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| Geography: Curriculum Intent |
| Pound Hill Junior School has created an evolving curriculum that intelligently meets the needs of all pupils, which takes into account the starting points of all children and the context of the community. |
| wider use of precise language | deeper thinking and learning | broader relevant and contextual knowledge | stronger skills and expertise |
| Curriculum journey and experiences | What they will believe about the subject. |  | What experiences they will have had |
| That the whole world is important | Geography is not just about locational knowledge | Geography is about our understanding of the world | Visit local geographical features | Use maps, atlases and GIS | Opportunity to create their own maps and plans |
| That geography is about how people have changed our world |  About how we can make changes for the future | That the world is full of diverse physical features  | Virtually experience wider geographical features | A chance to think about the future of the planet |  ‘zoom in’ and ‘zoom out’ by studying at local, regional and global levels |
| Geography and science work hand in hand | To be a good geographer is to have a hunger to learn  | Geography is a combination of social and natural sciences  | Be provided with knowledge about our world  | Have a wide variety of examples to support their learning | Access to geographical vocabulary  |
|  | What they will know |  | What they will be able to do |
| Difference between human and physical features | Physical features, their properties and causes | How humans are influencing the environment | Compare different places both locally and around the world | Appreciate distance | Compare geographical features |
| Some features of different parts of the world | Be able to compare geographical features of places | Some countries, capital cities, oceans etc. | Explain the features of different places | Accurately read a map | Use an atlas |
| Features of a variety of different maps including GIS |  |   | Explain why settlements start | Use GIS | Consider the future of our planet  |

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| National Curriculum Coverage | 1.   locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | 2.   name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time | 3.   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) | 4.   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 | 5.   physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | 6.   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 | 7.   use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 8.   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 | 9.   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. |
| **Year 3** |
| **Autumn**  | Settlements |  |  |  |  |  |  |  |  |  |
| **Spring** | Natural Disasters |  |  |  |  | ✓ |  |  |  |  |
| **Summer** | OS Maps |  |  |  |  |  |  | ✓ | ✓ |  |
| **Year 4** |
| **Autumn**  | Comparing Places |  |  |  |  |  |  |  |  |  |
| **Spring** | Land Use |  |  |  |  |  |  |  |  |  |
| **Summer** | Rainforests |  |  |  |  |  |  |  |  |  |
| **Year 5** |
| **Autumn**  | Rivers |  |  |  |  |  |  |  |  |  |
| **Spring** | Biomes |  |  |  |  |  |  |  |  |  |
| **Summer** | Locational Geography |  |  |  |  |  |  |  |  |  |
| **Year 6** |
| **Autumn**  | Mountains and Climates |  |  |  |  |  |  |  |  |  |
| **Spring** | OS Maps |  |  |  |  |  |  |  |  |  |
| **Summer** | Comparing Places |  |  |  |  |  |  |  |  |  |
|  | Knowledge, Skills and Understanding ProgressionLower Key Stage 2 |
|  | **Year 3 Geographical Knowledge** | **Year 3 Skill: Geographical Fieldwork** | **Year 3 Skill: Geographical Communication** | **Year 3 Understanding: Human and Physical Geography**  |
| **Autumn**  | Settlements | Reasons for the siting of settlementsLocate countries and cities of the UKAdv and disadv of living in citiesLocate UK Roman towns and roadsRecognise how places change | Aerial photos of Pound HillUse of Atlases | Use of Atlases to locate countries and citiesAerial photos of Pound Hill | Why settlers choose to settle in certain place?Why do people live in cities?How do places change over time? |
| **Spring** | Natural Disasters | Understand what a natural disaster isUnderstand why volcanoes eruptThe structure of a volcanoCase Study PompeiiHow earthquakes affect peopleUnderstand the power of hurricanes Understand the effects of a tsunami | Survival day | Using books and the internet for researchGraphs to represent dataWorld mapsExplanation diagrams | What is a natural disaster?Why do volcanoes erupt?How do tsunamis and hurricanes occur?What causes an earthquake?How do people prepare and recover from natural disasters? |
| **Summer** | OS Maps | Know the 8 Compass pointsUsing OS map symbols and a key4 figure grid referencesHow to use contour linesHow to plan a route | Treasure hunt using map skills and coordinates | OS mapsMap use and map skillsCompass use (cardinal)Digital map use | Why do people use maps?How do people use OS maps?How is height shown on a map? |
|  | **Year 4 Geographical Knowledge** | **Year 4 Skill: Geographical Fieldwork** | **Year 4 Skill: Geographical Communication** | **Year 4 Understanding: Human and Physical Geography**  |
