

## Higher Bebington Junior School Geography Curriculum

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

### Geography at Higher Bebington Junior School



**Geographical Intent:** Children's geographical learning engenders the excitement, creativity and critical thinking about the world that will equip our young people to make their own way in. It starts with the familiar in LKS2 (Merseyside, the UK, and Europe), and slowly builds outwards the Americas and Africa in UKS2. Their understanding of how their local area fits into the wider world is therefore gradually accrued. More in-depth studies allow children to develop their understanding of the interactions between physical and human geography, with units on Europe in Year 3, Liverpool in Year 4, the Americas including the rainforest in Year 5 and mountains, rivers and coasts in Year 6.

Progression within the curriculum is clear with milestones for progress being covered by the end of Year 4 and built upon in Years 5 and 6. Here, children will investigate places (location and their physical and human features), patterns (understand the relationships between the physical features of places and human activity within them) and understand geographical representations, vocabulary and techniques. Other units offer scope for children to use digital resources, globes and atlases to explore regions. Key technical vocabulary is mapped onto each unit, allowing children to build a rich bank of geographical language. A common theme, which is woven throughout the school Geography Curriculum, promotes a curiosity and understanding of what daily life is like for different children in different countries.

**Implementation:** Children are taught about how to use and apply their geographical knowledge and skills through studies of local and world-wide locations.



Children will build on their substantive geographical knowledge of places and concepts through mix of direct teaching and an enquiry based learning approach. There is a focus on reoccurring concepts and vocabulary to help children to retain their geographical knowledge, making connectives between past learning and helping them make sense of future learning. Where possible, visits allow children to gain first-hand experience and where this is not possible, care is taken by teachers to select high quality resources to deliver content to the children.

**Impact:** Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Children can express what they know, remember and can do in a range of creative ways that showcases the substantive knowledge they have gained throughout the topic.

	Year 3 Beginning with the Wirral, the UK and then Europe.	Year 4 More in depth study of a city in the UK
	<p>What can we learn from the people and places in Europe?</p> 	<p>Why is Liverpool such an AWESOME place to live?</p> 
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Locate the United Kingdom on maps and globes</li> <li>Name and locate countries and cities in the United Kingdom</li> <li>Locate countries and major cities in Europe (including Russia) using maps and globes.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the United Kingdom using maps and globes.</li> <li>Name and locate counties and cities of the United Kingdom.</li> <li>Identify the United Kingdom in the Northern Hemisphere</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Identify the human and physical differences between a region in France and a place in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Compare local settlement and land use to city settlements and land use</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>Describe key aspects of the human geography of France e.g. land use, economic activity</li> <li>Describe key aspects of the physical geography of France e.g. Rivers, Mountains</li> </ul>	<ul style="list-style-type: none"> <li>Describe the human and physical features of a city- Liverpool</li> <li>The River Mersey- explain why cities are established on rivers.</li> <li>Identify the features of a river (meanders, estuary, source, mouth, bridges, piers, flood barriers, ox-bow lake, confluence)</li> <li>Explain river uses: transport, leisure, tourism</li> <li>Identify economic activity and trade links</li> <li>Identify the distribution of natural resources</li> </ul>

<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>▪ Maps, atlases and globes and digital/computer mapping</li> <li>▪ Use eight points of a compass</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using maps, globes and digital mapping</li> <li>▪ Use aerial photographs to label a map</li> <li>▪ Use eight points of a compass</li> <li>▪ Describe changes over time using aerial photographs</li> </ul>
<b>Links to prior/future knowledge</b>	<p>Links to and builds upon KS1 focus (Town Lane Infant School) on the locality (Bebington and New Brighton). Recaps KS1 learning on the UK, continents, oceans and 4 points of the compass. The Y3 topic 'What were the changes in Britain from the Stone Age to the Iron Age?' examines settlements across Europe.</p> <p>Preparation for future geographical topics – Y4 'Why is Liverpool such an awesome place to live?' which builds upon the location of the UK and identifies cities and counties through the use of globes and maps.</p>	<p>Recaps KS1 and Y3 learning on the UK, mapping skills and compass direction. Links to UKS2 Geography which examines the physical characteristics of rivers and their formation.</p>
<b>Substantive Vocabulary</b>	<p>Continent, ocean, human features, peninsula, Wirral, London, Paris</p>	<p>United Kingdom, settlement, urban, rural, river, meander, estuary, source, mouth, oxbow lake, confluence, flood barrier, trade, import, export, dock, transport</p>
<b>Lower Key Stage 2 Disciplinary Vocabulary</b>	<p>diagram, fieldwork, sketch, compass, distance, geographer, human, physical, place, location</p>	
<b>Lower Key Stage Two Milestones for Progress in Geography</b>		
<p><b>Investigate places</b> (Involves understanding the geographical location of places and their physical human features.)</p>	<p><b>Investigate patterns</b> (Involves understanding the relationships between the physical features of places and the human activity within them.)</p>	<p><b>Communicate geographically</b> (Involves understanding geographical representations, vocabulary and techniques.)</p>
<ul style="list-style-type: none"> <li>✓ Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>✓ Explain own views about locations, giving reasons.</li> <li>✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>✓ Use fieldwork to observe and record the human and physical features in the local area using</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>✓ Describe geographical similarities and differences between countries.</li> <li>✓ Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> </li> </ul>

