Geography Scheme of Work

Our Vision

Diamond Hall Junior Academy aims to provide an inspiring, inclusive, challenging and real-world curriculum that the children will enjoy. Inspiring future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as the wider world ensuring they become ambitious lifelong learners.

Principles and Purpose

Our curriculum is customised, personalised and structured so that the development of knowledge, skills and vocabulary is completed in a systematic and logical sequence, with big ideas being re-introduced in a variety of projects, making links between subjects and content. The curriculum is organised to support pupils growing depth of learning using a project-based, thematic approach, it provides children with a range and breadth of rich and memorable learning experiences which promotes SMSC and British Values.

Aims

- Develop a love for learning
- Opportunities to enrich children's lives through a broad and diverse range of exciting experiences
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop a rich and deep subject knowledge
- Make effective connections to the real world
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively
- Enable children to make choices about their learning
- Take account of children's interests and fascinations
- Understand the purpose and value of their learning and see its relevance in the past, present and future
- Make a positive contribution to the school and local community.

Our approach:

- Develops children to the best of their abilities
- Helps children to find their passions and interests
- Facilitates children's acquisition of knowledge, skills and understanding
- Helps children to develop intellectually, emotionally, socially, physically and morally
- Assists all children in becoming resilient, independent, responsible, useful, confident and considerate members of the community
- Promotes a positive attitude towards learning, so children enjoy coming to school
- Helps children to acquire essential knowledge and skills as a solid basis for lifelong learning
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes innovation and entrepreneurialism

- Opportunities to learn in different environments

Geography Intent

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans,
- including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical
- features of the world, how these are interdependent and how they bring about
- spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through
- experiences of fieldwork that deepen their understanding of geographical
- processes
- interpret a range of sources of geographical information, including maps,
- diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through
- maps and writing at length.

Geography skills will be taught as an integrated part of a theme-based curriculum, with skills being applied in relation to each class' current topic.

Geography Progression – Learning Intention and Knowledge

		Year 3	Year 4	Year 5	Year 6
Position	**Position**	Use eight points of a compass to locate a geographical feature or place on a map. The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).	Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. Compass points can be used to describe the relationship of features to each other or describe the direction of travel. Accurate grid references identify the position of key physical and human features.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North and South Pole and show the westerly or easterly position of a geographical area.
	Maps	Use four-figure grid references to describe the location of objects and places on a simple map. A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.	Use four or six-figure grid references and keys to describe the location of objects and places on a map. A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.	Identify elevated areas, depressions and river basins on a relief map. The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.
	UK		Identify the topography of an area of the UK using contour lines on a map. Topography is the arrangement of the natural and artificial physical features of an area.		
Place	**World**	Locate countries in Europe (including Russia) on a world map. Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.	Locate the countries of North, Central and South America on a world map, atlas or globe. The North American continent includes the countries the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.	Name, locate and describe major world cities. Major cities around the world include London, New York, Shanghai, Istanbul, Moscow, Manila, Lagos, Nairobi, Baghdad, Damascus and Mecca.	Explain interconnections between two areas of the world. Geographical interconnections are the ways in which people and things are connected.
	UK	Name, locate and describe some major cities	Create a detailed study of geographical	Describe the relative location of a place or	Describe patterns of human population

