

# Geography



# Intent



At Southway, our Geography Curriculum is designed

- To help children acquire and develop the skills and confidence to advance their geographical understanding.
- To develop an understanding and use of geographical language to communicate their understanding of the world around them.
- To stimulate the children's interest in and curiosity about their surroundings.
- To nurture a sense of wonder about the world.
- To 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.
- To develop the children's knowledge, to encourage a sense of responsibility for the environments and people of the world we live in, so they will think about how it can be improved and sustained.
- To develop a sense of place and identity by learning about the United Kingdom and its relationship with other countries.

# Implementation



At Southway, our we will implement our Geography curriculum by:

- Being shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best, based on our school values of **respect, kindness, teamwork and resilience**.
- We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensure that teaching is informed by the children's starting points and takes account of pupil voice. Lesson content and tasks are designed to provide appropriate challenge to all learners.
- It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

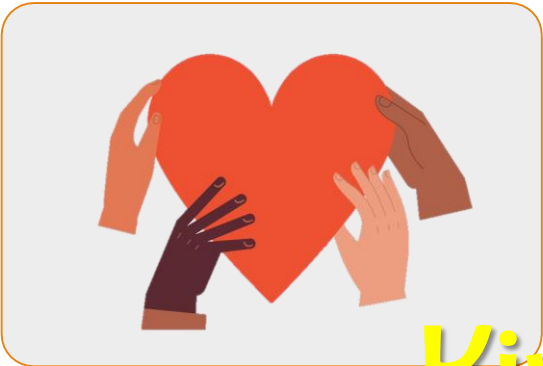
# Impact



By the end of Year 6 children will be able to discuss and/or demonstrate in books:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America to include the location and characteristics of a range of the world's most significant human and physical features.
- Develop their use of geographical knowledge, understand and skills to enhance their locational and place knowledge.

# Southway's Values



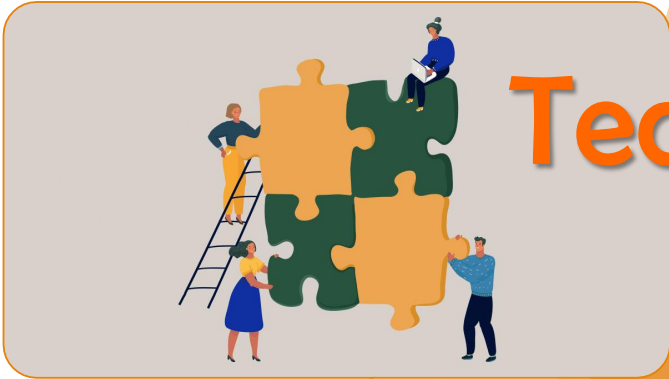
**Kindness**



**Respect**



**Resilience**



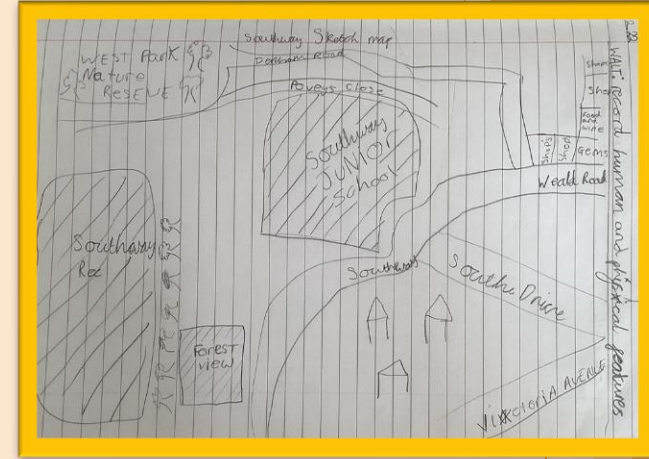
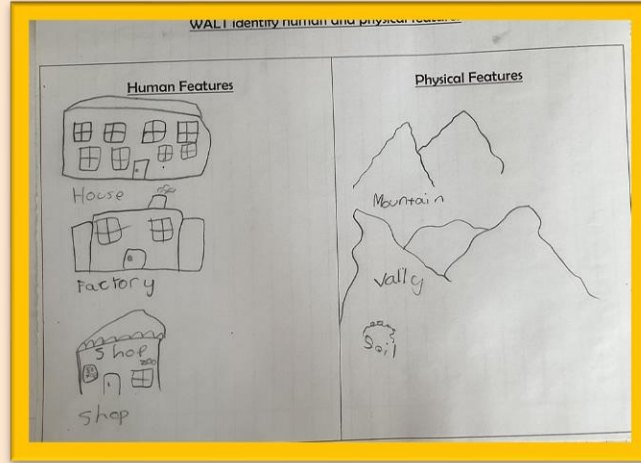
**Teamwork**

