

Vision

At Nook Lane Junior School, we aim for children to receive high-quality Geography lessons that enable them to gain a coherent knowledge and understanding of the physical properties of the earth in which we live and its atmosphere. Children will study different places across the world and the relationship between people and their environment. Units have been carefully and sequentially planned to ensure that pupils build on previous learning as well as developing new knowledge. Pupils with SEND and or disabilities are fully included in all lessons and can excel.

We aim to inspire children and to ignite their curiosity so that they ask questions about places, people and the environment. We want pupils to think comparatively and inquisitively, to share their own ideas and develop Geographic skills in a variety of different ways using a well-developed Geography vocabulary.

Our children will explore where things are found, why they are there, and how they develop and change overtime. We will encourage children to consider the impact of both human and physical features and how these can shape a location. All children at Nook Lane will participate in exciting fieldwork trips where they can collect, analyse and communicate information and data as well as experiencing and practising important Geography skills which will develop and embed our key Geography concepts.

Intent

At Nook Lane Junior School, we aspire to help children develop in geography, building progressively each year on the following geography key intentions:

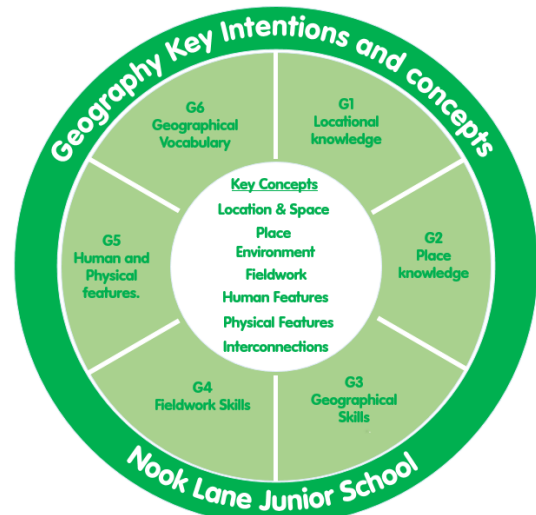
G1	It is our intention that all children will develop their <u>locational knowledge</u> so they can locate and name different places in the locality, the British Isles and the world.
G2	It is our intention that all children will develop their <u>place knowledge</u> , understanding the geographical similarities and differences of the places that they study, including places in our locality.
G3	It is our intention that children develop a range of <u>geographical skills</u> to help them interpret a range of sources of geographical information (including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
G4	It is our intention that children develop <u>fieldwork skills</u> to collect, analyse and communicate information and data in a variety of ways. Fieldwork trips will offer 'real-world' opportunities to inspire children, extend geographical thinking and to provide life-long memories.
G5	It is our intention that children know how <u>human and physical features</u> can shape a location and how this can change over time.
G6	It is our intention that children <u>develop a geographical vocabulary</u> that allows children to confidently express their ideas and opinions to communicate, debate and discuss their ideas.

Key Concepts

Throughout their learning, children will develop an in-depth understanding of the following concepts that are continually returned to and discussed within each unit of learning so they can answer the 'bigger questions' listed below:

- Location and space** –What are the names and locations of places across the world that you have learnt about?
- Place** - How are the areas you have studied the same and different – can you compare and contrast and explain how and why places and people are different?
- Environment** - What is the impact of humans on our natural environment? How we can enhance and protect our physical surroundings?
- Fieldwork** – How do observations and data collection during fieldwork trips help us understand about people, landscapes and the natural environment?
- Human features** – How do human geographical features can shape a location and/or change over time?
- Physical features** – How do human geographical features can shape a location and/or change over time?

Our geography key intentions and concepts are captured within our geography Logo.



Implementation

- ❖ Following the 2014 National Curriculum as well as our own School priorities and curriculum intentions, we teach geography through specific themes:
 - Year 3 – The Sheffield Flood (Spring 1 & 2)
 - Year 4 – Countries across Europe (through History Themes) and Rivers (Summer 1 and 2)
 - Year 5 – Take a Walk on the Wild side (Autumn 1) and Volcanoes (Summer 1)
 - Year 6 – South America (Summer 2)
- ❖ We also incorporate geography, where applicable, within other themes e.g. within History Ancient Greeks we will teach the pupils where Greece is in the world, which continent and some geographical features of Greece.
- ❖ Through our themes, we inspire children's curiosity to discover more about the world and its people
- ❖ Key knowledge, skills and concepts are identified at the start of each Geography unit of work that link back to our key intentions, ensuring that all the key intentions are covered at least once within each Geography unit of work.
- ❖ All Geography lessons are designed to link to at least one of our Geography key intentions as well as our Curriculum Intentions. We will plan activities to cater to different learning styles
- ❖ Lessons are thoughtfully sequenced with opportunities to complete memory mats and flashback activities in each lesson helping children to revise key learning, including events, dates and vocabulary, each week to help children commit learning to their long-term memory.
- ❖ Geography skills are mapped-out progressively within each year group ensuring that children make progress in their skillset year-on-year.
- ❖ Use educational visits, theme days and visiting speakers to enrich and extend learning as well as providing pupils with fieldwork skills.

