



Geography

Vision

At South Farnborough, we shape our Geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for Geography.

We aim for a high-quality Geography curriculum which should inspire pupils' **empathy**, curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways to produce a **creative** final outcome. Our tailored curriculum allows children to show **happiness, resilience** and **excellence** in Geography by gaining these skills and knowledge, not just through experiences in the classroom, but also with the use of fieldwork within the local area as well as educational visits.

As Geographers, children at SFJS will be able to contribute successfully in the modern world by appreciating other cultures and celebrating their differences in order to show **pride** for their local, national and international environment.

Implementation

We feel it is important for children to establish an understanding of where they live before exploring other countries, continents and the world. As such, we have used this idea to structure our curriculum where the children start by learning about their local area and the UK before exploring Europe, South America and Australia. In each year, they are encouraged to delve deeper into understanding our natural world by studying different land forms and so on linked to the place in the world they are studying.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:

Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to</i>	Values/SMSC- <i>Embedding personal development learning</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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		<i>make the most of learning time?</i>	<i>within our curriculum to achieve our school vision.</i>		
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Unit Overview			
Start each topic with the question 'where in the world...?'			
Year 3	Year 4	Year 5	Year 6
<p><u>Farnborough and Hampshire</u> The children learn about their local area of Farnborough and how it sits within Hampshire.</p> <p><u>The United Kingdom and Great Britain</u> The children learn the counties and major cities that make up the UK. They learn the difference between Great Britain (England, Wales and Scotland) and the UK (+ N Ireland).</p>	<p><u>Europe</u> The children learn about Spain. They identify similarities between Spain and the UK and look at how this fits within Europe.</p> <p><u>Rivers in Europe</u> This unit teaches the children the features of rivers whilst helping the children to compare rivers from Europe and the UK.</p>	<p><u>South America</u> The children learn about South America, comparing it to Europe and the UK and looking at similarities and differences.</p> <p><u>Biomes of the world</u> The children learn about climate zones, biomes and vegetation belts through rainforests, specifically within South America.</p>	<p><u>Natural Resources - Australia.</u> The children learn about economic activity, the distribution of natural resources and effects of mining.</p> <p><u>Land Formations (Mountains, Volcanoes and Earthquakes)</u> The children learn about different land formations, why they occur and the impact they have.</p>



Year	Unit 1	
Year 3	<p align="center"><u>Farnborough and Hampshire</u></p> <p align="center">The children learn about their local area of Farnborough and how it sits within Hampshire.</p>	
	<p>Why this? To be a successful geographer, it is important for children to have an understanding and can recognise where they are in the world. The majority of our children live in Farnborough or are familiar with Farnborough, making this a good starting point for their geographical knowledge to develop.</p> <p>Why now? By studying Farnborough, the children can build on previously learnt geographical skills and knowledge within a familiar environment. This unit will give them the knowledge they need in order to understand the geography of Great Britain and the UK later this year before going on to understand and compare to other countries in Europe and the wider world from Year 4 upwards. They will be building on KS1 PoS, where they looked at the Geography of their school and grounds and the key human & physical features of their school's surrounding environment.</p>	
	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -The children will undertake Geographical fieldwork within the local area, looking at their school site and its place within Farnborough. -They will identify the physical features of the local area, undertake surveys and conduct investigations of their surroundings. -They will plot their home on maps and calculate their route to school. -They will learn Farnborough is inside Hampshire, in the South of England. -- -They will know Farnborough is unique to other towns in Hampshire due to its location and features. -They will be able to sketch a map of the school and local area. 	<p>Geographical Skills</p> <p>Locational: Locate Farnborough within Hampshire and the UK.</p> <p>Place: Investigate their local surroundings. Identify some things, which make Farnborough unique.</p> <p>Human and Physical: Identify the physical features of the local area.</p> <p>Skills and fieldwork: Children are introduced to 8 compass points using a compass, begin to use simple grid reference and symbols and locate areas on maps for their local area and the UK. Some basic use of Digi-maps as guided by the teacher. Choose a suitable way to record their finding as suggested by the teacher.</p>