		in the UK. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.	features, such as a significant river or mountainous region of the UK. Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines	geographical feature in the UK in relation to another place or geographical feature. Relative location is where something is found in comparison with other features.	growth and movement, economic activities, space, land use, and human settlement patterns of an area of the UK or the wider world. A geographical pattern is the arrangement of objects on the Earth's surface in relationship to one another.
	Location	Locate significant places using latitude and longitude. Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.	Identify the location of the Tropics of Cancer and Capricorn on a world map. The Tropic of Cancer is 23.4 degrees north of the equator and Tropic of Capricorn is 23.4 degrees south of the equator.	Identify the location and explain the function of the Prime/Greenwich Meridian and different time zones (including day and night). The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	Identify the position and explain the 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). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.
Investigation	**Geographical resources**	Analyse maps, atlases and globes including digital mapping to locate countries and describe features studied. Maps, globes and digital mapping tools can help to locate and describe significant geographical features.	Study and draw conclusions about places and geographical features using a range of geographical resources including maps, atlases, globes and digital mapping. An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	Analyse and compare a place or places using aerial photographs. atlases and maps. Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places.	Use satellite imaging and maps of different scales to find out geographical information about a place. Satellite images are photographs of Earth taken by imaging satellites.
	Data analysis	Analyse data collected from primary sources, identifying any patterns observed. Primary data includes information gathered by observation and investigation.	Collect and analyse data from primary and secondary sources, identifying and analysing patterns and suggesting reasons for them. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.	Summarise geographical data to draw conclusions. Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
Nature	**Physical features**	Describe the parts of a volcano or earthquake. A volcano is an opening in the Earth's surface from which gas, hot magma	Identify, describe and explain the formation of different mountain types. Mountains form over millions of years. They are made when	Identify and describe some key physical features and environmental regions of North and South America and explain how these,	Compare and describe physical features of polar landscapes. The Arctic is a sea of ice surrounded by land and located at the

		and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.	the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.	along with the climate zones and soil types, can affect land use. North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. Due to its extreme geographic variation, South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.	highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
	Environment	Identify the five major climate zones on Earth. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical.	Describe altitudinal zonation on mountains. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments and the summits of mountains, which are usually covered in ice and snow and don't support any life.	Name and locate the world's biomes and climate zones and explain their common characteristics. The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.	Explain how global warming affects climate zones and biomes across the world. Research indicates that global warming is caused by human activity (burning fossil fuels, deforestation, pollution and methane-producing livestock) and causes changes to the world's weather; the melting of polar ice caps; rising sea levels; destruction of coral reefs and the shifting of the seasons.
	Physical features		Name and describe properties of the Earth's four layers. The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.		
Humankind	**Human features and landmarks**	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.	Describe a range of human features and their location and explain how they are interconnected. Human features can be interconnected by function, type and transport links.	Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.	Explain how humans function in the place they live. The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.

Materials	**Natural and man-made materials**	Name and describe the types and properties of rocks. There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.	Describe and explain the transportation of materials by rivers. Rivers transport material in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.	Explain how the topography and soil type affect the location of different agricultural regions. The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.	Explain how the presence of ice make the polar oceans different to other oceans on Earth. The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.
	Natural and man-made materials		Describe the properties of different types of soil. Different types of soil include clay, sandy, silty and loamy.		
Significance	**Significant places**	Name and locate significant volcanoes and plate boundaries and explain why they are important. Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America. The Ring of Fire runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	Name, locate and explain the importance of significant mountains or rivers. Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported. Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.	Name, locate and explain the distribution of significant industrial regions around the world. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).
Change	**Geographical change**	Describe how a significant geographical activity has changed a landscape in the short or long term. Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.	Present a detailed account of how an industry including tourism has changed a place or landscape over time. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.

Geography Impact

The curriculum at Diamond Hall Academy is well planned and thought-through to enable a wide range of engagement, so to develop knowledge and skills cross the curriculum, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as possible. Pupil voice feedback, specific whole staff planning time and moderation during staff meetings allows the staff to regularly review and assess the impact that the curriculum is having.

Regular and robust monitoring and scrutiny by SLT and Subject leaders provide first-hand evidence of how pupils are doing and ensures that high expectation and demanding outcomes are maintained. In-school and cross-school moderation is quality assured.

We are working with NELT primary schools and Hermitage Academy, to develop, monitor and quality assure our curriculum quality and provision.

The impact of our curriculum is measured through a range of different strategies:

- Data which is produced from summative tests as well as on-going teacher assessments
- Work scrutinies
- Learning walks
- Pupil voice
- Lesson observations

Monitoring is conducted by members of the senior leadership team and subject leaders. Governors are invited to work alongside us with our monitoring.

Memorable Experiences

Year Group	Experience	Impact
3	Visit a local stream or river/Let's rock!	Children will be able to see the impact that the river has on the environment – focus on rocks (recap previous knowledge from rocks, relics and rumbles)
4	River visit	Children will be able to see how the river has changed materials.
5	Allotment visit	Children will understand what it means to grow your own fruit and vegetables and what is needed.