



## Jennett's Park - Geography

### 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

### Implementation – Whole School Geography Long term Plans

Nursery						
KS1 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	This is Me.	Let's Celebrate!	Every Child an Artist	Once Upon a Time...	1,2, 3 Let's Grow!	We're Off to Great Places!
<b>People and Communities</b>	Interested in photos Has sense of own immediate family Beginning to have own friends Imitates everyday routines Talks about significant events	Is curious and interested in people and stories. Learns that they have similarities and differences. Shows interest in other people's lives. Joins in with customs. Talks about significant events	Is curious and interested in people and stories and has own friends Learns that they have similarities and differences and shows interest in other people's lives Joins in with customs and talks about significant events	Enjoys stories about people and nature In pretend play imitates everyday actions and events from own family. Shows interest and talks about events.	Shows interest in other people's lives/family customs Learns that they have similarities and differences that connect them to, and distinguish them from others Shows interest in different occupations and ways of life indoors and outdoors	
<b>The World</b>	Remembers where objects belong Enjoys small world play	Notices features and details of objects. Can talk about what they have observed. Enjoys playing with small world reconstructions.	Notices features and details of objects, can talk about what they have observed and notes similarities and differences Enjoys playing with small world characters Builds and constructs small world reconstructions	Notices and talks about features Enjoys small world reconstructions. Talks about why things happen. Shows care and concern for living things.	Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time	

Reception						
Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic focus</b>						
<b>Locational Knowledge</b>			Starting to identifying the four countries and capital cities of the United Kingdom and its surrounding seas. (Scotland)	Continue to identifying the four countries and capital cities of the United Kingdom and its surrounding seas. (England, Wales, Northern Ireland)		
<b>Place Knowledge</b>				Exploring the school environment and immediate surroundings, focusing on physical features like hills, rivers, and vegetation, and human features like houses and shops. (The Gingerbread Man)	Recognise some environments that are different from the one in which they live. (Minibeast in uk and a desert)	Exploring the school environment and immediate surroundings, focusing on physical features like hills, rivers, and vegetation, and human features like houses and shops. (We are going on a Bear Hunt)
<b>Human &amp; Physical Geography</b>	Developing an awareness of different cultures and celebrations. Observing and discussing the weather and seasonal changes.	Exploring different jobs in the school and local community.	Developing an awareness of different cultures and celebrations. Recognise some similarities and differences between life in this country and life in other countries. (UK/Antarctica)	Introducing and using terms like beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, city, town, village, and shop. Observing and discussing the weather and seasonal changes. (Spring)		Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. International week) Recognise some similarities and differences between life in this country and life in other countries. (UK/Rainforest & Jungle)
<b>Geography skills &amp; Fieldwork</b>		Using simple fieldwork and observational skills to study the geography of their school and surroundings.	Learning to draw simple maps of their school and local area, and using maps, atlases, and globes to explore different places.		Using simple fieldwork and observational skills to study the geography of their school and surroundings. (outside) Draw maps of gardens.	Learning to draw simple maps of their school and local area, and using maps, atlases, and globes to explore different places. (Maths)

Year 1						
KS1 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	Traditional Fairy tales	Wonderful weather	Toys	Transport	Pirates	Animals and Artic
<b>Locational Knowledge</b> Name, locate, identify: 4 countries and capital cities of the UK and surrounding seas.		To name and locate the 4 countries of the United Kingdom				
<b>Place Knowledge</b> Understand and compare: Geographical similarities and differences between local area (JP) and small non- EU country area (via travelling teddy or similar)				To compare how children travel to school in Jennetts Park vs an area outside of the EU.	To understand how British weather differs to dessert weather/ hot climates	To compare the human and physical features between Jennetts Park and Antarctica
<b>Human and Physical Geography</b> Describe and understand: 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.	To understand what human and physical geographical features are	To identify seasonal and daily weather patterns		To create and fill out a transport survey to help our environment.	To locate hot climates around the world (islands)  To compare physical and human features in different climates	To compare the climate of Antarctica to the UK
<b>Fieldwork Skills</b> Use and learn: Use maps/globe/atlas to locate UK. Fieldwork of local area surrounding school- outdoor learning	To use compass directions.  To devise a simple map and key for a fairy tale land		To use a map and atlas to identify where different toys come from around the world		To design and create a pirate treasure map	To use a map and atlas to identify where Antarctica is.