	<p>Learning Journey Question for Assessment</p>	<p>What makes Farnborough Unique?</p>
	<p>Unit 2</p>	
	<p><u>The United Kingdom and Great Britain</u></p> <p>The children learn counties and major cities that make up the UK. They learn the difference between Great Britain and the UK.</p>	
	<p>Why this? This unit will teach the children about the country in which they live. It will also help them to understand the difference between Great Britain and the UK.</p> <p>Why now? Earlier this year, the children learnt about their local area. They now need to understand Farnborough's place within Hampshire, Great Britain and the UK. This will prepare them for studying Europe in Year 4.</p>	
	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -The children will be able to name and locate the countries within the UK and their capital cities and understand the types of settlement and land use within the UK around major cities and ports. -They will understand that Great Britain = England, Wales and Scotland and the United Kingdom = England, Wales, Scotland and Northern Ireland. -They will be able to identify key landmarks within the countries of the UK such as Stonehenge, Yorkshire Dales, major mountain ranges such as the Grampians, National Parks such as the Lake District etc. Highest mountains = Ben Nevis – Scotland, Scafell Pike – England, Snowdon – Wales, Carrauntoohil – Ireland. 	<p>Geographical Skills</p> <p>Locational: Locate countries and capital cities within the UK.</p> <p>Place: Can identify key landmarks in the UK and know the impact of these landmarks.</p> <p>Skills and fieldwork: Children are introduced to 8 compass points using a compass, begin to use simple grid reference and symbols and locate areas on maps for their local area and the UK. Some basic use of Digi-maps as guided by the teacher. Choose a suitable way to record their finding as suggested by the teacher.</p>



	<p>-The children will Identify the impact these major landmarks have on tourism, how tourism can change an area (good and bad) and the processes involved. --They will develop an opinion about where they would like to live/visit within the UK.</p>	
	<p>Learning Journey Question for Assessment</p>	<p>How does the rest of the United Kingdom compare to Farnborough /Hampshire?</p>
Year	Unit 1	
Year 4	<p><u>Europe</u></p> <p>The children learn about the continents, in particular Europe and focus in on Spain. They identify similarities between Spain and the UK.</p>	
	<p>Why this? This unit will help the children to understand where we are within Europe and how we compare to other countries in Europe.</p> <p>Why now? In Year 3, they studied the UK and now, they need to understand where the UK sits in Europe and how the UK compares to Europe and other European countries. This will prepare the children for later in the year when they will study rivers and have an in-depth study of the River Tagus.</p>	
	Substantive Knowledge	Geographical Skills
	<p>-The children will label the continents and oceans of the world and be able to identify countries that lie within these continents. -They will then look in detail at Europe and identify and locate countries within Europe and their capital cities. -They will study what latitude and longitude means and the significance of latitude and longitude on the Earth. Why do we have them? <u>Physical Geography</u>: the children will be able to describe and understand key aspects of the physical geography of Europe such as the climate it enjoys, famous rivers such as the Rhine and the Tagus, the presence of any mountain ranges and volcanoes.</p>	<p>Locational: Locate the continents and oceans of the world. They can locate key countries within these continents. Locate key European countries and capital cities. Use longitude and latitude to support this. Place: Children can compare similarities between the UK and Spain. Human and Physical: Identify the physical features Europe, such as climate rivers, mountains and volcanoes. Understand trade links and resources. Skills and fieldwork: Children are beginning to use 8 compass points using a compass with growing confidence, begin to use 4/6 figure grid references and symbols and locate areas on maps for the UK and Europe. Use of maps,</p>



