The Ribblesdale Federation of Schools

Geography Curriculum Handbook Year C

Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
Reception and Year 1	Geography			Exploring Maps	What is it like here? (Kapow – yr1)		What is it like to live in Shanghai? (Kapow – yr1)	Our School				Wonderful the weather	Beside the seaside
Year 2 and 3	Geography	Where does our food come from?		Who lives in Antarctica?		Why do people live near volcanoes?		Settlements- maps/compass points		Rivers and Water Cycle		North America - Mexico	

Year 4, 5 and 6	Geography		Where does our food come from?		The Alps		Where does our energy come from?		The UK Maps		European Neighbours- Spain/ Catalonia		Rainforest
			Year C Deserts		Year C Exploring Scandinavia		Year C investigation						

Geography

Intent

Our intent is to instil within our children a sense of wonder and appreciation of the world around them. We strive to equip our children with an understanding of the Earth and the people who live here, and an appreciation of the fragility of the Earth's systems. Through developing our children's awareness of their place within the world, we support them to feel empowered, individually and collectively to help to look after our planet. We want for our children, as Geographers, to observe, look closely, make connections, ask questions, take responsibility and to inspire others, through their actions to strive to make a difference to our world. We encourage personality and tailor the curriculum to suit the individual needs of our pupils, groups and school community to ensure all of our children are able to develop their own character in a safe and enriching environment.

Pupils with SEND

To support pupils with SEND to access a full geography curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; use of visual aids and practical resources (maps, globes, atlases, etc); scaffolding resources, such as writing frames; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record

responses; songs to aid recall of key geographical facts (such as the seven continents, or 5 oceans); task breakdown plans; use of vocabulary mats, and; targeted questioning.

Implementation

Geography is taught through a range of teaching and learning strategies with an emphasis upon the use of key vocabulary and questions. We plan for regular fieldwork opportunities so that our children can make links with what is learned in the classroom to the wider world around them. As a staff, we ensure clear and strong links to the national curriculum guidelines to ensure all aspects, knowledge and skills in Geography are taught across all year groups. We use assessment for learning to ensure lessons are relevant and tailored to children's abilities and to enable us to plan for next steps for all learners. Monitoring in all year groups will ensure that key skills are taught across all year groups and that the quality of teaching and learning in Geography remains consistently high across our three schools.

Impact

Children will enjoy Geography lessons and look forward to learning more about the world around them. Children will be encouraged to find answers for themselves and research about the world around them to continue to instil the love for learning. Evidence of work will show a clear progression of skills across year groups. It will also show a range of topics covered and cross-curricular links. Standards in Geography will be as consistently high in all year groups and across our three schools. Teacher assessments are moderated and discussed professionally to ensure standards are high across all year groups. SLT and the governing body are informed of progress in Geography regularly through subject reports and annual subject action plans.

Would you like to live in the desert?

In year 4,5 and 6 we

Key Knowledge

- To summarise the characteristics of a desert biome.
- To locate and explore features of deserts.
- To describe the physical features of a desert environment.
- To explain the different ways humans can use deserts.
- To describe some of the threats facing deserts.
- To explore the similarities and differences between two physical environments.

Key Skills

- Identify the latitude of hot desert biomes.
- Describe the climate and weather in a hot desert biome.
- Give examples of plants and animals in a hot desert biome.
- Identify the largest desert in each continent.
- Locate and identify features in the Mojave Desert.
- Use data to compare the temperatures in two different deserts.
- Describe the origins of Death Valley.
- Name the physical features of a desert environment.
- Explain how some of the physical features in a desert environment are formed.
- Recognise that different locations may be in different time zones.
- Give examples of how humans use the Mojave Desert.
- Recall that land use can change over time.
- List some of the environmental threats to deserts.
- Describe how human activity may negatively impact a desert environment.
- Weigh up the benefits and drawbacks of living in a desert environment.
- Identify the differences between two biomes.
- Compare land use in two different locations.

