

Geography Curriculum Scheme of Work – Reviewed 2024



Curriculum Intent and Vision Statement:

The study of Geography at Shottermill Juniors inspires children to develop curiosity and fascination about the world, physical and human processes. As an International School, we are keen to develop 'globally minded' pupils who are outward looking and aware of current affairs which are affecting different civilisations and environments.

Through our teaching of Geography, we endeavour to:

- Support children to make connections about how the local, national and international world has changed over time and challenge them to question their place within it.
- Place an emphasis on ensuring children's skills and geographical enquiry are progressively developed in a range of different contexts.
- Help children see the opportunities their world holds for them, by understanding it better, seeing how it has changed and appreciating the role in its sustainability.
- Focus on challenging children to ask and answer in-depth questions and draw comparisons between contrasting physical and human geographical features and impact of human activity on different environments (e.g. reducing waste and sustainability)
- Encourage children to think critically, weigh evidence, sift arguments and develop good perspective and judgement.
- Develop their geographical vocabulary and associated skills such as: grid references, map symbols and keys.
- Help children to successfully interpret and present information in a variety of ways, including maps, diagrams, aerial photographs and online resources.

Implementation of Geography at our school:

All children should be taught three in-depth geographical units throughout the year (alternating with History units) for 1 hour each week. We strive to ensure that learning experiences are made accessible to all children (for example SEND or those disadvantaged pupils), whether this is through differentiating resources, pre-teaching vocabulary or helping support financially with access to educational experiences and special activities.

Lessons will usually start with completion of the KWL grid. This allows children to identify what they already *Know*, what they *Would* like to learn and then after completion of the topic, what children have *Learned*.

Class assemblies, as well as homework tasks, are used by children to present information to a wider audience for a range of purposes. Children will also develop their skills within Google Classroom to complement their learning in Geography units of work.

As an Eco School, we encourage our children to show concern and appreciation of our environment. The Eco Council undertake regular meetings to review ongoing projects and produce posters, surveys to help ensure our community is always mindful of being a sustainable school (e.g. engaging with the Haslemere Active Travel group).

The following educational trips and special activities will enhance the teaching and learning in this subject:

Year 3: Fieldwork in the school grounds – somewhere to settle
Year 4: Camelsdale River study
Sayers Croft Residential - Orienteering and compass work

Year 5: Brenscombe Residential - Map studies and impact of tourism
Year 6: Enterprise project, trade and economic activity and World Feast provocation with the whole year group.

'Change Day' – Geography Association theme relating to fieldwork activities. A day will be planned to investigate local human impact (e.g. how the Hindhead Tunnel was built)

Scheme of work to be taught:

Year 3

Yr 3 Autumn 2

Where in the UK?

In this unit students will learn to:

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers), land-use patterns; and understand how these aspects have changed over time.

- Students will name and locate the main rivers and seas of the UK
- Use maps of the UK (name and locate countries of the UK)
- Focus on counties within the UK (name and locate)
- Name and locate key hills and mountains in the UK
- Changes in London
- Changing population of the UK

Use the eight compass points to describe the location of countries and cities of the UK.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied with a focus on:

- UK rivers and seas
- Counties (name and locate some of the counties, with a particular emphasis on local area and the 3 borders close to the school)
- Hills and mountains

The identify the position and significance of the Prime/Greenwich meridian and time zones (including day and night).

Yr 3 Spring 2

Somewhere to Settle

In this unit students will learn to:

Describe and understand key aspects of 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 in the context of settlers with a focus on:

- Why settlements develop in certain locations
- Needs of settlers

Year 4

Yr 4 Autumn 1

Magnificent Mountains

In this unit students will learn to:

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

- Mountain ranges (and the country they are found in).

To 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.

- Locate mountain ranges around the world. This also links to French scheme of work and exploring Alps / Pyrenees.

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers), land-use patterns; and understand how these aspects have changed over time.

- Mountains and hills in the UK

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

- Mountains and hills in the UK and around the world (atlas index, contours. Legend and height of peak)

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

- the key features of a mountain range
- how a mountain range is formed (builds on prior learning in year 3)
- describing a mountainous climate

Describe and understand key aspects of 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 in the context of mountain tourism.

- Comparing land use in different settlements
- Designing a settlement

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements with a focus on:

- Map use to identify settlements built by invaders (with local area examples)

Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world with a focus on:

- Identifying links between settlements.
- 4 point grid reference

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 through:

- Investigating the Weyhill area of Haslemere and identifying where settlers' needs have been met

Yr 3 Summer 2

Extreme Earth

In this unit students will learn to:

Describe and understand the key aspects of physical geography with a focus on:

- what is under the Earth's surface (rocks, layers)
- Volcanoes (tectonic plates, how a volcano is formed, parts of a volcano and what happens when a volcano erupts, types of volcano and how volcanoes affect peoples lives)
- Earthquakes (where and why they happen, how they are measured and safety)
- Tsunami (where and why they happen, safety)
- Tornado (where and why they happen, how they are measured)

(Extreme Earth also links to the year 3 Science unit Rocks and PE Dance Unit)

Yr 4 Spring 1

Enough for Everyone

In this unit students will learn to:

Describe and understand key aspects of 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.

- Review of what settlers need (prior knowledge from year 3 and developing this further through ranking human needs and describing how human needs change over time)
- Electricity generation and distribution
- Food miles
- Conservation of food, water and energy supply (link to Eco Schools)
- Compare resources supplies in the UK and abroad (access to natural resources varies in different countries)
- Is there enough for everyone?

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers), land-use patterns; and understand how these aspects have changed over time.