	<p>-They will be able to name and locate the seas surrounding the UK and identify different travelling routes.</p> <p><u>Human Geography:</u> They will be able to name the main cities in Europe, and define what makes a city.</p> <p>-They will look at economic activity, including trade links, distribution of natural resources such as energy, food, water minerals etc.</p> <p>-The children will study the Geographical similarities and differences of human and physical Geography between the UK and Spain.</p>		<p>compasses, globes, and Digi-Maps with increasing confidence for the local area and Europe.</p>	
	<p>Learning Journey Question for Assessment</p>		<p>In what ways is Benidorm similar and different to Farnborough?</p>	
	<p>Unit 2</p>			
	<p><u>Rivers in Europe (Fieldwork)</u></p> <p>This unit teaches the children the features of rivers whilst helping the children to compare rivers from Europe and the UK.</p>			
	<p>Why this?</p> <p>The children need to understand the impact rivers have upon our geography and people’s lives within the local area. This gives the children an opportunity to revisit their knowledge of the UK through rivers, whilst learning about rivers elsewhere in Europe (and the world)</p> <p>Why now?</p> <p>Earlier this year, the children learnt about Spain and compared it to the UK. Now, they can do this whilst looking specifically at rivers. This will help them to understand the impact of nature upon people and this will prepare them for their unit on land formations in Year 6. They will be able to research and discuss how water affects the environment, settlement, environmental and sustainability.</p>			
<p>Substantive Knowledge</p>		<p>Geographical Skills</p>		
<p>Rivers – features</p> <p>What is a river?</p> <p>-If water is flowing down a river to the sea, why doesn’t the river empty or run out of water? (link to the water cycle.)</p> <p>-How are rivers formed?</p> <p>-How do rivers grow?</p> <p>-Where do rivers end?</p> <p>-What are the features of rivers?</p>		<p>Locational: Locate rivers in Spain.</p> <p>Human and Physical: Describing the features of a river.</p> <p>Skills and fieldwork: Children are beginning to use 8 compass points using a compass with growing confidence, begin to use 4/6 figure grid references and symbols and locate areas on maps for the UK and Europe. Use of maps, compasses, globes, and Digi-Maps with increasing confidence for the local area and Europe.</p>		



	<p>-Why are rivers important?</p> <p>-Famous rivers in the UK.</p> <p>-What is the longest river in the world?</p> <p>Field work – a day at a local river– how is this river used?</p> <p>-Finding out about rivers in Spain generally - The nation has an abundance of rivers which are useful in the generation of HEP, irrigation of land, and for promoting the fishing industry, among other uses. Some of the major rivers that flow across Spain are the Tagus, Ebro, Douro, Guadiana, Guadalquivir, Garonne, Jucar, Genil, Minh, and Segura.</p> <p>-River study of The Tagus, the longest river on the Iberian Peninsula. The river originates from Sierra de Albarracín in eastern Spain and flows westward through narrow valleys and deep canyons toward Portugal. It covers a total length of 645 miles and drains an area of 31,500 square miles. The Tagus forms part of the border between Spain and Portugal. It passes through several cities including the city of Lisbon in Portugal. It is the primary source of water supply for the populations that live near the river. Additionally, dozens of hydro-power stations use its water to generate electricity. The Tagus basin supports Spanish vineyards. Coniferous trees used in the timber industry are also found on the Tagus basin.</p> <p>Link with History – Ancient Egypt and the Nile</p>	
	<p>Learning Journey Question for Assessment</p>	<p>Why are rivers important to different communities?</p>



Year	Unit 1	
Year 5	<u>South America</u>	
	The children re-visit the continents of the World and learn in particular, about South America, comparing it to Europe and the UK. They look at similarities and differences between the two continents.	
	<p>Why this? This unit gives the children the opportunity to learn about a continent outside of Europe and compare it to their knowledge of Europe (and the UK within it). Does it have any significant human and physical geographical features? What climate does the South American rainforest experience and how is this different to Europe? Does Europe cover more than one biome? How does its global position influence the weather?</p> <p>Why now? The children have learnt about their local area, the UK and Europe and now need to start to understand geography in the wider world. By learning about South America, the children will be prepared to study rainforests within South America later in the year.</p>	
	Substantive Knowledge	Geographical Skills
	<p>Locational: I can identify the countries in South America.</p> <p>Place: I can understand the similarities and differences between Copacabana and Farnborough</p> <p>Human and Physical Geography: I can understand some human and physical features of Farnborough and Copacabana.</p> <p>-The children will revisit the position and significance of the continents of the world and look in detail at South America.</p> <p>-What are the countries in South America? Where is it in relation to the Equator, the Tropics of Cancer and Capricorn and the Northern and Southern Hemisphere.</p>	<p>Locational: I can locate the countries in South America.</p> <p>Place: I can understand the similarities and differences between Copacabana and Farnborough</p> <p>Skills and Fieldwork: I can use an atlas and four figure grid references to build knowledge of the wider world.</p>



