

GEOGRAPHY

“ We all have a responsibility to care for our Blue Planet. The future of humanity and indeed all life on earth now depends on us.”

- Sir David Attenborough

Geography Intent

Why do we teach Geography?

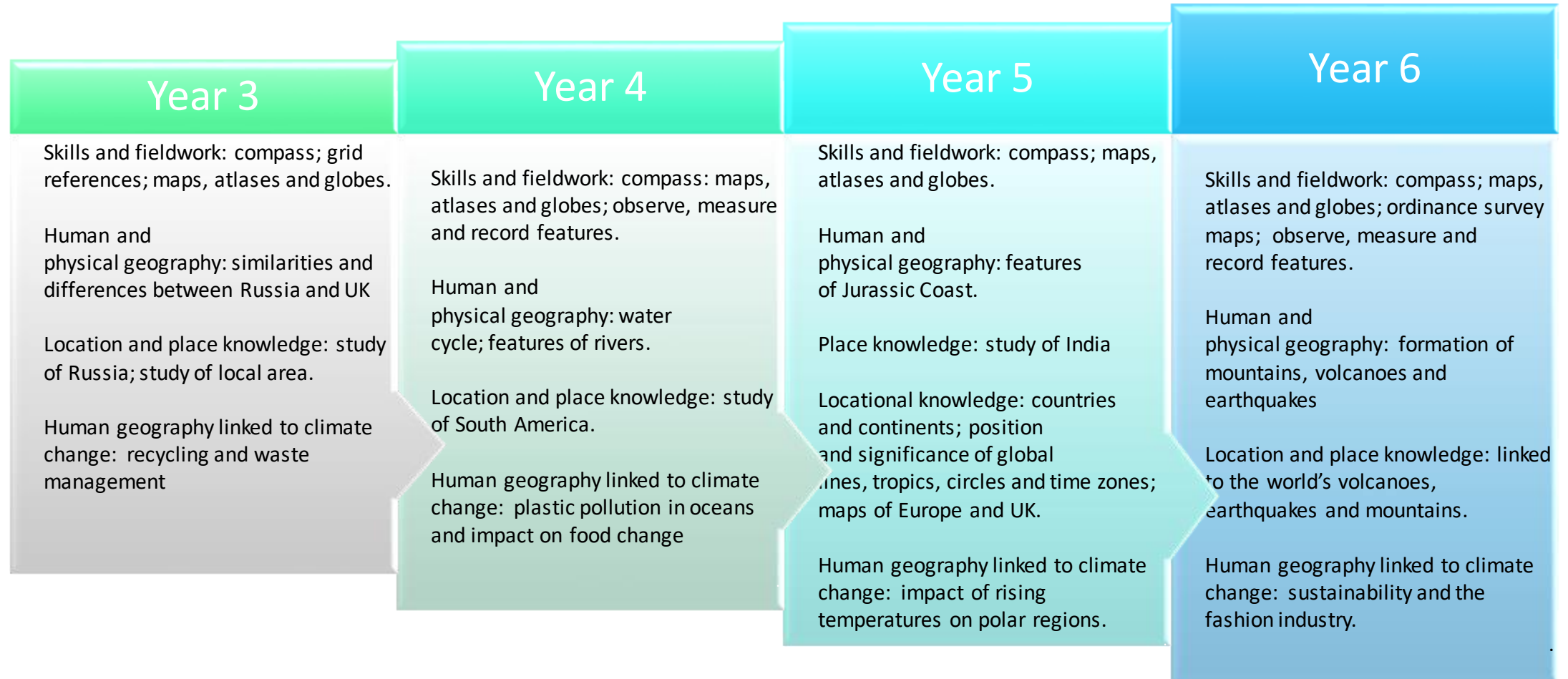
At Westende, we aim to inspire a curiosity and fascination about the world in which we live, hoping to achieve a love of geography that is life-long. Pupils will be encouraged to question, investigate and think critically about the issues affecting the world and people's lives now and into the future. Pupils' learning will extend to outside the classroom through fieldwork. By the end of their time at Westende, it is hoped that pupils will leave with a genuine interest about the world.

