




Curriculum Subject: Geography

Subject Leader: Eloise Jones

Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p>Vision</p> <p>'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'</p>	<p>Values</p> <p>Compassion</p> <p>Courage</p> <p>Community</p>
<p>Motto</p> <p>Learning to make a difference through God's love. <i>Jesus said, 'Love one another as I have loved you' John 13:34</i></p>		
<p>Mission</p> <ul style="list-style-type: none"> • Ensure that children are safe and demonstrate compassion for others. • The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected. • Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum. • Encourage inclusively high expectations enabling children to personally and academically thrive. • Deliver an inspirational, creative curriculum to meet the needs of our aspirational children. • Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations. <ul style="list-style-type: none"> • Create an environment that builds confidence for the school family to grow resilience. • Enable children to persevere on a journey of social, moral, cultural and spiritual growth. 		



Intent
 It is our intent for the Geography element of our school curriculum to inspire children with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip children with the knowledge about diverse places, people, resources and natural and human environments. This will lead to a deeper understanding of the Earth's key physical and human processes. By revisiting areas of previous learning, children will gain a bank of new knowledge that will evolve with them as they move through the years at Newport Junior School. Children are encouraged to develop a greater understanding and knowledge of the world, whilst recognising their place in it. The skills children acquire will be valuable and transferable to cross-curricular areas promoting their spiritual, moral, social and cultural development.

Implementation
 Geography at Newport Junior School is taught in blocks throughout the year so that children achieve depth in their learning. Key knowledge and skills have been identified and given consideration to ensure that progression across topics and year groups is achieved. At the beginning of topics, children are given the opportunity to discuss what they already know as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson as well as how learners will be supported in line with NJS's commitment to inclusion. Cross curricular links are well embedded within the school with strong links often being seen through Literacy. The local area is fully utilised and many opportunities for learning outside the classroom are embedded into practice.

Impact
 Outcomes in topic and literacy books evidence a broad and balanced curriculum in geography. They demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas. Children also record what they have learned comparative to their starting points at the end of every topic. As children progress through the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Children are able to use their current and previous learning to discuss what this means for the future. Alongside this, they gain specialist skills and knowledge ensuring that they are well prepared for the next steps of their education.



Newport CE Junior School: Curriculum Progress Map for Geography

	Year 3	Year 4	Year 5	Year 6
Autumn	HISTORY	Unit Title: All Around the World	HISTORY	Unit Title: Magnificent Mountains
		<p>Vocabulary: biomes, freshwater, marine, desert, forest, glassland, tundra, climate zones, polar, temperate, Mediterranean, arid, tropical, wildlife, habitat, Greenwich Prime Meridian, time zones, Arctic, Antarctic Circle, compass points, north, south, east, west, ordnance survey, co-ordinates, longitude, latitude, equator, northern and southern hemisphere, Tropics of Cancer, Tropics of Capricorn, international date line.</p>		<p>Vocabulary: active volcano, hill, mountain, peak, slope, valley, range, height, foot, summit, snow line, tree line, lava, magma, face, ridge, plateau, elevation, temperature, tectonic, continent, compass, north, south, east, west, ordnance survey, co-ordinates, longitude, latitude, contour lines, equator, northern and southern hemisphere, tropics or cancer, tropics of Capricorn.</p>
		<p>Key Knowledge:</p> <ol style="list-style-type: none"> To recognise different climates with a focus on the tropics and polar regions. To explain what time zones are and how countries are affected by this. To identify parts of the globe and find specific locations. 		<p>Key Knowledge:</p> <ol style="list-style-type: none"> To recognise contour lines and make suitable suggestions to what a mountain could look like. To label features of a mountain and recognise them during field work. To explain at least 2 different ways mountains can be formed.
		<p>Key Skills: Children will begin to look at the globe and recognise longitude and latitude. They will be able to read simple co-ordinates. Atlas skills will also be explored.</p>		<p>Key Skills: Children will start to look at maps and recognise contour lines on maps. They will also begin to recognise co-ordinates using an atlas' and the globe for references.</p>
Spring	HISTORY	HISTORY	HISTORY	HISTORY
Summer	Unit Title: Our Local Area	Unit Title: Raging Rivers	Unit Title: Enough for Everyone	Unit Title: South America
	<p>Vocabulary: compass points, north, south, west, east, ordnance survey, map, atlas, globe, environment, settlements, hamlets, villages, towns, cities, conurbations, suburb, population, density, Birmingham, Newport, industrial, revolution, rapid growth, greenfield, renovation, compare, contrast.</p>	<p>Vocabulary: Environment, flood plain, source, ford, meander, delta, tributary, confluence, erosion, mouth, soil erosion, spring, water cycle, precipitation, surface run off, condensation, evaporation</p>	<p>Vocabulary: climate, tundra, deciduous forest, temperate, mixed forest, grasslands, wildlife habitats, continent, peninsula, compass, north, south, east, west, ordnance survey, co-ordinates, longitude, latitude, equator, northern and southern hemisphere, environment, arable farming, city, congestion, historical sites, living standards, recycling, rural, villages, towns, cities, urban, characteristic, features, natural resources.</p>	<p>Vocabulary: climate, climatic zones, arid, tropical, tropical rainforest, mangrove swamps, humidity, topographical, features, maps, lava, magma, South America, human geography, physical geography, land use, residential, industrial, business, retail, leisure, itinerary, visa, vaccination.</p>
	<p>Key Knowledge:</p> <ol style="list-style-type: none"> To recognise key locations in Europe and the United Kingdom. To identify and recognise different settlements. To look at how a local town has changed over time. 	<p>Key Knowledge:</p> <ol style="list-style-type: none"> To recognise the locations of key rivers in the United Kingdom on a map. To explain using key vocabulary how a river is formed. To draw the water cycle with each stage clearly labelled. 	<p>Key Knowledge:</p> <ol style="list-style-type: none"> To explain the difference between renewable and non-renewable energy. To identify what makes an energy source renewable. To name some methods of power generation used in the United Kingdom. 	<p>Key Knowledge:</p> <ol style="list-style-type: none"> To name some wonders of the Americas. To explain the difference between human and physical geography. To use co-ordinates to locate places on a map.
	<p>Key Skills: Children will be introduced to maps. They will become more secure at reading maps and recognising simple symbols.</p>	<p>Key Skills: Children will complete fieldwork on rivers. They identify where rivers are on maps and recognise key map symbols.</p>	<p>Key Skills: Children will expand on their knowledge of sustainability and put it into a world wide context. Children will continue to use an atlas to identify specific locations.</p>	<p>Key Skills: To complete an in-depth study on the human and physical geography of South America. They will use previous knowledge of using an atlas, map and the globe to find locations.</p>