

# Geography at the Grove Junior School

## *National Curriculum*

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. 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

## *Links to learning in KS1*

The majority of children transition to the Grove Junior school from Grove infants school having developed knowledge about the world, United Kingdom and their locality. This will be built upon in the key stage 2 geography curriculum.

By the end of KS1, children should

- Develop knowledge of the world's significant places on land, and under the sea. This includes understanding the key human and physical features of these places, and the geographical processes taking place in those contexts.
- Understand the processes behind important physical and human geographical features of the world, how they connect, and how they change over time.
- Demonstrate competency in fundamental geographical skills:
  - Collecting, analysing, and communicating a range of data from fieldwork.
  - Interpreting different sources of geographical information, including maps, diagrams, and globes.
  - Communicating geographical information in a variety of forms, both numerically and in writing.

## ***Intent***

At The Grove Junior School, our Geography curriculum inspires our pupils to have a **curiosity** and a **fascination** for the world around them. Our curriculum **engages** and **stimulates** pupils to be involved in meaningful learning that will stay with them for the rest of their lives. This is achieved through pupils **exploring** our local area, **investigating** the UK and **studying** the wider world.

At the Grove, we consider the National Geographical society's ethos of the **Space** of Geography, asking questions about locations and their situation. This is enriched by considering **Place**; what is like? How and why has it changed? Learning then reflects on **Scale**. Children look at a subject at a local level, then compare, contrast, investigate and discuss the global impact of the area of study, giving them a springboard into developing their understanding of the world.

We enrich their cultural capital by gaining **knowledge** and **skills** about the Earth's key **physical and human processes**. This develops an **awareness** and understanding that **Geography is ever developing**.

## ***Implementation***

At the Grove Junior School, we implement a progressive curriculum, building on prior skills and knowledge. Geography is taught in a block each term, which has proven to deepen engagement and increase recall when making cross-curricular links with other core and foundation subjects. This promotes a clear understanding of what Geography learning looks like at the Grove Junior School.

Geography areas of study are specific, but not exclusive, to each year group and are in line with the suggestions of the National Curriculum. The Long Term Plan ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group. Teachers use this document to plan their geography lessons suitable to their class's interests and what they want to learn.

The Learning sequence is planned so that the children are immediately exposed to subject specific vocabulary, which is pertinent to their continuing skills and knowledge development. Teachers plan with the knowledge of what learning has gone before and where the new learning will take the children. There is the opportunity to think, discuss, debate and relate new learning to their existing knowledge base.

Activities and tasks are relevant and are planned, considering the children's varying starting points. A sufficient level of challenge is planned to give many opportunities for children to show a greater depth of understanding as well as how the learner will be supported in line with The Grove's commitment to inclusion. When teaching Geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced.

Each learning sequence has clear assessment opportunities, providing feedback and responds to changing needs of the children. Teaching Geography at the Grove enables children to think like Geographers.

## ***Impact***

At The Grove Junior School, we believe that the impact of using our Geography curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary correctly and understand the different strands of geography with a deep understanding. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. Children will become more capable in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

## Geography Long Term Plan

	Autumn Term	Spring Term	Summer Term
Year 3	<p><b>Geographical Skills</b> – Ordnance Survey maps and basic map reading skills, using four-figure grid references, concept of scale, use of symbols and a map key sense of where the school is located within the wider world. They use eight compass points to describe the location of capital cities within the British Isles. Lines of Latitude and longitude.</p> <p><b>British Isles Locational Study</b> Demonstrate knowledge of the British Isles. Locate and identify countries, capital cities, islands and counties of UK. Identify Northern &amp; Southern hemispheres. Identifying physical characteristics, key topographical features including hills, mountains, coasts and rivers. Describe and understand key aspects of human geography including the distribution of natural mineral resources.</p>	<p><b>United Kingdom - Place Knowledge</b> Is the United Kingdom the same all over? An in depth study of two contrasting regions of the United Kingdom. Understand geographical similarities and differences through studying the human and physical geography. Identify land-use patterns; and understand how some of these aspects have changed over time. Identify different types of settlements including key human and physical landmarks.</p>	<p><b>Local Area Field Work Study- Food Miles</b> Where does our food come from? What is the benefit of eating seasonal fruit &amp; vegetables? (Identify seasonal and daily weather patterns in the United Kingdom) 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. Describe and understand key aspects of human geography including the distribution of food as a natural resources. The economic activity of trade links as export and imports of food.</p>

