





Curriculum Subject: Geography

Subject Leader: Tom Marsh

Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p><u>Vision</u></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><u>Values</u></p> <p>Compassion</p> <p>Courage</p> <p>Community</p>
<p><u>Motto</u></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><u>Mission</u></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.• 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 Autumn

	Year 3	Year 4	Year 5	Year 6
	Volcanoes and Earthquakes	Tropics!	Eastern Europe	Magnificent Mountains
Vocabulary	Active Convergent Crust Divergent Dormant Extinct Magma Mantle Richter Scale Tectonic Plates Transform Tsunami	Arctic Circle Equator Hemisphere Latitude Longitude Prime Meridian Protected Savanna Time Zones Tropics	Arctic Circle Chernobyl Climate Itinerary Latitude Radiation Precipitation Radiation Trade Visa Weather	Altitude Ben Nevis Dome mountain Economy Environment Everest Fold mountain Tectonic Plate Tourism Vegetation
Knowledge	Understanding the layers of the Earth Understanding how and why volcanoes occur. Understanding the positive and negative affects of living near a volcano. Understanding how earthquakes occur and how they are measured. Understanding what a tsunami is and the devastation they can cause.	Knowing that the world is separated into Northern and Southern hemisphere. Knowing that there are lines of latitude and longitude that go across the earth. Understand that daylight hours are different across different parts of the world. Knowing the role that the Tropics and the Equator play in the world climate. Understanding why Prime Meridian was used and where it is. Knowing and understanding that there are different time zones across the world.	Knowing and locating the different countries of Europe. Knowing and locating the countries and cities of Eastern Europe. Knowing the differing climates of Eastern Europe compared to the UK. Knowing some of the physical and human geographical differences between the UK and Eastern Europe. Know about the impact of the Chernobyl disaster on Eastern Europe and the surrounding countries.	Knowing and understanding how mountain ranges develop across the world. Knowing the differing climates in mountain environments and how these differ to the UK. Knowing and understanding a mountainous environment and how that affects local inhabitants. Knowing and understand how tourism affects the mountain economy. Knowing and understanding the positives and negatives surrounding mountain tourism.
Skills	Label and identify the different layers of the Earth. Use an atlas to locate places in the world where natural disasters occur. Explain the consequences of natural disasters. Use maps to describe the countries involved in natural disasters.	Use maps and atlases to locate countries around the world situated close to the Tropics and the Equator. Use maps and atlases to explain why daylight hours vary across the world and offer reasons. Use maps to locate different countries using different time zones.	Use maps and atlases to locate countries and cities in Eastern Europe. Use computing mapping tools to research and identify different human and physical geography features in Eastern Europe. Apply their knowledge of Eastern Europe to create a tour itinerary showcasing human and physical geographical characteristics.	Use an atlas to locate the major mountain ranges across the world. Using digital mapping programmes to focus on specific mountain environments in a specific region. Explain using labelled diagrams a mountain environment and how this affects mountain life.



