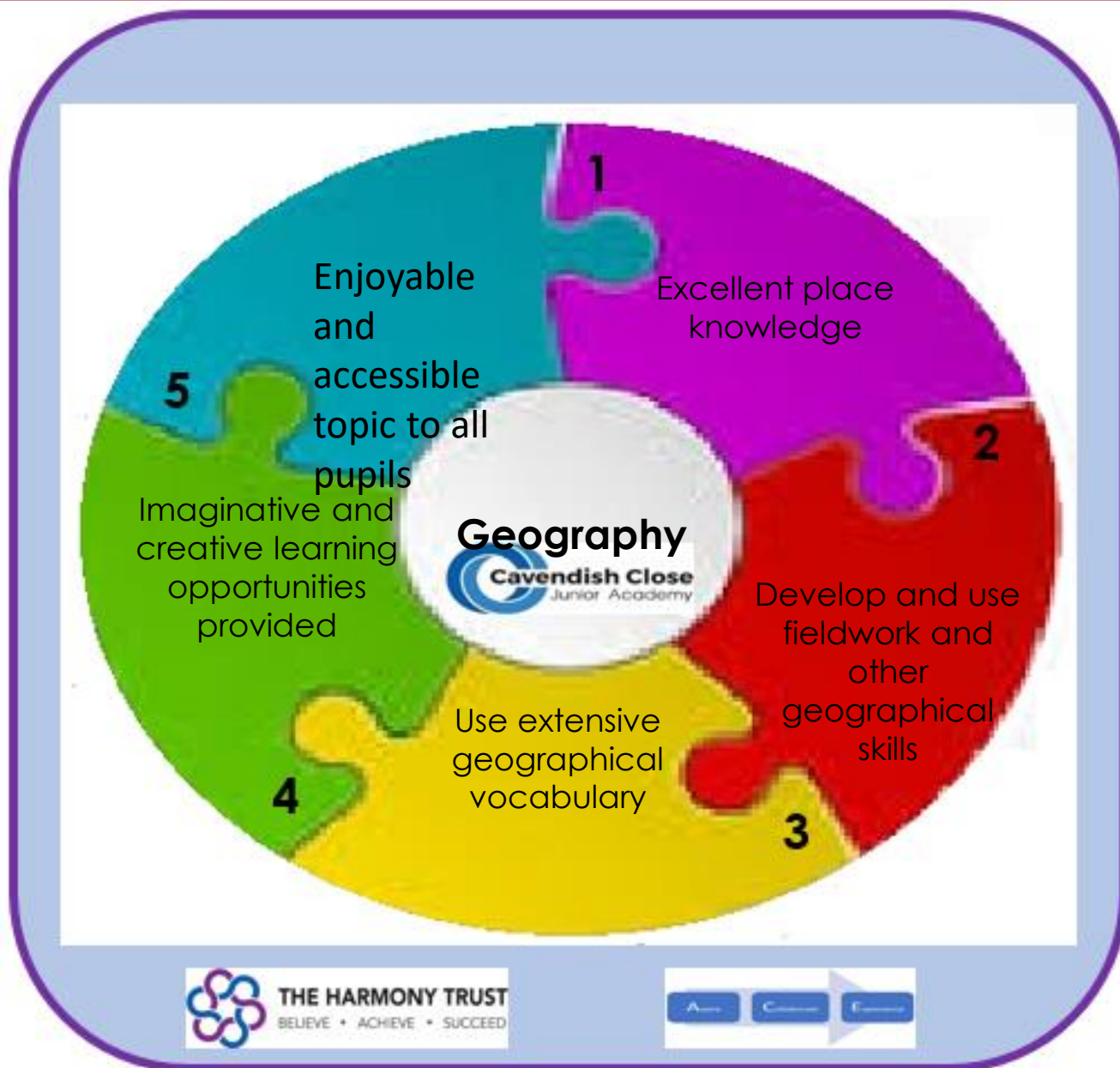




Subject Intent





Geography Intent



At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children aspire, collaborate and experience a variety of opportunities.

1. It is our intention that our children have an excellent knowledge of **where places are** and **what they are like**.
2. It is our intention that all children are equipped to **develop and use fieldwork** and other geographical skills and techniques.
3. It is our intention that all children can develop and **use extensive geographical vocabulary and knowledge** confidently.
4. It is our intention that significant levels of originality, imaginative and creative learning opportunities are provided in order to **give a sense of curiosity about the world**.
5. It is our intention that Geography will be an enjoyable and accessible topic to all children which will support all learning needs.





