**Geography**

**Overview**

Geography offers children a window through which to see the world. It seeks to answer relevant questions about the places we live and promotes the idea that we are all global citizens with a responsibility to the planet we call home.

Children at Riverside Junior School will explore geography through three key concepts: *map skills a country study and climate change.* We teach geography in line with the National Curriculum which is supported by a clear skills and knowledge progression. This learning is extended over Key Stage Two and is ordered so as to maximise advancement in knowledge.

At Riverside, geography is studied at a local, national and international level. Each child’s experience is supplemented through field work with

At Riverside Junior School we promise that each child will:

* Experience the practical elements of field work through trips and in house visitors.
* Explore, record and develop their geographical understanding through research.
* Learn and use geographical language
* Develop map skills through practical experiences and questioning
* Learn about significant contributions to the field of geography
* Think critically about the challenges of climate crisis and the impact that human geography has on the planet

**Map Skills**

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| Year 3 | Year 4 | Year 5 | Year 6 |
| Compass points | Following compass points to give direction/position | Longitude and latitude, northern and southern hemisphere | Time zones |
| Key Questions  Is there a difference between a map and the drawing of a place?  When do you use maps and where do you see them?  Are there some sorts of maps you prefer to others? | | Key Questions   * Why are grids useful? * Why is it impossible to have a latitude of more than 90 degrees and longitude of 180 degrees? * Does the world map always have north at the top? | |

Skills and Knowledge:

Lower Key Stage Two

This area of study introduces the principals which underpin formal maps. There are a number of basis conventions to consider:

Plan view: Maps being constructed from a ‘birds-eye’ view

Symbols: standardized drawings for representation

Map Key: enables user to find what each symbol means

Direction: North point usually at the top of the map, indicated by compass drawing

Grid: Used for accurate location of places and distance estimation.

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| Year 3 | Year 4 |
| Name and locate UK cities and counties | Locate the worlds countries using map, focusing on Europe and North and South America. |
| Understand geographical similarities and differences through the study of human and physical geography of a region of the UK | Understand geographical similarities and differences through the study of human and physical geography of a region of a European country |

Upper Key Stage Two:

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| Year 5 | Year 6 |
| Understand geographical similarities and differences through the study of human and physical geography in a region of North America | Understand geographical similarities and differences through the study of human and physical geography in a region of South America |
| Identify the position and significance of longitude and latitude, equator and Northern and Southern Hemisphere. | Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and Antarctic, the Prime/Greenwich Meridian and time zones. |

Year 3

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| Lesson 1 | Key Vocabulary | Teaching and Learning |
| **Locating and naming countries in the UK** | Map  Compass  Europe  England  Northern Ireland  Scotland  Wales  London  Edinburgh  Cardiff  Belfast | Images: Thistle, rose, leek, shamrock. What do these things have in common?  Children to identify Great Britain on a world map.  Key features, what might the blue lines be? How are roads marked etc. Observe differences in colour, why is some terrain marked differently, what could this show?  Why is it in the middle when it’s such a small country?  What do children notice about the boarder lines? Are they straight? How do you think they were decided?  Ask if pupils know which four countries make up the UK.  What’s the difference between the UK and Great Britain? (Great Britain excludes Northern Ireland)  Pupils demarcate where the capital cities of each country are using an outline of the UK. How would you begin to describe its position to a friend? |
| Lesson 2  **Using the eight compass points to describe a location** | Key Vocabulary | Teaching and Learning |
| Compass  Compass points  North  East  South  West  North East  North West  South East  South West | Image of UK with capital cities demarcated. Allow children to describe where the cities are.  Introduce the eight compass points and use the learnt vocabulary to describe positions of capital cities  Using the map, children name some cities, towns and rivers that correspond with the compass points. Use sentence stems such as:  Newcastle is in the…  You might find the city of …………… in the South East of England.  The river Severn crosses two countries: …………………………………..  Each country is represented by a flag. Show flags of the UK, where have we seen them before? (link with Six Nations, Olympics, Common Wealth Games) What might go on a flag for Riverside? |
| Lesson 3  To use northings and Eastings to read a map | Key Vocabulary  Map  Co-ordinates  Eastings  Northings  Points  Key  Scale | Teaching and Learning  Show children a map of the school. Do they recognize it, can they tell what it is? What lets them know that they’re looking at a map of our school?  Discuss the illustrations and key, what job does it do? Explain the uniformity of the symbols. Why is it important that they are all the same?  Show the map with the grid overlay. Why do we divide our maps into squares?  Show ‘What3Words’ advert.  Using the grid, show children how to find a point using the top right hand corner. Why are the readings called Northings and Easting (think about directions learning)  Using table groups, children find the points for different locations. They read the grid references to the other children in the class, can the other children find the point they’re looking for? |
| Lesson 4  To use northings and Eastings to create a map | Key Vocabulary  Northings  Eastings  Compass points  Grid  Reference  Points | Discuss school maps, what do you notice? What information is important to have on the maps?  Now that we have a map for the inside of school, we need to create one for the playground. Show the ariel shots of the school, what features can you see?  Using photos as a template, model tracing the shape of the playground onto square paper.  Add northings and easting numbers on top of the grid and list locations of prominent features such as:  Sandpit  Basketball hoops  Trim trail |
| Lesson 5  To create a map and corresponding key | Key Vocabulary  Scale  Key  Northings  Eastings  Compass points  Grid  Reference  Points  Toilets  Fire exits  Fire Assembly Point | Using maps from last session, design a key for the different features on the school grounds. Demonstrate picking appropriate symbols and positioning them on the map. |
| Lesson 6  To produce a scaled map and key |  | Children complete map and key and list Northings and Eastings points for the different symbols on their maps. |

