
| Specialised Years 5 & 6 | Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise |

