



Geography Curriculum

Curriculum Intent	<p><u>Intent:</u> At Field Junior School, we aim to spark a lifelong curiosity and fascination about the world we live in. Our curriculum vision is to ensure that our students have a sense of responsibility for their local area and the ever-changing world around them so that they are informed and empowered to make a positive contribution as children and future adults. This is achieved through our active eco committee, partnership with a local secondary school, field work in every year group linking to our locality, and annual Earth Day immersion day, where the children in each year group learn about key issues (such as climate change, deforestation, sustainability and recycling).</p> <p>Our curriculum is designed so that children’s learning builds and develops as they move through KS2. We provide opportunities to overlearn concepts and refine their key geographical skills, such as developing and expanding their core knowledge, their sense of place and mapping skills. Through half-termly assemblies, we focus on countries of significant interest to our cohort; we aim for them to learn about the place, people, cultures and their beliefs to enhance their cultural development.</p> <p>To ensure that all pupils reach their full potential, their individual needs and abilities are recognised and developed within a caring and supportive environment to challenge all with effective questioning. Group work and active learning with geographical equipment can be seen in lessons where there are opportunities to ask questions, express their opinion, build on each others’ ideas, develop answers and solutions to their own questions and redirect misconceptions.</p> <p>The underlying imperative is to ensure that our children have access to a full curriculum which enables them to achieve confidence and competence in geography for secondary school.</p> <p><u>Equal Opportunities</u> All children regardless of age, gender, disability, race or religion should have access to high quality Geography provision.</p>			
	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> • To know how to use an atlas • To name and locate countries and major cities of the United Kingdom using an atlas • To be able to locate Europe, its countries and major capital cities including Russia using a globe, atlas and map • To locate the mountainous regions in the UK and Europe 	<ul style="list-style-type: none"> • To identify the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn; to recognise the significance of these features • To identify the position and significance of the Arctic and Antarctic circle 	<ul style="list-style-type: none"> • Identify the position and significance of latitude and longitude • To locate the key countries and cities of South America using maps, atlases and globes • To use standard symbols and atlas symbols to identify physical, human and 	<ul style="list-style-type: none"> • To name and locate counties and geographical regions of the United Kingdom using atlases and maps • To use 6 figure coordinates • To follow a route on 1:50: 000 Ordnance survey map • To describe and interpret relief features



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	<ul style="list-style-type: none"> To recognise that contours show height and slope To know 8 points of a compass and use them to know where countries are in relation to each other 	<ul style="list-style-type: none"> To locate the key countries and cities of North America using a digital globe and atlas To understand how to use a scale bar to calculate distances To use a scale bar on a map to calculate distances of countries in North America 	<p>environmental regions of South America</p> <ul style="list-style-type: none"> Identify the position and significance of the Prime/Greenwich Meridian and time zones Including day and night To locate regions where earthquakes occur on a world map 	<ul style="list-style-type: none"> To identify and locate the UK's topographical characteristics e.g., rivers, mountains, hills, coasts etc. To identify the topographical features of countries in the British Empire
Physical Geography	<ul style="list-style-type: none"> To know the difference between human and physical features To understand how mountains are formed To understand what climate is using thematic maps To recognise that contours show height and slope To locate the mountains and climates in the UK To locate the mountains and climate in a European country 	<ul style="list-style-type: none"> To use maps to identify mountains and climate zones of North America (linked to prior learning of mountains and climate zones) To identify mountains and climate zones of Wales (linked to prior learning of mountains and climate zones) To describe and understand what a biome is To describe and understand what a vegetation belt is To describe and understand how volcanoes are formed To locate the volcanoes, biomes and vegetation belts in North America and Wales using thematic maps 	<ul style="list-style-type: none"> To use maps to identify mountains, climate zones, volcanoes, biomes and vegetation belts of South America (linked to prior learning) using thematic maps To describe and understand key aspects of earthquakes To locate the sites of earthquakes in the world with a focus on South America To describe and understand the physical and human impact of an earthquake (case study) 	<ul style="list-style-type: none"> To use maps to identify mountains, climate zones, volcanoes, biomes and vegetation belts and earthquakes of Jurassic Coast (linked to prior learning) To describe and understand the different bodies of water, considering rivers and how they are formed and coastlines To understand and describe the journey of a river from source to mouth To understand and explain the water cycle using labelled diagrams



