

## Jennett's Park Geography Curriculum

### Intent

At Jennett's Park Primary School our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. (The 2014 Primary National Curriculum in England) Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
- The ability to begin to implement change in our local area that could lead to worldwide change in current issues in the environment e.g. plastic pollution
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.
- An interest and curiosity for learning outdoors

<b>Educating for Wisdom, Knowledge and Skills</b>	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
<b>Educating for Hope and Aspiration</b>	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
<b>Educating for Community and Living Well Together</b>	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
<b>Educating for Dignity and Respect</b>	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

### Implementation

We have created a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
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<ul style="list-style-type: none"> <li>Name, locate and identify places around the world including regions, characteristics, cities, topographical features, latitude, longitude, equator.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region</li> <li>compare one region to another across the world</li> </ul>	<ul style="list-style-type: none"> <li>Geographical vocabulary</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes, digital mapping etc. to locate countries and regions.</li> <li>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.</li> </ul>
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**How to Implement the progression document and long term plan**

Geography is taught in topic centred lessons across the school so that Geography will be taught explicitly on some occasions, and through cross curricular links on others. Each topic has a main subject focus but has many cross curricular links. One topic will always be more Geography focussed in the year.

For example: If my class were covering 'The Great Fire of London in Year 2, I could set the children the task of learning more about London. First, they would need to locate London on a UK map *“name, locate and identify characteristics of the four countries and capital cities of the United Kingdom”*. They then may begin researching about London and what it is like now using maps, atlases, photos, internet etc. This will also create cross curricular links for History and Computing. *“use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key”* This topic would be more centred around History but has many Geographical elements to it which can be explored. The could then compare London in the past and the present as well as comparing London to another region such as their own local area or a region in a non- European country. *“understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country”*.

**Impact**

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact geography has on not just themselves but on the world around them. We encourage children to take responsibility for the world around them and regularly discuss and reflect on the impact we can have on our world. We learn about different cultures, places, traditions, people, countries and identify and celebrate their similarities and their differences. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We want children to be well rounded confident, caring and understanding citizens of our world who take responsibility for their actions and understand that they can have a positive impact



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on our world. This will be best shown through discussions, written work and presentations but most importantly through the personal ethos of each individual child and how they demonstrate this on a daily basis.

*Our medium term planning for Geography across each year group:*

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<b>Term 1</b>	Where we live- the area of Jennetts Park, houses around here, similarities between our houses and others. Jennetts Park is in Bracknell, which is in England...etc.	Locate London, link to capitals in GB. Compare London then/now. Look at landmarks including river. Human impact Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics	Maps Word Geography	European maps Time Zones The UK cities and counties	Leaflets about the residential
<b>Term 2</b>	Locality Here vs other UK area  Compare Jennetts Park to another UK area (countryside or town)		<b>Locational Knowledge</b> <b>Locate the world's countries,</b> 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.	Water	European maps Time Zones The UK cities and counties	(depending on the sporting competition – Olympics, World Cup, Euros, Rugby World cup)  Advent project
<b>Term 3</b>	Around the world games – locate on a map. Look at how games and toys vary around the world and name and	Castles of the UK Physical - Where were castles usually built? Why? Different physical features of the land.		All around the world	North and South Americas	Impact of a world competition on the country and community

	locate those countries on a map/globe.					
<b>Term 4</b>	How transport varies around the world. Look at the similarities and differences between transport in other countries. Name and locate these areas on a map.		<b>DAY/NIGHT</b> _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)	Volcanoes	Ordnance Survey Maps  Local area mapping	
<b>Term 5</b>	Maps – compass points, direction. Look at old style maps and new style maps. Discuss compass in relation to sailing the seas (pirates) and directions.		<b>Human geography</b> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		North and South Americas	
<b>Term 6</b>	Comparison of the artic to the UK. Features of the Arctic and Antarctic and compare this climate to our own. Features of desert and rainforest and compare this to our own.	Study the physical and human features of the seaside, beach, coastal town and sea of a British location.	<b>Place Knowledge</b> 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 within North or South America	Water	Extreme Environments	International Schools project Compare and contrast

Reception- long term overview			
Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
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Year 1- long term overview			
Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
<u>Name, locate, identify:</u>  4 countries and capital cities of the UK and surrounding seas.	<u>Understand and compare:</u>  Geographical similarities and differences between local area (JP) and small non- EU country area (via travelling teddy or similar)	<u>Describe and understand:</u>  Seasons and their weather  Location of hot and cold climates around the world  How we can help our environment- traffic survey. Walk to school week.	<u>Use and learn:</u>  Use maps/globe/atlasses to locate UK.  Fieldwork of local area surrounding school- outdoor learning

