



Brookland Junior School

Geography Curriculum Overview

Intent:

At Brookland Junior School, we provide an ambitious, knowledge-rich and enquiry-led geography curriculum that is carefully and cumulatively sequenced to build pupils' understanding over time. We aim to inspire a lifelong curiosity about the world, its people and environments, encouraging pupils to engage with real-world issues such as environmental change and sustainability. Our curriculum places the local context and diverse community at its heart, while broadening pupils' cultural capital through exposure to a wide range of places and environments. Through this, pupils develop a secure understanding of physical and human processes and build strong place and locational knowledge, enabling them to compare and contrast locations at different scales.

We ensure learning is broad and deep by making purposeful links with history, PSHE and science. Explicit teaching of geographical vocabulary supports pupils in expressing their understanding clearly and confidently. Cross curricular links strengthen learning through books studies (e.g. Y5 the Great Kapok Tree). Key mapwork skills are progressively developed, enabling pupils to use maps, globes and atlases to locate, analyse and interpret information. Through fieldwork enquiries, pupils learn to collect, present and evaluate data, strengthening their ability to think critically and make informed judgements.

Our geography curriculum is inclusive by design, with carefully structured learning, word banks, practical resources, scaffolds and appropriate challenge to ensure that all pupils—including those with SEND and disadvantaged backgrounds—can access an equally ambitious curriculum and succeed.

Additionally, environmental awareness is championed throughout our curriculum, helping pupils to understand their role as responsible global citizens, equipping them with the knowledge and skills to reflect on environmental issues and their impact on the future.

Geographical knowledge (substantive knowledge): Pupils develop secure understanding of locational and place knowledge, alongside the Earth's key physical and human processes, enabling them to explain how environments are formed, interconnected and change over time, supported by the explicit teaching of precise geographical vocabulary.

Geographical skills (disciplinary knowledge): Pupils learn to think and work as geographers through enquiry, fieldwork and map-based investigations, developing skills to question, observe, collect, analyse and interpret data, identify patterns and relationships, and make informed comparisons across local, national and global contexts.



‘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. Content is carefully and cumulatively sequenced across the school, ensuring that pupils revisit and build on prior learning over time, strengthening long-term memory and developing secure geographical understanding. 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. 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. Recap and retrieval activities are systematically placed at the start of every unit and lesson, to ensure knowledge is retained. A progressive vocabulary progression map and focus on 3 key words for each lessons ensure pupils have opportunity to learn and apply precise, technical geographical vocabulary.

Inclusion & Adaptive Teaching:

All units have a visual word bank to ensure all learners can access and utilise key geographical vocabulary. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school’s commitment to inclusion. Learning is scaffolded, through modelling, adapted tasks, use of practical resources, word banks and creating real-life experiences, so that all pupils, including those with SEND and disadvantaged backgrounds, can access an equally ambitious curriculum without lowering expectations.

Pupil voice plays a large role at Brookland and pupils feedback each term on their learning in geography during whole school meetings. Their comments can lead to change or adjustments within planning.

Breadth, depth and enrichment:

We bring geography to life by offering a variety of experiences within lessons, for example, using real OS maps, atlases, aerial photographs, google earth and Digimaps, as well as examining photographs, collecting data and sometimes exploring places through virtual visits and video. Opportunities for oracy are provided within lessons through targeted partner talk, group work, discussion and debate, enabling pupils to explain their thinking, justify viewpoints



and use precise geographical vocabulary confidently. Enquiry questions drive learning, allowing pupils to investigate patterns, relationships, cause and consequence. Activities such as themed focus days, such as St Lucia day, enhance cultural capital and provide meaningful contexts for learning. Enrichment activities like our Volcanoes drama workshop help bring learning to life.

Geographical skills:

Fieldwork is a key component of the curriculum and is progressively developed across the key stage. Pupils use the local area for geographical study, including an enquiry-based local walk in Hampstead Garden Suburb in Year 4, where groups collect and analyse data linked to geographical questions. They use their findings to draw conclusions, evaluate evidence and propose informed actions, developing both practical and analytical skills, alongside a wider understanding of the place where they live. In Year 5, the local study of Mutton Brook enables pupils to act as researchers, investigating local environments and later comparing findings to the Amazon River to deepen understanding of similarity, difference and scale. Teachers consistently use AFL to identify learning gaps early, ensuring key skills and knowledge are secure before moving learning on.

Impact

At Brookland Junior School, our pupils develop the knowledge and skills to move confidently to the next stage of their learning. By the end of KS2, our pupils will use precise geographical vocabulary to communicate their understanding and demonstrate a secure and connected awareness of geographical concepts, alongside the ability to think and work as geographers through enquiry and fieldwork. Through this, they build resilience, curiosity and the ability to think critically, as well as working collaboratively to explore different perspectives. Pupils will be able to confidently and independently apply their map skills to investigate and interpret the world around them.

Fast paced recap and retrieval activities are built into the start of each unit, so pupils can build on the prior learning. They are also at the start of every lesson to embed learning and secure knowledge.

The impact of our curriculum is demonstrated through evidence-based assessment of what pupils know, remember and can do over time. Progress is measured through half-termly assessment grids, supported by book work, formative assessment and end-of-year reports, which provide clear evidence of pupils' understanding, application of skills and readiness for the next stage of education. Alongside quality, continuous 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. We also gather pupil voice through whole school meetings, with a focus on impact of their learning.