Year 4

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| Lesson 1 | | |
| **Find northing and Easting points for landmarks in the local area** | Key Vocabulary  Map  Grid  Reference  Northings  Eastings  Landmarks  North  East  South  West | Children identify images of local landmarks. How do the photographs compare with what has been shown on the OS map? Explain that maps are birds eye view images and use keys (more on that later) to show landmarks.  Introduce the 8 point compass  Northings: y axis Eastings: x axis – why might they be called this?  Using the map, children find the four-figure grid reference for local landmarks |
| **Identify human and physical features in the local area** | Human  Physical  Changes  Similarities  Differences  Generations | Discuss the impact of people on local geography (mining, building, canals and flood defenses)  Compare maps from over the years, what has changed and what’s stayed the same.  Can children locate new buildings and ones that have been there for generations? What can children learn from looking at the maps, what does the amount of new housing built suggest? |
| Lesson 2:  **Read different kinds of maps including keys** (misconceptions with compass points) | Key Vocabulary  Map  Grid  Reference  Northings  Eastings  Key  Symbols | Using maps of different areas (local area, London tube map, maps of museums such as Eureka etc.) children discuss the similarities and differences of the maps. What do they have in common and what is different?  Create sensible symbols for their own map of the local area including: café, Hardcastle Craggs, schools in the area, public toilets, book shop, market and library |
| Lesson 3  **To locate European countries on a map** | Key Vocabulary  Europe  European  (European countries) | Spend the session locating different countries in the continent of Europe. Do children know which European countries are and aren’t in the European Union? What does it mean to be European? Eurovision song contest, Euros, Languages spoken, faiths, cultural events.  Using the atlases, can children find and label some of the European countries discussed. As an extension tasks, some children might also find their capital cities and populations. |
| Lesson 4  **To use lines of longitude and latitude to locate European countries on a map** | Globe  Longitude  Latitude  Co-ordinates  Compass  Equator  North  South  East  West | What3Words advert  Using last lessons knowledge of where different countries are in Europe, begin to describe their position using longitude and latitude. This will give children a set of co-ordinates that corresponds with its location on the map.  As all European countries will have a North co-ordinate, also look for some South American Spanish speaking countries  Some children move on to describing the purpose of the lines including key vocabulary. |
| **To consider the similarities and differences between European countries** | Similarities  Differences  Culture  Religion  Diet  Biomes | Split into groups, children could research different countries around Europe. Why is it that similar meats and vegetables are eaten across parts of the continent. Why are Mediterranean foods different to Eastern European foods? In what ways are the landscapes similar, what sort of wild life does this sustain? |

