

GEOGRAPHY CURRICULUM



Geography National Curriculum purpose of study:

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.

Geography: Intent

At our school, we believe that Geography is an integral part of a child's development and we are committed to providing all of our pupils with a high quality and varied Geography curriculum.

According to 'Impact', the journal of the Chartered College of Teaching, Geography is referred to as the 'umbrella' subject, due to its ability to create connections across the curriculum. At Nascot Wood Junior School, Geography is taught discretely is designated Geography lessons every other half term.

As well as traditional Geography based learning, we regularly take part in Outdoor Learning using the school's ancient woodland as a basis for our enquiries.

"I like finding out about different countries in the world, because I don't know all of them, and I like investigating them and finding out more about them." Jada, Juniper, January 2019.

We want every child to leave Nascot Wood Junior School with a love of learning and a will to explore.

There are four concepts that make up the Geography curriculum. These run across the year groups throughout the Key Stage.

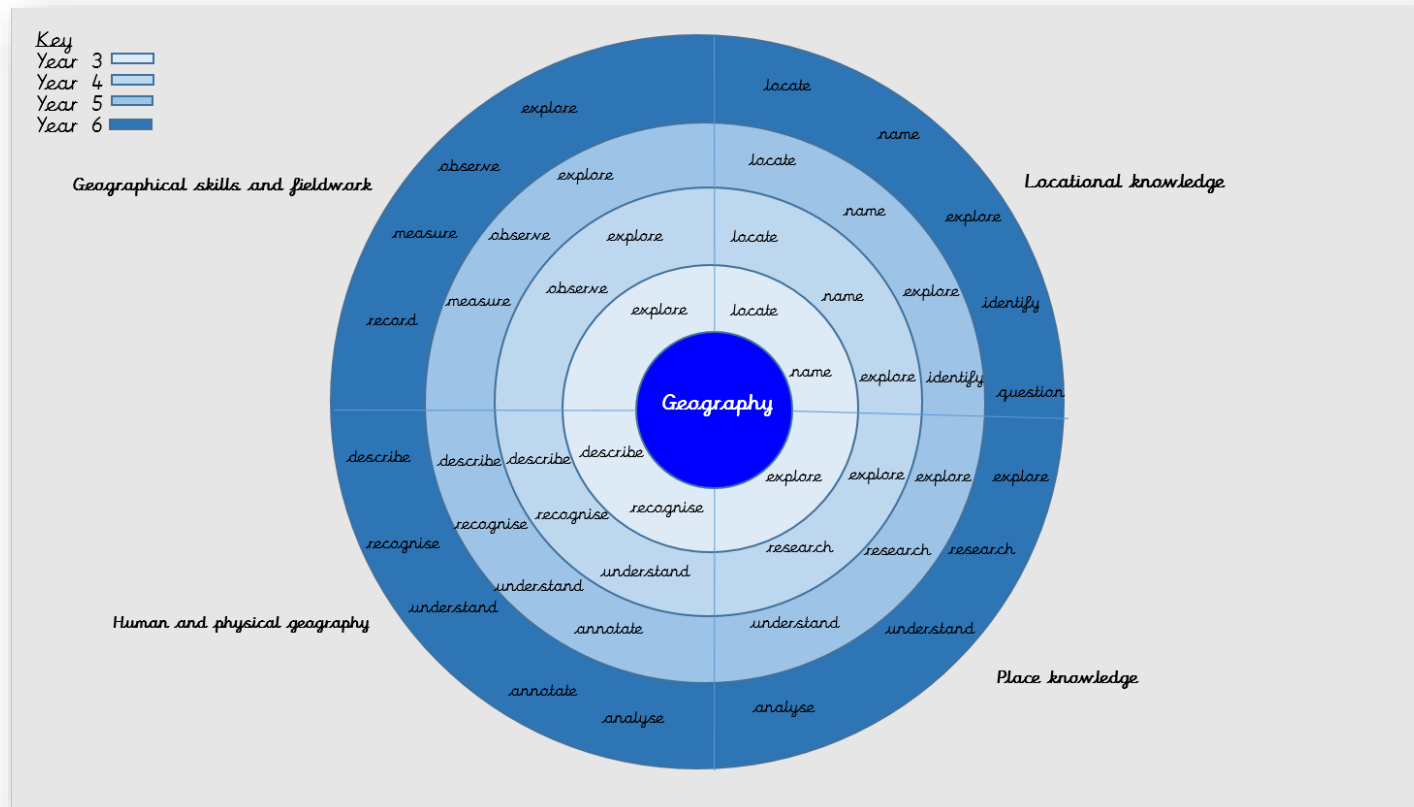


National Curriculum Aims:

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.

