

Ashley Junior School Geography Curriculum

	Autumn Term	Spring Term	Summer Term
3	<p>Where we live – local study</p> <p>Pupils should be taught to: <i>Identify the position and significance of Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</i></p> <p>With the use of a world map there will be a focus on the Northern Hemisphere, Southern Hemisphere, Arctic Circle and Antarctic Circle and their significance. They will investigate ‘why is there more land in the Northern hemisphere?’ Children will look at maps to explore countries and their shapes, for example – Italy looks like a boot.</p> <p>Pupils should be taught to: <i>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.</i></p> <p>Using google earth to identify local area using I-spy to locate houses, parks, roads etc. They will look at stories from different countries and identify different cultures and traditions showing comparisons.</p>	<p>Into the Tunnel: Anthony Browne Author Study</p> <p>Pupils should be taught to: <i>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.</i></p> <p>Using a local map find the locations of different tunnels. What are they used for? Where do they go to? What is the symbol for tunnel on a map? Using compass directions able to discuss direction of North, South, East and West and 4-digit grid references to identify location.</p>	<p>Pirates & local smugglers</p> <p>Pupils should be taught to: <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (Poole, Bournemouth & Southampton) – Causation / Locational knowledge.</i></p> <p>Pupils should be taught to: <i>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.</i></p> <p>(Map work) Children will be introduced to using 4-digit grid references. Coastlines – physical geography Settlements – human geography (Similarities and differences to today’s coastlines and ports and to other places in Europe looking for patterns and interconnections)</p>
4	<p>Sound</p> <p>Pupils should be taught to: <i>Describe and understand key aspects of: Mountains.</i></p> <p>Brief look at land use for mountains in the UK and</p>	<p>Learn about the Anglo Saxons and Vikings</p> <p>Pupils should be taught to: <i>Describe and understand key aspects of: types of settlement and land use.</i></p> <p>Where they came from (Denmark, Germany and the</p>	<p>Where is the New Forest?</p> <p>Pupils should be taught to: <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</i></p>

	<p>their names and location.</p>	<p>Netherlands) Why they invaded England and where they settled (identify place names that link to Anglo-Saxon words – Ham (enclosure within the bend of a river) like Southampton. Pupils should be taught to: Identify the position and significance of the Equator, The Tropic of Cancer and Capricorn. Children will start to identify countries appearing in the news and their neighbouring countries and their location on the world map.</p>	<p>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. To be able to name counties surrounding Hampshire and identify on a map where land use differ – farmland and forests for example. Pupils should be taught 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. Children will continue to explore maps using 4-digit grid references.</p>
5	<p>Ancient Greeks Pupils should be taught to: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes, Modern Greek Island (non-British European country) Land use/ resources and tourism</p>	<p>Ancient Egyptians: River Nile and Farming. Pupils should be taught to: Identify the position and significance of the lines of latitude and longitude. Children will start to explore location and names of continents and their countries.</p>	<p>Pupils should be taught to: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North or South America. Our region will be compared to an area in North or South America dependent on current news and sporting events, using Google Earth and street view to identify differences and similarities.</p>
6	<p>Pupils should be taught to: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and</p>	<p>How does the earth breathe? Pupils should be taught to: identify the position and significance of</p>	

	<p><i>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p>Explore the major countries of the world and their identity, testing themselves on their knowledge of capitals.</p> <p>Ability to use a map and identify rivers, mountains, deserts and cities.</p>	<p><i>Prime/Greenwich Meridian and time zones(including day and night)</i></p> <p><i>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</i></p> <ul style="list-style-type: none"> • Deforestation • Using maps – 6-digit grid references • Climate zones • Water cycle <p>Discussion of deforestation – benefits and disadvantages</p>	
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Key

Blue: topic being studied

Black: national curriculum

Purple: key ideas pupils must know to achieve objectives

Red: SMSC link and opportunities