

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. Geography 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.

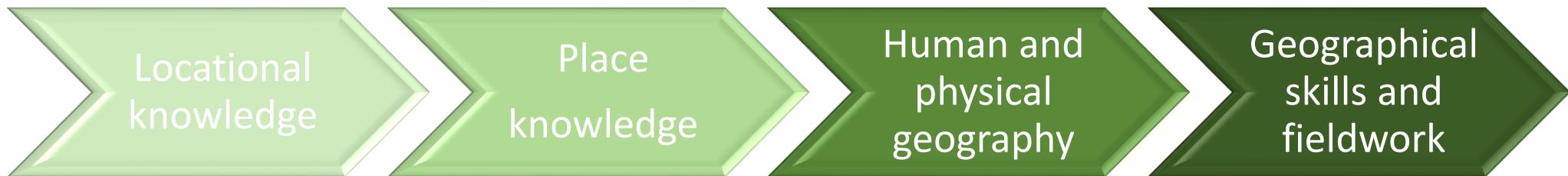
According to 'Impact', the journal of the Chartered College of Teaching, Geography is referred to as the 'umbrella' subject, due to its ability to create connections across the curriculum. At Nascot Wood Junior School, Geography is taught both discretely and thematically.

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.

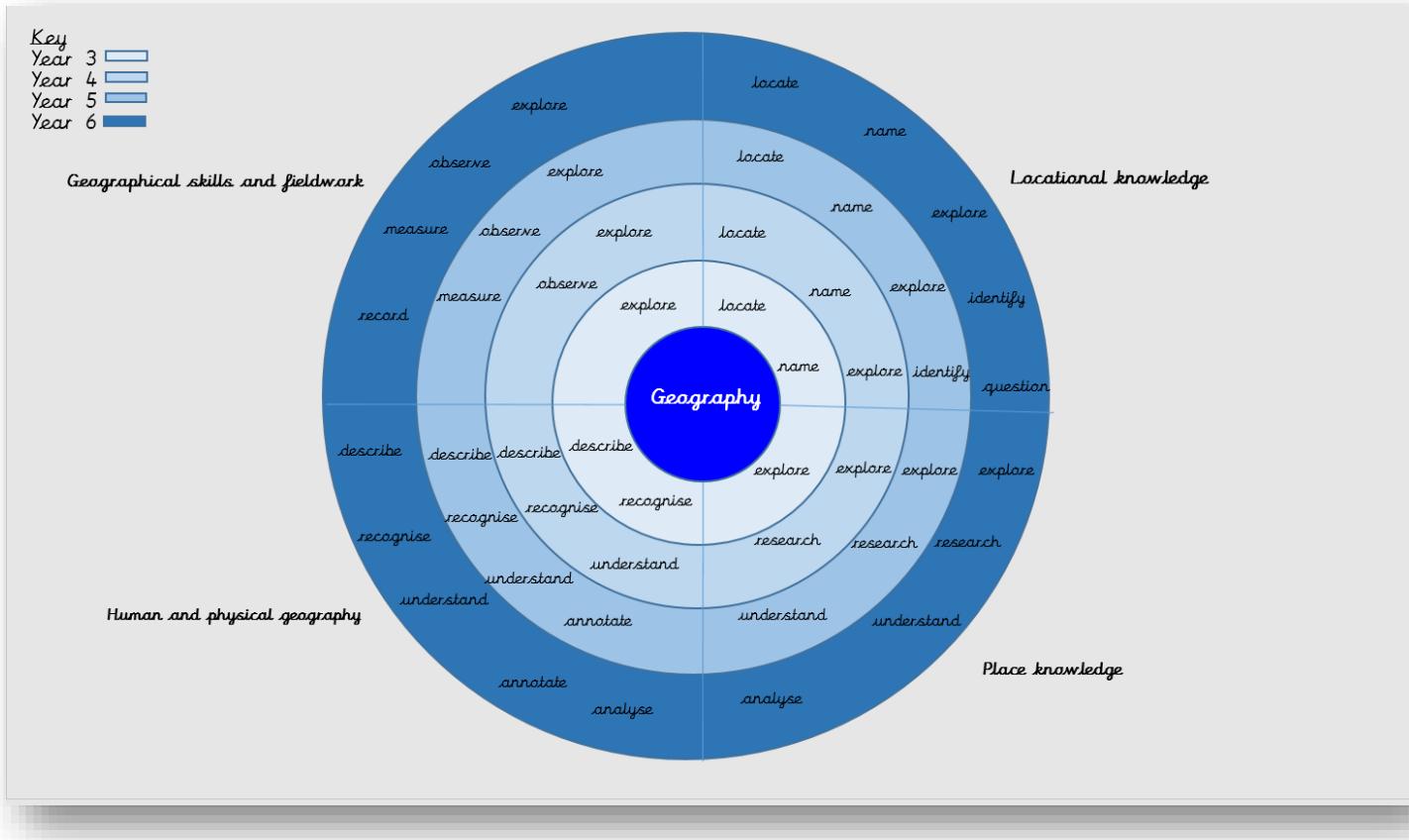


National Curriculum Aims:

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 Geography is taught both discretely and as part of a theme 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
Locate the world's countries using maps	Holidays – Atlas work	Ancient China – Locate Ancient China and the countries surrounding it.		
Locate the world's countries using maps to focus on Europe (including Russia)	Holidays – Atlas work	Romans – Identify Italy and surrounding countries	Saxons and Vikings – The children label the countries, which the Anglo-Saxons came from. Greece – Children label major countries in Europe, particularly Greece and U.K.	Mountains – Label 7 continents on a world map, focus on Europe when studying The Alps.
Locate the world's countries using maps to focus on North and South America	Holidays – Atlas work	Brazil – Locate Brazil and surrounding countries	Mayans – The children label the countries in Central America, which were part of the Maya civilisation.	Mountains – Label 7 continents on a world map, focus on North and South America when studying 'The Andes', 'The Rockies' and Mount St. Helens'.
Based on your specific continent concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Holidays – Atlas work	Brazil – Looking at South America.	Canals and Rivers	Mountains – Focus on the region surrounding Mount St. Helens and study the impact the 1980 eruption had on the human and physical geography. Isle of Wight – Focus on coastal erosion and the impact it has on human geography.

