West Bridgford Junior School - Geography Curriculum Map

Children will be encouraged to 'think like a geographer' – engaging with the concept of 'Place, Space and Scale, physical, human aspects of geography and Change & Sustainability'. They will explore the world through maps, photos and artefacts. Year 3 begin at the local level then expand out to the wider world as they move though school. West Bridgford Junior School has a varied, multicultural community; wherever possible we will use these links to other countries and use visitors to support and enhance learning. The curriculum will encourage children to be problem solvers, make links with other curriculum areas to raise awareness of the wider world and to care and protect the environment. Knowledge will be cumulative and continually referenced through display, books and knowledge organisers.

	Autumn Term	Spring Term	Summer Term
Y3	Community Explorers		Comparing Italy and UK Volcanoes and the Earth
Y4	River deep, mountain high		
Y5	How has the place we live in changed over time?		South America
Y6		Polar Climates	

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Year 3

Why is West Bridgford a Great Place to Live? (Autumn Term)

Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Name, locate and describe some major cities in the UK. Use the eight points of a compass to locate a geographical feature or place on a map. Use four-figure grid references to describe the location of objects and places on a simple map. Read maps and give directions to follow a map. Know that to follow direction we need to use NSEW. Analyse primary data, identifying any patterns observed. (traffic survey) Gather evidence to answer a geographical question or enquiry.	Classify, compare and contrast different types of geographical feature. Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Describe the type and characteristics of settlement or land use in an area or region. Identify the human features of the UK. Know that the UK has towns and cities, ports and landmarks. There are borders between countries which may have changed over time.	

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Year 3

Comparing Italy and the UK (Summer Term)			
Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Locate countries in Europe (including Russia) on a world map. Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.		Compare two cities London and Rome – use internet and atlas' to look at population, links to transport, weather, economy. Describe in detail the different types of agricultural land use in the UK. Explain how the topography and soil type affect the location of different agricultural regions. Describe how soil fertility, drainage and climate affect agricultural land use. Describe and explain the location and purpose of transport networks across the UK and other parts of the world.	

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Year 3

Volcanoes and Earth (Summer Term)			
Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
	Name and describe properties of the Earth's four layers. Explain the physical processes that cause earthquakes and volcanic eruptions. Describe the parts of a volcano or earthquake. Name and locate significant volcanoes and plate boundaries and explain why they are important.		Describe how a significant geographical activity has changed a landscape in the short or long term. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).

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Year 4

River deep, mountain high (Autumn Term)

Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. Use four or six-figure grid references and keys to describe the location of objects and places on a map. Identify elevated areas, depressions and river basins on a relief map. Identify the topography of an area of the UK using contour lines on a map. Know the mountain areas in England, Scotland and Wales Name, locate and explain the importance of significant mountains or rivers. Identify seasonal and daily weather patterns in the UK (link to water cycle – changing states of matter science) Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Investigate a geographical hypothesis using range of fieldwork techniques. Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.	Classify geographical features – hills, mountains, coasts and rivers. Know that the UK has a varied landscape. Know that we have a coast line. Describe and compare aspects of physical features. A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. Create a detailed study of geographical features, such as a significant river or mountainous region of the UK. Describe and explain the transportation of materials by rivers Use specific geographical vocabulary and diagrams to explain the water cycle. Identify, describe and explain the formation of different mountain types. Describe altitudinal zonation on mountains. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Explain ways that settlements, land use or water systems are used in different parts of the world.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Evaluate the extent to which climate and extreme weather affect how people live

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Year 5

How has the place we live changed over time? (Autumn Term)

Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Analyse and compare a place or places using aerial photographs. atlases and maps.			Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Present a detailed account of how an industry, including tourism, has changed a place or landscape over time

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Year 5

Rainforests Unwrapped (Summer Term)

Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Locate the countries of South America on a world map, atlas or globe Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime (or Greenwich) Meridian and time zones (including day and night Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy Create a thematic map using rainfall in South America. Analyse and compare a place or places using aerial photographs. atlases and maps. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places. Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Name and locate the world's biomes and climate zones and explain their common characteristics. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. Identify and describe the similarities and differences in physical and human geography between continents. The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate Name and locate deserts in South America. Know that South America contains a variety of biomes including deserts. Know key features of deserts and that deserts can be cold places. Know that rainfall is higher in the areas of tropical rainforests. Know there is variation between countries in South America with some countries classified as desert. Know that rainfall can be distributed evenly or unevenly across the year Explain climatic variations of a country or continent. Describe the climatic similarities and differences between two regions. Describe the key features of a rainforest Know that rainforests are between the tropics. Know that rainforests are a biome which contain a disproportionate amount of the world's species. Know the rainforest is a delicate ecosystem. Compare and describe the physical features of UK woodland and the Amazon rainforest.	Describe Rio as an urban settlement. Make comparisons with UK cities. Know that Rio is a cultural centre of Brazil. Know industry and land use patterns for the city. Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use	Explain how humans impact on the environment through their actions Know that long term change can be brought about by deforestation from logging.

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Year 6

Polar Climates (Spring Term)

Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Name, locate and describe major world cities Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.	Describe the physical processes, including weather, that affect two different locations. Compare and describe physical features of polar landscapes. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice Explain how the presence of ice makes the polar oceans different to other oceans on Earth.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Describe the distribution of natural resources in an area or country. Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water	Evaluate the extent to which climate and extreme weather affect how people live Explain how climate change affects climate zones and biomes across the world. Climate change is the long-term change in expected patterns of weather, which contribute to the melting of polar ice caps, rising sea levels and extreme weather..