

Geography at Almond Hill Junior School



Subject leader: Mrs Campbell

Subject Intent Statement

By the end of KS2 children at Almond Hill will...

- By the end of KS2, pupils will have extended knowledge and understanding, beyond their local area with an aptitude for practical fieldwork.
- Teaching aims to inspire a curiosity of the world's diverse places, people, resources and environments, whilst instilling a fascination of the interaction between physical and human processes.
- Children will have an understanding of a variety of mapping systems and how to interpret them.

Children at Almond Hill will achieve the skills and knowledge above through class teacher taught lessons on two specific topics for each year group. Geography will be taught both discretely for geographical knowledge, and in combination with other foundation subjects through a topic based learning approach – all underpinned by the skills noted in the progression of skills.

As part of each topic, we aim that every child will take part in a fieldwork and investigation. This will support their study of the human and physical geography of their local area, as well as the wider world.

Children will be given the opportunity to complete some cross-curricular reading and writing as part of their Geography learning. Outcomes of Geography will be practical skill based; as well as written outcomes. Geography lessons are made engaging by using other styles of learning, which may include the use of computers, online mapping systems, drama, scientific experiments and video links from the wider world. Children will be given, where possible, the opportunity to carry out fieldwork and investigation outside of the classroom environment.

The school will also be using their partner link with our Nepali school to be make real life comparisons based upon wider global issues highlighted in the United Nation's Global Goals.

SEND

Adaptations for SEND pupils:

As a school, we aim to provide an inclusive Geography curriculum that is accessible for all pupils. Lessons may need to be adapted to provide appropriate provision for pupils with SEND. This could be in the form of any of the following:

- Adapted tasks
- Adapted resources / equipment
- Additional support

Topics/Units Across the Key Stage

Year group	Autumn	Spring	Summer
3	Europe, maps and map reading, locations		Geography - Latitude and longitude, World of wonder
4		Trade	South America - cities
5	Physical features - biomes	Local study – characteristics of urban areas.	
6	Mountains & volcanoes		America human/physical geography Renewable energy

Progression of skills

Year 3	Year 4	Year 5	Year 6
<p>Fieldwork and investigation Carried out throughout all geographical work.</p> <p>WTS: 1. Make a simple sketch map. 2. Use digital maps to find familiar places. 3. Can carry out fieldwork in the local area using suggested techniques. 4. Present information gathered from fieldwork in a simple graph.</p> <p>ARE: 1. WTS + with features in the correct order and place of a short route. 2. Make a simple scale plan of a room. 3. Use the zoom function on digital maps to locate places. 4. Can carry out fieldwork in the local area by selecting appropriate techniques. 5. Present information gathered from fieldwork in simple graphs.</p> <p>GDS: 1. ARE + detailed map. 2. ARE + objects in the room. 3. ARE + add annotations about the area. 4. ARE + carry out an investigation in the local area. 5. ARE + using a range of graphs.</p>	<p>Fieldwork and investigation Carried out throughout all geographical work.</p> <p>WTS: 1. Make a simple sketch map. 2. Use digital maps to find familiar places. 3. Can carry out fieldwork in the local area using suggested techniques. 4. Present information gathered from fieldwork in a simple graph.</p> <p>ARE: 1. WTS + with features in the correct order and place of a short route. 2. Make a simple scale plan of a room. 3. Use the zoom function on digital maps to locate places. 4. Can carry out fieldwork in the local area by selecting appropriate techniques. 5. Present information gathered from fieldwork in simple graphs.</p> <p>GDS: 1. ARE + detailed map. 2. ARE + objects in the room. 3. ARE + add annotations about the area. 4. ARE + carry out an investigation in the local area. 5. ARE + using a range of graphs.</p>	<p>Fieldwork and investigation Carried out throughout all geographical work.</p> <p>WTS: 1. make a sketch map with symbols 2. Use digital maps to identify humans and physical features. 3. Present fieldwork info in a simple graph.</p> <p>ARE: 1. WTS + a key and scale 2. Use digital maps to investigate the features of an area. 3. Present fieldwork info in a range of graphs.</p> <p>GDS: 1. same as WTS + ARE 2. ARE + find factual information. 3. ARE + other data presentation techniques.</p>	<p>Fieldwork and investigation Carried out throughout all geographical work.</p> <p>WTS: 1. make a sketch map with symbols 2. Use digital maps to identify humans and physical features. 3. Present fieldwork info in a simple graph.</p> <p>ARE: 1. WTS + a key and scale 2. Use digital maps to investigate the features of an area. 3. Present fieldwork info in a range of graphs.</p> <p>GDS: 1. same as WTS + ARE 2. ARE + find factual information. 3. ARE + other data presentation techniques.</p>