Year 2						
KS1 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	The Great Fire of London		Castles		Under the sea	
<b>Locational Knowledge</b> Name, locate, identify: World's 7 continents and 5 oceans	To locate London within England and the world.		To locate castles in the UK including England, Scotland, N.Ireland and Wales		To name and locate the 5 oceans of the world	
<b>Place Knowledge</b> Understand and compare: Geographical similarities and differences between local area (JP) and small non- EU country area (via travelling teddy or similar)	To identify and understand the differences between London (City, capital of England) and local area (Jennetts Park)				To identify and understand the differences between our local area (Jennetts park) and Cape Verde (Where we adopt a turtle from)	
<b>Human and Physical Geography</b> Describe and understand: Location of hot and cold climates around the world Geographical vocab: coast, cliff, hill, beach, forest, mountain, sea, river, valley, city, town, village, harbour How we can help our environment- reduce our personal plastic, reduce, recycle, reuse.	To identify landmarks in London including the river Thames.  To use photographs and maps to recognise landmarks, human and physical features.		To identify where were castles usually built and why. To identify different physical features of the land.		To understand how we effect our oceans – plastic pollution and recycling.  To identify features of oceans e.g coral reefs and where they are found.  To identify physical and human features of beaches and coastal towns around England	
<b>Fieldwork Skills:</b> Use and learn: Use maps/globe/atlas 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. Use main 4 compass points and directional language	To create own simple maps of London using a simple key.		To locate castles across the UK and Europe on a map		To use maps to locate the oceans of the world.	

Year 3						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	The Stone Age		Vikings		Under the canopy	
<b>Locational Knowledge</b> Name, locate, identify: Continents, main countries, capital cities of Europe, rivers, deserts and mountains. Significance of the Equator	To identify the four countries and capital cities of the UK – in relation to land usage in Stone Age times.		To identify the four countries and capital cities of the UK – in relation to land usage in Viking times.		To locate the world's countries, using maps to focus South America – Amazon.  To 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)	
<b>Place Knowledge</b> Understand and compare: Geographical similarities and differences between local area, a region in an EU country.	To look at the local area – learning about the types of housing and streets – relate this area to the proximity of London and other significant cities of England					
<b>Human and Physical Geography</b> Describe and understand: Explain weather conditions and climates around the world. Physical Geography including River and water cycle and volcanoes and earthquakes Understand how humans affect the Earth over time. Plastic pollution in our oceans and rivers	To compare the the physical geography of the local area now and that of the Stone Age times.		To 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 – learn about settlements in Viking times, from the Nordics to the UK		To 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, coast and rivers) and land use patterns: and understand how some of these aspects have changed over time – compare to the Amazon rainforest	
<b>Fieldwork Skills</b> Use and learn: Use maps/globe/atlas to locate continents and countries. Use 8 point compass and basic key and symbols of maps. Fieldwork of local area surrounding school Including sketches, maps, plans and graphs.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Location of the Chauvet Caves, France.					

Year 4						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic focus</b>	<b>Race to the Frozen North</b>		<b>Ancient Rome</b>		<b>Ancient Greece</b>	
<b>Locational Knowledge</b> Name, locate, identify: Continents, main countries and capital cities of Europe. Rivers, deserts and mountains. Areas of similar climate e.g. rainforests, arctic, desert.	Locate the Arctic using maps to focus on Europe. Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere Lines of latitude and longitude including the Prime Meridian and time zones.		Name locate and identify Rome on a map. What country is Rome in? What continent?		Locate Greece on a map - What is the capital city of Greece?	
<b>Place Knowledge</b> Understand and compare: Geographical similarities and differences between local area, a region in an EU country.			Compare our local area to Rome, similarities and differences Rome vs London capital cities – what are the similarities and differences? Rome and London both based around rivers.		Locate Greece on a map and understand the geographical similarities between Greece and the UK. Map Ancient Greece and its borders to better understand its geographical significance.	
<b>Human and Physical Geography</b> Describe and understand: Climates zones, biomes and vegetation belts. Understand how humans affect the Earth over time. Plastic pollution in our rivers and oceans.	Understand how humans have been effecting the ice in the arctic, and how this contributes to climate change.		Tectonic plates and the formation of volcanoes due to these Different types of volcano, how and why these exist. Why are volcanoes formed?			
<b>Fieldwork Skills</b> Use and learn: Use maps/globe/atlas to locate continents and countries. Use 8 point compass and basic key and symbols of maps. Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features of the arctic. Use the four points of the compass		Use fieldwork to observe, measure, record and present the human and physical features of a volcano. Creating volcanoes using fieldwork skills and sketching maps and plans.		The Water Cycle – understanding how water moves around the Earth and how this affects human populations.	

