CHJS Curriculum Map for Geography

Let your light shine (Matthew 5:16)

In Geography, children are encouraged to let their light shine by taking delight in learning about the physical and human geography of God's wonderful world. By appreciating the wonder of creation, children know how to make positive changes to the global community. They are also encouraged to make positive changes within their classroom by sharing their knowledge with their peers and supporting each other with their learning.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
Knowledge of location	U1)To 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 in the context of maps of the UK, the UK's rivers and seas, hills and mountains. • To know the names of and locate the main rivers and seas of the UK • To know the names and locate the countries and cities of the UK. • To know the names of and locate some of the counties of the UK.	U1)To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. • To describe the key features of the polar regions and compare them to the UK U1)To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. • To compare the climate of the tropics with the UK climate	U1) To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas. • To find countries in Europe and North and South America on a map. U1) To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas. • To find cities in the UK on a map and identify some of their features. U1) To name and locate counties and cities of the United	U1) To 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 in the context of mountain ranges. • To locate key mountain ranges of the world • To locate key areas of higher ground in the UK. U2) And in the context of places in North and South America. • I can identify the capital city of a country.

	• To know the names of and locate areas of high ground in the UK. To 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 in the context of rainforests. • To be able to identify areas of the world containing rainforests.		Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places. • To describe how land use has changed over time. U2) And in the context of rivers • I can locate the key rivers of the UK • To locate the key rivers of the world. U3) To 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 in the context of locating Leicester. • To identify Leicester and its major features.	U2) And in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). • To know the names and locations of the ancient and new wonders of the world. • To describe the characteristics and significance of a natural wonder of the Americas U3) And in the context of UK imports and exports. • To explain the UK's trade links with other countries

Knowledge of place	U2)To 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 by comparing the Amazon rainforest and Sherwood Forest. • To compare the Amazon rainforest and Sherwood Forest	U4) To 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 in the context of comparing landscapes, climates, towns and in the context of planning a trip to eastern Europe. • To compare the human geography of eastern European regions with that of my own area. • To present information about one area of eastern Europe • To compare the climate of eastern European regions with that of my own area. • To compare features of eastern European landscapes with my own area.	To 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 in the context of the landscape and land use around Leicester. • To compare the physical geography of Leicester City with that of Thurmaston Village. • To compare land use in Leicester City with that of Thurmaston village. • To compare the human geography of Leicester City with Thurmaston Village. • To create a travel guide for a trip to Leicester.	U2)Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom […] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America. • To identify similarities and differences in the human and physical geography of my local area and a region of North America U3) And in the context of exports from El Salvador. • I can explain trade links between El Salvador and the UK.
Knowledge of human and physical geography	U2/3) To 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 in	U3) To 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 in the context of the needs of early	U2) To 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 in the context of rivers and dams.	U1)To 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 in the context of mountain tourism.

	the context of rainforest conservation and land use. U2)• To know explain the effects humans are having on the rainforests U3)• To use simple sketch maps that show how land is used. • To use a key on a map to show how land is used U2)To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water	settlers, comparing land use in different settlements and designing a settlement. • To explain why settlements develop in certain locations • To explain why settlements develop in certain locations. • To compare land use in different settlements. • To create a map of a settlement U4) And in the context of nuclear power generation at Chernobyl. • To know and explain the impact of the Chernobyl nuclear disaster U2)To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, earthquakes, tsunamis and tornadoes.	• To know and describe the ways rivers are used. • To explain the impact of damming rivers. U2) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water	• To describe how tourism affects mountain regions U3) And in the context of UK imports and exports. • To explain the UK's trade links with other countries. U3) And in the context of fair trade. • To explain the importance of fair trade. U3) And in the context of the global supply chain. • To explain the global supply chain U3) And in the context of changing trade links. • To explain how trading has changed through history. U1) To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains.

	cycle in the context of a tropical climate. • To describe the key aspects of a tropical climate. • To describe and understand the features of the layers of a rainforest. • To describe the animals and plants living in the rainforest	•To know and describe what you find underground. • To know and explain how volcanoes are formed. • To know and explain how volcanoes affect people's lives. • To know and explain what causes earthquakes and how they are measured. •To know what causes tsunamis and how they affect people. • To know and explain what causes tornadoes and the effects they have.	cycle in the context of features of rivers. • To describe the key features of a river system	• To describe the key features of a mountain range. • To explain how different types of mountains are formed. • To describe a mountainous climate. U1)Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location. • To describe the climates and biomes of different regions across the Americas
Disciplinary Knowledge	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical skills and fieldwork	U1) To 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 in the context of describing the position of UK cities. • To use the eight compass points to describe the location of the countries and cities of the UK.	U3)To 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 in the context of identifying links between settlements. • To use maps to identify links between settlements.	U1) To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map and planning a journey. • To use the eight compass points to describe routes on a map. • To plan a journey using the eight compass points and four or six-figure grid references	

