

Geography Curriculum April 2026



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, fieldwork in every year group linking to our locality, and annual Earth Day celebration, 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. Big questions allow children to track threads of learning and to build on what they have learnt previously. 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>
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Human and physical geography- key vocabulary

Big Question	Year 3	Year 4	Year 5	Year 6
What are the physical features we need to understand?	<ul style="list-style-type: none"> • What is the difference between human and physical features? • What are hills and mountains? How are they formed and how do they change over time? • What are the different climates and zones? • What is a body of water, including river, lakes and seas? • What is a biome/ environmental region? • What is a vegetation belt? 	<ul style="list-style-type: none"> • What is a volcano? How are they formed and how do they change over time? 	<ul style="list-style-type: none"> • What are earthquakes and where do they occur? • What is a natural resource and how are they distributed? (including energy, food, materials and water) 	<ul style="list-style-type: none"> • What is a river? How are they formed and how do they change over time? • What is the journey of a river from source to mouth? • What is a coastline? How are they formed and how do they change over time? • What is the water cycle? To present understanding using labelled diagrams
What are the human features we need to understand?	<ul style="list-style-type: none"> • What is a settlement? • What is land use? 		<ul style="list-style-type: none"> • What is economic activity? • What are trade links? 	<ul style="list-style-type: none"> • What is infrastructure and what is the infrastructure like in our local area?
What are the features of the Earth?	<ul style="list-style-type: none"> • How do we break down the world? Including the equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • What is the significance of these? 		<ul style="list-style-type: none"> • What is the position and significance of latitude and longitude? • What is the position and significance of the Prime/Greenwich Meridian and time zones? 	



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Place knowledge

Big Question	Year 3	Year 4	Year 5	Year 6
How does this location compare to the previous locations we have studied?	<ul style="list-style-type: none"> Where is the United Kingdom and what are its key countries and major cities? 	<ul style="list-style-type: none"> Where is Europe and what are its countries and major capital cities including Russia? 	<ul style="list-style-type: none"> Where are North and South America and what are its key countries and cities? 	<ul style="list-style-type: none"> Where are Watford, the Jurassic coast and London? What are the counties and geographical regions of the United Kingdom?

Human and physical geography in context

Big Question	Year 3	Year 4	Year 5	Year 6
What and where are the physical features in this location?	<ul style="list-style-type: none"> Where are the mountainous regions in the UK? How are these shown on a map? 	<ul style="list-style-type: none"> Where are the mountainous regions of Europe? 	<ul style="list-style-type: none"> Where are the mountainous regions in North and South America? 	
	<ul style="list-style-type: none"> Where are the rivers, lakes and seas in the UK? 	<ul style="list-style-type: none"> Where are the rivers, lakes and seas in Europe? 	<ul style="list-style-type: none"> Where are the rivers, lakes and seas in North and South America? 	<ul style="list-style-type: none"> Where are the bodies of water in the UK, considering rivers, lakes and coastlines?
What is the impact of these features?		<ul style="list-style-type: none"> Where are the volcanoes of Europe? 	<ul style="list-style-type: none"> Where are the volcanoes in North and South America? Where have there been earthquakes in North and South America? 	
What are the natural resources in this location?			<ul style="list-style-type: none"> What are the natural resources in North and South America and how are they used? 	<ul style="list-style-type: none"> What are the natural resources in the UK and how are they distributed and used?
What is the impact of these features?				
What is the climate like in this location?	<ul style="list-style-type: none"> What is the climate like in the UK? 	<ul style="list-style-type: none"> What are the climate zones of Europe? 	<ul style="list-style-type: none"> What are the climate zones of North and South America? 	



