

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.

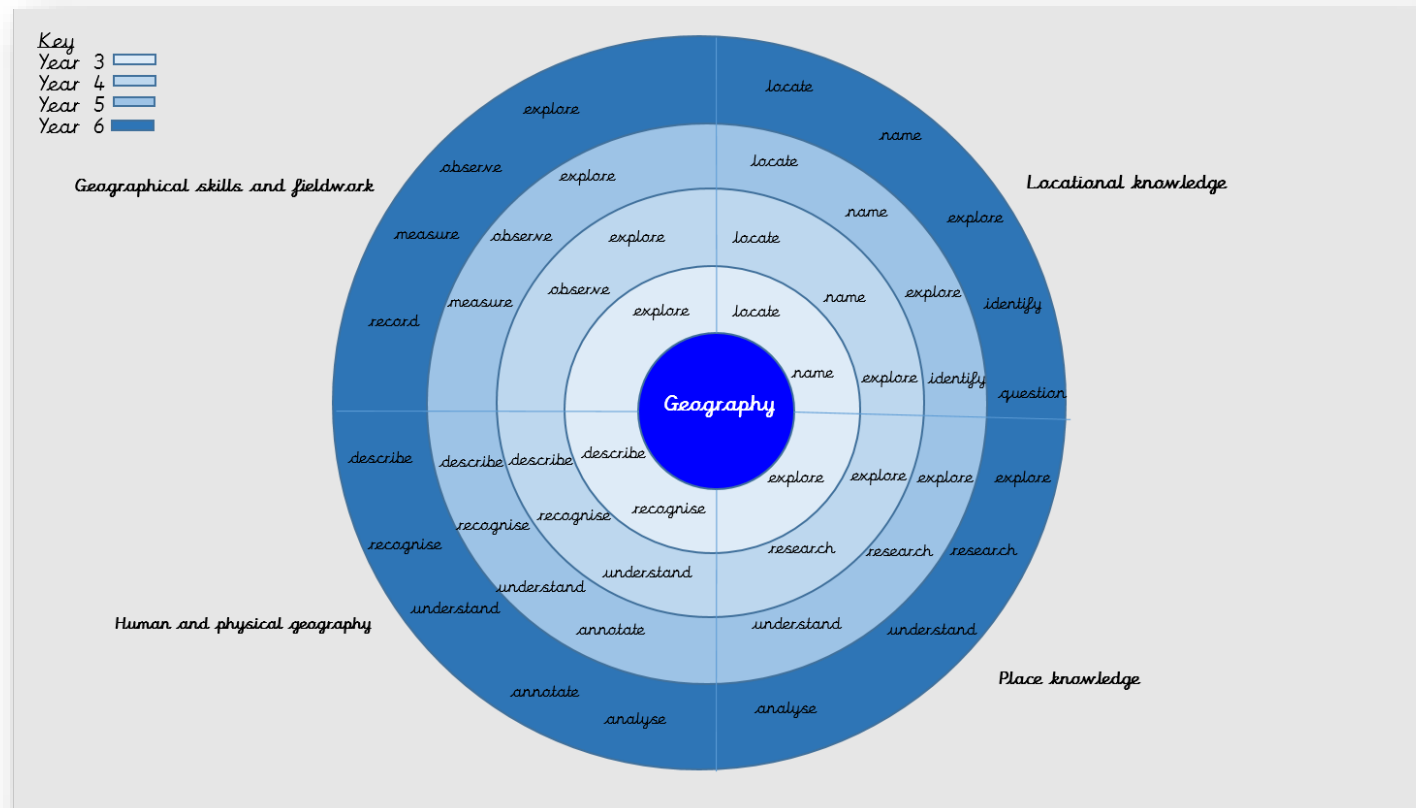


National Curriculum Aims:

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 Junior School:

Lower KS2 Curriculum Coverage and Progression Chart		
Primary Geography Programme of Study Statement	Coverage of Statement	Progression of Statement
Locational Knowledge		
<i>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.</i>	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map. Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. Can identify on a globe or map the position of the Prime/Greenwich Meridian. Can describe the significance of latitude and longitude.
		End of Year 4, expected: Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California). Can use a map or atlas to locate some countries and cities in Europe or North and South America.

Locational Knowledge		
<i>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.</i>	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle	End of Year 3, expected: Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).
		End of Year 4, expected: Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.
<i>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).</i>	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). Can talk about time zones and day and night.
		End of Year 4, expected: Can describe and compare the physical and human characteristics of some regions in North or South America. Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.

Place knowledge		
<i>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.</i>	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).
		End of Year 4, expected: Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can describe and compare the physical and human characteristics of some regions in North or South America. Offer explanations for the similarities and differences between some regions in North or South America. Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).

Human and physical geography		
<i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i>	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).
		End of Year 4, expected: Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).

Human and physical geography		
<i>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.</i>	Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	End of Year 3, expected: Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.
		End of Year 4, expected: Can describe the characteristics of (North American) settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).

Human and physical geography		
<i>Use the eight points of a compass, four/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.</i>	Year 3 Unit 2: Our World Year 4 Unit 1: The Americas	End of Year 3, expected: Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Can use directional language and grid references when talking about locations.
		End of Year 4, expected: Can give direction instructions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places.
<i>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.</i>	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle	End of Year 3, expected: Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.
		End of Year 4, expected: In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).

Upper Key Stage Two Curriculum Progression Chart		
Primary Geography Programme of Study Statement	Coverage of Statement	Progression of Statement
Locational Knowledge		
<i>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.</i>	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	End of Year 5, expected: Can describe key physical and human characteristics and environmental regions of Europe.
		End of Year 6, expected: Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue
<i>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.</i>	Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).
		End of Year 6, expected: Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.

Locational Knowledge		
<i>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).</i>	Year 6 Unit 1: South America – The Amazon	End of Year 5, expected: N/A
		End of Year 6, expected: Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.
Place knowledge		
<i>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.</i>	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 1: South America – The Amazon	End of Year 5, expected: Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions.
		End of Year 6, expected: Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).

Human and physical geography		
<p><i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p>	<p>Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future</p>	<p>End of Year 5, expected: Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p>
		<p>End of Year 6, expected: Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p>

Human and physical geography		
<i>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.</i>	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	End of Year 5, expected: Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources.
		End of Year 6, expected: Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).

Geographical skills and fieldwork		
<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from.
		End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.

Geographical skills and fieldwork		
<i>Use the eight points of a compass, four/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.</i>	Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).
		End of Year 6, expected: Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.
<i>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.</i>	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported.
		End of Year 6, expected: Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.

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