# Curriculum Overview



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<u>Me and My World</u>	<u>Me and My World</u>	<u>Invaders &amp; Raiders</u>	<u>Invaders &amp; Raiders</u>	<u>Battles and Bangs</u>	<u>Battles and Bangs</u>
<b>Year 4</b>	<u>Victorian Towns and Twisted Tales</u>	<u>Victorian Towns and Twisted Tales</u>	<u>Mysterious Maya</u>	<u>Mysterious Maya</u>	<u>To Infinity and Beyond</u>	<u>To Infinity and Beyond</u>
<b>Year 5</b>	<u>Power and Palaces</u>	<u>Power and Palaces</u>	<u>We'll Meet Again</u>	<u>We'll Meet Again</u>	<u>Seas, Storms &amp; Survival</u>	<u>Seas, Storms &amp; Survival</u> & <u>Glorious Greeks unit</u>
<b>Year 6</b>	<u>Frozen in Time</u>	<u>Frozen in Time</u>	<u>Walk Like an Egyptian</u>	<u>Walk Like an Egyptian</u>	<u>Blood, Bones and Body Bits</u>	<u>Blood, Bones and Body Bits</u> & <u>Stone Age Unit</u>

# STANDARDS IN YEAR 3



# STANDARDS IN YEAR 4



4.9.22 WALT research our local area in Victorian times.

- 1-Brighton Train Station:
- 2-Volk's Electric railway
- 3-Clock tower
- 4-West Pier
- 5-Palace Pier
- 6-daddy long legs legs
- 7-Grand hotel
- 8-beach

1. Brighton Station: built in 1841-1842, created a way for people to visit the beach in Victorian times.

2. Volk's railway: It is a narrow gauge heritage railway that runs along a length of the sea front of the Brighton seaside resort of Brighton.

3. Clock tower:

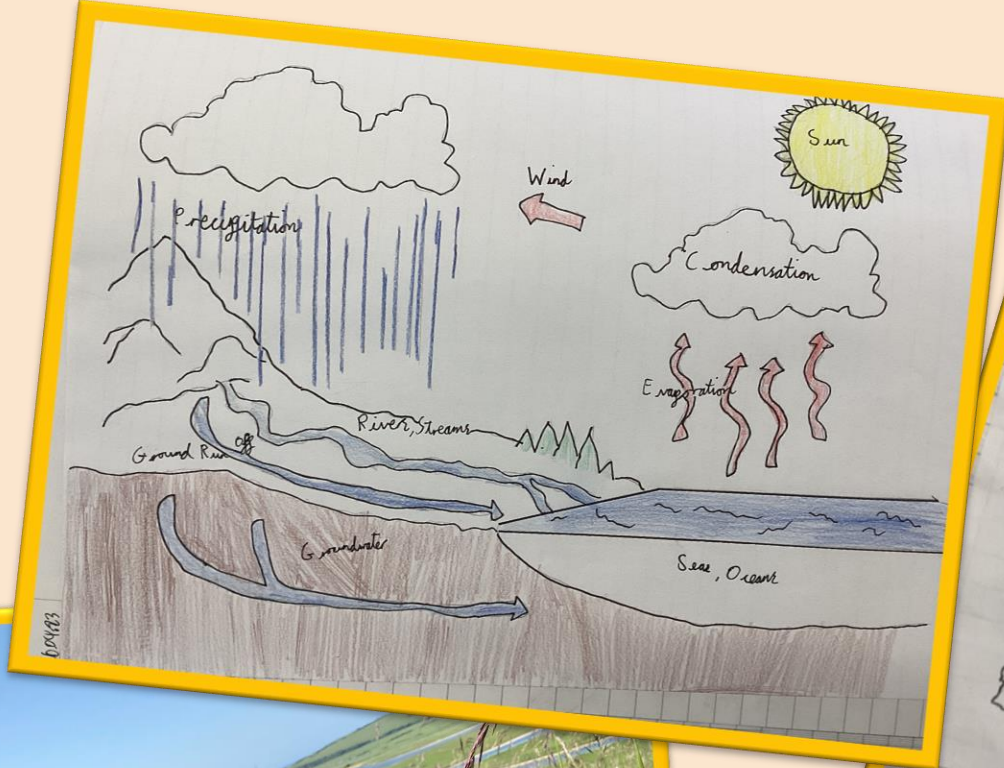
A map of Brighton, UK, with handwritten annotations. The map shows the city's layout, including the seafront, piers, and railway lines. Handwritten numbers 1 through 8 are placed on the map to correspond with the list on the left. A 'Visit Brighton' logo is visible in the bottom left corner of the map area.