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What are the vegetation belts and biomes in this location?	<ul style="list-style-type: none"> • What are the vegetation belts and biomes in the UK? 	<ul style="list-style-type: none"> • What are the vegetation belts and biomes of Europe 	<ul style="list-style-type: none"> • What are the vegetation belts and biomes of North and South America? 	
What are the human features of this location? Why are they here and where are they?	<ul style="list-style-type: none"> • What are the key human features of the UK? (including Watford) 	<ul style="list-style-type: none"> • What are the key human features of a region in Europe (Pelagos and Italy)? 	<ul style="list-style-type: none"> • What are the key human features of a region in South America? 	<ul style="list-style-type: none"> • What are the key human features of the Jurassic Coast/London?
What is the key economic activity in this location?			<ul style="list-style-type: none"> • What is the key economic activity in a region of South America? 	<ul style="list-style-type: none"> • What is the key economic activity in a region of the UK?
What are the trade links in this location?			<ul style="list-style-type: none"> • What are the trade links in a region of South America? 	<ul style="list-style-type: none"> • What are the trade links in a region of the UK?
What are the key settlements and land use in this location?	<ul style="list-style-type: none"> • What are key settlements and land use in the UK? (Watford) 	<ul style="list-style-type: none"> • What are the key settlements and land use in a region of Europe (Italy)? 	<ul style="list-style-type: none"> • What are the different types of key settlements and land use in regions of South America? • How has land use changed over time in the Amazon? • How do physical and human processes interact? 	<ul style="list-style-type: none"> • What are the different types of key settlements and land use in Watford? • How has land use changed over time in Watford?
How are geographical processes and physical and human geography features interdependent?		<ul style="list-style-type: none"> • How are the human and physical features around a volcano interdependent? 		<ul style="list-style-type: none"> • How are the human and physical features around sites of erosion and deposition (coastlines and rivers) interdependent?



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Geographical skills				
	Year 3	Year 4	Year 5	Year 6
Using maps	<ul style="list-style-type: none"> • To use thematic maps • 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 use thematic maps • To use 4 figure coordinates 	<ul style="list-style-type: none"> • To use thematic maps 	<ul style="list-style-type: none"> • To use thematic maps • To use 6 figure coordinates

Geographical fieldwork				
	Year 3	Year 4	Year 5	Year 6
	<i>Fieldwork study: Where would you rather live? Survey of Watford and Little Chalfont</i>	<i>Fieldwork study: What habitats do we have locally and how are they being protected? Survey of Oxhey Park</i>	<i>Fieldwork study: Are recycling facilities around Watford town sufficient and well distributed?</i>	<i>Fieldwork study: How can Watford develop to sustain an increasing number of residents?</i>
Interpreting maps	<ul style="list-style-type: none"> • Recognise some patterns on maps and begin to explain what they show • Begin to use Ordnance Survey maps 	<ul style="list-style-type: none"> • Use Ordnance Survey map to plan the route that will be taken on fieldwork • Explain what places are like using maps at a local scale 		
Recording using maps	<ul style="list-style-type: none"> • Make a map of a small area with features in correct places from observations, including title for purpose, a key with standard symbols and some OS style symbols 	<ul style="list-style-type: none"> • Draw a map of a route with features in correct order from observations • To record and present the human and physical features in the local area using a sketch map 	<ul style="list-style-type: none"> • To draw a map of the route with features in the correct order from observations using standard OS symbols 	
Recording and observing using digital technologies	<ul style="list-style-type: none"> • To look at aerial views using Google maps 	<ul style="list-style-type: none"> • Use digital technology to take photos of features on route which show areas of habitat preservation and place onto a collaborative class map 		<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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Observing and measuring	<ul style="list-style-type: none">Record human features of the area	<ul style="list-style-type: none">Record human and physical features of the area	<ul style="list-style-type: none">Record human features of the area focusing on waste disposal facilities in the local town	<ul style="list-style-type: none">To measure and record responses from a survey about population growth in the local area
Presenting and responding to findings	<ul style="list-style-type: none">Present data on a tally chartTo summarise what we have found	<ul style="list-style-type: none">To explain how features of the area are being maintained in order to preserve habitats	<ul style="list-style-type: none">Draw a bar graph to show the difference in rubbish bins to recycling binsMake a simple plan for improvement of waste disposal facilities based on their fieldwork observations	<ul style="list-style-type: none">To plan and annotate how our local area could be adapted to allow for population growth using results from the surveyAnnotate map of local area using area measuring on Digimaps to inform planning for future population growth in the area