<p style="text-align: center;"><u>UK and Local Area</u></p> <p>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p> <p>WTS: 1. Describe where the UK is located and name and locate its four countries and some counties. 2. Locate where they live in the UK. 3. Relate continent, country and county to where they live. 4. Locate the UK's major urban areas and some physical environments.</p> <p>ARE: 1. WTS. 2 + 3. WTS + using terminology like north, south, east, west and the name of nearby counties. 4. Locate some human and physical characteristics of the UK.</p> <p>GDS: 1. WTS and ARE. 2 + 3. WTS and ARE + name and locate a range of cities and counties. 4. WTS and ARE + locate and describe several contrasting physical environments.</p>	<p style="text-align: center;"><u>World and Continents</u></p> <p>Locate the world's countries, focusing on Europe and North and South America. Identify position and significance of latitude/longitude, Equator, N/S hemisphere, Tropics of Cancer and Capricorn, Arctic/Antarctic circles, Prime meridian, time zones, day and night.</p> <p>WTS: 1. Locate countries in Europe, North and South America on a map or atlas. 2. Can describe some European, North and South American cities using an atlas. 3. Can use a globe and map to identify the Poles, Equator, and Hemispheres. 4. Can locate the Tropics, Arctic and Antarctic Circles.</p> <p>ARE: 1. WTS. 2. WTS + relate continent, country, state, city to identify states in North America using a map. 3 + 4. WTS + identify the position of the Prime/Greenwich Meridian and understand the significance of longitude and latitude.</p> <p>GDS: 1. WTS, ARE + can locate most countries in these areas. 2. WTS, ARE + identify states in the USA using a map and can explain and illustrate continent, country, state and city. 3 + 4. WTS, ARE + understand the significance of the Tropic, Arctic and Antarctic Circles, Prime/Greenwich Meridian including day and night.</p>	<p style="text-align: center;"><u>UK and Local Area</u></p> <p>Identify geographical regions and topographical features of the UK inc. hills, mountains coasts and rivers. Understand how some aspects of land use has changed over time.</p> <p>WTS: 1. Locate and describe some physical environments in the UK eg. Coastal, significant rivers and mountains. 2. Locate the UK's regions and major cities.</p> <p>ARE: 1. WTS + and how they change 2. WTS + locate urban areas, knowing some of their distinct characteristics and how they have changed over time. 3. recognise broad land-use patterns of the UK</p> <p>GDS: 1. WTS, ARE + identify their contrasting features. 2. WTS, ARE + locate with accuracy 3. identify the broad land-use patterns of the UK</p>	<p style="text-align: center;"><u>World and Continents</u></p> <p>Locate world countries focussing on Europe inc Russia and North and South America. Concentrate on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (inc day and night).</p> <p>WTS: 1. Locate some major cities and countries of Europe and North and South America on physical and political maps 2. Describe some key physical and human characteristics of Europe and North and South America 3. Locate places in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>ARE: 1. WTS + regions 2. WTS + environmental regions 3. WTS + relate this to their time zone, climate, seasons and vegetation.</p> <p>GDS: 1. WTS, ARE + identify the distinct characteristics of the regions. 2. WTS, ARE + compare and contrast 3. same as ARE</p>
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<p>Physical themes <i>Describe and understand key aspects of physical geography inc: climate zones, biomes and vegetation belts.</i> <i>Describe and understand the key aspect of physical geography inc: earthquakes, volcanoes, rivers, mountains and the water cycle.</i></p> <p>WTS 1. Can describe the pattern of hot or cold areas around the world and relate this to the position of the Equator and Poles. 2. Can recognise natural features such as a mountain and river and describe them using key vocab. 3. Can describe the water cycle using simple vocab and can name some of the processes associated with rivers and mountains.</p> <p>ARE 1. WTS + indicate tropical, temperate and polar climate zones on a globe or map and describe some characteristics of these zones. 2. WTS + use appropriate geographical vocab to describe mountain/river environments in the UK. 3. WTS + can describe the water cycle in sequence. 