

Geography curriculum intent

At Nether Green Junior school we believe that every child should feel valued and experience the feeling of success in a wide range of curriculum areas, therefore we provide a curriculum that is inspiring, engaging and relevant for the children whilst promoting opportunities for independent learning. Our vision for Geography is to create a sense of wonder and curiosity about the natural world and places around the world for our pupils. To deliver this vision, we aim to develop pupils’ cultural capital by gaining first-hand experience of a range of environments via fieldwork as well as well providing engaging, cross-curricular opportunities in class to challenge pupils of all abilities and backgrounds. We aim to further enrich pupils’ learning by drawing on pupils’ of diverse breadth of knowledge due to their varying family backgrounds. We aim to develop learners who consider information critically and develop investigative, collaborative and communication skills to consider issues which affect the local area, UK and wider world. We aim to encourage learners to become ‘global learners’, who consider their place in the world, their responsibility to others, the environment and the sustainability of the planet.

	Y3	Y4	Y5	Y6
Autumn	UK	Comparison of Athens & London	Life at different latitudes	Sustainable power – land use
Spring			Mountains	Rainforests
Summer	Rivers	Local study – land use & settlement	Extreme Earth	

Year group	Prior Knowledge	New Substantive Knowledge	Vocabulary (key vocabulary in bold)	Challenge	New Disciplinary Knowledge (Skills)
<p>Y3 Autumn What is the UK and how do I fit in it?</p>	<p>In KS1:</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four 	<ul style="list-style-type: none"> • <i>To be able to find the UK on a map of Europe and the World. To identify other European countries including Russia, Spain, France, Germany, Norway, Sweden, Denmark, Finland, Greece and Italy (links to future learning).</i> • To be able to name and locate capital cities and other large cities in the UK and at least 5 counties in England and 2 in each of the other countries of the UK. • <i>To use the 8 points of a compass to describe where counties are in the UK.</i> • <i>To know the key topographical features of the UK – including the tallest mountains, the biggest rivers, to understand we are surrounded by coastline.</i> <p>Be able to create a model of a coast, labelling how each feature was formed.</p>	<p>Country, County, Continent, Ocean, Sea, city, capital city, human features, physical features.</p> <p>Source, similarity, difference</p> <p>Waves</p> <p>Coastline</p> <p>Erosion</p> <p>Deposition</p> <p>Arch</p> <p>Stack</p> <p>Cave</p> <p>Bay</p> <p>Beach</p> <p>Dune</p> <p>Spit</p> <p>Climate change</p> <p>Migration</p> <p>Migrate</p> <p>Immigration</p> <p>Changes</p> <p>Diversity</p> <p>Trade</p> <p>Interconnectedness</p> <p>Import</p>	<p>Using an atlas/internet or other sources of information – conduct some independent research on the countries of the UK e.g. human/physical features, climate, population, language.</p> <p>Use the internet or books to find out how 'weathering' can also contribute to coastal erosion.</p>	<p><u>Analyse</u> - photos and other geographical sources.</p> <p><u>Communicate</u> findings to others</p> <p><u>Evaluate</u> – sources of information to see if they are reliable.</p> <p><u>Compare and contrast</u> The similarities and differences in physical /human features and traditions in the UK countries.</p> <p><u>Mapwork skills</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

	<p>countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<ul style="list-style-type: none"> • To know the effects of coastal erosion on people and businesses • To know that there are traditions in the countries of the UK • To know what migration is and how it can positively affect a country. • To know the UK is interconnected to other countries through trade. 	<p>Export Farming</p>		<p>Use the 8 points of a compass to describe direction.</p>
<p>Y3 Summer What are Sheffield's rivers?</p>	<p>From KS1 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Know what a river is and what it might be used for.</p> <ul style="list-style-type: none"> -Be able to name and locate the key features of a river. -To use OS symbols to locate physical and human features on a map. -Make and record fieldwork observations about a river -Record and summarise findings of fieldwork and draw conclusions - Know the uses of our local rivers (including trade links to other cities and 	<p>Water cycle: condensation, precipitation, evaporation, source, mouth of the river, upper course, lower course, middle course, meander, tributary, confluence, flood plain,</p>	<p>Compare the Porter Brook to the River Don – how are they different? How are the physical and human features different (This river is a larger river passing through industrial areas).</p>	<p>Enquiry planning: Fieldwork</p> <p>-Analyse : Fieldwork data</p> <p>Communicate: Communcate findings of fieldwork</p> <p>Evaluate :</p>