<p>a range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> <li>✓ Use a range of resources to identify the key physical and human features of a location.</li> <li>✓ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>✓ Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>		<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
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	<p style="text-align: center;"><b>Year 5</b>  <b>Moving beyond the UK and Europe to the continents North and South America.</b></p>	<p style="text-align: center;"><b>Year 6</b>  <b>More in depth study of key topographical features of the UK (hills, mountain and coastal regions)</b></p>
	<p><b>Where are the Americas?</b></p> 	<p><b>Why is the Great Outdoors so great?</b></p> 
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Locate the countries in North and South America using maps and globes</li> <li>▪ Identify the Equator, the Tropics of Cancer and Capricorn and the Antarctic Circle</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate the key mountain ranges in the British Isles and in other countries around the world.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Identify the human and physical differences between a region in South America and the UK</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the human and physical differences between mountain and coastal regions in the UK and around the world.</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>▪ Describe key environmental regions, key physical and human characteristics, countries and major cities in North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify human and physical characteristics, including hills, mountains and rivers</li> <li>▪ Explain how mountains and rivers are formed, using key geographical vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The Amazon River- comparison to Year 4 work on River Mersey.</li> <li>▪ Explain river uses: transport, leisure, tourism</li> <li>▪ Identify economic activity and trade links</li> <li>▪ Identify the distribution of natural resources</li> <li>▪ Explain about climate zones, biomes and vegetation belts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain about climate zones, biomes and vegetation belts</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>▪ Maps, atlases and globes.</li> <li>▪ Use eight points of a compass</li> <li>▪ Use 4 figure grid references</li> <li>▪ Use symbols and keys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maps, atlases, globes and digital/computer mapping</li> <li>▪ Use eight points of a compass</li> <li>▪ Use 4 and 8 figure grid references</li> <li>▪ Use symbols and keys including Ordnance Survey maps</li> <li>▪ Read keys and contours on a map</li> </ul>
<b>Links to prior/future knowledge</b>	<p>Recaps Y3 and Y4 learning on mapping skills and compass direction.</p> <p>Builds upon Y4 learning about the River Mersey: Why is the Amazon river important? How does it compare to the River Mersey?</p> <p>Links to future learning on the Y6 curriculum which includes the study of rivers, biomes and vegetation belts. Y6 will revisit work on compass points and built upon Y5 work on 4 and 6 figure grid references.</p>	<p>Links to prior learning about volcanoes (Y3), the River Mersey (Y4) and the Amazon River (Yr5). Developing work on climate zones, biomes and vegetation belts (Y5).</p> <p>Preparation for KS3 which looks in more detail at the study of human and physical Geography of a region within Africa, understands physical geography relating to plate tectonics and weathering, and interprets OS maps in the classroom and field including using grid references and scales as well as topography, aerial and satellite photographs.</p>
<b>Substantive Vocabulary</b>	Latitude, longitude, human features, physical features, hemisphere, equator, deforestation, Inca, extinction, indigenous	Fault line, folded, dome, volcanic, crust, mantle, source, estuary, contour, erosion, tectonics, plate, weathering
<b>Upper Key Stage 2 Disciplinary Vocabulary</b>	Latitude, longitude, grid reference, symbols, human, physical, place, location	
<b>Upper Key Stage Two Milestones for Progress in Geography</b>		
<b>Investigate places</b> (Involves understanding the geographical location of places and their physical human features.)	<b>Investigate patterns</b> (Involves understanding the relationships between the physical features of places and the human activity within them.)	<b>Communicate geographically</b> (Involves understanding geographical representations, vocabulary and techniques.)

<ul style="list-style-type: none"> <li>✓ Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>✓ Identify and describe how the physical features affect the human activity within a location.</li> <li>✓ Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>✓ Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>✓ Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>✓ Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>✓ Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>✓ Understand some of the reasons for geographical similarities and differences between countries.</li> <li>✓ Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>✓ Describe geographical diversity across the world.</li> <li>✓ Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>✓ Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>✓ Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
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