



BJS Geography Curriculum



Year 3 Geography						
Term and topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global citizen links
Spr 2 Island Life	<p>Can you create a map showing the continents and oceans of the world?</p> <p>In which hemisphere is my ethnic heritage located?</p> <p>What are the geographical features of England?</p> <p>How are the geographical features of England different to xxx?</p> <p>Where does the Thames river flow from, through and to?</p> <p>What happens to river water when it reaches the sea?</p> <p>What different information can two different maps of the same place give?</p> <p>How do you use four figure grid references?</p> <p>What are the five different ways islands are formed?</p>	<p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Antarctic circle</p> <p>Arctic circle</p> <p>Prime/Greenwich Meridian</p> <p>Cardinal directions (north, south, east and west).</p> <p>Grid reference</p>	<p>Location Knowledge</p> <p>To know how the structure of the earth causes natural changes to the landscape</p> <p>To know the Northern and Southern hemispheres and the Arctic and Antarctic Circles</p> <p>To know the names and locations the world's seven continents and 5 oceans</p> <p>Place Knowledge</p> <p>To understand the difference between the UK and another island (Galapagos Islands)</p>	<p>Geographical enquiry</p> <p>To be able to use a variety of sources to gather geographical information</p> <p>Physical Geography</p> <p>To be able to describe the key geographical features of a place</p> <p>Geographical Skills and Fieldwork</p> <p>To be able to make simple maps and plans of familiar locations, using a key</p> <p>To be able to create maps and plans using symbol</p> <p>To be able to plot features using a four figure grid reference</p>	<p>National Maritime Museum</p> <p>The National Gallery</p> <p>Outside speakers from different countries (islands)</p>	<p>Global</p> <p>Eco issues – caring for our world</p> <p>Awareness of global issues – how is our world changing?</p> <p>Culture from across the world and the conditions other people live in.</p> <p>Community</p> <p>Comparing local area with wider world</p> <p>Personal</p> <p>STEM ambassadors – How was Darwin a pioneer in Science?</p> <p>Aspirations – what can you do to save the planet?</p>



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<p>Sum 1 Travel and Tourism</p>	<p>What are the differences between man-made and natural geographical features?</p> <p>How is key information shown on a map?</p> <p>Using a map, what key features of an unfamiliar place would attract a tourist to XXX?</p> <p>What are the different types of tourism and why are they popular in different locations?</p> <p>How can we encourage people to be responsible tourists?</p> <p>What is a carbon footprint?</p> <p>Using a variety of sources find out how air travel can be disrupted?</p>	<p>tourism tourist travel environment weather climate carbon footprint emissions human features physical features sustainable environmental impact</p>	<p>Human Geography To understand what is meant by tourism</p> <p>To understand the positive and negative impacts of tourism</p> <p>To understand the term carbon footprint and how this can be reduced</p> <p>To understand how people's quality of life is impacted by local geographical features</p>	<p>Geographical enquiry To be able to use a variety of sources to gather geographical information</p> <p>To be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>Human Geography To be able to describe human activities that can cause or reduce environmental issues</p> <p>Geographical Skills and Fieldwork To be able to interpret maps of familiar and unfamiliar places, including digital maps</p>	<p>Outside speakers from different countries</p> <p>Tourism jobs</p>	<p>Global Does tourism bring positives or negatives to different countries?</p> <p>How do we rely on other countries that are different to the UK?</p> <p>Fairtrade/Commerce around the world</p> <p>Awareness of global issues that impact travel</p> <p>Society Equality and diversity for the needs of different communities</p> <p>Personal Aspirations – travelling to other countries</p> <p>Careers involving travel</p> <p>Community</p>
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						Compare our area to the wider world
Year 4 Geography						
Term and topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global citizen links
Spr 1 Land, sea and sky	<p>Where are the main bodies of water in England?</p> <p>What are the key features of the River Thames?</p> <p>How is the course of the River Esk the same and different to the course of the River Thames?</p> <p>How does water change the natural landscape? (practical)</p>	<p>source</p> <p>stream</p> <p>tributary</p> <p>flood plain</p> <p>meander</p> <p>confluence</p> <p>mouth</p> <p>water cycle</p> <p>precipitation</p>	<p>Location Knowledge To know the name and location of England's most significant rivers.</p> <p>Place Knowledge To know the key features of a local river (The Thames)</p> <p>Physical Geography To understand the causes and impact of water erosion</p> <p>Geographical understanding To understand why water is such a valuable commodity</p>	<p>Geographical enquiry To be able to use secondary sources to obtain geographical information</p> <p>To be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>To be able to describe geographical features of the host continent</p> <p>Geographical Skills and Fieldwork</p> <p>To be able to interpret maps of familiar and unfamiliar places, including digital maps</p>	<p>River Thames at Belvedere study</p> <p>River at Hall Place as comparison</p>	<p>Global Caring for our world – how do the rivers support our life?</p> <p>Community Comparisons of our community with the wider world – how does the Thames compare to rivers around the world.</p>
Spr 2 Different Places,	<p>What are the key features of our locality?</p>	<p>coastal erosion</p> <p>erosion</p> <p>bodies of water</p> <p>flooding</p>	<p>Place Knowledge To know the River Thames and places in their own locality</p>	<p>Geographical enquiry To be able to use a variety of sources to gather geographical information</p>	<p>Local area walk</p>	<p>Global Caring for our world – how are rising sea levels</p>