Impact

- ❖ Children will know how to locate and name different places in the locality, the British Isles and the world.
- ❖ Children will develop their place knowledge, understanding the geographical similarities and differences of the places that they study.
- ❖ Children develop a range of geographical skills to help them interpret a range of sources of geographical information (including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)).
- ❖ Children develop fieldwork skills to collect, analyse and communicate information in a variety of ways.
- ❖ Children know how human and physical features can shape a location and how this can change over time.
- ❖ Children develop a geographical vocabulary that allows children to confidently express their ideas and opinions.
- ❖ Children will develop an in-depth understanding of the following concepts that are continually returned to and discussed within each unit of learning so they can answer the 'bigger questions' listed below:
 - 1. Location and space** –What are the names and locations of places across the world that you have learnt about?
 - 2. Place** - How are the areas you have studied the same and different – can you compare and contrast and explain how and why places and people are different?
 - 3. Environment** - What is the impact of humans on our natural environment? How we can enhance and protect our physical surroundings?
 - 4. Fieldwork** – How do observations and data collection during fieldwork trips help us understand about people, landscapes and the natural environment?
 - 5. Human features** – How do human geographical features can shape a location and/or change over time.
 - 6. Physical features** – How do human geographical features can shape a location and/or change over time?

Inclusion and SEND

All children must have access to Geography appropriate to their stage of development. We plan our teaching to challenge and involve all pupils appropriately, irrespective of age, ability, ethnicity, gender and language background. We are committed to implementing and promoting the principles of the Nook Lane Inclusion, SEND and Equality Policy.

All children will be taught the same outcomes and the same Lesson objective but where needed, activities will be adjusted or differentiated to enable those pupils who need support to access the Geography curriculum to their full potential. This includes vocabulary support, modified text passages, different expectations of written work, opportunities for oral recordings, hands-on practical learning and the use of visual structures and support when necessary.

More able pupils should be given the opportunity to extend and deepen their knowledge, skills and understanding through open-ended tasks including HOT questions, opportunities for independent research and ambitious expectations.

Assessment and Monitoring

Areas of geographical knowledge, skills and understanding are mapped out clearly to each year group, describing the expectations of attainment by the end of the year. Teachers have a knowledge organiser in the pupils' books which outline the key outcomes for each unit of work taught. Teachers must assess the progress of each pupil throughout the teaching unit and adapt lessons to meet their needs. Assessment will be used formatively when planning to ensure that gaps in knowledge and skills are addressed. Any gaps in learning will be informed to the next teacher by completing the gaps in learning sheet.

The Geography leader will regularly monitor teaching and learning in Geography to ensure that the programmes of study are being taught effectively and match the needs and abilities of the pupils. The Geography leader will monitor pupils' books to check that knowledge organisers are up to date and link to the planning overviews as well as the recorded work in the pupils' books. Finally, the Geography leader will have interviews with pupils across the key stage to ensure that children 'Know more and remember more'. The views of the pupils are gathered through regular meetings with the Humanities Curriculum Council and their feedback and ideas are used to develop the subject further.

National Curriculum

Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. **Aims** The national curriculum for geography aims to ensure that all pupils:

- ❖ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ❖ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- ❖ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- ❖ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- ❖ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- ❖ 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
- ❖ 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
- ❖ 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)

Place knowledge

- ❖ 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

Human and physical geography

- ❖ describe and understand key aspects of:
 - ❖ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ❖ 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 Geography – key stages 1 and 2 4

Geographical skills and fieldwork

- ❖ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ❖ 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
- ❖ 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.

Overview of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3			Forgotten Flood: A Study of the British Isles and Dale Dyke Dam. Physical: Dams Human: Land use			
Year 4	Introduction to Europe. Greece and key features compared to Sheffield		A recap of Europe and a look at the world linked to the Expansion of the Roman Empire		A study of mountains, oceans and rivers including fieldwork.	
Year 5	Take a Walk on the Wild Side: Mapping skills Fieldwork focus		Revision of the map of Europe			A focus on North America including earthquakes and volcanoes
Year 6	Revising maps across all continents.		A comparative study on South America (The Amazon Rainforest) and Sheffield.			