	<p>-They will look at time zones and Identify Prime/Greenwich Meridian and make comparisons of time zones in different areas of the world, specifically, the UK, and South America.</p> <p>- They will explain key features of the <u>physical geography</u> of South America including climate zones, biomes and the vegetation belt.</p> <p>-The children will study biomes - a large region of Earth that has a certain climate and certain types of living things. Major biomes include tundra, forests, arctic, grasslands, and deserts. The plants and animals of each biome have traits that help them to survive in their particular biome.</p> <p>-They will look at key topographical features of South America and how the climate affects land use.</p> <p>-They will be able to explain the key features of South America’s <u>human geography</u> such as distribution of food, minerals and water with regard to South America.</p> <p>-They will look at how the human and physical Geography of South America impacts on its inhabitants. – (deforestation)</p>		
	Learning Journey Question for Assessment	Is Copacabana a world away from Farnborough?	
	Unit 2		
	Biomes of the world		
	The children learn about climate zones, biomes and vegetation belts focusing on rainforests, specifically within South America.		
	<p>Why this?</p> <p>Rainforests present the children with an alternative climate, which they can compare to our own. This broadens their experience of the world, whilst linking to a continent they have studied.</p> <p>Why now?</p> <p>Earlier this year, the children learnt about the location of South America as a continent and they looked at different biomes around the world. This unit allows them to delve into a specific biome within this continent to further develop their understanding of biomes - the rainforest in particular. They will look again at climates and vegetation belts. This also prepares them for Year 6, where they will study land formations as they will have an understanding that not all parts of the world are the same.</p>		
	Substantive Knowledge	Geographical Skills	
<p>Locational: I can identify the position of the equator, the tropics and Arctic/Antarctic circles.</p> <p>Place: Understand human and physical differences between the UK and Peru.</p> <p>-The children will identify and locate the continents and oceans of the world – from prior learning - to identify the continent of South America.</p>	<p>Locational: I can identify the significance of the equator, the tropics and Arctic/Antarctic circles.</p> <p>Human and Physical Geography: Describe climate zones, biomes and vegetation belts.</p>		



	<ul style="list-style-type: none"> -They will identify the climate needed for a rainforest and compare the similarities and differences between that and the UK. -They will discover where in the world rainforests lie and make connection between these places. -They will learn that rainforests are Earth's oldest living ecosystems, with some surviving in their present form for at least 70 million years. They are incredibly diverse and complex, home to more than half of the world's plant and animal species—even though they cover just 6% of Earth's surface. -The children will focus on the Amazon rainforest, covering much of north west Brazil and extending into Colombia, Peru and other South American countries. It is the world's largest tropical rainforest, famed for its biodiversity. -They will identify the climate, the habitats, the plant and animal types and how people live in the rainforest. -They will look at the Amazon River and compare to rivers studied in the previous year – The Tagus. -Following previous work on biomes, an in depth study on Rainforests. -How do plants and animals survive here, how are they adapted to their environment? 	<p>Skills and Fieldwork: Use fieldwork to observe, measure and record human and physical features.</p>
<p>Learning Journey Question for Assessment</p>	<p>Which biome is the easiest to live in?</p>	