What is the aim of our curriculum for Geography?

As the children move up through the school, their developing geographical knowledge should help them understand the complexity of the interaction between the human and physical environment. They will leave us with appropriate knowledge of location; an understanding of the processes through which our world has been, and continues to be, formed; and an understanding of how physical and human processes now work together to change our world, in both positive and negative ways. They will also be confident at using a range of geographical skills. This school aims to ensure that all children will leave with a broad overview of the world in which we live.

Geography Intent

What do we teach in our Geography curriculum?



Geography Implementation

How is Geography taught at Westende Junior School?

Geography at Westende is taught through local, national and global topics. It includes the content of the National Curriculum as well as topics relating to challenges faced in today's world. Each topic has been broken down to ensure both progression and coverage throughout Key Stage 2. Consultation with our KS1 and KS3 feeder schools ensures that the progression is a continuum.

The teaching, learning and sequencing of the curriculum follows:

- A teaching sequence which builds on prior knowledge and skills, and which then follows a progression of skills. Skills are organised into four main concepts for each year group: location knowledge; place knowledge; human & physical features; and fieldwork.
- The key learning points for each topic are published in the form of knowledge organisers, which are accessible to all pupils
- Each concept will be taught explicitly through topics, which engage pupils and often link to other areas of the curriculum
- Fieldwork opportunities will be explored and planned, allowing pupils to explore their local area

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and national or global contrasting settlements
- Uses the local area and community to develop geographical skills and knowledge

Geography Content Spine

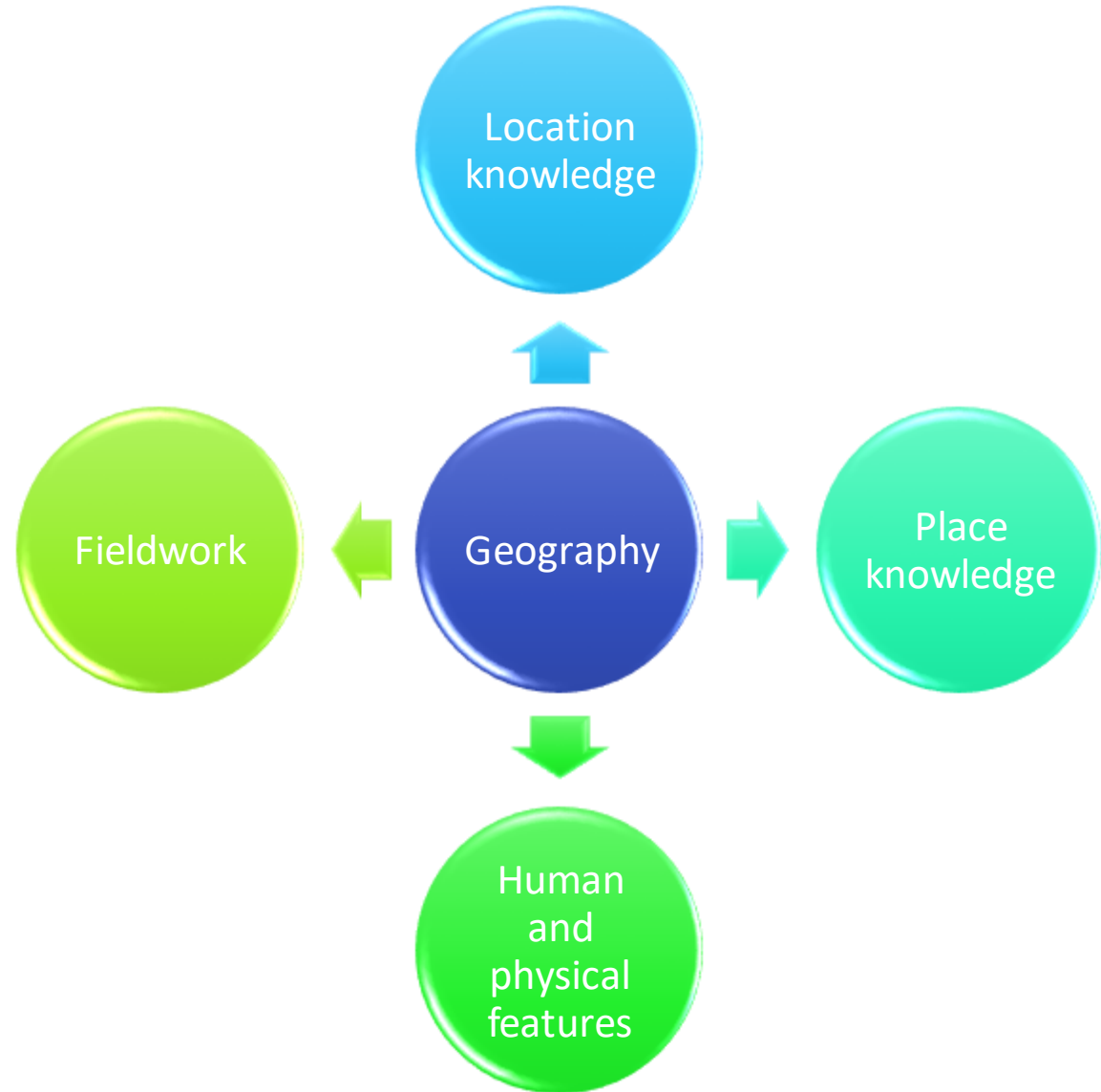
Year 3	Year 4	Year 5	Year 6
Skills and fieldwork: maps, atlases and globes. Maps of Europe and the UK Russia Local Study: Wokingham Recycling and Waste	Plastic pollution and the oceans impact on food chains Rivers and the water cycle Brazil and the rainforest	Locational knowledge: countries and continents; position and significance of global lines, tropics, circles and time zones. Skills and fieldwork: compass; grid references; ordnance survey maps. Polar regions and climate change Coasts and Erosion India	Mountains, Volcanos and Earthquakes Sustainability Skills and fieldwork: observe, measure and record features (field trip to Devon).