Geography Implementation



We want to help children develop as geographers through a range of learning experiences that are underpinned by our key intentions for learning in this subject.

1. Children can confidently use geographical skills from locating a specific country to progressing to reading and understanding coordinates
2. Children are given the opportunities to explore their local environment and beyond. This includes excursions to their local park, year three partake in forest school and there is the opportunity to take part in a residential in years four to six. Children should be introduced to a range of vocabulary linked to their topic in each lesson. They will gain an understanding of it, use it effectively in their work and revisit it on a regular basis.
3. A range of learning opportunities are made available to all children from VR (virtual reality) to local and further afield trips
4. Lessons will be differentiated to suit all needs. This includes the use of structure sheets, support aids and challenges to ensure all children are working at a pace that suits them.
5. Geography will be taught on a half-termly on a basis three times a year (to alternate with history). During the times it is not being taught, memory skill activities will be set during some morning sessions so that children retain the information previously learnt.

Key Outcomes

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1.Children will know countries which make up the UK and the capital cities. 2.Children will be able to locate, Derbyshire, Derby and Chaddesden on a map. 3.Children will know the seven continents. 4.Children will be able to identify features of a map including keys and compass points. 5.Children will use a map to navigate and locate features of the school grounds. 6.Children will use a map to identify human and physical features of the local area. 7.Children will carry out fieldwork in the local area and produce a sketch map using keys to identify human and physical features. 	<ol style="list-style-type: none"> 1..Children will know the seven continents. 2. Children will use an atlas to locate countries and their capital cities within each continent. 3.Children will name some of the countries that make up Africa 4.Children will name and locate key rivers in Africa 5.Children will describe the position of Africa using longitude, latitude, Tropics of Cancer and Capricorn, Equator, Northern and Southern Hemisphere. 6.Children will understand how climate and biomes differ linked to location. 7.Children will locate a in a country in Africa and compare the physical and human features with Derby. 8.Children will know how population size impacts on settlements. 9.Children will compare and contrast the lives of children in a city/country in Africa to Derby. 	<ol style="list-style-type: none"> 1. Children will know the continents, major seas and oceans, countries and some capital cities around the world. 2.Children will know what a landmass is and be able to describe Europe as a landmass containing over 50 countries, entirely in the northern hemisphere. To the West of Asia and a diverse continent with at least 23 recognised spoken languages. 3.Children will explore the diversity of Europe and know how many countries there are, naming 10 and their capital cities. 4. Children will use an atlas to locate France and name the countries and capital cities that border. They will locate places in France and discuss where abouts they are e.g. North-west of France. 5.Children will identify the climate and key physical and human features of France. 6.Children will identify the position of longitude, latitude, Tropics of 	<ol style="list-style-type: none"> 1. Children will know what a continent is and identify certain countries from some of those continents following on from year 5 and identifying key capital cities. 2.Children will be able to locate where rainforests are on a world map. 3. Children will use a range of sources to learn about Brazil. 4. Children will be able to identify he different layers of the rainforest. 5. Children will know what deforestation is and the effects it has on the rainforest. 6. Children will be able to argue reasons for and against deforestation. 7. Children will experience what the rainforest is like through the use of virtual reality.

- 1.Children will understand what a biome is and name the types of biomes (tundra, grassland, woodland, savannah, deserts and rainforests)
- 2.Children will know what a desert is and locate deserts around the world and understand the temperature of the desert linked to the position.
- 3.Children will describe the features of a desert.
- 4.Children will compare and contrast the Sahara desert with the Gobi desert.
- 5.Children will know how plants and animals survive in the desert.
- 6.Children will understand the human impact on deserts.
- 7.Children will compare and contrast the desert biome with other habitats

- 1 Children will discover the location and the global significance of Mount Everest.
- 2.Children will locate the main continental mountain ranges of The Andes, The Rockies, The Himalayas, The Atlas and The Alps.
- 3.Children will locate the three highest peaks and identify different features of Snowdonia.
4. Children will recognise and use four figure grid references, contour lines, grid squares and OS map symbols.
- 5.Children will investigate how mountains are formed through the role of plate tectonics.
- 6.Children will know the difference in formation of fold, fault block and dome mountains and locate these in the world.
- 7.Children will learn that volcanoes are primarily located at the boundaries between tectonic plates.
- 8.Children will understand the structure of volcanoes and identify the key features in a cross section.
- 9.Children will understand the advantages and disadvantages of living in the foothills of a volcano.
- 10.Children will understand where Earthquakes are located, why they happen and how they happen.
- 11.Children will explore the aftermath of an Earthquake on the landscape and

