



## Brookland Junior School Geography Curriculum Overview

### **Intent:**

At Brookland Junior School we aim to provide a high-quality, enquiry-led, geography education which inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The Brookland curriculum is designed to spark questions and investigations, ensuring that the local area and diverse community is reflected and teaching equips pupils with knowledge about a wide and diverse range of places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The development of local place knowledge also ensures that children can compare and contrast a variety of localities, deepening their sense of place both externally and internally. Key map work skills enable our pupils to use maps, globes and atlases to name and locate places in the local area as well as identify countries and key physical features around the world. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Environmental awareness is a prerequisite for responsible participation in society and at Brookland we develop and deepen our knowledge of climate change each year. This is taught through a geographical lens by developing an understanding of the physical processes of climate change, the impact this has on both physical and human features globally and embedding the process of geographical enquiry when investigating the effects of climate change.

*'A successful geographer would have to be able to find things, use maps, atlases, know a lot about land and the world around you and care for nature.'*  
Year 5 child

### **Implementation:**

Geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as this ensures that teaching is informed by the children's starting points. New learning is revisited throughout the unit to ensure the knowledge becomes embedded in pupils' long-term memories. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. Pupil voice plays a large role at Brookland



and pupils feedback each term on their learning in geography during whole school meetings. Groups of pupils are also often selected to answer questions about the curriculum and their comments can lead to change or adjustments within planning.

We bring geography alive by offering a variety of experiences within lessons, for example, using real maps, aerial photographs and google earth, examining photographs, collecting data, exploring places through virtual visits and video, holding focus days such as Caribbean day in year 3, as well as debating opportunities to discuss issues relating to geography so that geography is as stimulating and interesting as possible. Pupils use the local area for geographical study; pupils take part in an enquiry-based local walk in Hampstead Garden Suburb in their study of the local area in year 4, in which each group collects data relating to a question about the human or physical geography of the area. They use their findings to communicate a cause for action (e.g. last year a group investigated how much litter they would find in certain areas and used this to inform the Brookland Eco Warrior litter pickers where to direct their efforts), or to develop a wider understanding of the place where they live.

In year 5, the local Mutton Brook enables students to become researchers and examine the way geographical concepts interact with real life in the Rivers unit. They investigate the different types of environments, plants and habitation they might find near a local river, and later compare their findings to the localities of the Amazon river. Within our grounds we have a nature area and pond as well as a large field. Teachers use the areas to their fullest potential so that the children have the opportunity to discover their surrounding environment.

## Impact

### **How do we know how well our children are learning more and remembering more in geography during their time at Brookland?**

Alongside quality assessment for learning by class teachers, pupils evaluate their learning each lesson through the use of green pen comments which reflect on the key skill or content during the lesson. Identified key skills in the planning are deep marked each term and half termly assessments record the attainments of each child in geography. Class teachers provide a written report statement on geography at the end of the year. We gather pupil voice through whole school meetings, with a focus on impact of their learning.

“I know when a lesson has had a lasting impact because I remember it even now from when I was in year 3. I loved learning about St Lucia and finding out about how they have different physical features like mountains and palm trees and it’s sunny a lot more than it is here” – A year 6 child.



Key skills highlighted in yellow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Geographical and Map skills</b></p> <p>Use and interpret maps, globes and atlases to find and name continents, oceans and countries.</p> <p>Locate countries in The British Isles and major cities.</p> <p>Understand and use OS Map symbols</p> <p>Understand and use the 8 points of the compass</p> <p><b>Concept: Place</b></p>	<p><b>World Weather and Climate</b></p> <p>Explain about weather patterns and climates around the UK and understand different seasons across the globe.</p> <p><b>Observational log - collect data on cloud and weather diary - what does this tell us about weather this week?</b></p> <p><b>Concept: Climate change</b></p>			<p><b>North America Study: St Lucia and the Caribbean</b></p> <p>Locate St Lucia on a world map and understand where it is in the world and what it would be like to live there</p> <p>Describe the human and physical geography of St Lucia and England.</p> <p>Compare and contrast the landscape of Castries to London</p> <p>Understand why people migrated from St Lucia to England</p> <p>Impact of Fairtrade on the people of St Lucia</p> <p><b>Concept: Place, Trade and Tourism, Diversity</b></p>	