Year 4	<p><b>Geographical Skills</b> - Ordnance Survey maps and basic map reading skills, using four-figure grid references, concept of scale, use of symbols and a map key. Use 8 point compass points to locate and describe countries within Europe. Lines of Latitude (Tropics of Cancer, Capricorn, Equator) and longitude.</p> <p><b>Europe Locational Study</b> Demonstrate knowledge of the countries of Europe. Locate and identify countries of northern, southern, eastern and western Europe. Identify differing climates, landlocked and coastal and islands. Identifying physical characteristics, key topographical features including hills, mountains, coasts and rivers. Describe and understand key aspects of physical geography including mountains and volcanos.</p>	<p><b>Europe - Place Knowledge</b> Is life in Europe similar to life in Britain? An in depth study of two contrasting countries of Europe. Understand geographical similarities and differences through studying the human geography by identifying land-use patterns; and understand how some of these aspects have changed over time. Identify different types of settlements including key human and physical landmarks.</p>	<p><b>Local Area Fieldwork Study - Rivers</b> The River – A body of flowing water or something more? How does the water cycle affect our region? To observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies. Physical geography by describing and understanding key aspects of the water cycle.</p>
Year 5	<p><b>Geographical Skills</b>- Ordnance Survey maps and basic map reading skills, using six-figure grid references, concept of scale, use of symbols and a map key. Use 8 point compass points to locate and describe countries within North America. Lines of Latitude (Tropics of Cancer, Capricorn, Equator) and longitude, Arctic and Antarctic Circles. The Prime/Greenwich Meridian and time zones (including day and night). A greater emphasis on physical geography, landforms</p>	<p><b>North America - Place Knowledge (inc Central America)</b> An in depth study of two contrasting regions of North America. Understand geographical similarities and differences through studying the human geography by identifying land-use patterns; and understand how some of these aspects have changed over time. Identify different types of settlements including key human and physical landmarks.</p>	<p><b>Local Area Fieldwork Study – Sustainability</b> To observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies. Human geography- identify ways to reduce human impact on the planet and environment for a more sustainable future.</p>

	<p>represented on OS maps.</p> <p><b>North America Locational Study</b>          Demonstrate knowledge of the countries of North America. Locate and identify countries of northern, southern, eastern and western North America. Identify differing climates, landlocked, coastal and island countries. Identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers. Describe and understand key aspects of physical geography including climate zones and earthquakes.</p>		
Year 6	<p><b>Geographical Skills</b> - Focus- further develops pupils' use of maps, OS maps, read six-figure grid references, use the eight points of a compass, symbols and key to build their knowledge of the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Lines of Latitude (Tropics of Cancer, Capricorn, Equator) and longitude, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.</p> <p><b>South America Locational Study</b>          Demonstrate knowledge of the countries of South America. Locate and identify countries of north, south, east and west of South America. Identify differing climates, landlocked,</p>	<p><b>South America - Place Knowledge</b>          Is there more to South America than just the rainforest? An in depth study of two contrasting regions of South America. Understand geographical similarities and differences through studying the human geography by identifying land-use patterns; and understand how some of these aspects have changed over time. Identify different types of settlements including key human and physical landmarks. Describe and understand key aspects of human geography including the distribution of energy as a natural resource.</p>	<p><b>Local Area Fieldwork Study - Migration</b>          How welcoming in Harpenden?          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.          Human Geography- identify reasons for and the effect of migration.          Understand the human and physical differences between places such as landscape, housing and settlement patterns.</p>

	<p>coastal and islands countries. Identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers. Describe and understand key aspects of physical geography including biomes and vegetation belts.</p>		
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