Name and locate counties and cities of the United Kingdom	Holidays, Local History Study – Atlas work	Romans – Roads, infrastructure English – WW2, Evacuees, Countryside	Anglo-Saxons and Vikings – The children labels Anglo-Saxons Kingdoms and towns and cities, which have Anglo-Saxon names e.g. Watford.	Isle of Wight – Name and locate the different towns and places of geographic interest on the Isle of Wight.
Name and locate geographical regions in the United Kingdom, identifying 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			Canals and Rivers – Use of Ordnance Survey Maps to identify locations and significant geographical features.	Isle of Wight – Coastal erosion, with a particular focus on the south of Isle of Wight: Alum Bay; The Needles and Shanklin.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle		Brazil – Southern Hemisphere, Equator	Mayan – Equator and Tropics are plotted on maps of Central America. Chocolate - Also on maps of locations of cocoa bean farms	Mountains – Label the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic circles on a world map. Label tectonic plates and identify and discuss the Northern and Southern Hemispheres. Plot the longitude and latitude of Mount St. Helens.
Identify the significance of the Prime/Greenwich Meridian and time zone (including day and night)	Science, Light – Day and night		Science, Space and Earth – Taught in Maths as part of our Space and Earth topic in Science.	
Understand geographical similarities and differences through the study of human	Stone Age – Skarra Brae		Anglo-Saxons – Looking at maps and ordinance survey in the U.K.	

and physical geography of a region of the United Kingdom				
Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	Holidays	Romans – Roman roads	Ancient Greece – Comparison between Greece and U.K. terrain.	The study of the Isle of Wight
Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America		Brazil – Study of different areas in the country	Mayans – Look at the terrain of Central America where Mayan ruins were found.	
Describe and understand key aspects of physical geography, including: Climate zones	Holidays, Egyptians – Research, presentation Stone Age – Skarra Brae	Ancient China – Different climates within the country	Chocolate – Look at the makeup of the region of the earth that farm cocoa beans.	
Describe and understand key aspects of physical geography, including: Biomes and vegetation belts		Brazil – identification of Biomes, including which one Brazil is in		Mountains - Biomes
Describe and understand key aspects of physical geography, including: Rivers	Egyptians – Human impact on River Nile	Local History Study – River fieldwork	Canals and Rivers – Comparison of rivers and canals	
Describe and understand key aspects of physical geography, including: Mountains	Holidays – Link with study of European country to look at Mountains e.g. France			Mountains – Location, formation and impact.
Describe and understand key aspects of physical geography, including:		Romans - Pompeii		Mountains – Study the 1980s eruption of Mount St Helens and the volcanic

Volcanoes and earthquakes				formation of the Galapagos Islands. Study tectonic plates and the consequences of their movement. Study natural disasters and the formation of volcanoes.
Describe and understand key aspects of physical geography, including: The water cycle		Science – Water Cycle in a bag	Canals and Rivers – how water cycle works specifically with the River Colne.	
Describe and understand key aspects of human geography, including: Types of settlement and land use	Stone Age, Egyptians – Using the land Stone Age – Skarra Brae - Settlement		Anglo Saxons – A look at where they have decided to settle and reason of this.	
Describe and understand key aspects of human geography, including: Economic activity including trade links		Local History Study – Focussing on the local water mill	Greece – Some comparison between trade in Greece and U.K.	
Describe and understand key aspects of human geography, including: The distribution of natural resources including energy, food, minerals and water	Egyptians – Flooding of the Nile		Canals and Rivers – What they are used for	
Use maps, atlases and globe to locate countries and describe features studies.	Holidays – Locating countries	Ancient China – location Brazil - Location	Mayan Greece Canals and Rivers	Isles of Wight – Scan down from a global to a specific location.
Use digital / computer mapping to locate countries and describe features studies.	Holidays – Research, presentation		Google maps	

Use the 8 points of a compass, to build their knowledge of the United Kingdom and the wider world.	Cassiobury Park Trip – compass game before orienteering		Cassiobury Park	
Use 4 and 6 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.			Canals and Rivers – Locating different features on an ordinance survey map. Use of 6 figures on a map of Cassiobury Park.	Isle of Wight – O.S. Maps
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		Local history study – walk around the local area, looking at houses etc.	Canals and Rivers – Measuring the profile of the River Colne.	

How Geography is taught at Nascot wood Junior School:

Geography is taught through a variety of themes across the Key Stage, these are both discrete and cross-curricular, including links with the History and Science curriculums.

At Nascot Wood, Geography is covered through numerous themes, including:

Year 3	Year 4	Year 5	Year 6
Egyptians	Ancient China	Anglo Saxons	Mountains
Holidays	Brazil	Chocolate	The Isle of Wight
Light	Local History Study	Greece	
Local History Study	Romans	Canals and Rivers	
The Stone Age	States of Matter	Space and Earth	

School trips linked to Geography curriculum:

Every year we have a field trip to our local park for Years 3-5. 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