Year 4	<p><b>Extreme Earth</b> Locate the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn (locational knowledge)</p> <p>Recognise the physical features of earthquakes and volcanos and where they are likely to occur &amp; the impact this has on the earth and surrounding population.</p> <p>Enquiry (fieldwork) – <b>What are the safest/most dangerous areas in our school during an earthquake?</b> Collect data, create map to communicate findings</p> <p>Concept: Enquiry and Environment</p>		<p><b>Our Local Area</b> <b>‘How can we improve our local area?’</b></p> <p>Understand where our local area is in the wider context of London and the UK</p> <p>Explore features of an OS map using 4 figure references</p> <p>Describe the human and physical features of our local area</p> <p><b>Fieldwork:</b> Plan an enquiry in the local area based on unit question. Plan, collect data, communicate findings, interpret findings</p> <p>Use and interpret maps and plans.</p> <p>Use the eight points of a compass</p>	<p><b>Europe Study: France</b></p> <p>Identify France on a map, explore location and scale within a global context.</p> <p>Demonstrate knowledge of geographical features about places beyond the UK</p> <p>Similarities and differences between an area in France and our own local environment.</p> <p>Interpret a map of France to find physical features e.g. Locate plate boundaries, mountains and rivers in France.</p> <p>Concept: Place, Similarities and Differences</p>
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					Concept: Place, environment	
Year 5		<p><b>Rivers</b> Discover a key natural resource in the locality: water, rivers</p> <p><b>Water cycle and how it relates to rivers</b></p> <p><b>Explore where the world's major rivers are located</b></p> <p><b>Examine the physical</b></p>			<p><b>South America Study: Brazil and the Rainforest</b></p> <p>Locate the equator and tropics of Cancer &amp; Capricorn to identify where rainforests are located throughout the world</p> <p>Locate the Amazon river and the countries it runs through (focus on Brazil)</p>	<p><b>South America Study: Brazil and the Rainforest</b></p> <p>Locate the world's countries using maps to focus on Europe, North and South America.</p> <p>To develop an understanding of the differences between the urban and rural</p>



		<p>features of rivers –</p> <p>Fieldwork – to explore and identify the geographical features of our local river (data collection, analyse and interpretation)</p> <p>Flood prevention and why this is important for populations surrounding major bodies of water.</p> <p><b>Concept:</b> Interconnectedness</p>		<p>Climate zones, influence of northern and southern hemispheres (link to rainforests)</p> <p>4 layers of the rainforest, what inhabits each layer and why</p> <p>To compare the physical and human features of a region in the Americas (Brazil) to the UK</p> <p><i>How are the lives of the indigenous people of the Amazon rainforest in Brazil different to the lives of people in the UK?</i></p> <p>Concept: Place, similarities and differences</p>	<p><b>environment in Brazil</b></p> <p>Deforestation – what this is, why it occurs and how it affects the population of the Amazon rainforest (refer back to Brazil)</p> <p><b>Concept: Deforestation and Environment</b></p>
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Year 6

**India**  
Locate the world's countries using maps to focus on Europe, North and South America.

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)

Extend to 6 figure grid references with teaching of latitude and longitude in depth.

Describe and understand key aspects of physical geography including climate zones, rivers and mountains

**India**  
To explain changes to the world environment over time – globalisation.

To explain the distribution of natural resources and economic activity

Understand geographical similarities and differences through the study of human geography – diversity.

Concept:  
Diversity and Globalisation

**Dorset and Coasts**  
Explain the physical features of coasts and begin to understand erosion and deposition

Describe and understand key aspects of human geography – travel, trade, economy, sustainability

Use fieldwork, orienteering to locate key features. Use the eight points of a compass, four and six figure references, symbols (OS) and key to create their own walking routes near PGL

Name and locate counties and cities in the UK

Concept: Conservation (Of the coastline and sealife), Climate change



			<p><b>Collate data, draw conclusions and relate to human geography</b></p> <p><b>Concept: Diversity and Globalisation</b></p>			
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## National Curriculum Key skills

<b>A</b>	<b>Locational Knowledge</b>	<ul style="list-style-type: none"><li>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>- 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)</li></ul>
<b>B</b>	<b>Place Knowledge</b>	<ul style="list-style-type: none"><li>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li></ul>
<b>C</b>	<b>Human and Physical Geography</b>	<ul style="list-style-type: none"><li>-describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>-describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul>
<b>D</b>	<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>- 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.</li></ul>



KEY SKILL THREADS FOR YEAR 3			
Locational Knowledge - Develop contextual knowledge of a location	Place Knowledge- Interpret a range of sources Communicate geographical information	Human and Physical Geography -describe and understand key aspects of human and physical geography	Geographical Skills and Fieldwork Collect,analyse and communicate data
<p>Use and interpret maps, globes and atlases to find and name continents, oceans and countries.</p> <p>Locate countries in The British Isles and major cities.</p> <p>Explain about weather patterns and climates around the UK and parts of Europe.</p> <p>Locate St Lucia on a world map and understand where it is in the world</p>	<p>Explore, through human and physical geography, what it would be like to live in St Lucia</p> <p>Understand why people migrated from St Lucia to England</p> <p>Impact of Fairtrade on the people of St Lucia</p>	<p>Explain about weather patterns and climates around the UK and understand different seasons across the globe.</p> <p>Describe the human and physical geography of St Lucia and England.</p> <p>Compare and contrast the landscape of Castries to London</p>	<p>Understand and use OS Map symbols</p> <p>Understand and use the 8 points of the compass</p> <p>Fieldwork: Observational log - collect data on cloud and weather diary - what does this tell us about weather this week?</p>
KEY SKILL THREADS FOR YEAR 4			
Locational Knowledge - Develop contextual knowledge of a location	Place Knowledge- Interpret a range of sources Communicate geographical information	Human and Physical Geography -describe and understand key aspects of human and physical geography	Geographical Skills and Fieldwork Collect,analyse and communicate data
<p>Locate the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn (locational knowledge)</p>	<p>Through human and physical geography, explore the impact living near the ring of fire has on the surrounding population.</p>	<p>Recognise the physical features of earthquakes and volcanos, where they are likely to occur and how this impacts the surrounding area and population</p>	<p>Enquiry (fieldwork) – What are the safest/most dangerous areas in our school during an earthquake? Collect data, create map to communicate findings</p>



