Geography at

Almond Hill Junior School

2025-2026

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.

Implementation

Children at Almond Hill will achieve the skills and knowledge above through class teacher taught in two of the terms. Geography will be taught discretely and will cover place knowledge, locational knowledge, human geography and fieldwork across the unit. Each lesson will be underpinned by the skills noted in the progression of skills.

Across the school, we aim for children to gather the locational knowledge of the world around them. We start by studying/mapping the school grounds, Stevenage, the UK, the Europe and then the rest of the world. This is because we feel this is important for the children to recognise the area they live in before 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.

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

Topic/Unit overview

	Autumn	Spring	Summer
3	Our school and the UK	Urban, rural & rain	
4	Comparing the UK & Greece		South America
5	Rivers, mountains & Biomes		Volcanoes & Earthquakes
6		London	North America

Curriculum Development

- To embed the updated curriculum and units across all year groups.
- To continue to monitor the books and check them against the updated Medium Term Plans.
- To complete some pupil voice across the year groups.
- To create assessment forms for all year groups for each unit of work.

Progression of skills

Year 3	Year 4	Year 5	Year 6
Fieldwork **•Use maps, atlases, globes and digital/computer mapping to locate countries and** **•Describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key** **•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** WTS: 1. Make a simple sketch map. 2. Use atlas' to find places in the UK. 3. Can carry out fieldwork in the local area using suggested techniques. ARE: 1. WTS + with features in the correct order/place on the map. 2. Make a simple scale plan of the school. 3. Use digital maps and an atlas to locate places. 4. Can carry out fieldwork in the local area by selecting appropriate techniques. 5. Carry out an investigation in the local area with support. GDS: 1. ARE + detailed map. 2. ARE + objects in the school grounds. 3. ARE + add annotations about the area. 4. ARE + carry out an investigation in the local area.	***Fieldwork*** **•Use maps, atlases, globes and digital/computer mapping to locate** **•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 technology.** WTS: 1. Annotate a trade map showing where resources have come from. 2. Collect data locally and be given the data from South America to look at the difference. ARE: 1.Annotate a trade map showing where resources have come from and use key vocabulary, e.g. import, export. 2. Collect data on land locally and in South America. 3. Present data using digital technology. GDS: 1.ARE + describing the journey/transport/how many miles etc. 2. Collect data on land locally and in South America and compare them. 3. Present data using digital technology and analyse it.	***Fieldwork*** **•Use maps, atlases, globes and digital/computer mapping to locate countries (Europe)** **•Describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world** WTS: 1.Locate 5 countries in Europe. 2.Explain how to use the references. 3. Explain what an ordinance survey is. ARE: 1.Locate 8 countries in Europe. 2. Apply knowledge of grid references to maps of Europe (physical Geography). 3. Compare two Ordnance survey maps of the UK over time GDS: 1.Locate 11 countries in Europe. 2. ARE + locate capital cities. 3. ARE + explain why they might have changed.	***Fieldwork*** **Use maps, atlases, globes and digital/computer mapping to locate countries** **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.** WTS: 1. Locate London on a map. 2.Explore Tube maps ARE: 1. Locate London on a map and the two neighbouring towns. 2.Explore Tube maps planning a journey from one place to the other. GDS: 1. Locate London on a map and the two neighbouring towns and cities. 2.ARE + discuss the duration of the journey.
Place knowledge **•Understand geographical similarities and differences through the study of human and physical geography of a region of UK.** **•Study land-use patterns; and understand how some of these aspects have changed over time.** WTS: 1. Describe where the UK is	***Place knowledge*** **•Understand similarities and differences through the study of human geography in a region of Europe (Greece)** **•Understand similarities and differences through the study of human geography in a region of South America (Rio de Janeiro)** WTS: 1. Make 3 points to show how the UK and Greece differ.	***Place knowledge*** **•Name and locate geographical regions of Europe and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)** WTS: 1.Locate 5 countries in Europe. 2. Define human and physical geography.	***Place knowledge*** **Understand geographical similarities and differences through the study of human and physical geography of a region of North America** WTS: 1. Use maps to locate the countries of North America (5 countries) 2. Locate states of the USA (5 states) 3. State 3 differences between a region of the UK with a contrasting region of North America.