- UK power stations (explain where electricity is generated in the UK)
- Renewable and non-renewable energy sources

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

- Calculate food miles

Yr 4 Summer 2

Rivers

In this unit students will learn to:

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

- The Water Cycle (with links to Year 4 science)
- Key features of a river system
- Erosion and deposition (river system)

	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers), land-use patterns; and understand how these aspects have changed over time.</p> <ul style="list-style-type: none"> • Locate key rivers in the UK (building on prior knowledge from year 3) <p>To 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.</p> <ul style="list-style-type: none"> • Locate the key rivers of the world (use a legend to find rivers on a map, compare length of rivers) <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> • Be able to identify key features of a river system (meandering, waterfalls, discharge) <p>Describe and understand key aspects of 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.</p> <ul style="list-style-type: none"> • How rivers are used • The impact of damming rivers
<p style="text-align: center;">Year 5</p> <p><u>Yr 5 Autumn 2</u> All Around the World <i>In this unit students will learn to:</i></p> <p>Identify the position and significance of longitude and latitude, the equator, Northern Hemisphere and southern Hemisphere, the Arctic and the Antarctic circle, the Tropics of Cancer and Capricorn, the prime/Greenwich meridian, time zones (including day and night).</p> <ul style="list-style-type: none"> • Research countries in different hemispheres including locating the equator, Northern Hemisphere and southern Hemisphere on a map and globe • Countries on the equator • Identify lines of longitude and latitude and use these to read maps (prior knowledge from maps unit) • Identify the polar regions and compare them to the UK • Identify the location of the Tropics of Cancer and Capricorn and compare their climate with that of the UK. 	<p style="text-align: center;"><u>Year 6</u></p> <p><u>Yr 6 Autumn 2</u> China Physical and Human Geography (directly linked with History topic taught first) <i>In this unit students will learn to:</i></p> <p>Locate the world's countries, using maps and develop contextual knowledge of the location of globally significant places.</p> <ul style="list-style-type: none"> • Locate modern day China on a map and compare this to the Ancient Shang Dynasty studied in History. <p>To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains and volcanoes.</p> <ul style="list-style-type: none"> • Within modern day China (including provinces) • Yellow river and Yangtze river • 3 gorges river and the purpose of a Dam (sustainability). • Earthquakes (location and impact on infrastructure)

- Countries on the Meridian Line, why a Prime Meridian was needed and why the location was chosen.
- Identify the position of time zones, comparing times in different countries and why day and night occur (link to changing of clocks in the UK which takes place around this time).

Yr 5 Summer 1

The Amazing Americas

In this unit the students will learn to:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied with a focus on:

- Identifying the countries of North and South America

To 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 with a focus on:

- Naming and locating capital cities in North and South America
- Learning about The Wonders of the world, where they are located which ones can be found in The Americas.

Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere with a focus on:

- Developing and using key vocabulary relating to geographical location, using this terminology to describe the location and characteristics of a range of places across the Americas.
- Developing and understanding of how latitude affects the physical features of a geographical region

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

- How weather and climate across America is affected by geographical location
- Climates and biomes of different regions across the Americas

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.

-physical and human characteristics of local area to school to be used as a comparison with an area in the Americas

Describe and understand key aspects of 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.

- Distribution of resources within China
- Trade links and China's role in world trade (export and import 'made in China')
- Population (comparison of lifestyles, movement of people and impact of population size)
- Government
- Language

Yr 6 Spring 2

Our Changing World

In this unit students will learn to:

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

- How erosion and weathering can change a landscape
- How coastal features are formed

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers), land-use patterns; and understand how these aspects have changed over time.

- Coastal features of the UK including famous coastal features
- Coastal erosion (water and weather with a focus on Spurn head)
- Changing make-up of the United Kingdom (UK borders and how they have changed)
- Make predictions of how physical and human factors might change the landscape in the future.

To 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

- How the international borders of Europe have changed over time

Describe and understand key aspects of 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.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (...) and a region within North or South America.

- Comparison of Haslemere (local area studied with field work) and a contrasting region in North America such as Death Valley in California.

Yr 5 Summer 2

Marvellous Maps

In this unit students will learn to:

To 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

- Using an Atlas to find countries in Europe and North and South America with a review of prior knowledge from The Amazing Americas unit)

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.

- Using an atlas to identify cities in the UK and identify some of their features (building on prior knowledge from year 3)

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

- Use index and co-ordinates
- Digimaps

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 knowledge of the United Kingdom and the wider world.

- Why maps have symbols
- Recognise some OS map symbols and be able to identify landmarks shown on a OS map.
- Routes on a maps including directions
- How to find a location and give coordinates
- Plan own journey

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers), land-use patterns; and understand how these aspects have changed over time.

- Compare maps and photographs of places, similarities and differences between map representation and photographs of the same area.

- How landscapes change over time, comparing photographs of landscapes at different times.

This topic builds on learning from the Yr 5 Brenscombe visit.

Yr 6 Summer 2

Trading and Economic Activity

In this unit students will learn to:

Describe and understand key aspects of 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.

- UK's trade links with other countries and UK imports and exports (Why do we trade?)
- The importance of Fair Trade (process and products)
- The Global Economy (globalisation, the global supply chain, positive and negative effects of multinational companies on local trade – with added focus on real world effects and experience of the pandemic)
- Trading today (pre and during pandemic) and other time periods.

To 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

- Use maps and explain UK trade links with other countries around the world (who do we trade with?)

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.

- Trade links between El Salvador and the UK (including the climate and landscape of El Salvador, goods exported from El Salvador)
- Reference the challenges which the fishing industry has faced in recent years in Cornwall / West Country with regards to political boundaries and fishing rights, as well as the impact of Brexit.

