



## Geography at Banks Lane Junior School

*At Banks Lane Junior School, we intend for our Geography curriculum to inspire wonder and curiosity about the world we live in and its cultures and people, in addition to an understanding of the Earth's resources, natural and human environments, and sustainability. Our pupils will leave us in year 6 with locational and place knowledge, an understanding of physical and human geography and hands-on experience of skills and fieldwork through trips and residential visits.*

**Key Concepts** are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In Geography these concepts are:

### KEY CONCEPTS

PHYSICAL GEOGRAPHY

HUMAN GEOGRAPHY

LOCATION AND PLACE

MAP WORK

FIELDWORK

SUSTAINABILITY

**Substantive knowledge** is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

**Disciplinary knowledge** is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

### Progression in GEOGRAPHY skills and disciplinary knowledge.

#### Aims of Geographical National Curriculum and KS2 objectives.

##### Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

##### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

##### Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

##### Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4 and 6-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.
- 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.

## Reception - Year 2

**Key concepts: Place and Scale, Human and physical geography, Environment and sustainability, Interconnectivity and Diversity.**

Topics: Adventure Awaits, It's Not Just A Toy, ...To the Rescue, I can sing a rainbow, Shiver me Timbers! 1,2,3 Blast Off..., The Land before Time, Into the Woods, Marvellous Monarchs, There's no place like home, What a Wonderful World, The Great Fire of London, Where the Dragons Dance, Into the Wild, It's a Bugs Life.

- I can develop a sense of place and deepen this knowledge to understand places locally, regionally, globally and nationally.
- I can ask questions about what people and communities do in society.
- I can develop knowledge of other places through stories and other sources.
- I can make comparisons between places, as well as looking at specific areas.
- I can develop a sense of self.
- I can identify human and physical features of the local area and learn about the communities within them, including how the communities function.
- I can explore the natural world and observe seasonal changes.
- I can compare and contrast a local area with another in a non-European country.
- I can understand the relationship between humans and the environment and how they can change it.
- I can recognise different types of environments and how important each environment type is.
- I can know ways, we can protect the environment.
- I can understand the way in which people and places are connected.
- I can understand that some places are special to members of their communities.
- I can continue to develop positive attitudes about the differences between people.
- I know that there are different countries in the world and talk about the differences between people.
- I can recognise that people have different beliefs and celebrate special times in different ways.
- I know that there are different countries in the world and talk about the differences that they have experienced or seen in photographs.
- I can look at people and the jobs they do.
- I can compare communities in different places locally and globally.

At Banks Lane Junior School, our key concepts are very similar to Banks Lane Infant School. However, there are some slight changes. The main concepts of Physical and Human Geography, Location and Place Knowledge, Map work and fieldwork are taken from the National Curriculum. As a school, we believe the concept of Sustainability is very important to teach the children to help protect our world and environment for the future.



### **Year 3**

**Topics: Extreme Earth/Land Beneath our Feet/The UK.**

**Linked Trips: Poole's Cavern trip and Offerton/local area fieldwork**

#### **Locational and Place Knowledge**

- I can name and locate the countries and cities of the UK. (The UK)
- I can name and locate the seas of the UK. (The UK)
- I can name and locate some of the counties of the UK, including key topographical features such as hills, mountains, rivers and coasts. (The UK)
- I can investigate how land use has changed over time. (The Land Beneath Our Feet)

#### **Fieldwork**

- I can use fieldwork to observe, record and present human and physical features in the local area (Poole's Cavern).
- I can understand geographical similarities and differences through the study of natural disasters in the UK, in Europe and in North America. (Extreme Earth)

#### **Map Work Skills**

- I can use maps, atlases and digital mapping, to locate the places we have studied. (The UK)
- I can use eight compass points to describe the location and region. (The UK)
- I can draw sketch maps of my school and create symbols and a key to show land use on a map. (The Land Beneath Our Feet)
- I can create a simple map based on my observations and digital technologies to show landmarks, relative distances and other features. (The Land Beneath Our Feet)

#### **Human and Physical geography: enquiry skills and communication**

- I can describe and understand how my town has changed over time. (The UK)
- I can describe, understand and explain key aspects of human geography and land use. (The Land Beneath Our Feet)
- I can use maps and atlases to describe land use and identify urban and rural areas in the UK. (The Land Beneath Our Feet)
- I can describe and reflect on aspects of physical and human geography, focussing on: (Extreme Earth)
  - the layers that make up the Earth's surface.
  - what tectonic plates are and how volcanoes are formed.
  - what tsunamis are.
  - how hurricanes affect people's lives
  - what earthquakes are and how they are measured.

#### **Sustainability**

Within Year 3, the children focus on the story of 'The Lorax.' This story expresses the importance of looking after the environment for the future. The will learn knowledge of the concept 'Sustainability' through cross curricular teaching.

#### **Key Vocabulary**

landmark, mantle, magnitude, dormant, extinct, tectonic plates, county, region, population, physical, human.



## **Year 4**

### **Topics: All Around the World/Water/Rainforest**

### **Linked Trips: Ilam Hall Fieldwork and Residential**

#### Locational and Place Knowledge

- I can locate areas of the world containing rainforests (countries and major cities). (Rainforests)
- I can locate South America, including environmental regions, key physical and human characteristics, countries and major cities. (Rainforests)
- I can compare the Amazon rainforest in South America with Macclesfield forest in the UK. (Rainforests)

#### Fieldwork

- I can make observations and collect data during fieldwork (Ilam fieldwork).
- I can investigate an unfamiliar area, exploring physical features of the landscape (Ilam).
- I can use more detailed sketch maps and aerial photos to investigate areas we visit (Ilam).
- I can more confidently use OS maps (Ilam area) and understand their symbols and key.

