Stalyhill Junior School

Curriculum Intent Statement

Subject: Geography

Geography Statement of Intent
Our geography curriculum is designed to develop pupils' curiosity and fascination about the world, and its people, that will remain with them throughout their lives. Learners will investigate a range of places, both in Britain and abroad, to help develop knowledge and understanding of the Earth's physical and human processes. We provide opportunities to investigate and enquire about our local area; this will support children to develop an understanding of who they are, their heritage and what makes our local area so unique and special. We aim to give our learners strong geographical knowledge, good enquiry skills, the ability to use a range of maps, the skills to collect and analyse data and the ability to communicate information in a variety of ways. At Stalyhill Junior School, we want the children to have a love of geographical learning, gaining knowledge and skills through high quality teaching. We aim to teach the children inside and outside - in our forest school and the local area. As the future generation responsible for our planet, it is important to us that our children have a sense of respect for the world and for its diverse communities.

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Year 3		
Unit 1 – Marvellous Maps Based on our local area, this unit will introduce the children to map skills that they will build upon each year. They will first compare Stalybridge to other towns and cities in the North West. They will then be introduced to a range of OS symbols and use them to identify human and physical features in the area. A local walk will enable children to start to sketch and visualise their surroundings and help them create a map of the area surrounding school. Finally, they will use digital mapping to plan and draw a map of a route to Stalybridge. **Endpoint – To create and draw a map from school to the Infants using the OS symbols covered, human and physical features.**	**Unit 2 – The Angry Earth** This exciting unit will concentrate on volcanoes and earthquakes. They will start by making a model of the Earth to understand its layers. The class will then learn about tectonic plates and their role in the formation of volcanoes and cause of earthquakes. Using maps and globes, they will locate volcanoes and discover what happens during an eruption. The focus then moves to earthquakes and how they are measured. Finally, they will learn how to stay safe in an earthquake and how buildings are strengthened in vulnerable areas. **Endpoint – Design a house that could withstand an earthquake – all children to design, then put into small groups and vote on the best design. Finally, using lego they build and test their design.**	**Unit 3 – Oooo la la!** Could we live in France? The first focus of this unit is the continent of Europe and the countries that are part of it. They will consider the different types of coastline and landlocked countries and where we are in relation to our European neighbours. The focus then becomes France, and they will discover the various human and physical features. By studying photographs, they will form questions on the use of the land and industries. They will study maps of the Southern coast of France and use their OS symbol knowledge to discover more about the area. They will be introduced to the term 'biome' to describe the various areas of forest, ocean and scrubland. Finally, they will compare the region to our own North West. **Endpoint – children to showcase their learning over the topic by creating a 'Shoebox Diorama'.**

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Year 4		
Unit 1 – How do you get to the South Pole? In this exciting unit, the children will start by locating Antarctica and comparing the two poles. They will consider the human geography of Antarctica and how the area is used by scientists. The class will then learn of the famous explorer Shackleton's journey to the continent before studying a more modern day explorer: Sylvia Earle. Finally, they will combine all their knowledge of the area to plan their own journey to the Antarctic. **Endpoint – children to showcase their learning over the topic by creating a 'Shoebox Diorama'.**	**Unit 2 – Our diverse North West** The first focus of this topic is building on their mapping skills from year 3 and introducing 8-point compass readings to examine and compare areas on a map of England. They will then focus on the North West region and explore a range of industries and tourism. Using digital maps, they will look at the features of Manchester and combine this with a field trip to the city. Finally, they will explore the different biomes of the region and use old maps of the region to see how the land use has changed. **Endpoint – Create a digital brochure to promote the North West.**	**Unit 3 – Brilliant Brazil** Our study of Brazil begins by locating South America and using the terms equator, longitude, latitude and tropics to describe it. They will then focus on Brazil, its climate and the physical and human geography of the country. The class will then compare the living conditions within Rio De Janario and they will investigate why millions live in poverty. Finally, they will study the rainforest biome and concentrate on deforestation and the effect on human and animal populations. **Endpoint – Have a class debate about the impact of Deforestation on human and animal population.**

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Year 5		
Unit 1 – Our United Kingdom The study of the United Kingdom begins with a revision of our location in Europe, our seas, counties and time zone. They will then look at the physical geography including farming and housing by using their growing skills in map reading. Next, they study the human features of the UK and the diversity of the population. Natural resources will feature in the study and how we will provide energy in the future. Finally, our coastline will become the focus as they learn how erosion impacts on coastal communities. **Endpoint – children to showcase their learning over the topic by creating a 'Shoebox Diorama'.**	**Unit 2 – Marvellous Mountains and Wonderful Weather.** Our discovery of mountains starts with considering how old they are and how they were formed. Using their map skills, they will then locate and name Great Britain's highest peaks and use their OS symbol knowledge to examine a map of Snowden. We then take a closer look at Mount Everest and research some of the famous people to have conquered it. We question if all mountains are covered in snow and consider how weather varies in mountainous areas by examining data and statistics. Finally, they will learn how weather is measured and predicted before creating their own weather forecast. **Endpoint – create a leaflet for the 3 peak challenge and include the weather for each peak**	**Unit 3 – North America** Our study of North America starts with realising that North America is made up of 23 countries which consist of mainland, islands and central America. They will use maps to locate them and learn about the varied biomes that feature across the continent. They will study how the population varies and the factors that affect population. The class will take a virtual tour of the human features of America and how tourism impacts on local communities and jobs. The focus then moves to the Caribbean islands and how fair trade supports the economy. Finally, they will investigate New York over time and discover how the city has developed and what influenced it. **Endpoint – Debate – Is tourism a good thing?**

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Year 6	
Unit 1 – The World of Water This unit starts by recapping the water cycle from Year 4 Science. They will study the formation of features of a river and follow its journey to the sea. The focus is then on our oceans and using maps they will name the world's oceans and main seas whilst learning the difference between the two. They will then learn how many of our rivers and oceans are polluted and the harm this can cause. Finally, they will consider what we can do to help and find an alternative use for waste plastic. **Endpoint – Debate – Should we ban plastics altogether?**	**Unit 2 – Global Trade** This unit starts by looking back at the historical growth of trade from medieval times to the current global trade. They will discover the factors that have led to global trading. They will then discover that there are supply chains that develop and that modern goods can be made from an assortment of elements, all from different countries. The focus then turns to fair trade and the support it offers some communities. **Endpoint – children to showcase their learning over the topic by creating a 'Shoebox Diorama'.**