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<p>Human Geography</p>	<ul style="list-style-type: none"> • To understand what economic activity is • To know what a settlement is • To identify key economic activity and how it links to settlements in the UK; to use aerial views (e.g. Scotland - fishing linked to settlement around lakes. West Midlands – production of cars, Kent – orchard and brewing, Watford – Print, London – business linked to settlement of ports, Liverpool – docklands linked to settlement ports, Dorset – linked to tourism) • To understand how to use 4 figure coordinates to locate features • To find out about the human features of a European country focusing on settlement and economic activity Use the zoom function to explore places at different scale 	<ul style="list-style-type: none"> • To identify key economic activity, settlements and land use in a region of North America (linked to previous learning) • To describe and understand what a trade link is • To describe and understand trade links in North America • To identify key economic activity, settlements and land use in Wales (linked to previous learning) • To describe and understand trade links in Wales 	<ul style="list-style-type: none"> • To describe and understand what a natural resource is including their distribution (energy, food, material, water) • To identify key economic activity, settlements, trade links of Rio (previous learning) • To describe and understand distribution of natural resources of Rio (new learning) • To identify key economic activity, settlements (focus on indigenous tribes) and trade links of Amazon (previous learning) • To describe and understand distribution of natural resources of Amazon (new learning) • To understand that human and physical processes interact using mapping to show change of land use in the Amazon over time 	<ul style="list-style-type: none"> • To identify key economic activity, trade links, types of settlements, land use and distribution of natural resources in the Jurassic Coast (linked to previous learning)
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • To compare the similarities and differences through the study of human and physical geography between the Grampian mountain range in Scotland with the Alps Use oblique and aerial views 	<ul style="list-style-type: none"> • To compare the similarities and differences through the study of human and physical geography between a region in North America to Wales 	<ul style="list-style-type: none"> • To compare the similarities and differences through the study of human and physical geography between Rio de Janeiro and the Amazon Rainforest 	<ul style="list-style-type: none"> • To compare the similarities and differences through the study of human and physical geography between Jurassic Settlement (coastal) to a settlement by a river (in land)



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<p>Field Work</p> <p>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.</p>	<p><u>Local Area - Watford</u> Traffic survey Pedestrian safety</p> <ul style="list-style-type: none"> Recognise some patterns on maps begin to explain what they show Make a map of a small area with features in correct places from observations Begin to use Ordnance Survey maps (Maps must have a title to show their purpose, a key with standard symbols and some OS style symbols) Present data on a tally chart 	<p><u>Local Area - Watford</u> Protection of open spaces (Oxhey Park) Habitats</p> <ul style="list-style-type: none"> Draw a map including school, petrol station, skate park, bridge, river, open space, woodland, chalkpit – include key Use Ordnance Survey map to plan the route that will be taken on fieldwork Draw a map of a route with features in correct order from observations Relate measurements on maps to outdoors (pace out number of steps over the river and label on map) Highlight the bridge on Digimap and measure it using the Area Measurement Tool To record and present the human and physical features in the local area using a sketch map Explain what places are like using maps at a local scale Use digital technology to take photos of human and physical features on route and upload to local map on Digimap 	<p><u>Local Area - Watford</u> Recycling and caring for the environment</p> <ul style="list-style-type: none"> To explore Watford Town centre and its recycling facilities To draw a map of the route with features in the correct order from observations using standard OS symbols Record human features of the area focusing on waste disposal facilities in the local town Draw a bar graph to show the difference in rubbish bins to recycling bins Make a simple plan for improvement of waste disposal facilities based on their fieldwork observations 	<p><u>Local Environmental Issues</u> Population growth and its impact</p> <ul style="list-style-type: none"> To understand what infrastructure is To measure and record responses from a survey created concerning population growth in the local area To plan and annotate how our local area could be adapted to allow for population growth using results from the survey Annotate map of local area using area measuring on Digimaps to inform planning for future population growth in the area <p>Victorian Land use versus modern land use in Watford</p> <ul style="list-style-type: none"> To compare how land use changed in our locality in Victorian times and modern times using digital technologies
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