Subject Progression

G1 Children will develop their locational knowledge so they can locate and name different places in the locality, the British Isles and the world.

National Curriculum

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

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

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)

Year 3	Year 4	Year 5	Year 6
<p>United Kingdom</p> <ul style="list-style-type: none"> Start to have a better understanding of the location, size, scale and purpose of land use and landscapes within the British Isles. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Name the different continents and know that Britain is in the continent of Europe. Name and locate countries within the British Isles. Know the capital cities within the British Isles. Know the names of counties, cities and key geographical regions of the UK. Name and locate significant places in Sheffield, Stannington and Bradfield. Name and locate some dams and reservoirs within the UK. Start to name and locate some countries in Europe taught within History Themes (Egypt and Britain) 	<p>Europe</p> <ul style="list-style-type: none"> Develop a wider understanding of the location, size, purpose and importance of land use and landscapes within Europe. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Name, locate and know some facts for the different continents across the world. Name some countries in Europe and start to know some of the capital cities for these European countries. Know the major oceans/seas across the world with particular focus on these in Europe. Name the 4 main seas surrounding the UK. Know the names of some major rivers within different continents across the world. Name and describe some rivers in the UK and the 5 main rivers of Sheffield (Don, Rivelin, Sheaf, Loxley & Porter Brook). Locate countries in Europe where the ancient Greeks and Romans expanded their empires. Compare current names with old names (through History Themes) 	<p>North America</p> <p>Develop a wider understanding of the location, size, purpose and importance of land use and landscapes within North America and compare to other continents.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Name, locate and know detailed facts for the different continents across the world. Compare North America to another continent. Compare and contrast the different continents across the world. Names and locate different countries and major cities in North America. Begin to know some capital cities in North America. Name some different major oceans/seas in North America. Identify countries in Europe by analysing Anglo-Saxon and Viking Invasion maps. 	<p>South America</p> <ul style="list-style-type: none"> Develop a deeper understanding of the location, size, purpose and importance of land use and landscapes within South America and compare to other continents. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To know how to compare and contrast similarities and differences between the different continents across the world. Name and locate some major countries within the all the different continents across the world. Names and locate different countries and major cities in South America. Begin to know some capital cities in South America. Name some different major oceans/seas in North America. Name the different locations of the Amazon rainforest Name and locate countries involved in WWII.

G2 Children will develop their place knowledge, understanding the geographical similarities and differences of the places that they study, including places in our locality.

National Curriculum

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.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Study some of the human and physical surroundings of Stannington, focusing on the Dam in Bradfield and making comparisons to other dams in the UK. Name some dams and weirs within the UK. Know the function and purpose of dams, reservoirs and weirs. Know and understand the causes of flooding (as a natural disaster). Understand the human impact on flooding. 	<ul style="list-style-type: none"> Study some of the human and physical features of Sheffield, focusing on oceans, seas and rivers and making comparisons. Compare the similarities and differences between a river Volga in Russia and the river Don in Sheffield, England. Compare and contrast some different rivers around the world. 	<ul style="list-style-type: none"> Study some of the human and physical features of North America, focusing on hills, mountains, volcanoes and earthquakes and making comparisons. Compare the similarities and differences between a region in North America and Sheffield. 	<ul style="list-style-type: none"> Study some of the human and physical features of South America, focusing on landscapes, land use and the climate and making comparisons. Compare the similarities and differences between a region in South America and Sheffield. Compare the climate and weather in Sheffield to that in the Amazon rainforest.

G3 Children develop a range of geographical skills to help them interpret a range of sources of geographical information (including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)).

National Curriculum

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 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
 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.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to use a range of different sources of geographical information. Locate different cities in the UK on a map and their surrounding seas. Locate Sheffield and name some different areas within Sheffield looking at maps of Sheffield. Locate Stannington within Sheffield and locate Bradfield Dam and other landmarks looking at a map of Stannington/ the locality of S6. Begin to know and use simple key map symbols. Follow a simple route on a map with some accuracy (Planning a route from school to the field trip visit to Bradfield dam). 	<ul style="list-style-type: none"> Use a range of different sources of geographical information. Be able to locate different countries, cities and key geographical regions of the UK on a map. Be able to locate different rivers within the UK on a map Be able to locate some European countries and capital cities on a map. Begin to recognise symbols on an OS map. Begin to use 4 figure grid references when using maps. 	<ul style="list-style-type: none"> Use and compare a range of different sources to locate different places. Be able to locate some of the countries and cities within North America on a map. Locate landmarks in Stannington using a key. Use maps to locate Sheffield, and understand its position within south Yorkshire and the county of Yorkshire. Use OS maps to plan routes. Use walking guides correctly following instructions. Know and use a range of OS map symbols and start to know other symbols used in different sources. Use 6 figure grid references when using maps. 	<ul style="list-style-type: none"> Use, compare and evaluate a range of different sources of geographical information. Understand and use symbols used in a variety of sources. Be able to locate some of the countries and cities within South America on a map. Use maps to deepen their understanding of the countries involved in WWII.