Geography Content Spine

	Autumn	Spring	Summer
Year 3	<p>Skills and fieldwork: maps, atlases and globes. Maps of Europe and the UK</p> <p>Russia</p>	Local Study: Wokingham	Recycling and Waste
Year 4	<p>Plastic pollution and the oceans impact on food chains</p> <p>Rivers and the water cycle</p> <p>Brazil and the rainforest</p>		
Year 5	<p>Locational knowledge: countries and continents; position and significance of global lines, tropics, circles and time zones.</p> <p>Skills and fieldwork: compass; grid references; ordnance survey maps.</p> <p>Polar regions and climate change</p> <p>Coasts and Erosion</p> <p>India</p>		
Year 6	<p>Mountains, Volcanos and Earthquakes</p> <p>Sustainability</p> <p>Skills and fieldwork: observe, measure and record</p>		

Geography

Key Concepts



Geography Progression Map – Location knowledge

Year 3	Year 4	Year 5	Year 6
Using local maps, name and identify areas in and around Wokingham eg parks, recycling centres, water treatment plants etc.	On a world map, locate the countries and major cities of South America, concentrating on their environmental regions (rainforest).	Using different maps and a world globe, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Using a range of different maps, locate and name the largest mountain ranges in the world (Andes, Himalayas and Rocky mountains), the most volatile volcanoes and epicenters for recent and biggest earthquakes (both on land and subterranean).
Using larger scale maps, name and locate major countries in Europe, including Russia	Name and locate the 3 longest rivers in the UK (Severn, Thames, Trent), in Europe (the River Rhine) and the three longest rivers in the world: Nile, Amazon and Mississippi	Locate the Prime/Greenwich Meridian and time zones	Locate largest cities in each continent (Lagos, Tokyo, Paris, New York and Sao Paulo) – linked to sustainable fashion
Identify capital cities of Europe & Russia.	Name and locate the world's oceans (Arctic, Atlantic, Indian, Southern and Pacific) – linked to plastic pollution	Name and identify the seas around the UK (English Channel, Irish Sea and North Sea)	Name the six countries with the highest populations (Brazil, china, India, Indonesia, Russia and USA) – linked to sustainable fashion.
Name and locate the largest mountain range in Europe (Alps) and Ural mountains in Russia.	Locate areas of world where plastic pollution has the biggest effect on the people and animals who live there.	Name and identify the Oceans around the polar regions (Arctic and Southern Ocean)	
Name and locate the two largest seas around Europe (Mediterranean Sea and North Sea)		Locate different areas of the UK and world which are linked to topics: India; the Arctic and Antarctic Circle; British Jurassic coast etc.	