1. Children will locate the North and South Pole. They will research key physical and human features.
2. Children will understand that the South Pole is part of a continent as it is a land mass whilst the North Pole is not land but part of a frozen ocean.
3. Children will revisit the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic as well as being introduced to the Prime/Greenwich Meridian and time zones (including day and night)
- 4.Children will explore types of settlement and land use within both the Arctic and Antarctic.
5. Children will understand that climate affects population distribution. They will explore the differences between the Arctic and Antarctic in relation to population.
6. Children will locate and understand the use of Ice Stations at the Poles.

- 1) Children will be able to locate Antarctica and discuss its geographical location
- 2) To identify its climate, vegetation and landscape
- 3) Taking climate into account, discuss resources that Shackleton would have needed for his expedition
- 4) Locate the equator and countries that lie south of it and to identify the route Shackleton took. Identify why his route was the most effective.
- 5)Use a resource such as Digimap to identify lines of latitude and to understand what the equator does. Understand other important imaginary lines and Poles (Greenwich Meridian /Prime Meridian)) International Date Line
- 6) To use a map scale to estimate how far the explorers travelled
- 7)Discuss altitude changes in the trip Shackleton expected to take across the continent.

- 1.Children will identify where, sugar, rice, coffee, cocoa, flowers, tea, bananas and orange juice have originated from and locate these using an atlas.
- 2.Children will identify the equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn.
- 3.Children will know how people trade and how this has developed over time.
4. Children will know the difference between raw materials and manufactured produce and how global trade works.
- 5.Children will explore world trade and issues with global justice following the banana.
- 6.Children will understand how trade can benefit and hinder the economic development of different countries.

- 1.Children will demonstrate their understanding of The Water Cycle from learning within Science and compare and contrast the physical process with another physical process they know of.
- 2.Children will understand what a cloud is and how clouds are formed. They will know the types of cloud – cumulonimbus, stratus, cumulus and cirrus and where these are positioned in the atmosphere.
- 3.Children will explain how meteorologists use clouds to forecast weather and investigate the likelihood of a cumulonimbus cloud forming in Central Africa.
- 4.Children will set up their own weather station and use their knowledge to present the weather.
- 5.Children will understand the term climate and know the process of climate change.
6. Children will explore the causes and current effects climate change is having on humans and wildlife.
- 7.Children will compare and contrast how human processes have changed over time in order to manage the effects of climate change.
- 8.Children will investigate geographical areas where climate change is having a noticeable effect.

- 1.Children will locate the major seas and oceans around the world and know the surface area covered by water.
2. Children will locate major rivers in Derby, the UK and the world.
3. To use a 6 point grid reference to locate parts of a river
- 4.Children will understand how a river is formed and how the features change from source to mouth.
5. Children will know how an Ox Bow lake is formed and understand erosion.
- 6.Children will interpret OS maps to understand the characteristics, the use of the river for mills and the cotton industry.
7. Children will know the importance of the recent flood defence systems in Derby.
- 8.Children will understand the impact of human activity on rivers, seas and oceans including plastic, rubbish, farming waste and human waste.

- 1.Children will locate states and cities in North America and identify key physical and human features.
- 2.Children will understand the location and formation of the Grand Canyon.
3. Children will compare the demographic characteristics of different states in the USA and understand the economic, social and climate reasons why some places are more populated than others.
- 4.Children will know how the climate differs across the USA and focus on the difference in Mississippi and California.
- 5.Children will locate places in the USA using six-figure grid references
- 5.Children will understand the impact of floods and drought on humans and wildlife.
- 6.Children will compare and contrast a major American city and London.

Geography

Key Knowledge, skills and concepts

Intention 1 -It is our intention that our children have an excellent knowledge of where places are and what they are like.

Year 3	Year 4	Year 5	Year 6
<p>Children will know countries which make up the UK and the capital cities.</p> <p>Children will be able to locate, Derbyshire, Derby and Chaddesdon on a map.</p> <p>Children will use a map to identify human and physical features of the local area.</p>	<p>Children will know the seven continents.</p> <p>Children will use an atlas to locate countries and their capital cities within each continent.</p> <p>Children will locate the main continental mountain ranges of The Andes, The Rockies, The Himalayas, The Atlas and The Alps.</p> <p>Children will locate the three highest peaks and identify different features of Snowdonia.</p>	<p>Children will know the continents, major seas and oceans, countries and capital cities around the world.</p> <p>Children will know what a landmass is and be able to describe Europe as a landmass containing over 50 countries.</p> <p>Children will locate the North and South Pole. They will locate key physical and human features.</p>	<p>Children will be able to locate where rainforests are on a world map.</p> <p>Children will locate states and cities in North America and identify key physical and human features.</p> <p>Children will understand the location and formation of the Grand Canyon.</p>

Intention 2 - It is our intention that all children are equipped to develop and use fieldwork and other geographical skills and techniques.