	<p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Earlier work in Y3:</p> <p>What is the UK and how do I fit in it? (Year 3) – coasts, coastal erosion, physical features of the UK.</p>	<p>distribution of food and natural resources) and how they may have changed over time.</p> <ul style="list-style-type: none"> - Know and describe and understand the key parts in the water cycle process - Know how humans can have a negative effect on rivers 	<p>transportation, deposition.</p> <p>Physical feature</p> <p>Human feature</p> <p>Fieldwork</p> <p>Uses</p> <p>Trade</p> <p>Industry</p> <p>Transport</p> <p>pollution</p>	<p>Make a glossary of the key technical vocabulary for the water cycle.</p> <p>Make detailed observations of the features of rivers.</p> <p>Come up with key questions for the fieldwork enquiry for the class to decide which to investigate.</p> <p>Independent research to deepen learning e.g. how is the Thames different from the Don?</p>	<p>Fieldwork methods</p> <p><u>Compare and contrast</u></p> <p>Don to River Porter in terms of size and uses</p> <p><u>Identify and select</u></p> <p>Sources of information about pollution of rivers.</p> <p><u>Map work skills</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate c and describe features studied</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>
<p>Y4 Autumn</p> <p>Geography: Two great cities: Athens and London. How do they compare?</p>	<p>Year 3 - What is the UK – looking at human and physical features.</p> <p>Locating the countries and cities of Europe.</p> <p>Year 3 - focus on physical feature of rivers in Rivers unit.</p>	<p>The name of the continent the UK and Greece is in and locate Greece and the UK on a map.</p> <p>Know the names and locations of some other countries in Europe (especially Russia, Bulgaria, Macedonia, Albania, Turkey, Ukraine, France, Spain, Germany) and some capital cities (of these countries) and some oceans.</p>	<p>Continent</p> <p>Country</p> <p>Capital city</p> <p>Human feature</p> <p>Physical feature</p> <p>Climate</p> <p>Population</p> <p>Trade</p> <p>Food</p> <p>Landscape</p>	<p>Mark on major cities, oceans, mountain ranges, Mount Olympus and any other physical features they notice.</p>	<p><u>Evaluate :</u></p> <p>- sources of information (to see if they are reliable.</p> <p><u>-Identify and select:</u></p> <p>Information from a range of sources about cities</p>

		<p>Know some of the key differences in physical and human features between Greece and the UK e.g. Greece is more mountainous and has volcanoes</p> <p>Know some of the key differences between Athens and London such as London has a major river and Athens' rivers were covered over with concrete and Athens is near the coast.</p> <p>Identify some similarities between Athens and London.</p> <p>Know What traditional foods, homes, landscape and the government are like in Athens and London.</p> <p>Know What businesses /industry are in Athens and London. Describe what the climate is like in Athens and London.</p> <p>Describe some similarities and differences between Athens and London.</p>	<p>Government Industry/businesses Tourism</p>		<p><u>Describe, compare and suggest reasons:</u> For differences in way of life in each city – Athens and London.</p> <p><u>Compare and contrast</u> -compare similarities and differences between Athens, London, Uk and Greece.</p> <p><u>Mapwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Y4 Summer Why do people live where they live?</p>	<p>Year 3 UK unit :To locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their key physical and human characteristics, countries, and major cities.</p>	<ul style="list-style-type: none"> - Locate the county Edale and Sheffield is in and at least 5 other nearby counties. - Know what a physical feature is 	<p>Country County Physical and human feature mountain, river, coast, hills, forests, city, village. population</p>	<p>Create a key: cities, Rivers, mountains, coasts. Include more detail on their maps.</p> <p>Consider: How might these places look in 100 years time?</p>	<p><u>Interconnectedness :</u> -link between natural resources and population growth -To understand why Edale and Sheffield are located where they are <u>Enquiry planning:</u> fieldwork investigation</p>