4. Can use simple vocab to describe significant physical features and how they change.</p> <p>GDS 1. WTS, ARE + can understand the relationship between climate and vegetation. 2. WTS, ARE + name and describe them. 3. WTS, ARE + can explain the water cycle using appropriate geographical vocab. 4. Can describe several physical features and how they change.</p>	<p>Human Themes <i>Describe and understand the key aspects of human geography, inc: types of settlement and land use.</i></p> <p>WTS 1. Can identify and sequence different human environments, e.g. local area and contrasting settlements such as a village or city. 2. Can recognise features and some activities that occur in different settlements using key vocab. 3. Can recognise main land uses in urban areas and can suggest key characteristics of rural areas.</p> <p>ARE 1. WTS + sequence a range of settlement sizes from a village to a city. 2. WTS + can describe the characteristics of settlements with different functions, e.g. coastal towns. 3. WTS + begin to describe the characteristics of rural areas.</p> <p>GDS 1 + 2. WTS, ARE + describe the distinctive characteristics of settlements with different functions and sizes e.g. coastal towns. 3. WTS, ARE + describe in detail the key characteristics of rural areas.</p>	<p>Physical themes <i>Describe and understand key aspects of physical geography, inc: Climate zones, biomes and vegetation belts.</i> <i>Describe and understand key aspects of physical geography, inc: rivers, mountains, volcanoes and earthquakes and the water cycle.</i></p> <p>WTS 1. Understand that climate and vegetation are connected in an example of a biome eg. The tropical rainforest. 2. Understand that animals and plants are adapted to the climate 3. Understand that our food is grown in many different countries because of their climate. 4. Describe some key physical processes and the resulting landscapes features eg. How a mountain range is formed.</p> <p>ARE 1. WTS + another example – the desert 2. Describe how the plants and animals have adapted to their climate. 3. Describe how food production is influenced by climate. 4. Describe a range of key physical processes and the resulting landscape features.</p> <p>GDS 1. WTS, ARE + another example – the Arctic 2. Explain climate patterns of a region; describe the characteristic of a biome, what the climate is like and how plants and animals are adapted to it. 3. Relate climate to food production. 4. WTS, ARE + how fold mountain regions are formed.</p>	<p>Human Themes <i>Describe and understand key aspects of human geography inc: economic activity inc trade links, distribution of natural resources such as energy, food, minerals and water.</i></p> <p>WTS 1. Know and understand what life is like in cities and villages 2. Know the journey of how one product gets into their home in detail. 3. Describe some renewable and non-renewable energy sources. 4. Describe different types of industry currently in the local area. 5. Know where some of our main natural resources comes from.</p> <p>ARE 1. WTS + a range of settlement sizes 2. Understand that products are imported as well as produced locally. 3. Same as WTS 4. WTS + how they have changed 5. WTS + and understand.</p> <p>GDS 1. WTS, ARE + in different parts of the world. 2. Understand that our shopping choices have an effect on the lives of others. 3. Same as WTS. 4. WTS, ARE + offer reasons as to why they have changed. 5. WTS, ARE + and the impacts of their use.</p>
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<p><u>Map and Atlas Work</u> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use symbols and key (inc the use of OS maps) to build their knowledge of the United Kingdom and wider world.</i></p> <p>WTS 1. Can use a map to identify countries in Europe and/or North and South America. 2. Use an atlas to describe where the UK is located, locate where they live in the UK and locate the UK's major urban areas. 3. Use a simple letter and number grid. 4. Give directions up to 4 compass points. 5. Can use large-scale maps outside.</p> <p>ARE 1. WTS + locate some countries and cities in all three areas using a map or atlas. 2. WTS + use key vocab to describe areas. 3. WTS + use four figure grid references. 4. WTS + up to eight compass points. 5. WTS + adeptly use the maps outside. 6. Use a map to locate some states of the USA.</p> <p>GDS 1. WTS, ARE + locate key features of all three areas. 