G4 Children develop fieldwork skills to collect, analyse and communicate information in a variety of ways. Fieldwork trips will offer opportunities to inspire children and provide life-long memories.

National Curriculum

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.

Year 3	Year 4	Year 5	Year 6
<p>The skills below will be undertaken during the fieldwork trip to Dale Dyke Dam In Bradfield.</p> <ul style="list-style-type: none"> Begin to ask geographical questions related to Bradfield dam. Sketch and label a map of Bradfield dam and the surrounding area. Measure a section of the Bradfield Dam Take digital photographs of Bradfield Dam and use them to illustrate different sections of a map of the dam. Sketch my findings from local fieldwork. 	<p>These skills below are to be undertaken during the fieldwork trip to Mayfield Valley Moorland discovery Centre in the Peak district.</p> <ul style="list-style-type: none"> Ask and respond to geographical questions Plan and investigate the speed and river flow at different parts of a river. Draw and label a detailed image of the river system. Record my finding from fieldwork in a graph. <p>Additional Fieldwork – Local visit to the river Loxley led by Don catchment Rivers Trust.</p> <ul style="list-style-type: none"> Ask and respond to geographical questions Features of a river. Investigate and analyse the cleanliness of water in the river through the classification of different invertebrates. 	<p>Fieldtrip around the local area – Stannington and Loxley Valley.</p> <p>Residential trip to Thornbridge Hall</p> <ul style="list-style-type: none"> Begin to suggest questions for investigating. Thornbridge Residential in Derbyshire. Record my findings from fieldwork using maps, plans and photographs. Write a detailed walking guide for a walk within the local area 	<p>Residential trip to Kingwood in Doncaster.</p> <p>Fieldtrip around the local area - Stannington.</p> <ul style="list-style-type: none"> Suggest a range of suitable questions for investigating. Observe, measure, collect and record my findings from fieldwork in a variety of ways including graphs (Climate in Stannington/Climate in the Amazon).

G5 It is our intention that children know how human and physical features can shape a location and how this can change over time.

National Curriculum

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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

Year 3	Year 4	Year 5	Year 6
<p><u>Concepts:</u></p> <ul style="list-style-type: none"> Start to understand some of the human and physical features in the UK including dams and reservoirs. Understand how dams and reservoirs can change the landscape over time. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Begin to describe the key human and physical features in the local area (Stannington). Understand how dams are made looking specifically at the Dale Dyke dam. Describe and understand different types of settlement and land use in Sheffield. Understand and describe different economic activities in Sheffield. Explain how dams benefit humans (as a water source) 	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> Develop their understanding of human and physical features within Europe including different water sources (oceans, seas and rivers). Understand how different water sources can change the landscape overtime. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the key features of a river including both human and physical. Understand the distribution of natural resources, by knowing how hydroelectricity is produced. Understand and describe the water cycle. Understand the impact of pollution within water (oceans and rivers). 	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> Develop their ability to explain and describe some of the earths extreme physical features including hills, mountains, volcanoes and earthquakes. Understand how some of the earths extreme physical geography can change the landscape over time. <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe and understand earthquakes. Identify human and physical features within North America and investigate how these have changed over time. Understand the impact of volcanoes and earthquakes on land use and settlements. 	<p><u>Concepts:</u></p> <ul style="list-style-type: none"> Develop their ability to confidently and coherently explain and describe some of the earths more difficult human and physical features including different climates, biomes and vegetation belts, weather and human geography (land use, settlements, economic activity) . <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Name and identify human and physical features within South America, investigating how these have changed over time and comparing to other continents. Identify and explain lines of latitude and longitude, hemispheres and time zones. Know, describe and label the features of the layers of the rainforest. Know what we mean by deforestation.

G6 Develop key historical vocabulary

Year 3	Year 4	Year 5	Year 6
❖ Each year group has specific, targeted vocabulary that is detailed for each lesson on unit plans	❖ Each year group has specific, targeted vocabulary that is detailed for each lesson on unit plans	❖ Each year group has specific, targeted vocabulary that is detailed for each lesson on unit plans	❖ Each year group has specific, targeted vocabulary that is detailed for each lesson on unit plans