	<p>Y3 UK unit: 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),</p> <p>Y3 Rivers unit: Physical processes – rivers Y4: Greece – comparing human and physical features.</p> <p>Y3 Stoneage: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<ul style="list-style-type: none"> - Know some symbols used on OS maps to represent features. - Know how to create a key with symbols. - -know how to find some physical features such as mountains, rivers, lakes, forests on an atlas. - Understand and describe what the term land-use means - Know how to use OS symbols key to interpret an OS map and identify land-uses. - Know how to interpret OS symbols on a map and photo sources to say what a place is/was like. - -know how land use has changed from the 1890s to now in Nether Green, Edale and Sheffield. - Know What fieldwork is and some different ways to collect data. - Know how to record data in a tally chart. - Know how to analyse the data and draw conclusions - -Know how to compare this to the data from Edale. 	<p>ordnance survey map, rural, city, contour lines, topography, scale</p> <p>industrial agricultural tourism</p> <p>atlas, globe, location, settlement, land use economic activity trade natural resources</p>	<p>write a paragraph to show what bar chart shows. E.g. which businesses are there more of? Why might this be?</p> <p>When creating a multi-media map, use a range of mapping symbols. Create and use 2 of their own symbols and create their own key. Include a basic scale. Describe differences between two UK locations and suggest reasons for these.</p> <p>Challenge: What other natural resources could you add onto your map to make your settlement develop into a city?</p> <p>Critically analyse the results of fieldwork. E.g. which businesses are there more of? Why might this be?</p>	<p>Evaluate : -sources for reliability -fieldwork methods</p> <p>-Identify and select: Information from a range of sources – about land use</p> <p>-Analyse : To analyse data from fieldwork and draw conclusions.</p> <p>Describe, compare and suggest reasons: For change in settlement size/land use over time.</p> <p>Compare and contrast -compare similarities and differences between Edale, Nether Green and Sheffield.</p> <p>Mapwork skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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<p>Y5 Autumn term What is it like to live at different latitudes?</p>	<p>KS1 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Know how to use lines of latitude and longitude to locate a place</p> <p>Know that the line of longitude's position determines the time zone and to use a map of time zones to locate a time zone in a specified location.</p> <p>Know the 8 points of a compass and how they relate to latitude and longitude.</p> <p>Know why lines of latitude and longitude are useful/significant</p>	<p>Latitude Longitude Equator Hemisphere Prime Meridian Time Zone Climate Compass points Arctic Circle Antarctic Circle Climate zone Land use Lifestyle</p>	<p>Go further and give the coordinates of specific places using longitude and latitude.</p> <p>Write a more detailed explanation of the significance of latitude and longitude</p> <p>They could go further and find places at other latitudes to draw lines graphs for e.g. Antarctica, a place on the</p>	<p><u>Analyse (sources)</u></p> <p><u>Interpret and communicate findings from a range of sources</u></p> <p><u>Compare</u> (identify similarity/difference)</p> <p><u>Mapwork skills</u></p>

	<p>In Year 4 – Study of Athens vs London 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.</p> <p>Year 4: Understanding the climate in Athens vs London and how this relates to the location in the world.</p>	<p>Describe how the latitude of a place will affect its climate and daylight hours.</p> <p>Know that the length of the day/night/how much sunlight a place gets varies according to its latitude for example that Tromso has hardly any sunlight for 6 months and then 6 months of almost constant sunlight.</p> <p>Describe how the latitude in Tromso and Sheffield causes climate and daylight difference which causes some differences in lifestyle and activities but there are still some similarities.</p> <p>Describe how various aspects such as climate, activities, food, trade, transport, jobs can vary depending on the latitude at which you live.</p>	<p>Similarity Difference</p>	<p>Equator such as Equador or Democratic Republic of Congo</p> <p>Give the children additional graphs and tables to interpret to help them to write their similarities and differences</p> <p>To independently research 3 places in different locations to compare them from a list given to them but they can choose the locations.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world</p>
<p>Y5 Spring What are mountains and what are they like?</p>	<p>Year 3 UK unit: To 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).</p> <p>Year 3 Rivers unit: Understand key aspects of physical geography: rivers, water cycle.</p>	<ul style="list-style-type: none"> - Know what some of the key physical features of mountain are. - Know that there are different types of mountains - Describe at least three types of mountains and how they were formed. - Describe the main features of mountains - Know that there are different climate environments around the world. 	<p>physical and human features, mountain, hill, contour line, topography, fault line, tectonic plate.</p> <p>base, summit, snowline, valley, slope, face plateau, outcrop, ridge. Glaciers, ice, snow.</p> <p>Climate Weather Crevace Avalanche Altitude</p>		<p><u>Identify and select:</u> -information about mountain types and lifestyles from sources</p> <p><u>Describe, compare and suggest reasons:</u> Different lifestyles in different environments.</p> <p><u>Compare and contrast</u> Different mountain environments.</p> <p><u>Analyse</u></p>