WALT: Identify the Mayan Civilisation on a map

A hand-drawn map of Central America and Mexico. The map is colored with green for land and blue for water. Labels in white boxes with black outlines point to various countries and cities. The labels are: Mexico City (with a star), Mexico, Belize, Guatemala (with a star), Guatemala City (with a star), San Salvador (with a star), El Salvador, Tegucigalpa (with a star), and Honduras (with a star). The Mayan civilization area is highlighted in white.



# STANDARDS IN YEAR 5



- |                                      |                 |
|--------------------------------------|-----------------|
| 1. England (London)                  | 11. Iceland     |
| 2. Scotland, Wales, Northern Ireland | 12. Norway      |
| 3. France                            | 13. Switzerland |
| 4. Italy                             | 14. Ukraine     |
| 5. Poland                            |                 |
| 6. Russia                            |                 |
| 7. Holland                           |                 |
| 8. Spain                             |                 |
| 9. P.F.                              |                 |
| 10. P.F.                             |                 |



# STANDARDS IN YEAR 6



## Rainforest

**Flora**

Rainforests have over 200,000 plant species including trees and shrubs. These tend to be 10-15 metres tall. Plants are very moist and are found in warm and humid climates.

**Fauna**

Rainforests have at least 50 million animal species including frogs, snakes, lizards, birds, monkeys, apes, mammals, insects, and bees. Big cats are tigers, jaguars, and leopards. Jaguars are excellent swimmers and skilled catching fish. Tigers are top predators in the rainforest.

WALT: identify the features of global biomes.

**Desert**

- Temperature 5°C and 50°C
- little rain
- small animals
- desert fox

**Grass Savannah**

- Temp: 40°C - 4°C
- dry and wet season
- many species, few trees
- many wallabies, antelope

**Taiga / Coniferous Forest**

- temperature 50°C and 30°C
- largest land biome
- shaded layer, brown leaf litter
- pine needles / leaves

**Broadleaf / deciduous Forest**

- Temp: 30°C - 50°C
- 4 seasons
- leaves go brown and drop from trees
- rain any time of the year
- Birds, mammals

**Tundra**

- Temp: 34°C - 6°C
- cold biomes
- very little rain
- no trees - small shrubs
- seals, birds, seals
- Wolves

**Tropical Rainforest**

- Rain all year round
- Temp: 20-25°C
- leaves are evergreen
- tall trees
- tropical fruits
- 47 different types of animals

WALT: research about Mountains and Mountain ranges.

① **Mount Everest**

- Range: Himalayas
- Country: Nepal
- Continent: Asia
- Height: 8848m

② **Ben Nevis**

- Range: Grampian
- Country: Scotland
- Continent: Europe
- Height: 1344m

③ **Mont Blanc**

- Range: Alps
- Country: France
- Continent: Europe
- Height: 4807m

④ **Aconcagua**

- Range: Andes
- Country: Argentina
- Continent: South America
- Height: 6961m

⑤ **K2**

- Range: Himalayas
- Country: China/Pakistan
- Continent: Asia
- Height: 8611m

⑥ **Kilimanjaro**

- Range: None
- Country: Tanzania
- Continent: Africa
- Height: 5895m

**World Map**

## TAIGA

**Location**

In Canada, Alaska, Sweden, Finland and Norway the climate is cold and there is the best snow for skiing. The temp is mostly 10°C to 5°C but no longer. Rain falls in light up to 200-250mm per year.