Newport CE Junior School: Curriculum Progress Map for Geography Spring

	Year 3	Year 4	Year 5	Year 6
	The UK	Rainforest	Resources	South America
Vocabulary	Border Capital city County Foreign Immigration Mouth Mountain Permanent Population Refugee Source Topographical	Amazon Canopy Climate Emerging Deforestation Equator Forest Floor Rainforest Understory Weather	Efficiency Environment Food miles Generation Global warming Non-renewable Nuclear Renewable Settlement Shortage Sustainable	Agriculture Andes Atacama Central plateau Climate Export Indigenous Population Tectonic Plate Territory Tourism
Knowledge	Knowing the four countries and capital cities of the UK Knowing the different rivers and seas that surround the UK. Knowing countries in the local area and some around the UK. Knowing the different mountain ranges and hills located within the UK. Understanding how	Know and locate where rainforests are across the world. Know and understand the different climate of the rainforest compared to the UK. Know the different layers of the rainforest. Know the different species that call the rainforest home. Know the differences between forests in the UK and rainforests. Know what deforestation is and understand reasons why it takes place.	Know and understand that humans require resources to settle. Know how energy is produced and where this occurs in the UK. Know the differences between renewable and non-renewable energy and its positives and negatives. Know and understand how food is resourced across the world. Know and understand the importance of conservation of resources. Know and understand the equal distribution globally and its consequences.	Knowing the different countries in South America. Knowing and understanding the different climates across South America and reasons for these climates. Knowing the different physical geography characteristics that are specific to South America. Knowing and understanding the human geography characteristics specific to South America. Understanding and knowing how trade and industry affects the economy in South America.
Skills	Use an atlas to locate the different countries, cities and counties of the UK. Use digital maps to identify rivers and seas in the UK. Using computer mapping to locate mountain ranges within the UK.	Use an atlas to locate the different countries in the world where rainforests are located. Use digital maps to identify where rainforests are in the world and their size. Use computer imaging to compare forests within the UK to rainforests around the world.	Use an atlas to locate different countries where specific resources are used. Use digital maps to identify the location of food and determine their food miles to the UK.	Using an atlas to locate the different countries, cities and regions of South America. Using digital maps to identify physical geography features across South America. Use computer imaging to compare geographical characteristics within different South American countries.



Newport CE Junior School: Curriculum Progress Map for Geography Summer

	Year 3	Year 4	Year 5	Year 6
	Newport	Rivers	UK Land Use	Economic Geography
Vocabulary	Cartographer Landmarks Land Use Recreation Retail Residential Rural Settlement Urban	Breech Dam Deposition Erosion Evaporation Flooding Meander Oxbow Precipitation Tributary	Arch Compass Erosion Grade Listed Grid References National Park Ordnance Survey Route Spit Stump	Central plateau Developing Diversify Export Fairtrade Import Globalisation Supply chain Topographical Trade
Knowledge	Knowing the different types of settlement found in the UK. Knowing and understanding how land is used in the UK. Knowing how to use a suitable key for a map. Understanding how the local area has changed its land use. Knowing how land is used in the local area.	Know and understand the role that the water cycle plays in our use of water. Know the key features of a river. Know and understand how erosion and deposition occur in a river and the consequences. Know rivers across the world. Know and understanding how and why flooding occurs. Know why dams are used and the positive and negative reasons for their use.	Know how to use an atlas accurately. Knowing how to use map symbols and compass directions appropriately. Knowing and understanding how to determine four and six figure grid references in relation to a map. Knowing how to map land use change within the UK. Knowing and understanding why land use change has occurred within the UK. Knowing the causes of coastal erosion and its consequences. Knowing and understanding reasons why coastal erosion can be both positive and negative.	Know and understand what import and export mean and how they are used for global trade. Know who the UK trades with and understands important and export at a national scale. Know and understands how trade is crucial on an international scale for developing countries. Know what Fair Trade is and why it is important for developing countries. Know and understand globalisation and how it can shape geography globally.
Skills	Able to draw sketch maps of the local areas. Able to draw maps using an appropriate key to show land use in the local area. Observe how land is used in the local area in the form of human geography.	Able to draw sketch maps of rivers and explain their features using labelled diagrams. Use maps and atlases to locate rivers around the world. Use computing mapping to determine the course of world rivers and identify the countries they flow through. Observe and measure the physical features of the local area by conducting a flood survey.	Use an atlas correctly to describe land use features. Use the eight points of a compass to build their knowledge of the UK. Use four and six figure grid references to build knowledge of OS Maps and their function. Use appropriate keys and symbols to create maps of the local area. Use sketch maps to present land use change in the local area.	Use atlas and maps to locate countries that trade with Britain. Use digital imaging to locate resources in a specific Central American location. Observe how land is used for trade both nationally and internationally.