	<p>Year 4 Edale/Sheffield unit: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, (Edale vs Sheffield)</p>	<ul style="list-style-type: none"> - Describe what the mountainous climate is like. - Know mountain hazards as a result of the climate. - Know the human features of mountains: the types of jobs, trade, travel, natural resources, food. - Know what climate change is and how it can affect the mountain environment. - Know how human activity affects the mountain environment. 	<p>job, trade, travel, natural resources, energy, Climate change</p>		<p>Information sources for reliability and trustworthiness</p> <p><u>Mapwork skills</u> Locating mountains in the UK and around the world.</p>
<p>Y5 Summer Where in the world is most extreme?</p>	<p>From KS1: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Fieldwork – taking measurements and sketches (Y3 Rivers/Y4 Edale) -Year 3 Rivers – water cycle.</p>	<ul style="list-style-type: none"> -Know the difference between weather and climate -Know how to plan and carry out a fieldwork enquiry. - Know where some of the hottest, coldest, rainiest, driest places in the world are. -Identify the different climate zones and major lines of latitude -Know the key climate features of each climate zone. - Describe how earthquakes are formed -Be able to mark the location of earthquakes on a world map and note their location near tectonic plate boundaries. - Know and label the key parts of a volcano. - Describe how volcanoes are formed. -Know the effects of volcanic eruptions on a place 	<p>climate, weather, temperature, atmosphere, weather pattern, hot, humid, dry, cold, wet, windy, snowy, rainy, sunny</p> <p>Fieldwork Enquiry</p> <p>climate zone, arid, temperate, polar, tropical, mediteranean, mountainous, Tropic of Cancer, Tropic of Capricorn, Equator, Arctic/Antarctic Circle.</p>	<p>Take a lead in designing the fieldwork task.</p> <p>Design their own table to collect fieldwork evidence.</p> <p>Critically evaluate the fieldwork to consider improvements.</p> <p>Give detailed explanations of the reasons for and consequences of the water cycle.</p>	<p><u>Interconnectedness</u></p> <p>-Link between physical processes and place.</p> <p><u>Enquiry planning:</u> Fieldwork. <u>Evaluate :</u> Sources of information. Fieldwork methods <u>Identify and select:</u> Information from a range of sources <u>-Analyse :</u> Date from fieldwork <u>Compare and contrast</u></p>

	<p>-Year 4 climate zones as part of Greece project – Mediterranean vs Temperate UK climate. -Year 5 latitudes and longitudes work – focus on climate zones. -Year 5 Mountains – climate in mountain environment.</p>	<p>-Describe the key processes in the water cycle - Understand human behaviours contributing to climate change and drought. -To be able to present, interpret and summarise fieldwork findings.</p>	<p>earthquake, tectonic plate, richter scale</p> <p>volcano, core, mantle, crust, mountain, magma, lava, magma chamber, vent, conduit, crater, ash cloud</p> <p>eruption, lava flow.</p> <p>water cycle, evaporation, condensation, precipitation, accumulation.</p> <p>drought, climate change</p> <p>field work, analyse, present, evaluate.</p>	<p>Children to use a scale to show how likely they think it is that they will be affected by a major earthquake, using an atlas or the internet to find each location.</p> <p>Independent research and presenting information about specific volcanic eruptions.</p> <p>Children to consider the reasons for changes in physical and human features.</p> <p>Independent research on causes of flooding.</p> <p>Additional challenge: find out how climate change can contribute to more hurricanes, tornados and other natural disasters.</p>	<p>-different volcanic eruptions</p> <p>Mapwork skills use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Fieldwork skills While completing a local weather survey: use fieldwork to observe, measure, record and present findings using graphs and tables</p>
<p>Y6 Autumn How Should We Power Our World?</p>	<p>Year 3 – What is the UK - land use for farming and the importing of food in the UK. Discussion of</p>	<p>-Know there are different sources of energy: renewable and non-renewable</p> <p>- Know where energy is produced in the UK and why those locations are suitable</p>	<p>Energy Renewable Non-renewable Fossil fuel</p>	<p>Children to create their own map symbols and key.</p>	<p>Enquiry planning: Fieldwork</p> <p>Evaluate :</p>