Year	Unit 1	
Year 6	<p align="center"><u>Natural Resources – Australia</u></p> <p>The children re-visit the continents of the World and learn in particular, about Oceania, comparing it to Europe and the UK. They look at similarities and differences between the two continents and South America.</p>	
	<p>Why this? This unit gives the children the opportunity to learn about another continent outside of Europe and compare it to their knowledge of Europe and South America. Does it have any significant human and physical geographical features? What different climates does Oceania experience and how is this different to South America as well as Europe?</p> <p>Why now? The children have studied the UK, Europe and South America. This will give them an opportunity to study a continent different to previous studies. It will also follow on from the other year 6 Geographical unit of Mountains, Volcanoes and Earthquakes as they are very prominent in Oceania.</p>	
	Substantive Knowledge	Geographical Skills
	<p>Locational Knowledge: I know countries in Oceania.</p> <p>Human and Physical Geography: I can understand key aspects of human geography including the distribution of natural resources: energy, food, minerals and water.</p> <p>-The children will revisit the position and significance of the continents of the world and look in detail at Oceania. What are the countries in Oceania?</p> <p>Revise where it is in relation to the Equator, the Tropics of Cancer and Capricorn and the Northern and Southern Hemisphere.</p> <p>-They will revisit time zones making comparisons of time zones in the UK and Oceania.</p> <p>-They will explain key features of the physical geography of Oceania including climate zones, biomes and the vegetation belt. The children will revisit biomes - a large region of Earth that has a certain climate and certain types of</p>	<p>Locational: I can locate countries in Oceania.</p> <p>Human and Physical Geography: I can describe key aspects of human geography including the distribution of natural resources: energy, food, minerals and water.</p> <p>Skills and Fieldwork: use fieldwork to observe, measure, record and present the human and physical features.</p>



	<p>living things. Major biomes include tundra, forests, arctic, grasslands, and deserts. The plants and animals of each biome have traits that help them to survive in their particular biome.</p> <p>-They will look at the climate of Oceania and how the climate affects land use.</p> <p>-They will look at how the continent of Oceania is vast, with different time zones, biomes and distribution of minerals.</p> <p>-They will be able to explain the key features of Australia's human geography such as distribution of food, minerals and water.</p>	
	Learning Journey Question for Assessment	Is every country equal?
Unit 2		
<p align="center"><u>Land Formations (Mountains, Volcanoes and Earthquakes)</u></p> <p>The children learn more about physical Geography, about different land formations, why they occur and the impact they have. They study them together to make comparisons between each and learn what makes them different</p>		
<p>Why this?</p> <p>The children need to understand the types of nature which can impact upon our world. They need to understand where they are located and what makes them stand out from each other and also where they may link together. They need to know the history of Pangea, plate tectonics and the location of the Ring of Fire as a prelude to further study in Secondary school.</p> <p>Why now?</p> <p>The children have learnt about the wider world and can now look at these land formations and where they are in the world. They have looked at famous mountains in GB and abroad, and now can define difference between mountains and volcanoes.</p>		
	Substantive Knowledge	Geographical Skills
<p>Locational: I can identify the countries in Asia.</p> <p>Human and Physical Geography: I can understand the key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>-Revisiting from last year, the children will locate the Equator on a map, atlas and globe and explain their conclusions about the climates of countries that lie on the Equator. The children will revisit, the Equator, the Tropics of Cancer and Capricorn and the Northern and Southern Hemisphere.</p> <p>-They will look at how the Earth was formed and the position and significance of the continents of the world.</p> <p>-They will look at Pangea and how the continents were originally one land mass.</p> <p>-They will look at plate tectonics and the Ring of Fire.</p>		<p>Locational: I can locate the countries in Asia.</p> <p>Human and Physical Geography: I can describe the key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>Skills and Fieldwork: I can use the fieldwork to observe, measure and record. I can use six figure grid references.</p>



	<ul style="list-style-type: none">-The children will learn how Mountains are formed and the differences between mountains and volcanoes.- They will study the 5 types of mountains - Fold Mountains, Fault-block Mountains, Dome Mountains, Volcanic Mountains and Plateau Mountains. What makes each different?-They will then focus in on volcanoes to understand the impact that volcanoes have on society and the environment.-Research the characteristics of mountaineers and understand the physical fitness and strength needed.	
	Learning Journey Question for Assessment	Should people live in areas at risk of being affected by volcanoes and earthquakes