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Term and topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global citizen links
Aut 1 & 2 Space Scientists	<p>What is Earth made of? How do we know?</p> <p>What are the names and geographical features of the Earth?</p>	<p>Crust</p> <p>Upper Mantle</p> <p>Lower Mantle</p> <p>Outer Core</p> <p>Inner Core</p> <p>Tide</p> <p>Tidal power</p>	<p>Geographical understanding</p> <p>Be able to name and describe geographical features of the earth</p>	<p>Geographical enquiry</p> <p>To be able to use appropriate geographical vocabulary</p>	<p>The Science Museum</p> <p>Geobus workshop</p>	
Sum 1 The Holiday Show	<p>What are key differences in common holiday destinations?</p> <p>Which country do I believe would make the best holiday destination and why?</p> <p>What are lines of longitude and latitude?</p> <p>What are the similarities and differences of weather and climate between 2 locations on either hemisphere?</p> <p>What would persuade a person to visit a certain location?</p> <p>What is the scale of a map and how is it used?</p> <p>What are the key features of a map of our local area?</p> <p>What are the benefits and issues with global tourism?</p>	<p>historical features</p> <p>geographical features</p> <p>tourism</p> <p>benefits</p> <p>drawbacks</p> <p>ecotourism,</p> <p>longitude</p> <p>latitude</p> <p>hemisphere</p> <p>climate</p> <p>mood board</p> <p>global</p> <p>scale map</p>	<p>Location Knowledge</p> <p>To understand the differences between locations in different hemispheres</p> <p>Locate and explain the significance of Tropic of Cancer, Tropic of Capricorn, Arctic & Antarctic Circle, Prime Greenwich Meridian</p> <p>Geographical understanding</p> <p>To understand global tourism and its effects.</p> <p>To understand geographical issues caused by the imbalance between production and consumption</p>	<p>Geographical enquiry</p> <p>To be able to suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue</p> <p>Physical and Human Geography</p> <p>To be able to name and describe geographical features of the earth</p> <p>To be able to explain what a place might be like in the future, taking account of issues impacting on human and physical features</p> <p>Geographical Skills and Fieldwork</p> <p>To be able to use maps and plans using symbols</p>	<p>Visiting speaker – Born in a different country</p>	<p>Global</p> <p>Awareness of global issues of ecotourism – do countries depend on tourism or are we causing more damage?</p> <p>How can we protect the environment and places of significance?</p> <p>Aspirations – travelling or visiting a special place. Working in a job that involves travel.</p> <p>Society</p> <p>Showing an awareness of how other communities live</p>



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	Which global sites of importance are at risk due to tourism?			<p>To be able to use and interpret globes, images and maps including identifying differences in scale, including digital maps</p> <p>To be able to interpret world maps, atlases, digital mapping and globes to locate countries worldwide (including features) and significant lines of latitude and their importance.</p>		<p>around the world, what challenges do they face and how are these different to ours.</p> <p>Community Compare local area with wider world</p>
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Year 6 Geography

Term and topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global citizen links
Aut 1 & 2 Existing, Endangered , Extinct	<p>What are the different types of biomes?</p> <p>What are the threats to biomes?</p> <p>What natural geographic processes can cause the landscape change?</p>	<p>biome</p> <p>habitat</p> <p>characteristics</p> <p>surroundings</p> <p>global warming</p> <p>climate change</p> <p>savannah</p> <p>tropical rainforest</p> <p>marine</p> <p>desert</p> <p>temperate forest</p> <p>freshwater</p> <p>grassland</p> <p>boreal forest</p> <p>tundra</p> <p>human activity</p>	<p>Physical and Human Geography</p> <p>To understand the main physical and human features and environmental issues in particular localities</p> <p>To be able to name and describe geographical features of the earth</p>	<p>Geographical Enquiry</p> <p>To be able to identify geographical issues caused by the imbalance between production and consumption</p> <p>Geographical Skills and Fieldwork</p> <p>To be able to collect and record evidence to answer geographical questions</p>	<p>Nature Study (School field?)</p> <p>Local area walk – Compare different habitats</p>	<p>Personal</p> <p>STEM aspirations – studying nature or saving endangered species.</p> <p>Global</p> <p>An awareness of how a changing environment impacts species</p>



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Spr 1 & 2 WWII	<p>Can I locate the countries involved in WWII using 4 and 6 figure grid references?</p> <p>Where did D-Day take place?</p> <p>What were the main areas of Britain that were targeted for bombing? (map drawing)</p>	<p>Normandy Europe D-Day Civilian Invasion Coast</p>	<p>Human and Physical Geography To understand human activity and land use in the D-Day landings</p>	<p>Geographical Skills and Fieldwork</p> <p>To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To be able to use the eight points of a compass, four and six-figure grid references to build their knowledge of the United Kingdom and the wider world</p>		<p>Global Comparison of war, then and now</p>
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