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		Volcanoes and Earthquakes
Y4	River deep, mountain high	France	
Y5	How has the place we live in changed over time?		Rainforests Unwrapped
Y6		Frozen Planet	

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Year 3

Community Explorers - 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 and their counties. 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 using NSEW. Create sketch maps of the school and local area. Analyse primary data, identifying any patterns observed. (traffic survey) Gather evidence to answer a geographical question or enquiry. Why and how do people visit West Bridgford fieldwork.	Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Classify, compare and contrast different types of geographical feature. Know that the UK has a coastline.	Geographical features created by humans are called human features. Human features include houses, factories and train stations. Describe the type and characteristics of settlement or land use in an area or region. Use terms hamlet, village, town and city. Identify the human features of the UK. Know that the UK has towns and cities, counties, ports and landmarks. There are borders between countries which may have changed over time. Know that land can be describes as rural or urban.	

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Year 4

Comparing a region in France and the UK (Spring Term)			
Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Locate countries in Europe looking at those which border France. Use digital mapping to describe and locate Parisian tourist attractions	Compare and contrast Paris and London – physical features	Compare and contrast Paris and London – human features including the economy and population. Understand transport links (ports and airports) and describe how to travel to Paris.	

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Year 3

Volcanoes and Earthquakes (Summer Term)			
Space, Place and Scale (including fieldwork)	*Physical Environment*	*Human Geography*	*Change and sustainability*
Locate major earthquakes and volcanoes in the world.	Describe the Earth's structure. To be able to explain that the Earth's crust is made up of tectonic plates Describe the structure of a volcano. Investigate the types of volcanoes Understand how and why volcanoes erupt. Explain the effects of a volcanic eruption Explain what an earthquake is. To explain what causes earthquakes and their effects.		

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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 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. Name, locate and explain the importance of significant rivers. Ask and answer geographical questions using a range of fieldwork and research techniques. How fast is the river at Perlethorpe? How deep is the river at Perlethorpe? Collect and analyse primary data when carrying fieldwork. What has been done to prevent flooding in Nottingham? 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 Identify seasonal and daily weather patterns in the UK – collect weather data using barometer, rain gauge, weather vane, thermometer (link to water cycle – changing states of matter science)	Create a detailed study of a river of the UK (including fieldwork) Describe and explain how rivers transport materials and how erosion occurs. This can form physical features. Use specific geographical vocabulary and diagrams to explain the water cycle. Identify, describe and explain the formation of different mountain types.		Explain how the physical processes of a river, sea or ocean have changed a landscape over time – look at coastal erosion and its impact. Evaluate the extent to which climate and extreme weather affect how people live (flooding)

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Year 5

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

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 characteristics and land use of a settlement changes as it gets bigger (settlement hierarchy). Understand how an industry 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 Analyse and compare a place or places using aerial photographs. atlases and maps. Construct or carry out a geographical enquiry by gathering and analysing a range of sources <u>Is the Weather in South America all the same?</u> Create a thematic map using rainfall in South America.	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. Describe the key features of a rainforest 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 key features of deserts and that deserts can be cold places. Compare and describe the physical features of UK woodland and the Amazon rainforest.	Describe Rio as an urban settlement. Make comparisons with Nottingham. Know that Rio is a cultural centre of Brazil. Know industry and land use patterns for the city including favelas. Identify some of the problems when land is used for palm oil production. (English link)	Know that long term climate 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*
Recap on city, county, county and continent. 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 by finding features. Use satellite imaging and maps of different scales to find out geographical information about a place. Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.eg census data What is it like to live in Svalbard?	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	Describe patterns of human population growth and movement, economic activities such as trade, 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.	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..