2. WTS, ARE + name and locate a range of cities and counties in the UK. 3 + 4. Know that six figure grid references can help you find a place more accurately than four figure references. 5. WTS, ARE + use the scale bar or 1km grid to estimate distance and recognise patterns on maps. 6. ARE + use a map to locate states in the USA.</p>	<p><u>Understanding Places and Connections</u> <i>Understanding geographical similarities and differences and change through the study of human and physical geog of a region in the UK, a region in a European country and a region within North or South America. Establish an understanding of the interaction between physical and human processes.</i></p> <p>WTS 1. Can understand the basic physical and human geog of the UK and its contrasting human and physical environments. 2. Can recognise that some regions are different from others. 3. Can recognise there are physical and human difference within countries and continents. 4. Can show awareness of the physical and human characteristics of a European region and a region in North/South America. 5. Can describe how some physical processes can cause hazards to people. 6. Can recognise there are ads and disads of living in certain environments.</p> <p>ARE 1. WTS + in more detail. 2. WTS + can explain why some regions are different. 3. WTS + can describe and compare similarities and differences between some region of Europe and North or South America. 4. WTS + can understand how the human/physical characteristics in each area is connected. 5. WTS + understand how. 6. WTS + can describe the ads and disads.</p> <p>GDS 1. WTS, ARE + have a good understanding of the areas. 2. WTS, ARE + can explain why some regions are similar. 3. WTS, ARE + can offer explanations for the similarities and differences. 4. WTS, ARE + Can describe and compare the physical/human characteristics of the regions and</p>	<p><u>Map and Atlas Work</u> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use the 8 points of a compass, 4 and 6 grid ref, symbols and keys (inc the use of Ordnance Survey maps) to build knowledge of UK and wider world.</i></p> <p>WTS: 1. Use all styles of maps to describe some key physical and human characteristics or Europe or North and South America. 2. Use globes and atlases to locate places in relation to Equator, Tropics of Cancer and Capricorn and their latitude and longitude. 3. Use 4 figure grid ref, O.Sur map symbols and atlas symbols 4. Use maps at different scales and recognise that contours show height.</p> <p>ARE: 1. Same as WTS 2. WTS + time zones. 3. WTS + find 6 digit grid ref 4. WTS + read scales and know that contours also show slope.</p> <p>GDS: 1. ARE + use atlases to identify distinct characteristics of some regions. 2. WTS, ARE + accurately locating. 3. Use 4 and 6 digit ref with ease 4. WTS, ARE + describe the land from the contour patterns and confidently work with range of maps from large-scale street maps to 1:50,000 maps.</p>	<p><u>Understanding Places and Connections</u> <i>Understanding geographical similarities and differences and change through the study of human and physical geog of the UK, a region of Europe and a region within North or South America. Deepen an understanding of the interaction between physical and human processes.</i></p> <p>WTS: 1. Know how the region in the UK has changed. 2. Know and share about a European region and a region in North or South America and understand that a region such as the Alps is unique. 3. Explain some ways a biome (inc the oceans) is valuable and under threat from human activity. 4. Understand that human activity is influenced by climate and weather 5. Understand hazards from physical environments eg. Avalanches in mountain regions.</p> <p>ARE: 1. WTS + and how one region is different from another in the UK 2. WTS + its discuss its physical environment, climate and economic activity. 3. WTS + how they can be protected. 4. Same as WTS 5. WTS + how to manage hazards as well as the impact on wildlife/habitats.</p> <p>GDS: 1. WTS, ARE + why they regions have changed 2. WTS, ARE + how they are all connected. 3. WTS, ARE + how the protection can continue for the future. 4. Same at WTS 5. Same as ARE 6. How no one type of energy will provide all of our energy needs.</p>
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	<p>can understand how more than one region is connected.</p> <p>5. WTS, ARE + offer reasons why.</p> <p>6. WTS, ARE + can offer explanations for ads and disads.</p>		
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