#### Map Work Skills

- I can use co-ordinates using longitude and latitude to locate places on maps, atlases and globes. (All Around the World)
- I can identify the position and significance of: the Equator, Northern Hemisphere, Southern Hemisphere, Arctic, Antarctic circle, Tropics of Cancer and Capricorn and time zones. (All Around the World)
- I can compare and explore the climate and features of the UK in contrast Arctic Circle and Antarctica. (All Around the World)

#### Human and Physical Geography

- I can explain the three different states of matter and link these to the main processes in the water cycle. (Water)
- I can understand how clouds form and why it rains. (Water)
- I can understand the difference between climate and weather, and describe the key features of a tropical climate. (Rainforest)
- I can understand and describe the layers found in a rainforest, including the plants and animals that live there. (Rainforest)

#### Sustainability

- I can explain how and why water is treated/cleaned before it is used for drinking. (Water)
- I can understand some of the causes and effects of water pollution and flooding, including how it can affect specific communities. (Water)

#### **Key Vocabulary**

deforestation, precipitation, conservation, hemisphere, Prime Meridian, equator, Tropics of Cancer and Capricorn, pollution



## Year 5

### Topics: Enough for Everyone/Marvellous Maps/Contrasting Localities

#### Linked Trips: Stockport walk fieldwork and Conwy fieldwork and residential.

#### Locational Knowledge

- I know the location of places where populations struggle to access enough food and their defining physical and human characteristics (case study: Peru, South America). (Enough for everyone)

#### Fieldwork (Contrasting Localities)

- I can collect, analyse and communicate (using data gathered during fieldwork) to show an understanding of geographical similarities and differences and answer an enquiry question.
- I can observe, measure and record the human and physical features of Stockport and Conwy using a variety of methods, including sketch maps, surveys, maps and digital technologies.

#### Map Works Skills

- I can use an index, grid reference and co-ordinates to find specific locations in an atlas. (Marvellous Maps)
- I can use symbols and a key to understand an Ordnance Survey map. (Marvellous Maps)
- I can give and follow directions using the eight compass points. (Marvellous Maps)
- I can use four and six-figure grid references to locate places on an Ordnance Survey map. (Marvellous Maps)
- I know directions in our local area and in a different locality and I can align maps, including OS maps, with a route during fieldwork in **Stockport and Conwy**. (Contrasting Localities)
- I can use maps, atlases and digital mapping to locate energy production sites in the UK. (Enough for Everyone)
- I can use symbols and keys on different maps to plan a journey from Stockport to Conwy. (Contrasting Localities)

#### Human and Physical geography

- I understand early human settlements, including the resources a settlement needs to thrive and how needs change over time. (Enough for Everyone)
- I can answer an enquiry question using geographical knowledge from across our topic. (Enough for Everyone)
- I can describe types of settlement, land use, economic activity, transport links and distribution of natural resources in Stockport and Conwy (including the wider regions), and a region of Spain.

#### Sustainability

- I can understand the differences between renewable and non-renewable sources of energy, and describe how energy is distributed in the UK. (Enough for Everyone)
- I can understand the effects of importing and exporting food (using digital mapping to explore where our food comes from), including carbon footprints. (Enough for Everyone)
- I can explain what conservation means and begin to make links between conserving resources and global environmental issues such as climate change. (Enough for Everyone)

#### Key Vocabulary

renewable, distribution, import and export, economic activity, survey



## **Year 6**

### **Topics: Rivers/Our Changing World/The Amazing Americas**

#### **Linked Trips: Rivers Trip and Fieldwork**

#### Locational and Place Knowledge

- I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time across the globe. (Our Changing World)
- I can name and locate ancient and new wonders of the world, including a natural wonder of the Americas. (The Amazing Americas)

#### Fieldwork (Rivers)

- I can collect, analyse and communicate with range of data gathered in the rivers trip to show I understand some geographical processes associated with rivers.
- I can use fieldwork to observe, measure and record river features.

#### Map Works Skills

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Our Changing World)
- I can use co-ordinates to precisely locate physical features and produce clear maps and keys. (The Amazing Americas)
- I can interpret a range of sources of geographical information, including using maps, atlases and digital mapping to locate and describe features studied. (Our Changing World)
- I can use maps, atlases, globes and computer mapping to locate key rivers, including the source and mouth (links to Year 5 Conwy and Stockport rivers work). (Rivers)
- I can use maps, atlases and digital/computing mapping to locate countries and describe features studied. (The Amazing Americas)

#### Human and Physical Geography

- I can describe, understand and explain key aspects of physical geography in the context of erosion and climate changing the landscape over time. (Our Changing World)
- I can predict how physical factors, including climate change and human interference, might change the landscape in the future. (Our Changing World)
- I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied. (Our Changing World)
- I can describe, understand and explain key aspects of physical geography: the water cycle (revision from Year 4 Water topic). (Rivers)
- I can explain the features of a river and how it changes on its journey through the upper, middle and lower course. (Rivers)
- I can explain the processes of erosion and deposition and how these lead to the formation of meanders and oxbow lakes. (Rivers)
- I can describe the climates and biomes of **different regions across the Americas.** (The Amazing Americas)
- I can identify similarities and differences in the **human** and **physical** geography of my local area (using previous fieldwork from Year 5) and a region of North America. (The Amazing Americas)

#### **Key Vocabulary**

meander, tributary, confluence, biome, erosion, deposition, topographical features