

INTENT

Geography Curriculum Year B: Planning, Progress and Long-Term Knowledge Growth

| YEAR 3/4 | Substantive geographical content | Recurring substantive themes, ideas and language (Key Concepts) | Subject rationale: Supporting pupils' wider geography curriculum journey | Basic disciplinary training in geography |
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| <p>Autumn Term</p> <p>European Mapwork</p> | Overview of Europe – familiarisation with locations of major countries using globes, atlases, digital maps. | <p>This unit of study gives pupils the opportunity to look in-depth at similarities and differences between the UK and other European Countries. After initial coverage of a variety of mapping techniques, pupils are able to select a country that interests them, helping them to become intrinsically motivated to explore the environmental regions, key physical and human characteristics and major cities of their chosen place, alongside other aspects. Sharing of this knowledge with peers broadens their depth of knowledge across Europe, including Russia, in the key concept areas of our world, physical features, map work, countries & flags, settlements and trade & commerce. Key vocabulary such as ‘environment’, ‘region’, ‘location’ and ‘continent’ will be embedded.</p> | <p>Taught in Lower Key Stage 2, this unit builds upon experiences of map work in EYFS and KS1 that focus on our locality. Extending pupils knowledge and understanding beyond our own shores creates a sense of belonging to the wider world, in line with our school values and the Eco Schools topic of global citizenship, and enables pupils to draw greater comparisons between life in the UK and the rest of Europe. This in turn prepares them for units of study later in UKS2, such as North America and digital mapping where further comparisons are drawn and supports development of transferable knowledge, skills and vocabulary. Forest School sessions will compare biodiversity within our local grounds to those of European countries (plants).</p> | <p>Collect, analyse and communicate through investigation, online research, leaflets and first hand experiences.</p> <p>Interpret a range of sources including maps, diagrams, models, atlases and photographs.</p> <p>Communicate geographical information through drawings, models, leaflets, posters and presentations.</p> |
| | Name and locate major capital cities in Europe. | | | |
| | Focused study linked to Quest area or children’s interests. (France, Italy), looking at physical features (topography) and regional variations in human settlement, foods, population, culture, related to location. | | | |
| | Individual study on European country of choice, applying knowledge and skills learnt throughout the unit. | | | |
| | Links to summer holidays and international sporting events (Olympics, World/European Cup etc) | | | |
| <p>Spring Term</p> <p>The Water Cycle & Rivers in the UK</p> | UK rivers: overview of location of major rivers and associated vocabulary. | <p>Knowledge of rivers supports pupils to see the relationship between geographical processes, landforms and people, and to draw comparisons between our locality and regions across the UK. Understanding the water cycle enables pupils to appreciate the significance of an aspect of physical geography on our ability to survive and gain a greater understanding of</p> | <p>Building on locational knowledge of rivers studied through The British Isles and Counties of the UK, this unit helps to prepare pupils for later study of Rivers and Mountains in UKS2 and provides a secure foundation to build on. Vocabulary explored during the study of the water cycle prepares</p> | <p>Collect, analyse and communicate data gathered through experiments, graphs and testing.</p> <p>Interpret a range of sources including maps, graphs, diagrams and photographs.</p> |
| | River processes, landforms and flooding | | | |
| | Focus study of local rivers (linked to local study), including landforms and flooding. | | | |

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| | Outline locational geography of the UK, including cities, regions and counties of England linked to settlement locations in relation to rivers. | the importance of our world . This unit also deepens understanding of the key concepts of physical features, map work, countries & flags, settlements and trade & commerce , whilst also ensure key vocabulary such as 'system', 'precipitation', 'condensation' and 'evaporation' are embedded. | pupils for learning about river processes in UKS2. Study of local river aspects gives anchor points in knowledge ready for deeper study on Exmoor and the Nile in UKS2, where knowledge, skills and vocabulary are extended. This unit supports the Eco Schools topics of water and marine . Forest school sessions will allow the children to understand the importance of water on all living things. | Communicate geographical information through diagrams, graphs and text. |
| Summer Term Volcanoes & Earthquakes | Physical geography: How, why and where earthquakes and volcanoes occur, earth's structure and tectonic plates, linking to Mountains in the UK and across the world. | Whilst focussing on mountains in the UK and linking to work in History on 'The Romans', the development of knowledge of key physical geographical aspects such as volcanoes, mountains and earthquakes, deepens knowledge and understanding of how natural disasters have an impact on the human and physical world. Specific links made to Pompeii and Mount Vesuvius provide a narrative to support key learning. Key concepts of our world, physical features, map work, countries & flags, settlements and trade & commerce will be explored further, whilst narratives heard will help to embed key vocabulary including 'tectonic plates', 'natural disaster', 'active' and 'extinct'. | Building on earlier knowledge of mountains in the UK studied in KS1 and across the LKS2 phase, this unit helps pupils to describe and understand two key aspects of physical geography and how these impact human geography. The fieldwork skills that they develop provide a foundation for study beyond Europe in UKS2 and extend their locational knowledge beyond their locality in KS1. This unit also supports our school value of caring , and links closely with the Eco Schools topics of biodiversity and global citizenship . In Forest School sessions the focus will be understanding the range of living species (animals) within the school grounds and comparing these to environments around the world including those that have been subject to natural disasters. | Collect, analyse and communicate through study of recounts, maps, video and digital plans. Interpret a range of sources including maps, diagrams, atlases and photographs. Communicate geographical information through maps, graphs and text. |
| | Human geography: how earthquakes and volcanoes influence trade, land use and settlement. | | | |
| | How natural disasters have an impact on our world. – planning decisions and future protection. Warning systems. Eco system impact. | | | |
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