Year 5

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| Lesson 1: What is the ‘Common Wealth’ etymology, what does this mean? Shared values | | |
| **To describe the Common Wealth** | Common Wealth  Countries  Global  Empire  Colonies | Research the Common Wealth what does it mean? Who is in charge, dates established etc. Why was it brought into existence in the first place? Do children have any ideas about why these countries are still held as British territories? How did the explorers feel? How did the native people of colonial countries feel?  What values are shared by the Common Wealth – how do these differ from our United Values? |
| **To locate Common Wealth countries on a map** | Common Wealth  Countries  Global  Empire  Colonies  Africa  Asia  North America  South America | Spend the session locating different countries in the Common Wealth. Use an 8 point compass to describe their location in the continent they are in.  Using the atlases, can children find and label some of the Common Wealth countries discussed. As an extension tasks, some children might also find their capital cities and populations  Research some of the laws that exist there. Do any support the death penalty? Which ones criminalize being LGBTQ? Are women allowed to vote in all of them? |
| **To identify countries in the Tropics of Cancer and Capricorn** | Equator  Solstice  Equinox  Latitude | Introduce the ideas of hemispheres. Take note of how a globe is tilted and watched animation about the way the earth travels around the sun and how this affects seasons.  But what about the parts of the earth that are close to the  equator (does this remnd you of any other words?) The band around the centre of the earth is called the ‘the tropics’ the tropic of Capricorn is the northern band and the tropic of Cancer is the southern one.  Locate equator, tropic of cancers and Capricorn on map and high light some of the Common Wealth countries that fall under into these groups. |
| **To identify natural resources available in Common Wealth countries** | Resources  Natural  Mining  Diamonds  Gas  Coal  Oil | Where do these things come from? Animals and fruits etc. What about these? Natural resources. Explain that natural resources are valuable because there is a finite amount of them and our systems depend on them.  Model researching where resources are found – which information should be trusted? Each table group to focus on a separate natural resource. Present findings to rest of class.  Add post-its around world map. |
| **To graph population changes in Common Wealth countries** | Rising  Population  Changes  Over-crowding  Over-populated  Poverty  Sanitation | Compare populations in Common Wealth countries by the decade, is there a trend? What might be the reason for this?  Consider which would be the clearest way of displaying this continuous data. How could you show it in a graph form?  Different colours for different countries or different style of line. |
| **To identify human and physical features in Common Wealth countries** | Population  Changes  Trends  Agriculture  Building  Housing  Farming  Sustainable  Development | Discuss the impact of people on local geography (mining, building, canals and flood defenses)  Compare maps from over the years, what has changed and what’s stayed the same.  Could this be a trend around the world? What trends might we see in maps around the world? Youtube: What3Words launch with unmarked favelas around South America.  What other affects have people had on the land? Farming and agriculture, flood defenses, city expansion and road building, travel networks |

Year 6

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| Lesson 1: 6 figure map co-ordinates | | |
| **Locate landmarks using 6 figure map co-ordinates** | Co-ordinates  Grid  Reference  North  South  East  West | Can children make sense of the co-ordinates given – what might they mean. Model finding correspondence between the co-ordinates and the maps.  Find the bottom left hand corner of the square first and then the box that lines up with the corner of the symbol.  eg. 908619 marks the red box  Find one set of co-ordinates as a class and move onto finding them in pairs or individually.  Use the co-ordinates to make questions for partners to answer |
| **Locate countries within their continents and within the wider world** | Africa  North America  Central America  South America  Asia  Europe  Hemisphere  Cancer  Capricorn  Equator | Spend the session locating different countries around the world. Do children know which European countries are and aren’t in the European Union? Which countries make up the Common Wealth?  Using the atlases, can children find and label some of the countries and continents discussed. As an extension tasks, some children might also find their capital cities and populations. |
| **To identify the differences between the Arctic and Antarctic** | Arctic  Antarctic  Poles  Hemisphere  North  South  Climate  Biome | Opposite points where the earth’s axis intersects with the surface. Arctic is ice on the sea, Antarctic is mountainous land covered in very thick ice, full of natural resources such as gold, platinum, nickel, iron, silver. No people permanently live in the South Pole.  Ensure children are shown the relative size of the Antarctic compared to the size it appears on 2D maps. |
| **To calculate time differences between countries around the world** | Greenwich Prime Meridian  Hemispheres  axis  Time zones  In front  Behind | The world is divided into 24 hour time zones- one for each hour of the day. Large countries have more time zones spread throughout them, smaller countries have fewer or – like the UK- exist in one zone.  Children proceed to calculate the time zones in countries that have a difference between the time zones. |
| **To discover where natural resources are drawn from around the world** | Trade  Trans-Atlantic  Oil  Gold  Diamonds  Drinking water  Minerals  Natural gas  Energy | What makes a country rich? Have pupils heard the terms first and third world? (this is an outdated political left over from the Cold War) Who gets to define which world comes first? Nowadays, we tend to use ‘developing country’ although that can be problematic too!  Spilt children into groups by resource and find the countries that export that resource to the rest of the world. Do they have anything in common?  What does this mean for the workers? Open with the idea of Fair Trade |
| **To research which countries have a democratic voting system** | Democracy  Democratic republic  Representative  Direct  Constitutional republic  Dictatorship  Civil  Liberties  Government  Culture  Corruption  vote | A democracy is a form of government where:  A system of elections is used to choose and replace the government  Protects the human rights of all citizens  Citizen actively participate in politic  The law applies equally to all  A republic is: a state in which supreme power is held by the people and their elected representatives  A constitutional republic: the government is limited by the laws established in its formal constitution  (USA is both a constitutional and democratic republic so does not feature on the Democracy Index)  Do the countries that are/are not democracies correspond with the countries with many natural resources? Why might this be? What do you notice about these countries? Have you heard about many of them on the news |
| **To graph and compare the populations of the UK** | Population density  Spread  Key  Ethnicity  Religion  Age  Gender | Mapping the UK using population charts and graphs. What can be seen from the images? How do the images around the UK suggest? Are there any trends or patterns? How does our local area compare to the rest of the UK |