Implementation



The curriculum wheel outlines the progression in children's geographical skills from year 3-6 at Nascot Wood Junior School.

These skills will equip the children for further learning, both academic and interest-based.

How the curriculum is covered at Nascot Wood:

At Nascot Wood Junior School, our Geography curriculum is based around the Rising Stars programme in order to extend the children’s knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world’s most significant human and physical features. The children are taught to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

| Curriculum Objectives | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--------------------------------------|---|---------------------------------------|--|
| 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. | Climate and weather Our world | The Americas Earthquakes and volcanoes | Europe – A Study of the Alpine Region | South America – The Amazon Protecting the environment |
| Name and locate in the United Kingdom, their 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. | Climate and weather Coasts | Rivers and the water cycle | Changes in our local environment | Our world in the future |
| 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 zone (including day and night) | Climate and weather Our world | The Americas Earthquakes and volcanoes | N/A | South America – The Amazon |
| 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 in North or South America. | Climate and weather Coasts | The Americas | Changes in our local environment | South America – The Amazon |

| | | | | |
|---|--|---|---|---|
| | | | Europe – A Study of the Alpine Region | |
| 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. | Climate and weather Coasts | Rivers and the water cycle Earthquakes and volcanoes | Europe – A Study of the Alpine Region Journeys - trade | South America – The Amazon Protecting the environment Our world in the future |
| Describe and understand key aspects of 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. | Coasts | The Americas Earthquakes and volcanoes | Europe – A Study of the Alpine Region Journeys - trade | South America – The Amazon Protecting the environment |
| Geographical skills and field work | | | | |
| Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. | Climate and weather Our world Coasts | The Americas Rivers and the water cycle Earthquakes and volcanoes | Changes in our local environment Europe – A Study of the Alpine Region Journeys - trade | South America – The Amazon Protecting the environment Our world in the future |
| Use the eight points of a compass, four / six figure grid references symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Our world | The Americas | Changes in our local environment | Protecting the environment |

| | | | | |
|---|-----------------------------------|----------------------------|---|---|
| | | | | Our world in the future |
| Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | Climate and weather Coasts | Rivers and the water cycle | Changes in our local environment Europe – A Study of the Alpine Region Journeys - trade | South America – The Amazon Protecting the environment Our world in the future |

How Geography is taught at Nascot wood Junior School:

Geography is taught discretely, every other half term through a focus on either human or physical geography.

At Nascot Wood Junior School, Geography is taught through three unit each year in the second half of each term:

| Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|
| Unit 1: Climate and Weather Unit 2: Our World Unit 3: Coasts | Unit 1: The Americas Unit 2: Rivers and the Water Cycle Unit 3: Earthquakes and Volcanoes | Unit 1: Changes in our Local Environment Unit 2: Europe – A Study of the Alpine Region Unit 3: Journeys - Trade | Unit 1: South America – The Amazon Unit 2: Protecting the Environment Unit 3: Our World in the Future |

School trips linked to Geography curriculum:

Every year we have a field trip to our local park for Years 3-6. The trip to Cassiobury Park also links with the history curriculum for our local history study.

In Year 6 the children visit the Isle of Wight for a week, prior to the trip the children learn about the geography of the island.

The impact of the Geography curriculum at Nascot Wood:

- Our children are able to build on skills learnt as they progress through the school
- Children are engaged and interested in learning about the world around them
- The children are able to relate what they have learnt to the real world
- Pupils at Nascot Wood are able to benefit from outdoor education

We want every child to leave Nascot Wood Junior School with...

- An understanding of the subject links between History and Geography
- An interest in the natural world and an understanding of the importance of its preservation
- A developed interest and curiosity in the subject
- An understanding of the possible further study and career opportunities