**Flora**

There is only 6 months of the year when plants like spruce, pine, fir are able to grow. Most of the trees are pine and spruce. They tend to have thin leaves because they have adapted to have very little snow. These trees have very little chance of freezing.

**Fauna**

The TAIGA forest is one of the most beautiful in the world. Siberian bears are the largest cats in the world. They are usually brown and black. Brown bears are found in large forest areas. North American moose are the largest animals in the world. Moose and caribou enjoy the berries.

WALT: create a fact file on a mountain.

## KILIMANJARO

Mount Kilimanjaro is one of the world's seven summits.

5-10 people die every year attempting to climb it.

It is in Tanzania, Africa.

The three cones, Mawenzi, Kibo, and Shira are extinct but Kibo could all erupt.

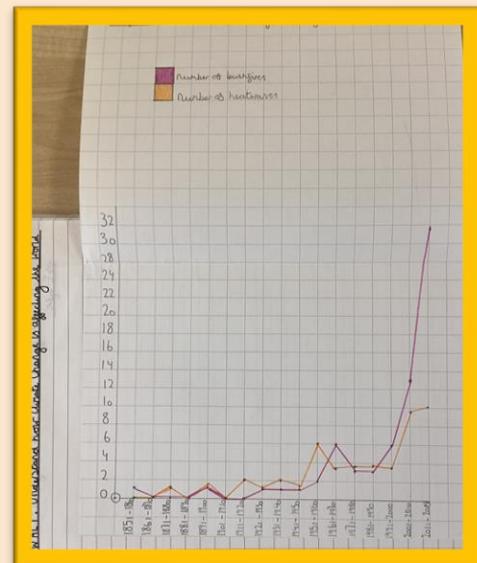
Mount Kilimanjaro is a dormant volcano.

35000 people climb every year.

It is the fourth highest mountain in the world above sea level.

It takes 364 days to climb up Kilimanjaro.

WALT: identify and explain the physical characteristics of Egypt.



# Pupil Voice



"I really like learning about different countries. It is linked to history so when we learnt about Vikings we looked at countries they invaded."

*Year 3 pupil*

"I enjoy using the atlases to find out where mountain ranges are and extra information about them. I like looking at things in our local area as well."

*Year 4 pupil*

"I like Geography because we go on lots of field trips and do fun activities such as identifying features on map. I really enjoyed the Cuckmere Haven trip when we measured the tide."

*Year 5 pupil*

"I like learning about different countries and their cultures as well as the people that live there. It is linked to other subjects such as Science which I also enjoy."

*Year 6 pupil*

# Enrichment Opportunities

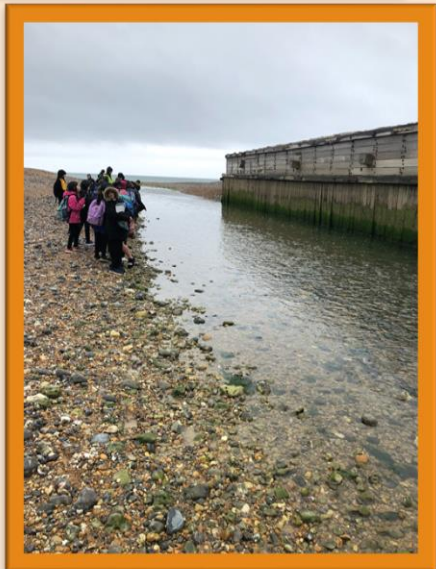


Year 3 spent time getting to know our local area, Burgess Hill and comparing it to a rural area in Scotland to enhance their geography lessons.

Year 4 have been to Brighton to explore our local area as well as explored the continents of the world to support their geography learning.

# Enrichment Opportunities

Year 5 consolidated their work on rivers by visiting Seven Sisters. Here they had the opportunity to see the different parts of a river and how they feed into the sea.



In January we held a Geography Day. Children went around Europe learning about the cultures and traditions of different European countries.