Country Study

Knowing ‘where is one of the mainstays of Geographical education. It doesn’t just help pupils to identify the world’s features but also:

* Builds on children’s identity and sense of place
* Develops an understanding of scale and distance
* Teaches the orientation of the world including references to continents and oceans.

Studies indicate that children’s sense of place develops naturally around the age of eight as a direct result of holidays abroad. While this may be the case for some children, this make huge assumptions about the families in our care. It also neglects to mention that many children across the country have lost out on travel opportunities over the past two years. To combat this, our Geography curriculum includes country studies that build on map skills learnt in the previous year and links our local sources globally.

Year 3/4: Why do tourists visit Italy?

In Year 3, pupils will move forward from learning about the UK and apply their previous geographical experiences to see a broader, more global perspective. This learning also builds on prior learning from History where children have been learning about the Romans. By using a country with such a rich yet evident history, children are able to see the impact of humans on the landscape of Italy over many years.

They will study the country of Italy, focusing primarily on the following:

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| What can tourists see in Rome? | Why is Venice sinking? | Where are the Italian lakes? |
| Why is an Italian diet the healthiest in the world? | Is it always hot in Italy? | How do Italians celebrate Christmas? |

This unit challenges the assumption that Italy is always hot: drawing on misconceptions from those children who may have been abroad during the summer months. It allows for children to make connections between holidays locally and in Europe and draw on experiences of food and cultural celebrations that we share. There is also opportunity for ongoing discussion surrounding Climate Crisis.

Year Four: What does a population of 8 million mean for our planet?

In Year Four, pupils will build on their understanding of how human geography can change the landscape of a country. This directly responds to the impact of Climate Crisis and draws attention to the changes needed to secure stability for generations to come.

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| What do 8 billion people look like? | How is climate crisis affecting Germany? | What is a mega-city? |
| Why has the Barrier Reef changed colour? | What could we do to help refugees affected by climate crisis? | Are humans the only ones affected by climate crisis? |

This unit draws attention to the whereabouts of the five continents and specific areas within them building on map skills from the previous year groups.

Year 5: How does life in India compare to life in the UK?

For the school year 21/22, Year Five will learn about life in India as their previous learning surrounding the Mayans focused so heavily on South American culture. This takes into account the cyclical nature of the curriculum and prepares children for the discussion surrounding the Commonwealth later in the year.

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| Why are the Gangees important in India? | Why is Indian food so different to British food? | Which cultural celebrations are important in India? |
| Why are Indian textiles so important? | Why are some cities in India so overpopulated? | Which products does India trade with the UK? |

Looking at Fairtrade through the lens of Indian textiles rather than chocolate means that prior learning is not repeated and there are real experiences to examine sources for sale in the locality in the run up to Christmas.

