



CURRICULUM SUMMARY Geography – Years 3-6 Overview

	Year 3	Year 4	Year 5	Year 6
Geography	<p>All around us (Study of Uxbridge and the UK) Identify continents on a world map. Identify the countries in the UK and capital cities. Name and identify the major seas and rivers of the UK. Name and identify the major mountain ranges of the UK. Identify the different London boroughs and understand what they are. Locate Uxbridge and identify the London Borough it is in. Pupils must be exposed to a wide range of images of UK scenery so they appreciate the diversity of our island. They will present their knowledge to parents through a 'tourist office'. Skills: compass points, use of atlases and maps</p> <p>Mountains Learn about the physical features of mountains and how they are formed. To enhance their study of the United Kingdom, pupils are to focus on the mountain ranges of Wales or Scotland.</p> <p>The Tube Before any London trips, pupils are to map the route they will take on a Tube Map (see Pupil Planners), developing their understanding of the different lines and oral use of compass directions when describing a route.</p> <p>Story settings should be identified on a world map (when not fictitious).</p>	<p>Europe Name and locate main European countries and their capital cities. Name and locate the major seas, rivers and mountain ranges in Europe. Identify transport links within Europe. Recognise and use the 8 points of the compass to describe a location. Learn about difference between the Northern and Southern Hemispheres; name a number of countries in the Northern Hemisphere and identify and explain the equator.</p> <p>Volcanoes Name and locate the major volcanoes, features of volcanoes, tectonic plates. Explain and describe what happens when a volcano erupts. Explain how people, plants and animals adapt to a volcanic environment.</p> <p>Projects: Fact file and volcano models</p> <p>The Tube Before any London trips, pupils are to map the route they will take on a Tube Map (see Pupil Planners), developing their understanding of the different lines and oral use of compass directions when describing a route.</p> <p>Story settings should be identified on a world map (when not fictitious).</p>	<p>North America Locate North America on a world map and identify countries and main cities in the continent. Name and locate the Great Lakes of America. Identify and locate the major rivers, oceans, mountain ranges. Understand and calculate different time zones within a country (a journey across the USA). Plan a journey within the USA factoring in distance and time. Explain how the water cycle works and how humans affect the environment, in relation to water. Explain how a country/city/town would be similar and different to our local area. Name and identify where the different time zones are on a map, explain why there are different time zones and identify major cities in each zone. Identify the climate of different regions within the continent. Identify and name the Tropic of Capricorn and Cancer, the Arctic and Antarctic circles and the main lines of longitude and latitude.</p> <p>Earthquakes Learn about the physical features of earthquakes and how they are formed. To enhance their study of these, they could explore the west coast of the USA.</p> <p>The Tube Before any London trips, pupils are to map the route they will take on a Tube Map (see Pupil Planners), developing their understanding of the different lines and oral use of compass directions when describing a route.</p>	<p>South America Use maps, aerial photos and a variety of media to explain the locality of a Brazil and the UK. Describe the physical features of Brazil, compared to the UK. Compare the major rivers in Brazil with the UK and the importance of the Amazon River. Identify the Brazilian Rainforest and compare its vegetation to the UK. Identify and explain major transport links of Brazil and UK. Name and identify the countries and major cities within South America. Name the major, rivers, seas and oceans and mountain ranges of the continent. Explain how world time zones work and identify where the UK and Brazil are and their time zones.</p> <p>Rivers – Fieldwork Study Learn about the physical features of rivers and how they are formed. To enhance their study of these, they could explore the main rivers of South America and/or make links to their historical study. They will experience a fieldwork study of a local river. They will use OS maps to trace the journey of the river from source to sea and will be able to use large scale OS maps with six-figure grid references to locate the local river and pinpoint local landmarks.</p> <p>The Tube Before any London trips, pupils are to map the route they will take on a Tube Map (see Pupil Planners), developing their understanding of the different lines and oral use of compass directions when describing a route.</p>

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<p>Our rationale for sequencing the subject in this way</p> <p>Our pupils are London citizens. They need to be able to navigate their way around our capital city and develop a confident sense of direction. The vast majority of our pupils go on to use public transport when they transfer to secondary school; knowledge of how to prepare for this is essential. Our curriculum is mindful of such local learning. Our bespoke pupil planners all contain a copy of the Tube map; when educational visits are planned, classes use the map beforehand to gain awareness of their route into central London. For some pupils, such experiences with us might be their first travel into the capital. We want our pupils to gain a sense of place. Our school population is incredibly diverse, with over 46 languages spoken. Celebrating our diversity is a wonderful way to enrich pupils' geographical knowledge. All classrooms display a 'We are one' board which shows the countries our pupils have connections with; confident use of maps, globes and atlases enables this sense of place to develop as connections are made and knowledge of the world deepened; human geography is enhanced by sharing experiences.</p> <p>Our geography curriculum has been designed to give pupils a good sense of place. Year 3 study our local area before learning about the United Kingdom. Year 4 move onto Europe, Year 5 to North America and Year 6 to South America. These studies link deliberately to the wider curriculum within each year group. For example, Year 4 study the Romans (they explore volcanoes and Pompeii) and Year 6 study the Mayan civilisation. Africa and Asia themed weeks are used as whole school cultural celebrations, where dance, music, games and customs are also explored. Physical geographical learning is linked to complement the areas of study – for example, mountains are studied in Year 3 and examples of these are explored for Wales and Scotland (this also enables a rural comparison for our urban population). When developing a sense of place, pupils need the knowledge of compass points to articulate their observations – such geographical knowledge is therefore studied in Year 3 to facilitate this awareness as pupils study nations beyond the UK. Understanding time zones requires mathematical skills; this learning consequently takes place within upper KS2 to ensure pupils have the pre-requisite knowledge to demonstrate good understanding. Similarly, fieldwork river studies take place in Year 6 – all pupils will have had swimming lessons by this stage; deliberate considerations have been made to sequence learning logically and wisely. Formative assessment and subject specific assessment frameworks enable teachers to monitor progress and understanding; quick quizzes are used for low stakes recall/memory checks.</p>				