• Justify why one place may be more hospitable than another.
<u>Possible enrichments and Cultural capital</u>

Exploring Scandinavia

Plan Bee unit

WE will find out how the climates differ in various areas of Scandinavia, explore spectacular scenery, learn about the culture and lifestyle in Scandinavian countries and examine how areas in the UK and Scandinavia are similar and different.

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Possible enrichments and Cultural capital

Can I carry out an independent fieldwork enquiry?

In years 4, 5 and 6

Key Knowledge

- To develop an enquiry question.
- To determine the most effective data collection methods for fieldwork.
- To plan a route for a fieldwork trip.
- To collect the data to answer the enquiry question.
- To determine an answer to the enquiry question.
- To present my findings.

Key Skills

- Explore changes and issues occurring in my local area.
- Determine my initial understanding of a local issue.
- Identify what I want to find out about a local issue.
- Identify what data needs collecting to answer the enquiry question.
- Justify why I have chosen a data collection method.
- Design a data collection method
- Select the start and end of the route.
- Plot the points on the route where data will be collected.
- Identify any risks that may be encountered on the route
- Manage risks during fieldwork.
- Follow a route on an OS map.
- Record data using a variety of methods.
- Examine the data collected.
- Add data to a digital map.

• Come to a conclusion about what the data shows. • Select data to include in a presentation. • Present data using my chosen method. • Discuss the process to collect data.
<u>Possible enrichments and Cultural capital</u>

Year 4	Working Towards	Working at Expected	Greater Depth
Locational Knowledge	• Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map • Pupils can, with increasing accuracy, locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and	• Pupils can locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom • Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/	• Pupils can confidently locate countries in Europe, North and South America on a map • Pupils can locate cities of the United Kingdom and are beginning to identify counties • Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere,

	Antarctic Circle the Prime/ Greenwich Meridian and time zones	Greenwich Meridian and time zones and are beginning to identify their significance	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe some aspects of physical geography • Pupils can describe some aspects of human geography	• Pupils can describe aspects of physical geography • Pupils can describe aspects of human geography	• Pupils can describe an increased range of aspects of physical geography • Pupils can describe an increased range of aspects of human geography
Geographical S kills and Fieldwork	• Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently • Pupils are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area

		practising using: sketch maps, plans and graphs, and digital technologies	practising using: sketch maps, plans and graphs, and digital technologies

Year 5	Working Towards	Working at Expected	Greater Depth
Locational Knowledge	• Pupils can locate some countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 4 for 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 • Pupils are beginning to study aspects of the physical and human geography that have changed over time	• Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 5 for 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 • Pupils are beginning to identify aspects of the physical and human geography that have changed over time	• Pupils can, mostly, locate countries of the world on a map • Pupils can, mostly, locate counties and cities of the United Kingdom • Pupils can identify most for 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 • Pupils can identify aspects of the physical and human geography that have changed over time
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can

	similarities and differences between the three in human geography	similarities and differences between the three in human geography	identify similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe a variety of aspects of physical geography • Pupils can describe a variety of aspects of human geography	• Pupils can describe and understand some key aspects of physical geography • Pupils can describe and understand some key aspects of human geography	• Pupils can describe and understand an increasing variety of key aspects of physical geography • Pupils can describe and understand an increasing variety of key aspects of human geography
Geographical Skills and Fieldwork	• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	• Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies	• Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies

Year 6	Working	Working at	Greater

	Towards	Expected	Depth
Locational Knowledge	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, 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 • Pupils can identify aspects of the physical and human geography that have changed over time	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, 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 • Pupils can identify how aspects of the physical and human geography have changed over time	• Pupils can confidently locate countries of the world on a map • Pupils can confidently locate counties and cities of the United Kingdom • Pupils can 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 • Pupils can confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography

	South America and are beginning to understand similarities and differences between the three in human geography		
Human and Physical Geography	• Pupils can describe and understand an increased variety of key aspects of physical geography • Pupils can describe and understand an increased variety of key aspects of human geography	• Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography	• Pupils can describe and understand a wide range of key aspects of physical geography • Pupils can describe and understand a wide range of key aspects of human geography
Geographical S kills and Fieldwork	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies	• Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can 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