<p>Identify France on a map, explore location and scale within a global context.</p> <p>Understand where our local area is in the wider context of London and the UK</p>	<p>Explore a place beyond the UK (France) through its geographical features</p> <p>Similarities and differences between an area in France and our own local environment</p> <p><i>(What is it like living near volcanoes / earthquake zones? Why might people want to live near these places?)</i></p>	<p>Describe the human and physical features of our local area</p> <p>Interpret a map of France to find physical features</p> <p>Locate plate boundaries, mountains and rivers in France.</p>	<p><b>Fieldwork:</b> Plan an enquiry in the local area based on unit question. Plan, collect data, communicate findings, interpret findings</p>
<p><b>KEY SKILL THREADS FOR YEAR 5</b></p>			
<p><b>Locational Knowledge -</b> Develop contextual knowledge of a location</p>	<p><b>Place Knowledge-</b> Interpret a range of sources Communicate geographical information</p>	<p><b>Human and Physical Geography</b> -describe and understand key aspects of human and physical geography</p>	<p><b>Geographical Skills and Fieldwork</b> Collect,analyse and communicate data</p>
<p><b>Explore where the world's major rivers are located</b></p> <p>Understand how the Mutton Brook is connected to the Thames and how the Thames is connected to other major rivers</p> <p>Locate the equator and tropics of</p>	<p>Why flood prevention is important for populations surrounding major bodies of water.</p> <p><i>(What is it like living near rivers? Why might people want to live near these places?)</i></p>	<p>Investigate a key natural resource in the locality: water, rivers</p> <p><b>Water cycle and how it relates to rivers</b></p> <p>Examine the physical geographical features of rivers – including in our local area</p>	<p><b>Fieldwork – to explore and identify the geographical features of our local river (data collection, analyse and interpretation)</b></p>



<p>Cancer &amp; Capricorn to identify where rainforests are located throughout the world</p> <p>Locate the Amazon river and the countries it runs through (focus on Brazil)</p> <p>Locate the world's countries using maps to focus on Europe, North and South America.</p>	<p><b>What inhabits each layer of the rainforest and why</b></p> <p><i>How are the lives of the indigenous people of the Amazon rainforest in Brazil different to the lives of people in the UK?</i></p> <p>To develop an understanding of the differences between the <b>urban and rural environment in Brazil</b></p> <p>Deforestation – what this is, why it occurs and how it affects the population of the Amazon rainforest (refer back to Brazil)</p>	<p><b>Climate zones, influence of northern and southern hemispheres (link to rainforests)</b></p> <p><b>Geographical features of the Amazon rainforest</b></p> <p>To compare the physical and human features of a region in the Americas (Brazil) to the UK</p>	
<b>KEY SKILL THREADS FOR YEAR 6</b>			
<p><b>Locational Knowledge -</b> Develop contextual knowledge of a location</p>	<p><b>Place Knowledge-</b> Interpret a range of sources Communicate geographical information</p>	<p><b>Human and Physical Geography</b> -describe and understand key aspects of human and physical geography</p>	<p><b>Geographical Skills and Fieldwork</b> Collect, analyse and communicate data</p>
<p>Locate the world's countries using maps to focus on Europe, North and South America.</p>	<p><b>To explain the distribution of natural resources and economic activity</b></p>	<p>Describe and understand key aspects of physical geography including climate zones, rivers and mountains</p>	<p><b>Collate data on climate in areas of India and compare to climate of areas in UK, draw conclusions and relate to human geography</b></p>



<p>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>Name and locate counties and cities in the UK</p>	<p>Understand geographical similarities and differences through the study of human geography – diversity.</p> <p>Describe and understand key aspects of human geography – travel, trade, economy, sustainability</p>	<p>Explain the physical features of coasts and begin to understand erosion and deposition.</p>	<p>Extend to 6 figure grid references with teaching of latitude and longitude in depth</p> <p>Use the eight points of a compass, four and six figure references, symbols (OS) and key to create their own walking routes near PGL</p>
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