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. 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 and describe how they have changed over time. 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 explaining in detail how they have changed over time.	2.Identify settlements in South America. 3.State why South America is different to the UK. ARE: 1.Make 3 points to show how the UK and Greece differ and talk about the currency, population and religion. 2. Identify and describe settlements, their features and priorities (in South America) 3. Create a postcard reflecting South American culture GDS: 1.ARE + discuss the impact this has on day to day life. 2. ARE + compare with the UK. 3. ARE + add in facts.	ARE: 1.Locate 8 countries in Europe and pick out 2 different human and physical geography features. 2. Apply knowledge of grid references to maps of Europe (physical Geography). GDS: 1.Locate 11 countries in Europe pick out 4 different human and physical geography features. 2. ARE + locate capital cities.	EXS: 1. Use maps to locate the countries of North America (10 countries) 2. Locate states of the USA (10 states) 3. Compare a region of the UK with a contrasting region of North America. GDS: 1. Use maps to locate the countries of North America (15 countries) 2. Locate states of the USA (15 states) 3. ARE + discuss the difference in population/currency etc.
Locational knowledge **•Name and locate counties and cities of the United Kingdom.** **•Understand geographical similarities and differences through the study of urban and rural geography.** 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 and rural areas. ARE: 1. WTS. 2 + 3. WTS + using terminology like north, south, east, west and the name of nearby counties.	***Locational knowledge*** **•Identify the position of Equator, Northern Hemisphere, Southern Hemisphere** **•Identify longitude and time zones (including day and night)** **•Name and locate counties and cities of South America, geographical regions and their identifying human and physical characteristics including rivers and mountains** WTS: 1.Present data to compare the two places in a table. 2.Label Equators and Hemispheres and see which continents they pass through. 3.Discuss the difference between day and night. 4. Locate countries of South America. ARE: 1.Present data to compare the two places in a table and support with graphs.	***Locational knowledge*** **•Name and locate countries and regions of Europe** WTS: 1.Locate 5 countries in Europe. ARE: 1.Locate 8 countries in Europe. 2. Apply knowledge of grid references to maps of Europe (physical Geography). GDS: 1.Locate 11 countries in Europe. 2. ARE + locate capital cities.	***Locational knowledge*** **Study land-use patterns of London including landmarks; and understand how some of these aspects have changed over time identify the significance of the equator, hemispheres and latitude on climate zones and biomes** **Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle** **Locate Prime/Greenwich Meridian and time zones** **Name and locate countries of North America and states of the USA** WTS: 1. Locate Prime/Greenwich Meridian 2. Identify the Tropics of Cancer and Capricorn 3. Identify the significance of the equator EXS: 1. Locate Prime/Greenwich Meridian and time zones. 2. Identify the significance of the equator, hemispheres

4. Locate the UK's major urban and rural areas and compare them using key vocabulary. GDS: 1. WTS and ARE. 2 + 3. WTS and ARE + name and locate a range of cities and counties. 4. WTS and ARE + locate the UK's major urban and rural areas and compare them using key vocabulary and in detail.	2.Label Equators and Hemispheres and see which continents they pass through. 3. Introduce longitude and how this causes day and night. 4. Locate countries of South America, including annotating the Andes mountains and Amazon river. GDS: 1. Present data to compare the two places in a table and support with graphs. Discuss what impact this has. 2.Label Equators and Hemispheres and see which continents they pass through. 3. Introduce longitude and how this causes day and night and link this to the different climates. 4. ARE + one other mountain/river.		and latitude on climate zones and biomes. 3. Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle GDS: 1.ARE + discuss the impact this might have across the world. 2.ARE + how this is different compared with the UK. 3.ARE + discuss the impact this has on the world.
Physical Geography **•Locate rivers, mountains (where they are on the UK map).** **-Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).** **•Study Climate zones, biomes (UK only) and the water cycle.** WTS: 1. Identify 3 rivers and mountain areas. 2.State 2 human geography characteristics. 3. State 2 physical geography characteristics. 4.State what a climate zone is. 5. Name 2 Biomes. 6. Label 2 parts of the water cycle. EXS: 1. Identify 5 rivers and mountain areas. 2.State 4 human geography characteristics. 3. State 4 physical geography characteristics. 4.State what a climate zone is. 5. Name 4 Biomes. 6. Label all parts of the water cycle.	***Physical Geography*** **•Recognise trade links, and the distribution of natural resources** **•Classify types of settlement and land use.** **•Name and locate counties and cities of South America, geographical regions and their identifying human and physical characteristics including rivers and mountains.** WTS: 1.Annotate a trade map showing where resources have come from. 2.Explain what Fairtrade is. ARE: 1.Annotate a trade map showing where resources have come from and use key vocabulary, e.g. import, export. 2. Recognise the Fairtrade logo, explain what produce can be found. GDS: 1.ARE + describing the journey/transport/how many miles etc. 2. Recognise the Fairtrade logo, explain what produce can be found and how Fairtrade has affected people's lives.	***Physical Geography*** **•Describe and understand key aspects of biomes, vegetation belts, rivers, mountains (how they are formed)** **•Describe and understand key aspects of volcanoes and earthquakes (how they are formed)** WTS: 1.Name 4 different biomes. 2. Name 4 vegetation belts. 3. Name the parts of the River. 4. Name the parts of the mountain. ARE: 1.Identify and understand similarities and differences of biomes across the world. 2. Research vegetation belts (animals and plants) with respect to particular biomes. 3. How rivers are formed (around the world but not the UK or Amazon River) 4. Explain how mountains are formed (around the world but not the UK) 5. Explain how volcanoes from around the world are formed (compare active to dormant) 6. Explain how earthquakes from around the world are formed. GDS: 1.ARE + explain the impact of these.	***Physical Geography*** **Recognise the distribution of natural resources including energy, food, minerals and water** WTS: 1.Explore why natural resources are good. ARE: 1. Research the distribution of natural resources including energy, food, minerals and water (Gold rush) GDS: 1. Research the distribution of natural resources including energy, food, minerals and water (Gold rush) plus the impact this has on the world.

GDS: 1. Identify 5+ rivers and mountain areas. 2.State 4+ human geography characteristics. 3. State 4+ physical geography characteristics. 4.State what a climate zone is. 5. Name 4+ Biomes. 6. Label all parts of the water cycle and explain how it works.		2. ARE + compare them. 3. ARE + explain using key vocabulary. 4. ARE + explain using key vocabulary. 5 and 6. ARE + explain using key vocabulary and describing the impact this has on the world.	