'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	***Geography***

INTENT

At Taverham Junior School, we aim to inspire our children to want to understand and explore their planet and for the children to develop a love for geography. This should be achieved through a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills. Furthermore, we aim to 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. Our Eco Council aims to help us to understand that our actions affect the planet and to reduce that effect.

Key phrases from the National curriculum aims…

- "to develop contextual knowledge of the location of globally significant places – both terrestrial and marine"
- "to understand the processes that give rise to key physical and human geographical features of the world"
- "pupils are competent in the geographical skills needed to: collect, analyse and communicate with a range of data"
- "pupils are able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)"

Vocabulary that will occur in Geography across the school…

Physical geography: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, magma chamber, crater, ring of fire, earthquakes, epicentre, aftershock, tectonic plate, magnitude, Richter scale, water cycle

Human geography: settlement, land use, economic activity, trade links, distribution, natural resources, renewable and non-renewable energy, minerals

Locational knowledge: United Kingdom, Europe, North and South America, environmental regions, major cities, counties, cities, geographical regions, key topographical features, land-use patterns, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones.

Place knowledge: similarities, differences, human, physical, region, United Kingdom, European country, North or South America

Geographical skills and fieldwork: maps, atlases, globes, digital mapping, eight points of a compass, four and six-figure grid references, Ordnance Survey maps, keys, symbols, fieldwork

	SKILLS	KNOWLEDGE
YEAR 3	Pupils will learn to: • To use atlases, maps, globes and digital/ computer mapping to locate countries. • To use a four point compass (8 if more able) to describe the location of a feature. • To draw simple route maps, which are correctly ordered, using an agreed symbol key. • Compare and contrast aerial photographs and maps explaining the similarities and differences between places and to identify landmarks.	Pupils will learn about: **Locational -** • Name and locate the world's seven continents, five oceans and the four countries and capital cities of the United Kingdom and its surrounding seas. • Locate the world's countries, using maps to focus on some countries of Europe and part of North America (Canada), concentrating on key physical characteristics, countries, and major cities. • Identify mountains and rivers. **Place** • Understand geographical similarities and differences through the study of human and physical geography of the local area. • Making comparisons between Norwich and Cairo/ London and Ottawa. **Human and Physical -** • To describe aspects of physical geography including how mountains, rivers and waterfalls are formed. • To understand how humans affect the environment over time. •
Enrichment: • *Gressenhall* • *Egyptian Day* • *River Wensum/ local area mapping*		*Vocabulary:* • *Flood plain, meander, mouth, tributary, source.* • *Egypt, locate, aerial photographs, google earth, compare.* • *compass, coordinates, symbol, continent, landmark, capital city, climate*

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<td>YEAR 4</td>
<td>Pupils will learn to:

• Use maps, atlases, globes and digital/computer mapping to locate countries, counties and cities studied and describe their features.
• Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.
• Draw sketch maps and plans using standardised symbols and a key.
• Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.
• Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion. Hills, mountains, coasts and rivers.</td>
<td>Pupils will learn about:
<u>Locational –</u>
• To name counties and cities of the United Kingdom and identify key topographical features including hills, mountains, rivers and coasts (weather)
• Locate the world's countries, using maps to focus on Europe
(studying a region of Spain)
<u>Place –</u>
• Know about the wider context of places – region, country.
• Understand why there are similarities and differences between places. To study these in a region of a European country (Spain)
• To study the coastline of Norfolk and how it has changed over time.

<u>Human and Physical Geography –</u>
Describe and understand key aspects of physical geography, including:
• rivers, mountains, volcanoes and the water cycle
Human geography, including:
• types of settlement and land use
• how we are affecting environments (Plastic pollution)</td>
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<td colspan="2">Enrichment:
• Dragonology book
• Unit on Spain focussing on link with MFL language learnt.
• Romans and Celts – Visit Castle Museum</td>
<td>Vocabulary:
• Landscape, coastal, rainforest, reef, environment.
• Volcano, active, dormant, eruption, magma, tectonic plates.</td>
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<td>YEAR 5</td>
<td>Pupils will learn to:

