



Heatherside Junior School - Geography

'The study of Geography is about more than just memorising places on a map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divide and bring people together.' - Barack Obama

INTENT

We aim to:

- Help children to understand what makes our local area unique and special.
- Inspire in children a curiosity and fascination about the world and people within it.
- Develop children's contextual knowledge of globally significant locations, including defining physical and human characteristics, and exploring how these provide a geographical context for understanding the actions of processes.
- Provide children with the opportunity to collect information, and to 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).

At Heatherside Junior School we teach to the DfE 2014 National Curriculum expectations, but also aim to inspire pupils to develop a passion for geography by ensuring exploring, enquiring, explaining and empowering underpins geography teaching in order to enable children to achieve academic and personal success.

'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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of 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 framework and approaches that explain how Earth's features at different scales are shaped, interconnected and change over time' (DfE, 2013, p. 184).

We recognise that Geography can help equip children for the future and their place in the world by building on their knowledge, skills and understanding of key geographical skills during Key Stage Two. We want all pupils to achieve by connecting with and making informed decisions about the world from a position of evolving knowledge and understanding. Geographical knowledge and thinking will allow pupils decipher the complexities of the world around them and empower them to be considered and effective in their choices.

IMPLEMENTATION

We are dedicated to the teaching and delivery of a high-quality geography curriculum. To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school, taking into account prior knowledge from our feeder Infant school at Heatherside Infant School.

Our geography curriculum comprises of four key strands; locational knowledge, place knowledge, human and physical geography and geographical skills and field work. These strands are interwoven into units of

work taught throughout the school. Children develop their geographical vocabulary as they study these units. Each year group plan their own units of work using the Progression of Skills document to ensure National Curriculum coverage and appropriate advancement of knowledge and skills as the children move up through the school.

The key geography knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups. The geography curriculum is taught in response to enquiry questions which are aimed to be challenging and encourage active learning. Pupils will revisit geographical skills and knowledge in order to embed and deepen understanding. We look to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

The children use a combination of digital and physical maps and atlases to develop their map skills. They develop an understanding that both physical and human aspects of geography are constantly evolving.

Our learning values are embedded within the geography curriculum that we provide. In our lessons we aim to inspire children's curiosity about geography. It requires collaboration, independence, critical thinking, creativity and reflection to ensure the best geographical skills and knowledge can be embedded. Pupils undertake geographical enquiry by gathering evidence throughout a unit to solve real and relevant problems within a variety of contexts.

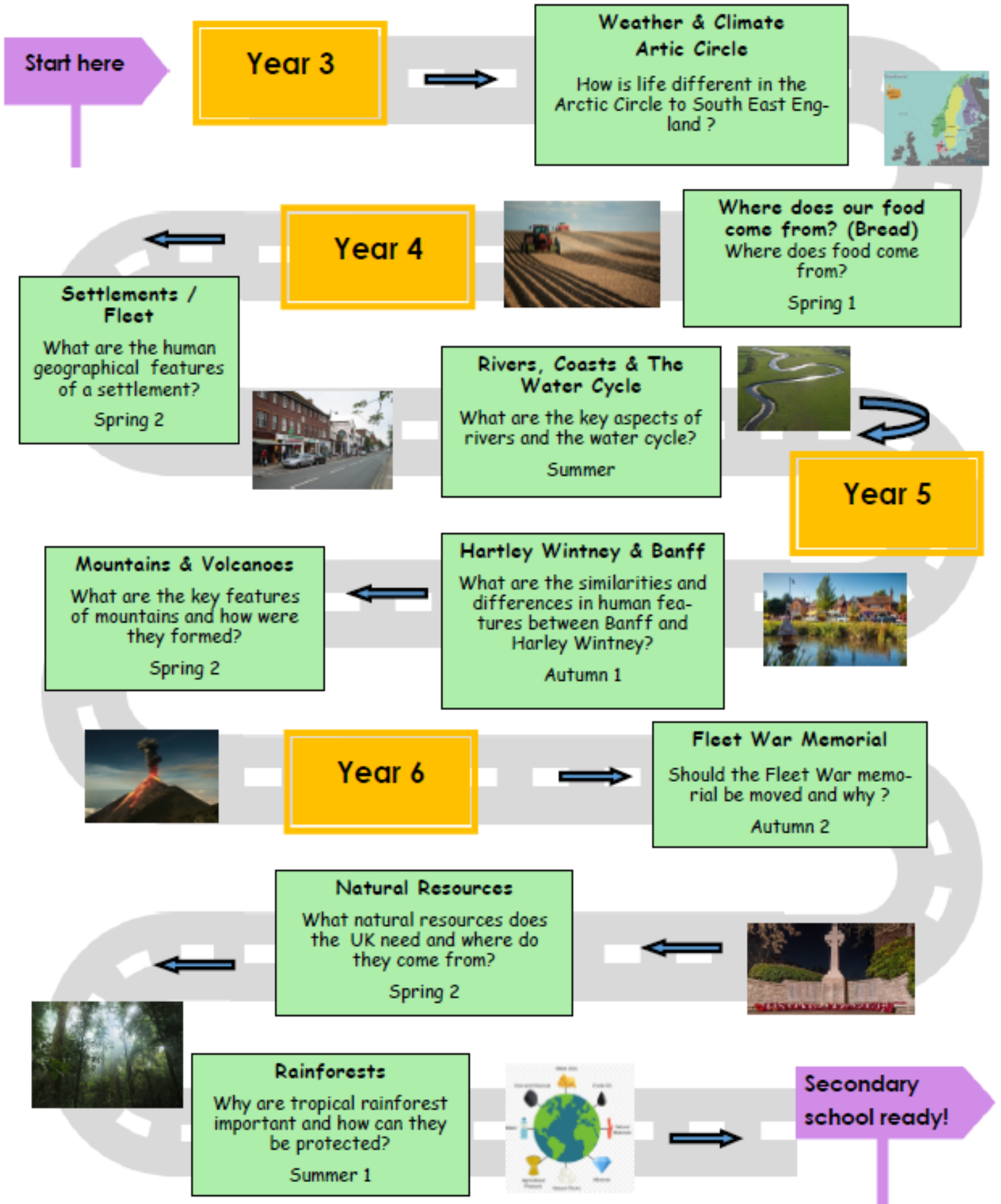
Pupils are taught geography together in mixed ability classes to support all pupils to achieve. The expectation is that most pupils will move through the school's subject overview at broadly the same pace. Scaffolded learning, differentiated tasks, additional support and challenge in lessons are provided for pupils of all abilities to enable them to access learning at their level and reach their full potential.