Year Six: What is Africa?

Year Six will be learning about the misconceptions surrounding the continent of Africa from its problematic colonial past to the rich and varied cultures still thriving there today.

We aim to challenge the preconceptions that Africa is a poor place dependent on Western aid and highlight the difficulties that come from this kind of biased representation. Year Six will study the impact of colonialism in Africa and how many African countries are still feeling the weight of this today. With an emphasis on Nigeria, we will examine power structures within the country as well as looking at the ancient customs and traditions of the Hausa-Fulani people. Building on the learning from ‘8 Million?’ in Year Four, pupils will learn about the mega-city of Lagos studying the reasons people migrate there from the more rural countryside.

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| Why are African borders so straight? | How does life in Hebden Bridge differ from life in Nigeria? | What does it mean to be part of the Fulani people? |
| Why is Lagos significant? | Who is in charge of Nigeria? | What do we consume locally that originated in Nigeria? |

To prove that what happens in Nigeria is relevant to our children and community, we plan to undertake learning that examines the products we use in our daily lives that have been sourced from the country or companies bought from locally who manufacture in Nigeria.

Physical Geography

The third unit of the academic year will focus on an element of physical geography; this learning will be underpinned by a fieldwork experience. Each topic is split by year group and links to the country study undertaken in the previous term. The rationale behind this is to “move pupils from learning about processes they experience locally to seeing the impact globally” (OFSTED 21.)

This unit is cyclical in design and seeks to build on concepts taught in prior year groups. It also provides teachers with an opportunity to facilitate discussion around Climate Crisis and children’s responses in an age appropriate way.

Year Three: The Rainforest

Children in Year Three will learn about the eco-system of the rainforest. The emphasis will be on how the rainforest supports life on earth and how deforestation leads to habitat loss for animals and native populations.

Children will be introduced to the concept of Fairtrade prior to deeper learning surrounding this in their Year Five country study. This unit seeks to address misconceptions around the wildlife living in the rainforest and how these eco systems affect all of our lived experiences.

Children in Year Three will be visited by our Eco Warriors to talk about the small changes each class can make to help save the rainforests.

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| Where are the rainforests? | Which animals wouldn’t I find in the rainforest? | What would happen if all the trees were chopped down? |
| Who can protect the rainforests? | Does anyone live in the rainforest? | Are the rainforests really the lungs of the world? |

Year Four: Mountains and Everest

Children in Year 4 will learn about the world’s mountains and their formations. Prior learning about the local valley in Year Three will provide children with a realistic scope of scale with which to view the ranges learnt about in this unit.

Children will be introduced to some of the most iconic mountain ranges around the world and begin to use map skills from previous years to locate these on a map. Teachers may wish to examine and highlight how mountains have been used as boundaries between nations and how certain populations and animals have adapted to live in high altitudes.

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| What is a mountain range? | Can people live on mountains? | What are the biggest mountain ranges in Europe? |
| Where is the world’s highest mountain? | Are mountains useful? | When does a hill become a mountain? |

Year Five: Water

Pupils in Year Five will take their lived experiences of living in Hebden Bridge and begin to apply them to the wider world. While all pupils have experiences with rising water and the impact of flooding locally, we believe that Year Five is the first appropriate time to tackle a subject that holds so much emotion within the community.

Year Five will benefit from learning with local flood wardens to monitor the impact of new flood defenses and discuss how these could be used within the global community to combat rising water levels.

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| Why are water levels rising? | Where did all the water come from? | Why doesn’t the whole ocean evaporate? |
| What can we do to stop the water rising? | Who suffers when water levels rise? | Why doesn’t it rain all the time? |

Year Six: Extreme Earth and the Future

Pupils in Year Six will begin to explore the extremes of the earth with a particular focus on Climate Crisis and how younger generations are leading the cry for change.

Pupils will use geographical skills learnt throughout their time at Riverside to compare arguments and statistics on the subject of Climate Crisis to explore alternatives for the future; be that through generating sustainable energy, holding politicians and governments accountable for their decisions or finding alternative ways to live.

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| Can an individual change make a difference? | Could there be a ‘Planet B’? | What are the biggest contributors to Climate Crisis? |
| How can we make our voices heard? | What makes a temperature ‘extreme’? | Who’s leading the fight against Climate Crisis? |