Geography Progression Map – Place knowledge

Year 3	Year 4	Year 5	Year 6
<p>Compare and contrast a region of the UK with a region in Europe (Russia) and begin to give reasons for differences.</p> <p>Begin to ask/initial geographical questions</p> <p>Analyse evidence and begin to draw conclusions eg make comparisons between two locations using photos/pictures temperatures in different locations.</p>	<p>Compare and contrast a region in UK with a region in South America with significant differences and similarities – linked to rainforests.</p> <p>Give some reasons for the similarities and differences between places, using geographical language.</p>	<p>Understand why there are different coast types within the UK and Europe.</p> <p>Understand what different coasts were used for – pirates, D-day landings, smugglers, ports, fishing, explorers etc.</p>	<p>Compare and contrast places studied using knowledge of continents, countries, climate, temperature and economy.</p> <p>Recognise how places fit within a wider geographical context (eg as part of a bigger region or county) and are interdependent (eg through the supply of goods, movements of people etc.)</p>

Geography Progression Map – Physical and human geography

Year 3	Year 4	Year 5	Year 6
Use sources of evidence to list some of the physical and human geographical features, such as rivers, forests, hills, cities, villages etc.	Describe and understand key aspects of rivers and the water cycle including transpiration.	Human geography: Understand economic activity at coasts (link to history with how it's changed over time). Fishing and sustainability.	Describe and understand key aspects of physical geography relating to mountains, volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
To give reasons for why physical and human features are where they are and begin to understand why people settled where they did.	Identify the parts of a river and understand how land use is different along the river's course (source, meander, mouth).	Understand tides	Study the distribution and use of natural resources (including energy, food, minerals and water – fair/unfair –) on the fashion industry
Summarise an environmental issue (waste) in the local area and UK.	Explain the process of erosion and deposition (in a river) and know how erosion, deposition and flooding can affect people.	Identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves).	
Understand how to make a positive impact to improve the local environment with regards to this issue.	Understand the impact of human behaviour on environments eg loss of habitat, plastic pollution.	Explain the process of erosion and deposition	
	Describe different points of view on an environmental issue affecting a locality – plastic manufacture and pollution	Understand how coasts are managed by humans to preserve them.	
		Impact of rising temperatures on sea levels and ice cap. What impact can humans have on reducing this impact?	

Geography Progression Map – Fieldwork

Year 3	Year 4	Year 5	Year 6
<p>Know and use the 4 compass points and 2 figure compass points to follow/give directions</p> <p>Use a simplified Ordnance Survey map to follow a route with some accuracy (eg whilst orienteering).</p> <p>Know why a key is needed and use standard symbols</p> <p>Try to make a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple scale drawing.</p>	<p>Learn the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of local area, UK and Brazil.</p> <p>Use fieldwork to observe, measure and record findings – linked to rivers</p> <p>Use a range of methods to present findings, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use four-figure grid references, along with keys and symbols (including the use of Ordnance Survey maps) to build their knowledge and understanding of human geography side of coastal features, such as towns, beach huts, ports etc</p> <p>Use fieldwork to observe, measure, record, present and explain the human and physical features of a coastal area, including sketch maps, plans and graphs, and digital technologies.</p> <p>Make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way.</p>	<p>Extend to 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, with teaching of latitude and longitude in depth.</p> <p>Draw maps and plans of localities studied that include keys, four figure grid references and use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square = 1KM), a compass rose, indicating North and standard Ordnance Survey symbols.</p>