IMPACT

Formative assessment in geography takes place during each lesson. Oral feedback is provided to pupils as well as written feedback, related to the learning intentions and success criteria. Misconceptions are addressed and staff use the next lesson to ensure that pupils have the opportunity to work through their misconceptions and continue to apply the knowledge learnt. Teachers make a summative assessment at the end of each term. The data gathered is used to inform planning and next steps. Pupils' ability to recognise, compare, describe, explain and evaluate in the key geographical areas, underpin the assessment judgements made at our school. They will become conscientious members of the community with an understanding of how their actions can impact on the environment.

Contribution to SMSC and British Values:

- Discussing the use of the world's resources and the impact of different events on the lives of local people to deepen the children's ability to understand and empathise.
- Supporting the tolerance, mutual respect and celebration of all peoples from diverse cultures, countries and background.
- Challenging poor representation of diversity and recognising the contributions of all the world's people.
- Promoting an interest in all living things and creating a curiosity about the beauty of nature and the Earth.
- Encouraging an appreciation of our world and our place within that world, as well as our responsibility towards it.
- Allowing pupils to explore global moral and cultural issues - such as climate change, natural resources, deforestation and land use - and their impact upon us all and our planet's future.



Heatherside Junior School

Key Stage Two Geography Overview

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.

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.

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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Overview of the learning from our local Infant School:

Geography	Locational Knowledge Our School Seasons	Simple map skills – imaginary and real (Red Riding Hood, route to school)	Habitats or different animals/similarities & differences Map work Seasons	Locational Knowledge Map of school	Local Study Velmead Walk Street furniture Mapping of Storyland & key Directions Weather - January		Locational Knowledge School location in UK Recap 4 countries Continents/oceans	Map Mapping Compass points/data (Fairytale)	
	Comparison of Fleet and London	Seasons / New life		Contrasting Locality Jurassic Coast - Lyme Regis Countries of UK		Seasonal weather data -June Compare with January	Physical features Climates Equator	Locational knowledge London Local Study Oakley Park and school	Non-European (E.g. Sri Lanka)

WHAT CHILDREN WILL LEARN (Substantive Knowledge)