"I know when a lesson has helped me learn 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 and knowledge highlighted in yellow

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



	Concept: Place	Concept: Climate change			Understand why people migrated from St Lucia to England	
					Impact of Fairtrade on the people of St Lucia	
					Concept: Place, Trade and Tourism, Diversity	

Year 4	Extreme Earth Locate the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn (locational knowledge) Recognise the physical features of earthquakes and volcanos and where they are likely to occur & the impact this has on the earth and surrounding population. Enquiry (fieldwork) – What are the safest/most dangerous areas in our school during an earthquake?			Our Local Area <i>'How can we improve our local area?'</i> Understand where our local area is in the wider context of London and the UK Explore features of an OS map using 4 figure references Describe the human and physical features of our local area Fieldwork: Plan an enquiry in the local area based on unit question.	Europe Study: France <i>'What makes France a popular place to visit?'</i> Identify France on a map, explore location and scale within a global context. Demonstrate knowledge of geographical features about places beyond the UK Similarities and differences between a rural and urban area in France (Etretat and Paris)
--------	---	--	--	---	---



		Collect data, create map to communicate findings Concept: Enquiry and Environment		Plan, collect data, communicate findings, interpret findings Use and interpret maps and plans. Use the eight points of a compass Concept: Place, environment	Similarities between Paris and London. Interpret a map of France to find physical features e.g. Locate plate boundaries, mountains and rivers in France. Explain how mountains are formed – linked to the Alps in France Concept: Place, Similarities and Differences ,
Year 5		Rivers Discover a key natural resource in the locality: water, rivers <i>Water cycle and how it relates to rivers</i> <i>Explore where the world's major rivers are located</i>		South America Study: Brazil and the Rainforest Locate the equator and tropics of Cancer & Capricorn to identify where rainforests are located throughout the world Locate the Amazon river and the countries it runs through (focus on Brazil)	South America Study: Brazil and the Rainforest Locate the world's countries using maps to focus on Europe, North and South America. To develop an understanding of the differences



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



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	
--------	--	--	---	---	--	--



			Collate data, draw conclusions and relate to human geography Concept: Diversity and Globalisation			
--	--	--	---	--	--	--



National Curriculum Key skills

A	Locational Knowledge	-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 -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 - 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)
B	Place Knowledge	-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
C	Human and Physical Geography	-describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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
D	Geographical Skills and Fieldwork	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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.



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



Identify France on a map, explore location and scale within a global context. Understand where our local area is in the wider context of London and the UK	Explore a place beyond the UK (France) through its geographical features Similarities and differences between an area in France (Paris) and our own environment (London) Similarities and differences between a rural and urban area in France (Etretat and Paris) <i>(What is it like living near volcanoes / earthquake zones? Why might people want to live near these places?)</i>	Describe the human and physical features of our local area Interpret a map of France to find physical features Locate plate boundaries, mountains and rivers in France. Explain how mountains are formed – linked to the Alps in France	Fieldwork: Plan an enquiry in the local area based on unit question. Plan, collect data, communicate findings, interpret findings
KEY SKILL THREADS FOR YEAR 5			
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
Explore where the world's major rivers are located	Why flood prevention is important for populations	Investigate a key natural resource in the locality: water, rivers	Fieldwork – to explore and identify the geographical features of our local river



Understand how the Mutton Brook is connected to the Thames and how the Thames is connected to other major rivers Locate the equator and tropics of Cancer & Capricorn to identify where rainforests are located throughout the world Locate the Amazon river and the countries it runs through (focus on Brazil) Locate the world's countries using maps to focus on Europe, North and South America.	surrounding major bodies of water. <i>(What is it like living near rivers? Why might people want to live near these places?)</i> What inhabits each layer of the rainforest and why <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> To develop an understanding of the differences between the urban and rural environment in Brazil Deforestation – what this is, why it occurs and how it affects the population of the Amazon rainforest (refer back to Brazil)	Water cycle and how it relates to rivers Examine the physical geographical features of rivers – including in our local area Climate zones, influence of northern and southern hemispheres (link to rainforests) Geographical features of the Amazon rainforest To compare the physical and human features of a region in the Americas (Brazil) to the UK	(data collection, analyse and interpretation)
KEY SKILL THREADS FOR YEAR 6			
Locational Knowledge - Develop contextual knowledge of a location	Place Knowledge- Interpret a range of sources	Human and Physical Geography -describe and understand key aspects of human and physical geography	Geographical Skills and Fieldwork Collect,analyse and communicate data



	Communicate geographical information		
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) . Name and locate counties and cities in the UK	To explain the distribution of natural resources and economic activity Understand geographical similarities and differences through the study of human geography – diversity. Describe and understand key aspects of human geography – travel, trade, economy, sustainability	Describe and understand key aspects of physical geography including climate zones, rivers and mountains Explain the physical features of coasts and begin to understand erosion and deposition.	Collate data on climate in areas of India and compare to climate of areas in UK, draw conclusions and relate to human geography Extend to 6 figure grid references with teaching of latitude and longitude in depth Use the eight points of a compass, four and six figure references, symbols (OS) and key to create their own walking routes near PGL