	U1)To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas and rainforests. U1)• To identify rivers and seas using an atlas or map • To use a map to locate some of the counties of the UK • To use a map or atlas to locate areas of high ground in the UK. U2) • To use maps and atlases to locate rainforests U3) Use maps and atlases to describe land use in the context of thinking about urban and rural areas. • To describe land use in urban and rural areas in the UK. • To know and explain how land is used for different types of farming	U1)To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. • To use longitude and latitude to find places on maps, atlases and globes. U3) To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. • To use maps to identify settlements built by invaders U4)To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.	To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map. • To use four or six-figure grid references to locate places on a map. U1)To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates. • To find information in an atlas using the index and simple co-ordinates. To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. • To use a key to describe features on an Ordnance Survey map. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.	U1) To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges • To use a map to find and describe key features of the mountains. • To use a map to find countries and their key features U2)To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America. • I can identify the countries of North and South America. U3)And context of UK trade links. • To use maps to show the UK's trade links with other countries

	U2)To 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) in the context of rainforests. • To identify areas of the world containing rainforests	• To know and identify the countries of Europe U1)To 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) • To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere • To identify lines of latitude and longitude. • To explain the position and significance of the Prime Meridian • To explain the position and significance of time zones	• To use atlases and maps to identify the key features of a river system	U2) 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) in the context of identifying and describing a range of places across the Americas. • I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.
	U3) To 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 in the	U) To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	U2)Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking	3 separate lessons (mini project after SATS) - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital

	context of drawing a sketch map. • To draw a simple sketch map. • To create a simple sketch map to show how land is used • To create a simple sketch map to show how land is used. (Walk to the church/local high street and look at land use on the way)	sketch maps in the context understanding scale of maps. • To create a human map outside/in the hall to show location of countries in Europe. CC with history – Roman walking trail. Layout 1 (storyofleicester.info) • To use a map to locate areas of history. Oak academy lesson - Can I create a field sketch of my local community?	fieldwork to identify human and physical features of the local area – watermead. U3)• To identify physical and human geographical features of my local area U2)To make a river channel using builders' sand on the playground. What features can the pupils see? U1) To create a journey on the playground using maps.	technologies in the context of undertaking fieldwork to identify human and physical features of the local area – Thurmaston village or Leicester City. • To identify physical and human geographical features of my local area – Oak academy lessons: 1) Fieldwork - Can I collect data about Road use in my community? 2) How do geographers present their data? (CC maths) 3) What do Geographers do with their data?
Vocabulary	ALL YEARS What makes a geographer lesson? (lesson in year 3 and year 5) KTW grid Sketch map, aerial view, feature, annotation, landmark, distance, key, symbol Agriculture, counties, recreation, retail, rural Climate, deforestation, equator, humid, native tribes, species	co-ordinates, hemisphere, observatory, polar, precipitation, agriculture, climate, country, human geography landscapes, physical geography, population, weather Agriculture, early settlers, healthcare, industrial, leisure, settlement, cumulonimbus cloud, erupt, fossils, magma, tectonic plate	ALL YEARS What makes a geographer lesson? (lesson in year 3 and year 5) KTW grid Atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey maps, symbols Channel, dam, deposition/ deposit, discharge, erosion, mouth, source, tidal bore, tributaries, valley	Avalanche, crust, gorges, hypothermia, lava, magma, summit Biomes, climate, continent, country, equator, flora/fauna, latitude, longitude, weather Trade, import, export, goods, products, global

	County, prime meridian, immigration, UK, Great Britain, landmark		(add in local area vocab)	
Cross-curricular reading	Rivers- CC reading around Rivers The UK- comprehension on main elements of UK (Capital city, countries in the UK etc).	Roman settlement – CC History Water – CC Science (water cycle) Discover & Learn: Volcanoes and Earthquakes Info texts (Natural disasters, Volcanoes) The Last Bear (climate change)	Floodlands – CC English Flooding info text – CC Guided read Shakleton's journey – CC English Survivors – CC Guided read	Islam/Baghdad – history CC reading: Kensuke's Kingdom - lots of Geography about hurricanes, desert islands etc.
Cross-curricular links **Ideas for fieldwork – CC links – science/English?**		PSHE – Disaster: Quake, Disaster: Tsunami Oil disaster in the Gulf of Mexico	River art – CC Art Map art – CC Art/Computing	English - writing a balanced argument about whether pupils should be allowed to ride their bikes to school. We discuss things such as road safety as part of this. French - where do you live. Computing - researching the Blitz using Google advanced search to find images which aren't protected by copyright
Christian Values	**Courage –** Children develop courageous advocacy to make positive changes in the world. They show the courage to take risks and learn from mistakes and they are inspired by human endeavour and exploration.			

	Fairness: Through Geography, children learn about the distribution and use of natural resources and the impact of trade. They are given opportunities for healthy debate. **Kindness:** Children are able to compare their own lives with others and show compassion for those in need. **Koinonia:** Through this subject, children can demonstrate understanding and respect of other cultures and beliefs, including economic and political knowledge. They learn how our co-humanity is inextricably involved with others as we share life on our finite planet. **Responsibility:** Children develop the discipline for seeking wisdom. The know that they are caretakers of the planet and how our everyday actions and small changes can make a difference. **Thankfulness:** Children show thankfulness for the natural world and the wonder of creation. **Truthfulness:** Children explore this value through discovery, through the investigative aspects of Geography and the testing of hypothesize. They develop a growing appreciation for the positive impact geographers can have when learning about and influencing global issues.
Spiritual Development	We promote a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet. Pupils reflect on the long and short term impacts noting the rights and wrongs linking into the value of democracy, responsibility, fairness and koinonia. The value of responsibility and koinonia is also covered looking at reduce, reuse and recycle in our school.