Year 3	Year 4	Year 5	Year 6
Arctic Circle/ Settlements	Fleet / Rivers & Coasts	Hartley Wintney & Banff/ Mountains & Rivers	War Memorial/ Rainforest /Natural Resources
<p>Arctic Circle The children will learn:</p> <ul style="list-style-type: none"> • Europe is one of the continents of the world and is made up of lots of different countries, including the UK. • The Equator is an imaginary line that circles the middle of the Earth and divides the Earth in half. • The Northern Hemisphere is the section of the Earth that is north of the Equator. • The Southern Hemisphere is the section of the Earth that is south of the Equator. • Weather is the daily change in the atmosphere. • Climate is the average conditions in the atmosphere over a long period of time. • Different areas of the world have different climates. • Norway, Sweden and Finland have part of their countries in the Arctic Circle. 	<p>Fleet The children will learn:</p> <ul style="list-style-type: none"> • That England is divided into counties and be able to name the counties that border Hampshire. • That there are different maps we can use to show us different information. • What economic activity is and what types of economic activities exist in Fleet and why. <p><i>Trip – Walk into Fleet town centre.</i></p>	<p>Hartley Wintney & Banff The children will learn:</p> <ul style="list-style-type: none"> • Where the main countries in Europe (including Russia) and North America are. • How to draw a sketch map • How to carry out a Geographical enquiry • How to present data in a clear organised way. • How to analyse results from an investigation to draw conclusions. • How to identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day. • Comparing the aerial photos <p><i>Trip – Trip to Hartley Wintney</i></p>	<p>The children will learn:</p> <ul style="list-style-type: none"> • How to use 6 figure grid references • When making a decision, the needs of different members of the community need to be considered. • Changes in human features over time can lead to changes in physical features. • What a War Memorial is. • Where the War Memorial in Fleet is. • How has the location of the War Memorial changed. • What makes an appropriate location for a War Memorial. • Would all community members have the same view? • How can I give a specific location on a map? • What important features does a map need to include? <p><i>Trip – Walk to the War Memorial and other potential locations.</i></p>
<p>Where does our food come from? The children will learn:</p> <ul style="list-style-type: none"> • Our food has to be grown or farmed • Farm land may be arable (growing crops) or pastoral (animals grazing) • The UK is mostly rural • Food can go through different processes before it is brought to the supermarket • Food is grown in different countries due to their different climates • Food is brought to the UK from across the world • Importing food can have positive and negative effects on the environment and the people who live in the countries that are exporting 	<p>The children will learn:</p> <ul style="list-style-type: none"> • That rivers flow from source to mouth • That erosion changes the path of a river. • The three stages of the water cycle and their technical names. • The longest river in the UK is the R. Severn • The longest river in the World is the R. Nile in Africa • The name and location of other UK and world rivers. <p>Fieldwork – That there are different habitats within the school grounds eg. the pond, on the field, hedgerows, woodlands, artificial grass, playgrounds and are suitable for different minibeasts Trip – Osmington Bay Residential</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> • Identify highest mountain in the world and highest mountains in UK • OS map reading skills on six-figure grid • Understand that mountains can be formed in different ways; list three possible mountain formations including dome, fault block and up thrust. • Understand how the features of mountains have changed over time. • To understand and explain why people may want to live near a volcano and the dangers that come with this. <ul style="list-style-type: none"> • Volcanoes and earthquakes: looking at plate tectonics and the ring of fire; Volcanoes and earthquakes: impact on lives. 	<p>The children will learn:</p> <ul style="list-style-type: none"> • Where in the world the tropical rainforest are located, what they are like and what/who lives there. • Why tropical rainforest are important. • The dangers to tropical rainforest. • What action can be taken to protect tropical rainforests. • Some animals are endangered and what can be done to conserve them. <p>The children will learn:</p> <ul style="list-style-type: none"> • Know that food is produced in different countries around the world • Know countries who produce more food due to their climate. • Understand the stages in the water cycle. • Understand the role of infiltration in the water cycle. • Recognise our responsibility in saving water • Understand the use of reservoirs. • Understand fossil fuels and renewable energy. • Recognise that the UK needs a wide range of natural resources.

WHAT CHILDREN WILL LEARN (Disciplinary Knowledge)