Year 3	Year 4	Year 5	Year 6
<p>Children will use a map to navigate and locate features of the school grounds.</p> <p>Children will use a map to identify human and physical features of the local area.</p> <p>Children will carry out fieldwork in the local area and produce a sketch map using keys to identify human and physical features.</p>	<p>Children will use an atlas to locate countries and their capital cities within each continent.</p> <p>Children will recognise and use four figure grid references, contour lines, grid squares and OS map symbols.</p> <p>Children will set up their own weather station and use their knowledge to present the weather.</p>	<p>Children will use an atlas to locate France and name the countries and capital cities that boarder.</p> <p>Children will locate major rivers in Derby, the UK and the world. (Derwent, Trent, Severn, Thames, Ouse, Danube, Volga, Loire, Rhine, Mississippi, Zambezi, Ganges, Yangtze, Amazon, Nile.</p> <p>Children will interpret OS maps to understand the characteristics, the use of the river for mills and the cotton industry.</p>	<p>Children will locate places in the USA using six-figure grid references</p> <p>Children will use a range of sources to learn about Brazil</p> <p>Children will understand the location and formation of the Grand Canyon.</p>

Intention 3 -It is our intention that all children can develop and use extensive geographical vocabulary and knowledge confidently.

Year 3	Year 4	Year 5	Year 6
<p>Children will understand what a biome is and name the types of biomes (tundra, grassland, woodland, savannah, deserts and rainforests).</p> <p>Children will describe the features of a desert.</p> <p>Children will identify the equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn.</p>	<p>Children will describe the position of Africa using longitude, latitude, Tropics of Cancer and Capricorn, Equator, Northern and Southern Hemisphere.</p> <p>Children will know the difference in formation of fold, fault block and dome mountains and locate these in the world.</p> <p>Children will demonstrate their understanding of The Water Cycle from learning within Science and compare and contrast the physical process with another physical</p>	<p>Children will 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)</p> <p>Children will understand how a river is formed and how the features change from source to mouth.</p> <p>Children will locate the major seas and oceans around</p>	<p>Children will be able to identify he different layers of the rainforest.</p> <p>Children will know what deforestation is and the effects it has on the rainforest.</p> <p>Children will compare the demographic characteristics of different states in the USA and understand the economic, social and climate reasons why some places are</p>

Intention 4: It is our intention that significant levels of originality, imaginative and creative learning opportunities are provided in order to give a sense of curiosity about the world.

Year 3	Year 4	Year 5	Year 6
<p>Local visit to Chaddesden - Thinking about our environment and issues that are affecting it. Discussing what they see and thinking about how the community including them can help E.g. asking and answering geographical questions such as, Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>Children will analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</p> <p>Visit a local farm and look at the work of the farmers. Tasting a variety of foods.</p>	<p>Understanding different cultures/traditions/foods from Africa</p> <p>Children having the opportunity to set up their own 'weather station' and present the weather</p>	<p>Virtual reality (VR) Having a real idea of what these places are like focusing in on climate and environment – making links to this throughout the topic</p> <p>Visitor in to speak about climate change</p> <p>France –Thinking about types of food we get from France and growth and production (of olives) in French regions to them being in our shops. Food sampling.</p>	<p>An understanding of VR from year 5 drawing on this experience and applying it to a new environment – Rainforests</p> <p>Year 6 'Survival day' thinking about key skills that Shackleton would have needed and applying them during this day where possible. Key questioning including debates. Was Shackleton a good leader? Why?</p>

Intention 5: It is our intention that Geography will be an enjoyable and accessible topic to all children which will support all learning needs.

Year 3	Year 4	Year 5	Year 6
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A range of resources appropriate for each year group will be used to ensure that all children can enjoy and access the topic. Structure strips will be used across all four year groups and differentiated where needed. Vocabulary banks will be made available and other forms of support to ensure children are getting as much as they can from this subject. Concrete resources will be used to help enrich learning. Challenge and extension tasks should be set when children are ready to move on. Children will be encouraged to work in a range of ways from individually, to small groups to whole class discussion. A range of activities will be applied throughout the year to help engage all children. Themed days/weeks linked into children's topics and/or current affairs.



