



## Geography Subject Statement

### SUBJECT INTENT

- 1. Develop a Sense of Place:** our curriculum fosters curiosity and an in-depth understanding of their immediate surroundings (local environment, the UK), and how it connects to the wider world.
- 2. Global Awareness:** Equip students with knowledge of diverse places, people, and regions, fostering an appreciation for the world's rich culture and an understanding of the processes that give rise to key physical and human geographical features of the world.
- 3. Geographical Thinking:** Pupils cultivate a deeper understanding of how the world works, recognising the interconnectedness of physical and human geography (e.g., climate, ecosystems, societies).
- 4. Geographical skills:** We ensure pupils are taught the skills needed to act as Geographers, analysing, interpreting and collecting information, including maps and globes.
- 5. Social and Global Citizenship:** Our curriculum intends to encourage pupils to develop a sense of responsibility to the world they live in, including its environment. Our curriculum promotes social awareness and a commitment to addressing global challenges.

### SUBJECT IMPLEMENTATION

At South Borough, we follow the Primary Knowledge Curriculum scheme of learning for Geography, aligned with the National Curriculum. In Key Stage 1, Geography is taught in three terms per year, while in Key Stage 2, it's taught each term in a sequence of six lessons. Geographical learning begins in Early Years, where children explore their immediate environment and develop foundational geographical skills and vocabulary. Building on this, the curriculum gradually widens the scope of learning, progressing from the local area to global geography. Our curriculum strives to go further than the content of the National Curriculum, allowing pupils the opportunity to learn about a variety of continents and concepts.

Geography lessons at South Borough emphasise inquiry based learning, research, and collaborative work. Children are encouraged to review prior learning, explore their existing knowledge, and engage in meaningful and enjoyable learning experiences. Key aspects of the curriculum include developing map reading skills, subject-specific vocabulary, and locational knowledge. The school's urban location with rural connections provides opportunities for fieldwork and hands-on learning experiences. We aim to ensure our curriculum is vocabulary rich, therefore new vocabulary is introduced through clear definitions, visual aids, and repeated use in context.

The curriculum is planned with clear end points for each unit. Within each lesson, clear target memories are delivered, which underpin the learning that will take place. Teachers continuously assess pupil progress through live feedback, observations, recorded work, and the regular review of target memories. End-of-unit assessment questions are designed to provide a comprehensive picture of a pupil's understanding of a topic. To ensure inclusive learning, a variety of teaching methods and resources are employed. Where necessary, learning is adapted to suit the needs of the learner: large maps in all rooms, access to an up to date atlas and picture prompts for vocabulary are just a few ways in which learners are supported.

A typical Geography lesson may involve a review of prior learning, introduction of new content, hands-on activities, independent or group work, and a concluding discussion before reviewing the target memories. Our Geography curriculum encourages a variety of enrichment opportunities which includes school trips/field work, guest speakers, and independent research projects.

## South Borough Primary School - Geography Topic Rotation

### Year 1

Unit 1 <b>Spatial Sense</b>	Unit 2 <b>The UK</b>	Unit 3 <b>Seven Continents</b>
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### Year 2

Unit 1 <b>Spatial Sense</b>	Unit 2 <b>The British Isles</b>	Unit 3 <b>Northern Europe</b>
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### Year 3

Unit 1 <b>Spatial Sense</b>	Unit 2 <b>Settlements</b>	Unit 3 <b>Rivers</b>	Unit 4 <b>UK Geography: The South West</b>	Unit 5 <b>Western Europe</b>	Unit 6 <b>Asia - China and India</b>
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### Year 4

Unit 1 <b>Spatial Sense</b>	Unit 2 <b>Mediterranean Europe</b>	Unit 3 <b>Eastern Europe</b>	Unit 4 <b>UK Geography: Northern Ireland</b>	Unit 5 <b>UK Geography: London and the South East</b>	Unit 6 <b>Asia - Japan</b>
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### Year 5

Unit 1 <b>Spatial Sense</b>	Unit 2 <b>Mountains</b>	Unit 3 <b>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</b>	Unit 4 <b>Australia</b>	Unit 5 <b>New Zealand and the South Pacific</b>	Unit 6 <b>Local Study</b>
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### Year 6