Year 3	Year 4	Year 5	Year 6
<p><u>The children will learn:</u></p> <ul style="list-style-type: none"> To locate and name the seven continents and five oceans on a World Map. To identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. To locate the main countries of Europe: Identify main capital cities of these countries. To locate and name the countries making up the British Isles, with their capital cities. To identify main regions of UK Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. (Related to History?) 	<p><u>The children will learn:</u></p> <ul style="list-style-type: none"> To locate the main countries of Europe: To locate Egypt in relation to Europe and the rest of Africa To identify main regions of UK e.g. South-west, South East etc To locate and name the main counties and cities in/around Hampshire. To name and locate the key topographical features including rivers, coast and features of erosion. Understand how these features have changed over time. To identify longest rivers in the world, Compare with UK. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 	<p><u>The children will learn:</u></p> <ul style="list-style-type: none"> To locate the main countries in Europe (including Russia) and North America. Locate and name principal cities. To locate and name the main counties and cities in England. To identify regions of UK. To name and locate the key topographical features of mountains. Understand how these features have changed over time. To identify highest mountains and compare with the UK. To identify the position of mountains and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. Understand geographical similarities and differences through the study of human and physical geography of a region within North America. 	<p><u>The children will learn:</u></p> <ul style="list-style-type: none"> On a world map locate the main countries in South America. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify the position and significance of latitude/longitude, Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. To identify, world's largest deserts Compare with UK. Understand geographical similarities and differences through the study of human and physical geography of a region within South America. Compare a region in UK with a region in S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.
<ul style="list-style-type: none"> Understand the difference between human and physical geography and identify the features of a locality 			
<ul style="list-style-type: none"> Describe and understand key aspects of settlements, the types of settlement and land use, economic activity including trade links.. Physical geography, including: climate zones, 	<ul style="list-style-type: none"> Describe and understand key aspects of: Types of settlement and land use, economic activity including trade links. Physical geography including coasts, rivers and the water cycle including transpiration. 	<ul style="list-style-type: none"> Describe and understand key aspects of : Land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography including Mountains – location, how they are formed, impact on lives. Volcanoes and earthquakes, looking at plate tectonics and the ring of fire; impact on lives. 	<ul style="list-style-type: none"> Describe and understand key aspects of :physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Distribution of natural resources
<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Describe some similarities and differences when studying places and features e.g. differences between an aspect of two continents 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Compare features of different locations, positive and negative to select a location for a specific purpose.
<ul style="list-style-type: none"> Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate

<p>(including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. 	<p>countries and describe features studied</p> <ul style="list-style-type: none"> • Learn the eight points of a compass, four-figure grid references. 	<p>and describe features studied</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 	<p>countries and describe features studied</p> <ul style="list-style-type: none"> • Extend to 6 figure grid references with teaching of latitude and longitude in depth. • Expand map skills to include non-UK countries.
<ul style="list-style-type: none"> • Draw, speak or write about simple geographical concepts such as what they can see where. <ul style="list-style-type: none"> • Presentation of maps; legend, block handwriting for labels etc. • Continue to learn wider range of OS symbols. 			

Year Group	Geography Key Vocabulary
	Key Stage 2
Year 3	<p>Northern Hemisphere, Southern Hemisphere, climate, temperate, country, continent, Europe, equator, Nordic, UK, England, Scotland, Northern Ireland, Wales, Sweden, Finland, Denmark, Norway, physical & human features.</p> <p>Origin, country, resource, measure, distance, kilometre, climate, urban, agriculture, farming, arable, pasture/pastoral, satellite, compass, north, south, east, west.</p>
Year 4	<p>Region, County, Hampshire, Surrey, Berkshire, Dorset, Wiltshire, W. Sussex, Border, Economy, Economic Activity, Settlement</p> <p>Source, mouth, tributary, confluence, meander, ox-bow lake, deposition, bank, basin, current, dam, delta, erosion, estuary, floodplain, gorge, lower course, middle course, upper course, rapids, waterfall.</p> <p>Agriculture, housing, business, industrial, leisure, retail, land use, urban, rural, links, road, rail, compass points, north, south, east, west, grid reference, OS map, key, symbol, settlement.</p>
Year 5	<p>Longitude, latitude, environmental qualities, litter, availability of street furniture, pavements, traffic control.</p> <p>Atlas, Topographic maps, relief maps, gradient, rivers, mountain range, summit, altitude, fold mountain, fault- block mountains, dome mountains, plateau mountains, longitude, latitude, hemisphere, climate, land height, sea level, human feature, physical feature, glacier, mountain climate, vegetation, population, leisure, human feature, physical feature, tourist, tourism, temperate. Outer core, mantle, crust, inner core, earthquakes, volcano, magma chamber, lava, crater, ash cloud, active volcano, dormant volcano, eruption, ring of fire, conduit, vent, magma reservoir, crater, throat, extinct volcano, pyroclastic flow, tectonic plates.</p>
Year 6	<p>War memorial, community, location, suitability, position, grid reference, origin and producer, import and export, food miles, the idiom 'as the crow flies', water cycle, evaporation, condensation, precipitation, infiltration, precipitation, climate, weather, season, infiltration, water-cycle, flood, flood plain, saturated, reservoir, dam, aquifer, hydropower, resource, distribution, local, global, region, impermeable, distribution, export, fossil fuel, fracking, greenhouse gases, import, non-renewable, renewable, sustainable, voltage.</p> <p>Equator, Tropic, Tropic of Cancer/Capricorn, biome, Amazon, rainforest, continent, location, northern/southern hemisphere, longitude, latitude, Artic Circle, Antarctic Circle, co-ordinates, Greenwich/Prime Meridian, climate and weather, precipitation, season, temperature, humid, biodiversity, vegetation,</p> <p>canopy, rainforest, layers, emergent, vines, eco-system, biome, flora, diverse, emergent layer, canopy, under storey, forest floor.</p>