| **Autumn**  | Comparing Places | Locate human landmarks in EuropeLocate physical landmarks in EuropeCompare Modern London to Tudor LondonCompare physical features of the UK and France | Visit South Bank London via trainDraw maps of London based on Bearkeeper textRead maps of London over time | Labelling countries in EuropeUsing Atlases to compare places in EuropeMaps of Tudor LondonUsing graphs to represent climate dataWriting using geographical knowledge | Compare human and physical geography of France to EnglandStudy of areas of LondonHow has London has changed over time? |
| **Spring** | Land Use | How Crawley has changed over timeLand use- urban & rural areas UKHuman and physical features of the local areaLocal area study and sketch maps | Aerial photos of Pound Hill through timeFieldwork to Pound Hill paradeUse of GIS and digital maps of PHSketch maps of the local area | Using aerial photosGraphs and maps of population densityRepresenting information through images, sketches and tables | How has Crawley changed over time?What are rural and urban areas?How is land used in the local area? |
| **Summer** | Rainforests | Locate and classify the world’s forestsExplain what a rainforest climate is likeFeatures of the layers of the rainforestComparing forests of the UK and South AmericaHow humans are impacting the rainforests- deforestation | Explorer routes around globe (in history)Comparison of the Amazon and Sherwood forest | Atlases to locate rainforestsLocations of different climate regionsGraphs to represent dataDiagrams - layers of the rainforestUsing digital images and venn diagrams to make comparisonsConsidering the effect of humans | Where are rainforests found?What is the climate of a rainforest?Why do different animals choose different layers of the rainforest?How are humans impacting the rainforests? |

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|  | Knowledge, Skills and Understanding ProgressionUpper Key Stage 2 |
|  | **Year 5 Geographical Knowledge** | **Year 5 Skill: Geographical Fieldwork** | **Year 5 Skill: Geographical Communication** | **Year 5 Understanding: Human and Physical Geography**  |
| **Autumn**  | Rivers and The Water Cycle | Features of a riverRiver formationUnderstand the water cycleUnderstand the causes and effects of river floodingReducing flood damageLocating the world’s rivers | Fieldwork to measure topographical features- *new for 2024*Atlases, maps, GIS and aerial photos to locate riversClimate change day | Labelling a diagram of a riverDiagrammatical representation of water cycleCase study BangladeshSTEM Watu beat the flood Topographical mapsUsing GIS to locate rivers | What features does a river have?How is a river formed?How does the water cycle work?What are the causes and effects of flooding?How has climate change affected our world? |
| **Spring** | Biomes | Understanding why climate varies from place to placeFeatures of Biomes around the worldCreate a biome | Biomes building | Atlases - climate zones and biomesEvaluation of biomes | Why do climates vary?What are the features of different biomes?Topographical features of Fenlandand vegetation |
| **Summer** | Locational Geography | Understand longitude and latitudeLocate places using L&LLocate countries in the tropics and their featuresCompare climates of countriesLocate countries in N&S hemispheresUsing L&L to explain time differences |  | Use of Atlases to locate lines of longitude and latitude, tropics, hemispheresUse and create tables and graphs to show climate | What is longitude and latitude and how do we use them?What are the countries in the tropics and their features? |
|  | **Year 6 Geographical Knowledge** | **Year 6 Skill: Geographical Fieldwork** | **Year 6 Skill: Geographical Communication** | **Year 6 Understanding: Human and Physical Geography**  |
| **Autumn**  | Mountains and Climates | Understand how mountains are formedLocate mountain ranges Examine how mountain climates differUnderstand locations of climate zonesCharacteristics of sub regions of climate zonesAspects of climate change |  | Labelling features of topographyUse of Atlases to locate mountain ranges and climate zonesTopography of UK rivers, mountains | How are mountains formed?What are the climates of mountains?How do climates differ?What is climate change?What are the effects of climate change? |
| **Spring** | OS Maps | Know the 8 Compass pointsUsing OS map symbols and a key6 figure grid referencesComparing rural and urban areasCreate an OS mapCreate a map based on the local area | Local area map creation | OS mapsMap use and map skillsCompass use (cardinal)Digital map useCreating maps | How do people use OS maps?How is height shown on a map?How are symbols used on maps? |
| **Summer** | Comparing Places | Locate human characteristics of UK and USAUnderstand the beginnings of Modern USASettlement in USA and UKLand Use in USA and UKComparison to UK and CrawleyTrade linksCultural diversity/ Cultural awarenessSustainable development/ Environmental impact | Local area digital maps | Atlases GIS- digital maps | Where are the countries of N. America and UK?Where are the major cities of the USA and UK?Why was the US colonised?How do Land use in USA and UK cities compare? |