Unit 1 <b>Spatial Sense</b>	Unit 2 <b>British Geographical Issues</b>	Unit 3 <b>North America</b>	Unit 4 <b>South America</b>	Unit 5 <b>Africa</b>	Unit 6 <b>Globalisation</b>
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Year 1	Unit 1	Unit 2	Unit 3
Topic and Knowledge Organiser:	<a href="#">Spatial Sense</a>	<a href="#">The UK</a>	<a href="#">Seven Continents</a>
Key Investigation Question and End Point:	<p><b>End Point Assessment:</b></p> <p>Draw a map of the classroom.</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What is an Aerial View?</li> <li>2. What is a Map? What is it used for?</li> <li>3. What is Location?</li> <li>4. Describe Compass Points</li> <li>5. How do we draw maps?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>What countries are in the UK? Can you describe the Landscape of the UK?</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What are the four countries in the United Kingdom?</li> <li>2. Where is Scotland?</li> <li>3. Where is Wales?</li> <li>4. Where is Northern Ireland?</li> <li>5. Where is England?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>Here is a blank map of the world. What do you know?</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What are The Seven Continents</li> <li>2. What is an ocean? What are the 5 oceans?</li> <li>3. What is The Equator and what are the poles?</li> <li>4. Explain what land is like around the world</li> <li>5. What do we know about Europe?</li> </ol>

Year 2	Unit 1	Unit 2	Unit 3
Key Concept and Knowledge Organiser:	<a href="#">Spatial Sense</a>	<a href="#">The British Isles</a>	<a href="#">Northern Europe</a>
Key Investigation Question and End Point:	<p><b>End Point Assessment:</b></p> <p>Draw, label and annotate a map of the local area.</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What is located on my school site?</li> <li>2. Drawing a map of my school</li> <li>3. Use a map of the local area to describe location and highlight navigate.</li> <li>4. How can you use maps to plan a route?</li> <li>5. Identifying locations on a globe or world map.</li> </ol>	<p><b>End Point Assessment:</b></p> <p>What is it like to live in the British Isles?</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What are the British Isles?</li> <li>2. Where is Scotland and what can I find there?</li> <li>3. Where is Wales and what can I find there?</li> <li>4. Where is Ireland and what can I find there?</li> <li>5. Compare Maidstone with Cape Town.</li> </ol>	<p><b>End Point Assessment:</b></p> <p>What would a traveller see if they were to visit Northern Europe?</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What are the countries in Northern Europe?</li> <li>2. Explain the human and physical features of Northern Europe.</li> <li>3. What is the climate like in Northern Europe?</li> <li>4. What animals are found in Northern Europe?</li> <li>5. Who is Roald Amundsen? Why are they significant?</li> </ol>

Year 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Key Concept and Knowledge Organiser:	<a href="#">Spatial Sense</a>	<a href="#">Settlements</a>	<a href="#">Rivers</a>	<a href="#">UK Geography: The South West</a>	<a href="#">Western Europe</a>	<a href="#">Asia- China and India</a>
Key Investigation Question and End Point:	<p><b>End Point Assessment:</b></p> <p>Draw, label and annotate a map of Maidstone and a map of San Francisco highlighting the similarities and differences.</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What is a compass?</li> <li>2. How do we use map symbols?</li> <li>3. What are grid references?</li> <li>4. How are Maidstone and San Francisco the same?</li> <li>5. How are Maidstone and San Francisco different?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>What are the features of a successful settlement?</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What is a settlement?</li> <li>2. What are the different types of settlements?</li> <li>3. How are rural and urban areas different?</li> <li>4. What does population density mean?</li> <li>5. Why did people settle in different areas?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>Label and annotate a map with key rivers.</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What is a river?</li> <li>2. Where is the river Medway?</li> <li>3. What are the key rivers in Europe?</li> <li>4. What are the key rivers in Africa?</li> <li>5. What are the key rivers of Australia, South America and North America?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>Describe the key features of the South West of the UK</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What counties make up the South West of England?</li> <li>2. What is erosion?</li> <li>3. Why might tourists want to visit the South West?</li> <li>4. How does the climate impact the South West?</li> <li>5. How has the South West changed over time?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>Describe the key similarities and differences between London and Paris.</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What are the countries that make up Western Europe?</li> <li>2. What is the climate of Western Europe like?</li> <li>3. How does trade work in Western Europe?</li> <li>4. What are the key features of the country France?</li> <li>5. What are the similarities and differences between London and Paris?</li> </ol>	<p><b>End Point Assessment:</b></p> <p>Label and annotate a map of India and China highlighting their key geographical features.</p> <p><b>End Point:</b></p> <ol style="list-style-type: none"> <li>1. What is the location of India and China?</li> <li>2. What are the features of the country of India?</li> <li>3. What are the features of the country of China?</li> <li>4. What are the important rivers in India?</li> <li>5. What is significant about the Great Wall of China?</li> </ol>