A great year 3 Geographer

Skilled

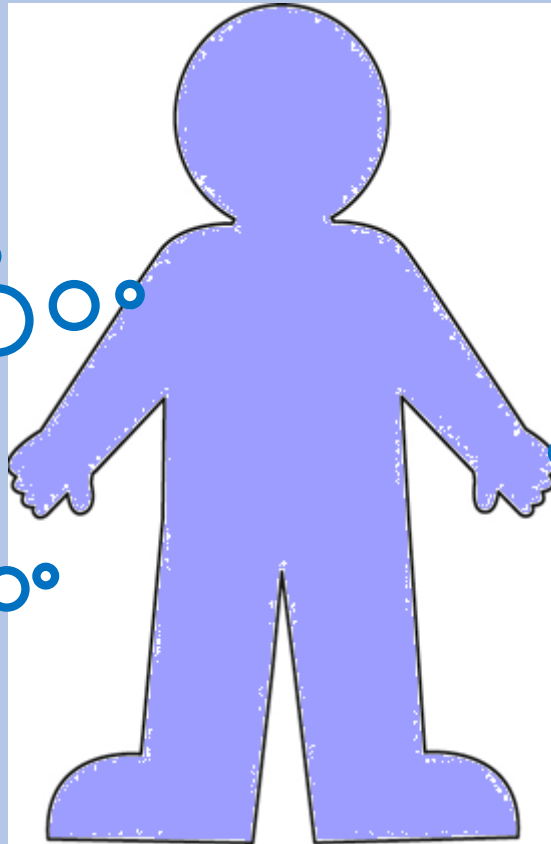
Identify and use a range of practised techniques such as reading a compass and locating a place on a map

Inquisitive

To ask and answer questions about why our world is the way it is.

Resilient

To be able to research the answer or find something out for themselves by using an atlas and other sources



Knowledgeable

Identify the difference between counties, countries and continents.

Understanding

Begin to develop an understanding of where places are in relation to others.

Investigators

To understand that the weather is different in various places and find out how.

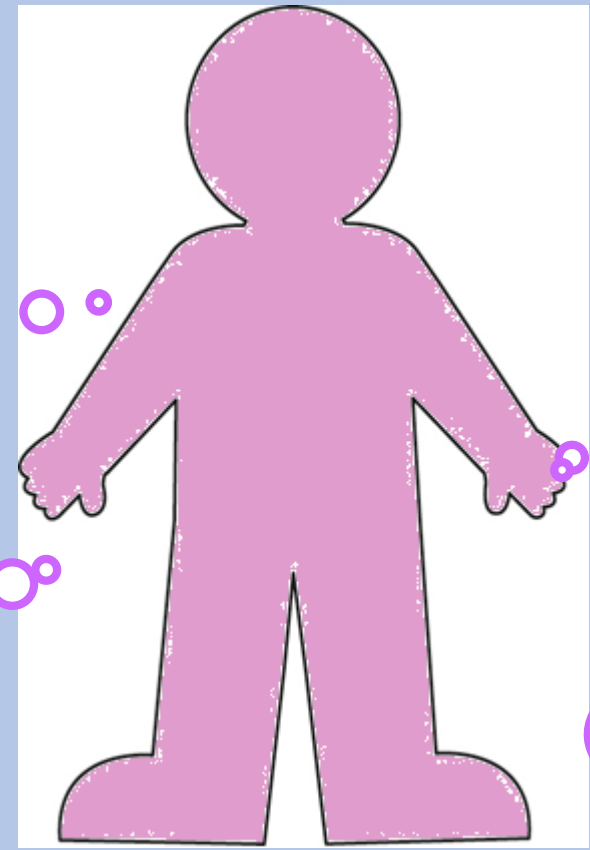




Geography at Cavendish Close



A great year 4 Geographer



Skilled

Identify and use a range of practised techniques such as using grid references and reading different types of maps

Inquisitive

To explore our planet by taking into account the effect that people and natural occurrences have on it.

Resilient

To research and find something out for themselves through a range of sources and to ask further questions.

Understand

The difference between human and natural features.

Knowledgeable

Identify examples and explore/compare weather patterns across the world.