	<p>pollution of rivers in Rivers unit.</p> <p>Year 4 - Why do people live where they live? – land use in rural and city locations for farming/shops and businesses.</p> <p>Year 5 – discussion of climate change as part of Mountains project, Extreme Earth project.</p>	<p>- Describe how to plan a fieldwork investigation and collect data -To be able to analyse findings and draw conclusions from fieldwork.</p> <p>-To identify ordnance survey map symbols and know why they are used. -To identify locations using 4 and 6 figure grid references -To consider the type of landscape needed for a solar farm and decide a good location.</p> <p>-Know what climate change is and that it is caused by human activity. - Describe how climate change can have great effects on the world, and affects different areas of the world in different ways.</p>	<p>Fieldwork Observe Record</p> <p>Physical feature Human feature</p> <p>Graph Analyse Conclude Evaluate</p> <p>Climate change Global warming Social impact Economic impact Environmental impact</p> <p>Ordnance survey map Symbol Key Grid reference</p>	<p>Children to take a lead in organising the fieldwork and coming up with the Key questions to answer and suggesting ways to answer the questions.</p> <p>To decide how to represent their findings and draw conclusions from fieldwork in detail.</p>	<p>- sources of information to see if they are reliable. -Fieldwork methods</p> <p>-Identify and select: Information from a range of sources -about the pros and cons of renewable/non-renewable energy sources.</p> <p>-Analyse : Fieldwork data</p> <p>Describe, compare and suggest reasons: For the location of different energy sources.</p> <p>Compare and contrast Different locations for suitability for different energy sources.</p> <p>Fieldwork skills To 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,</p>
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<p>Y6 Spring Why do we need rainforests?</p>	<p>Year 5 latitude project and extreme earth: climate zones and latitudes -Year 6 How do we power our world – focus on organisation of power networks/how we are damaging the environment.</p>	<p>Give a basic definition of what a rainforest is</p> <p>To know that there are at least 6 types of biome in the world</p> <p>To describe the characteristics of each biome in terms of climate, landscape and plants/animals</p> <p>To create a multilayer map showing continents, oceans, biomes and the location of tropical rainforests.</p>	<p>Biome Savannah Tundra Desert Rainforest Forest/woodland Grassland</p> <p>Vegetation belt Landscape</p> <p>Equator Arctic Circle Antarctic Circle Tropic of Capricorn</p>	<p>To critically debate the effect of deforestation on people/land and argue a point with evidence.</p> <p>To explain in detail the effect of the location of the Rainforest in the world on its climate and explain how this can affect the flora and fauna found there.</p>	<p>Analyse Sources of information for reliability</p> <p>Communicate findings- From research</p> <p>Identify and select: Information from a range of sources</p> <p>Mapwork skills use maps, atlases, globes and digital/computer</p>

	<p>Locating world's countries – in Y3 UK unit, Y4 Greece unit.</p> <p>Year 4 Edale - land use and natural resources.</p>	<p>To know the location of biomes around the world</p> <p>To describe the locations of major rainforests around the world.</p> <p>To know the location of the Equator, Arctic/Antarctic Circle, Tropics of Cancer and Capricorn in the world.</p> <p>To name some countries with each biome type</p> <p>To be able to name and locate at least 5 countries in South America.</p> <p>To understand that the Amazon river is used to transport natural resources for trade, for transport and for the use of people who have settled there.</p> <p>To describe the meaning of the term deforestation.</p> <p>To describe the reasons for and against an issue (deforestation)</p> <p>To Know that farming some natural resources can have positive and negative effects on people and the environment.</p>	<p>Tropic of Cancer</p> <p>Country Natural resource Land use Settlement</p> <p>River Tributary Trade Transport</p> <p>Farming Fair Trade</p>		<p>mapping to locate countries and describe features studied</p>
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