Year 5						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic focus	Where in Bracknell should we build a space shuttle launchpad?		Japan		Ancient Egypt	
<b>Locational Knowledge</b> Name, locate, identify: Continents, main countries including N and S America, some key states of America and their features. Main cities in England and the UK. Significance of GMT	Significance of GMT- link to space and the time zones		Locating Japan on a map  Locating main cities and Japanese provinces  GMT vs time zones in Japan			
<b>Place Knowledge</b> Understand and compare: Geographical similarities and differences between local area, a region in an EU country and a region in North or South America.	Use maps/globe/atlas to locate continents and countries – comparing different countries suitability as a space port location.  Use 8 point compass, 4 figure grid references, symbols and keys (can link to PE for compass points etc and symbols via orienteering)		Use maps/globe/atlas to locate continents and countries. - Locating Japan on a map, and discussing geographical similarities and differences with the UK. - How is the UK different to Japan geographically?			
<b>Human and Physical Geography</b> Describe and understand: Climates zones, biomes and vegetation belts, coasts, erosion and deposition. Understand how humans affect the Earth over time. Why and how do people seek to sustain their environment?	Climates zones, biomes- choose a couple, Vegetation belts (specific plants within those biomes): a biome is a climate zone and everything that lives in it. - How does the biome and climate affect the suitability of a place for a space port		Human geography – how people's lives in Japan are different to the UK, and how the large cities and provinces have different cultures.  Physical geography – Japan's climate zone, Mt Fuji, animals within Japan and Japan's climate.		Understand how humans affect the Earth over time. Why and how do people seek to sustain their environment? Coasts, erosion and deposition  Use maps/globe/atlas to locate continents and countries - Locating Egypt on a map	
<b>Fieldwork Skills</b> Use and learn: Use maps/globe/atlas to locate continents and countries. Use 8 point compass, 4 figure grid references, symbols and keys. Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.	Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology. - Visit to peacock fields to measure and record the location for the suitability of a space port.					



Year 6						
KS2 Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic focus</b>	<b>Where were the Mayans ?</b>	<b>Where is the best location for a villain's lair ?</b>	<b>Digital Quizzes</b>	<b>The sun never set on the British Empire</b>	<b>Olympics or Football tournament Where has it been held? Why host the games?</b>	<b>Presentations about the benefits and disadvantages of hosting a major sporting events</b>
<b>Locational Knowledge</b> Name, locate, identify: Main countries and cities in all 7 continents. Main Geographical features of these. Key topographical features including coast, erosion, hills, mountains and rivers.	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		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	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	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	
<b>Place Knowledge</b> Understand and compare: Geographical similarities and differences between local area, a region in an EU country and a region in North or South America.					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	
<b>Human and Physical Geography</b> Describe and understand: Climates zones, biomes and vegetation belts, coasts, erosion,		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key				Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

deposition, mountains, volcanoes, earthquakes and water cycle. Understand how humans affect the Earth over time. Include settlement, economic activity, trade links, distribution of natural resources including energy, food, minerals and water.		topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time				including energy, food, minerals and water
<b>Fieldwork Skills</b> Use and learn: Use maps/globe/atlas to locate continents and countries. Use 8 point compass, 6 figure grid references, symbols and keys, latitude and longitude. Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology.			Planning a trip to Reading: Using maps/atlas to plan their trip and understanding how to locate landmarks using these. Using 8 point compasses to help find directions. Fieldwork of local area			

## 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.