Investigators

To find out how people have been affected by changes in the environment.
To find out how people have differing quality of life living in different locations and environments





Geography at Cavendish Close

A great year 5 Geographer

Skilled

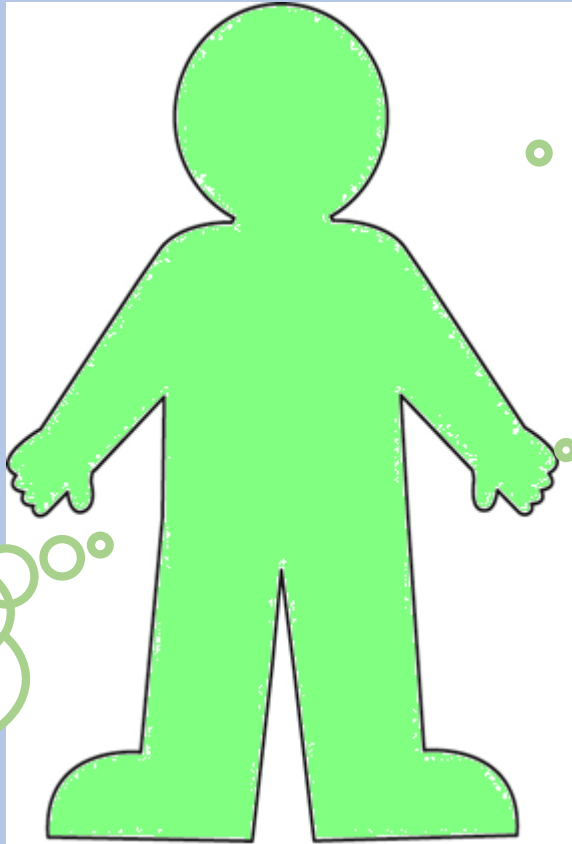
Identify and use a range of practised techniques such as using grid references OS maps as well as drawing their own map.

Inquisitive

To compare and contrast different climates and how human activities affect them.

Resilient

To keep going even if an answer isn't immediately available and to suggest ways to find it out if the first attempt fails.



Understanding

- To understand the challenges our planet face.

Knowledgeable

To research and discuss how people seek to manage and sustain the environment.

Investigators

To investigate an area by using a range of sources from books, articles to the internet. To understand why one resource might sometimes be better than another.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

Aspire

Collaborate

Experience



Geography at Cavendish Close



at year 6 Geographer will be

Skilled

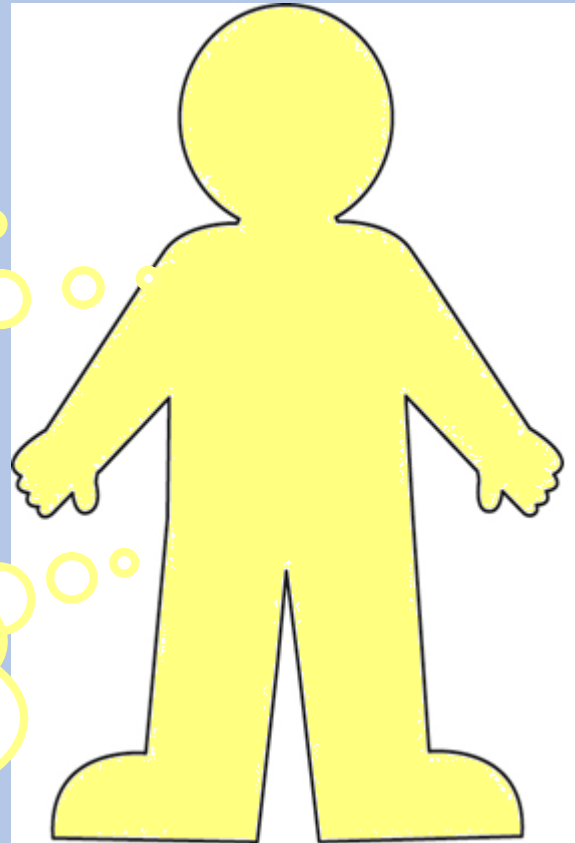
Identify and use a range of practised techniques such as using 6 point grid references OS maps, Identify which one is best to use when.

Inquisitive

To use a range of resources such as VR to find out what the environment and climate is like in certain biomes.

Resilient

Children will be able to provide evidence/support for their views and argue them accordingly- even when the opposing side is put forward-including through class debates.



Understanding

To show their understanding through a range of methods such as grids, sketches, notes and research

Knowledgeable

To be able to explain why things happen referring to various evidence and their own findings.

Investigators

To investigate areas further by looking at the economic, social and demographic elements and analysing what this shows about certain parts of the world.