Year 2- long term overview			
Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
<u>Name, locate, identify:</u>  World's 7 continents and 5 oceans	<u>Understand and compare:</u>  Geographical similarities and differences between local area (JP) and small non- EU country area (via travelling teddy or similar)	<u>Describe and understand:</u>  Location of hot and cold climates around the world  Geographical vocab: coast, cliff, hill, beach, forest, mountain, sea, river, valley, city, town, village, harbour	<u>Use and learn:</u>  Use maps/globe/atlasses to locate UK as well as 7 continents.  Fieldwork of local area surrounding school- outdoor learning Use aerial photos to recognise landmarks and basic Geographical features. Make own map.

		How we can help our environment- reduce our personal plastic, reduce, recycle, reuse.	Use main 4 compass points and directional language
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**Year 3- long term overview**

Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
<p><u>Name, locate, identify:</u></p> <p>Continents, main countries, capital cities of Europe, rivers, deserts and mountains.</p> <p>Significance of the Equator</p>	<p><u>Understand and compare:</u></p> <p>Geographical similarities and differences between local area, a region in an EU country.</p>	<p><u>Describe and understand:</u></p> <p>Explain weather conditions and climates around the world.</p> <p>Physical Geography including River and water cycle and volcanoes and earthquakes</p> <p>Understand how humans affect the Earth over time. Plastic pollution in our oceans and rivers</p>	<p><u>Use and learn:</u></p> <p>Use maps/globe/atlas to locate continents and countries.</p> <p>Use 8 point compass and basic key and symbols of maps.</p> <p>Fieldwork of local area surrounding school Including sketches, maps, plans and graphs.</p>

**Year 4- long term overview**

Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
<p><u>Name, locate, identify:</u></p> <p>Continents, main countries and capital cities of Europe.</p> <p>Rivers, deserts and mountains.</p> <p>Areas of similar climate e.g. rainforests, arctic, desert.</p>	<p><u>Understand and compare:</u></p> <p>Geographical similarities and differences between local area, a region in an EU country.</p>	<p><u>Describe and understand:</u></p> <p>Climates zones, biomes and vegetation belts.</p> <p>Understand how humans affect the Earth over time. Plastic pollution in our rivers and oceans.</p>	<p><u>Use and learn:</u></p> <p>Use maps/globe/atlas to locate continents and countries.</p> <p>Use 8 point compass and basic key and symbols of maps.</p> <p>Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.</p>

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Year 5- long term overview			
Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
<p><u>Name, locate, identify:</u></p> <p>Continents, main countries including N and S America, some key states of America and their features.</p> <p>Main cities in England and the UK.</p> <p>Significance of GMT</p>	<p><u>Understand and compare:</u></p> <p>Geographical similarities and differences between local area, a region in an EU country and a region in North or South America.</p>	<p><u>Describe and understand:</u></p> <p>Climates zones, biomes and vegetation belts, coasts, erosion and deposition.</p> <p>Understand how humans affect the Earth over time. Why and how do people seek to sustain their environment?</p>	<p><u>Use and learn:</u></p> <p>Use maps/globe/atlasses to locate continents and countries.</p> <p>Use 8 point compass, 4 figure grid references, symbols and keys.</p> <p>Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.</p>

Year 6- long term overview			
Locational knowledge	Place knowledge	Human and Physical Geography	Fieldwork skills
<p><u>Name, locate, identify:</u></p> <p>Main countries and cities in all 7 continents.</p> <p>Main Geographical features of these.</p> <p>Key topographical features including coast, erosion, hills, mountains and rivers.</p>	<p><u>Understand and compare:</u></p> <p>Geographical similarities and differences between local area, a region in an EU country and a region in North or South America.</p>	<p><u>Describe and understand:</u></p> <p>Climates zones, biomes and vegetation belts, coasts, erosion, deposition, mountains, volcanoes, earthquakes and water cycle.</p> <p>Understand how humans affect the Earth over time. Include settlement, economic activity, trade links, distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Use and learn:</u></p> <p>Use maps/globe/atlasses to locate continents and countries.</p> <p>Use 8 point compass, 6 figure grid references, symbols and keys, latitude and longitude.</p> <p>Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.</p>



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