• Use atlases and OS maps to research a region of Scotland. Understand scale, keys and symbols.
• Observe key landmarks – heights of mountains etc.
• Use four and six figure grid references and eight points of a compass when reading OS maps of different scales.
• To use the index and contents page of an atlas.
• To be able to use an atlas and globe to identify the position and significance of longitude etc.
• Use fieldwork to make recordings, measurements and observations about the wider locality.</td>
<td>• Pupils will learn about:
<u>Locational –</u>
• Know about the wider context of places e.g. - county, region, country and to recognise the different shapes of countries.
• 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).
<u>Place –</u>
• Compare the physical and human features of a region of the UK (Scotland) identifying similarities and differences with our locality.
<u>Human and Physical Geography –</u>
• To understand key aspects of physical geography, including climate zones, biomes and vegetation belts.
• To describe and understand the distribution of natural resources including solar and wind energy.
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<td colspan="2">Enrichment:
• Solar system Planetarium– visiting scientist
• Visit Taverham Mill -Study of life cycles
• Holkham beach and pine woods visit – treasure trail, rare items such as mermaid’s purses, starfish band crabs. In pine woods – devising own treasure hunts and creating maps.</td>
<td>Vocabulary:
Longitude, latitude, environmental, sustainable, locality, climate, Equator Ordnance survey, four and six figure grid references, symbols, region, biomes, vegetation belts, Tropics of Cancer and Capricorn, Prime/ Greenwich Meridian.</td>
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<td>YEAR 6</td>
<td>Pupils will learn to:

• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
• Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.
• Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world
• Use the web and satellite mapping tools to find out and present geographical information about places visited and their key features, along the journey of a refugee.
• Studying aerial photographs or satellite images to look at how land is used. To use digital mapping to plot economic activity and natural resources in Mexico (North America)</td>
<td>Pupils will learn about:
<u>Locational –</u>-
• Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions and the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
<u>Place –</u>
• Understand the geographical similarities and differences through the study of human and physical geography of a region within North America (Mexico).
• Plot the journey of a refugee including the features of the places visited.

<u>Human and Physical Geography –</u>
To describe and understand key aspects of –
• Physical geography, including climate zones and earthquakes.
• 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.</td>
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<td colspan="2">*Enrichment:*
• *Using digital maps*
• Interactive journey map for refugees in Norfolk
• *Gressenhall*
• *Caythorpe – orienteering skills.*</td>
<td>*Vocabulary:*
• *North and South America, similarities, climate zones and earthquakes, tremors, digital/computer mapping, plate boundary. Ordnance survey, 6 figure grid references, scale, national resources.*</td>
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Support for SEN/disadvantaged children:	**Additional opportunities for more able children:**
Engage them in the content of lessons and wherever possible link it to their personal experience, to make it more meaningful for them. Grab their interest with an exciting start to a lesson and check they understand what they are being asked to do. Visual resources are often more accessible and they may be able to achieve more verbally than in written form, so involve them fully in discussions, drama and role-plays. Planning some non-text resources and activities to integrate or support poor readers. Other aids might include - trips, video/audio/pictorial resources, opportunity to show understanding through drawing or notes, mind maps, word mats, pairing confident/less confident readers, speaking/writing frames, think-pair-share, start with the known (e.g. have you ever been to another country?) Many of these ideas can be incorporated into a prominent display.	Recognising high ability and potential by using questioning to challenge the more able. Drawing comparisons (between a variety of countries, maps and land usage), conjecture, empathy / understanding perspective, push use of technical vocabulary, writing definitions of terms, sharing own opinions and reasoning. Extension work must intellectually challenge able students and lead them to think about some of the big geographical ideas. For example - set a research task with an intriguing question or encourage them to develop new skills e.g. in handling data. When you ask questions orally, never miss an opportunity to push the more able students to give full and clear responses and always expect them to use accurate geographical terminology and articulate their geographical thinking.

How does Geography contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:

Geographical perspectives offer a uniquely powerful way of seeing the world. It is important to install in the children a desire to understand and navigate the planet that is both our home and the source of the materials that we need in order to survive. Unless we can grasp how the world works and how we fit into it, we leave ourselves exposed to unnecessary uncertainty and risk. We also share spaces and places with others as we live our lives, making meaning as we go and leaving a mark on the world in various ways – through patterns of consumption, development, conservation or appreciation. Geography helps us explore our identity and how we relate to others. It is fundamental to the children developing a responsible, caring and respectful attitude to the world that we live in.

How does Geography contribute to the Spiritual Development of children?

In geography, spirituality helps students connect with the world, fostering respect for nature, cultural diversity, and a sense of belonging. Through nature walks and studying a wide range of cultures from around the world, they build appreciation for the environment and diverse beliefs. In exploring the world around them, a sense of empathy and care is fostered - making geography meaningful and engaging for young learners.