

2024-2025

## National Curriculum Geography:

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
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	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 PK1	Describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied SF1
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.		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 HP2	Use the eight points of a compass, four and six-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. SF2
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)			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. SF3

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	Year 3	Year 4	Year 5	Year 6
Autumn Term	Why do people live near volcanoes?	Why are rainforests important to us?	What is life like in the Alps?	Would you like to live in the desert?
	To name and describe the layers of the	To describe and give examples of a	To locate the Alps on a map.	To summarise the characteristics of a
	Earth.	biome and find the location and some		desert biome.
		features of the Amazon rainforest.	To locate the key physical and human	
	To explain how and where mountains		characteristics of the Alps.	To locate and explore features of
	are formed.	To describe the characteristics of each	<b>-</b> 1 3 4 1 5 1 11	deserts.
		layer of a tropical rainforest.	To describe the physical and human	<del>-</del>
	To explain why volcanoes happen and	- I - I - I - I - I - I - I - I - I - I	features of an Alpine region.	To describe the physical features of a
	where they occur.	To understand the lives of indigenous	To investigate what there is to do in the	desert environment.
	Ta recognise the negative and nositive	peoples living in the Amazon rainforest.	local area using data collection	To explain the different ways humans.
	offects of living near a valcano	Ta describe why tranical rainfarests are	iocui urea usirig utita conectioni.	can use deserts
	gjects of twing near a volcario.	important and understand the threats to	To understand similarities and	curr use ueser is.
	To explain what earthquakes are and	the Amazon.	differences between the local area and	To describe some of the threats facing
	where they occur.	die Antazoni.	an Alpine area.	deserts.
		To understand how local woodland is	·	
	To observe and record the location of	used using a variety of data collection	To understand the human and physical	To explore the similarities and
	rocks around the school grounds and	methods.	geography of the Alps.	differences between two physical
	discuss findings			environments.
		To analyse and present findings on how		
		local woodland is used.		
	National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage
	<mark>LK1</mark> , <mark>PK1, HP1, HP2<mark>, SF1, SF2, SF3</mark></mark>	<mark>LK1, LK3,</mark> HP1, HP2, <mark>SF1, SF3,</mark>	<mark>lk1, lk2, lk3</mark> , <mark>pk1,</mark> Hp1, Hp2, <mark>SF1, SF2,</mark> <mark>SF3</mark>	<mark>LK1, LK3</mark> , PK1, HP1, HP2, <mark>SF1, SF2</mark>

Spring Term	Are all settlements the same?	What are rivers and how are they used?	Why do oceans matter?	What are the similarities and differences
				between my region and the North region
				of Brazil? (Grammarsaurus)
	To describe different types of	To describe how the water cycle works.	To explain the importance of our	What is the geography of the South
	settlements.	Ta magazica the leature and equiper of	oceans.	American content? (countries, capital
	Taidentify the human and physical	To recognise the features whit courses of	Talazata and describe the significance	cities, oceans, biomes)
	Patures in the local area	a Twee.	of the Great Barrier Peol	What are the geographical leatures of
	jeunies in the local died.	To name and locate some of the world's	of the Great Burner Reg.	Brazil (regions, states, cities
	To discuss why physical and human	longest rivers.	To explain the impact humans have on	landmarks)?
	features are in particular locations.		coral reefs and oceans.	
		To describe how rivers are used.		What is the main economic activity of
	To describe how land use in the local	To identify and locate human and	To understand ways to keep our oceans	the North region of Brazil?
	area has changed.	nhusical leatures on a man	healthy and begin planning a fieldwork	
	Ta identifu land use in New Delhi	prigsical fedalites on a map.	enquiry.	What are the biomes and climate zones
	To menugy with use it New Dern.	To collect data on the features of a local	Ta callect data on the tunes of litter	of North region of Brazil?
	To compare land use in two different	river.	nolluting a marine environment	What are the vegetation helts?
	locations.			While the vegetation Setter.
			To present, analyse and evaluate data	What are the similarities and differences
			collected.	between my region and the North region
				of Brazil?
	National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage
	LKT, LKZ, PKT, HPZ, SFT, SFZ, SF3	LKI, LKZ, HPI, HP2, SFI, SF2, SF3	LKI, LKZ, HPI, HP2, SFI, SF2, SF3	LKI, LKZ, PKI, HPI, HPZ <mark>, SFI</mark>
Summer Term	Who lives in Antarctica?	Where does our food come from?	Why does population change?	Can I carry out an independent
				fieldwork study?

To understand the position and	To explain the impact of food choices on	To understand the change and	To develop an enquiry question.
significance of lines of latitude.	the environment.	distribution of the global population.	
To describe the longition and physical	To understand the importance of trading	To define hittle and death rates and	To determine the most effective data
lo describe the location and physical	To understand the importance of trading	describe why they change	collection methods for fieldwork.
feutures of Artur cucu.	responsibly.	uescribe why they change.	To plan a route for a fieldwork trip?
To describe the human features of	To describe the journey of a cocoa bean.	To recognise the push and pull factors	
Antarctica.		influencing migration.	To collect data to answer the enquiry
	To map and calculate the distance food		question.
To use four-figure grid references to plot	has travelled.	To begin to understand the impact	Ta present mu lindings
Shackleton's route to Antarctica	Ta design and use data callection	climate change can have on the global	To preserving frittings.
To plan a simple route on a map using	methods to find where our lood comes	population.	
compass points.	from.	To collect data showing how population	
	, j	impacts the amount of traffic and litter	
To follow instructions involving	To discuss the advantages and	in an area.	
compass points and map a simple route.	disadvantages of buying both locally		
	and imported food.	To write a report on the fieldwork	
		process, analyse findings and make	
		suggestions to improve a situation.	
National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage
LK1, LK3, HP1, HP2, <mark>SF1, SF2, SF3</mark>	L <mark>K1</mark> , PK1, HP1, HP2, <mark>SF1, SF3</mark>	<mark>lk1, lk2</mark> , pk1, Hp2, <mark>SF1, SF3</mark>	LK2, HP2, <mark>SF1, SF2, SF3</mark>

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The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

 $\checkmark$  Cyclical: Pupils return to the key knowledge and skills again and again during their time at Shears Green Junior School.

 $\checkmark$  Increasing depth: Each time a skill is revisited it is covered with greater complexity.

 $\checkmark$  Prior knowledge: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