Year 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Key Concept and Knowledge Organiser:</b>	<a href="#"><u>Spatial Sense</u></a>	<a href="#"><u>Mediterranean Europe</u></a>	<a href="#"><u>Eastern Europe</u></a>	<a href="#"><u>UK Geography - Northern Ireland</u></a>	<a href="#"><u>UK Geography - London and the South East</u></a>	<a href="#"><u>Asia - Japan</u></a>
<b>Key Investigation Question and End Point:</b>	<p><b><u>End Point Assessment:</u></b></p> <p>Using 4 figure grid references, locate different places on a map of the local area.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. How do you use a globe to learn?</li> <li>2. What is scale?</li> <li>3. How do 4 figure grid references work?</li> <li>4. What are the key features of Maidstone?</li> <li>5. How has Maidstone changed over time?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Label and annotate a map of Mediterranean Europe highlighting the key geographical features.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is Mediterranean Europe?</li> <li>2. What is the climate of Mediterranean Europe?</li> <li>3. How does the climate affect the region of Mediterranean Europe?</li> <li>4. What are the significant mountain ranges in Europe?</li> <li>5. What are the key cities in Mediterranean Europe?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>What would a geographer say about Eastern Europe? Write a paragraph outlining the key features of Eastern Europe.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is Eastern Europe?</li> <li>2. What is the climate of Eastern Europe?</li> <li>3. What are the physical features of Eastern Europe?</li> <li>4. What are the similarities and differences between Poland and England?</li> <li>5. What is happening between Russia and Ukraine?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Label and annotate a map of Northern Ireland highlighting the key geographical features.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What are the features of Northern Ireland?</li> <li>2. Why do tourists visit Northern Ireland?</li> <li>3. What is the difference between Northern Ireland and the Republic of Ireland?</li> <li>4. What is the Giants Causeway?</li> <li>5. What are the Marble Arch Caves?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>What would a geographer say about London and the South East of England? Write a paragraph outlining its key features.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What counties make up the South East of England?</li> <li>2. What is the importance of the River Thames?</li> <li>3. What is the importance of the city of Canterbury?</li> <li>4. Why might people want to visit Brighton?</li> <li>5. How is the town of Dover important to the South East of England?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Label and annotate a map of Japan highlighting the key geographical features.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is Japan?</li> <li>2. What is the climate of Japan?</li> <li>3. What are the physical geographical features of Japan?</li> <li>4. What are the important cities in Japan?</li> <li>5. How is Japan's history significant to it as a modern country?</li> </ol>

Year 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Key Concept and Knowledge Organiser:</b>	<a href="#"><u>Spatial Sense</u></a>	<a href="#"><u>Mountains</u></a>	<a href="#"><u>East Anglia, Yorkshire, The Midlands</u></a>	<a href="#"><u>Australia</u></a>	<a href="#"><u>New Zealand</u></a>	<a href="#"><u>Local Study</u></a>
<b>Key Investigation Question and End Point:</b>	<p><b><u>End Point Assessment:</u></b></p> <p>What do cartographers need to think about when they draw maps? Write a paragraph outlining how maps are made.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. How do cartographers draw maps of the world?</li> <li>2. Where are the Western and Eastern hemispheres?</li> <li>3. How do coordinates on a map work?</li> <li>4. What is scale?</li> <li>5. How do you interpret a relief map?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Label and annotate a map of the world highlighting the key mountain ranges, known peaks and key facts.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What is a mountain?</li> <li>2. What countries do the Alps cross?</li> <li>3. Where is Mount Everest?</li> <li>4. What are the major mountain ranges of North and South America?</li> <li>5. Where is Mount Kilimanjaro?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>What would a geographer say about the north of England? Write a paragraph outlining the key features of this region.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is East Anglia?</li> <li>2. What is significant about the marshland of East Anglia?</li> <li>3. Where is the city of Birmingham?</li> <li>4. Where is Yorkshire?</li> <li>5. How have people impacted the landscape of the North of England?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Label and annotate a map of Australia highlighting its key features including biomes and biodiversity.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What is the global position of Australia?</li> <li>2. Who is Captain James Cook?</li> <li>3. What are the key features of Canberra and the south coast?</li> <li>4. What different biomes can be found in Australia?</li> <li>5. What impact can humans have on Australia's biodiversity?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>How does the global position of New Zealand and the islands of the South Pacific cause a challenge for the region?</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What is the global location of New Zealand?</li> <li>2. Who are the Maori?</li> <li>3. Why does New Zealand experience earthquakes?</li> <li>4. What is the climate in New Zealand?</li> <li>5. What are the significant islands of the South Pacific?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Write a letter to your local councillor outlining the issues in our local area and suggesting possible solutions.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Who is responsible for our local area?</li> <li>2. What is a sketch map?</li> <li>3. How can we find out about problems in our local area?</li> <li>4. How can we find solutions to problems in our local area?</li> <li>5. How can we present solutions to problems in our local area?</li> </ol>

Year 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Key Concept and Knowledge Organiser:	<a href="#">Spatial Sense</a>	<a href="#">British Geographical Issues</a>	<a href="#">North America</a>	<a href="#">South America</a>	<a href="#">Africa</a>	<a href="#">Globalisation</a>
Key Investigation Question and End Point:	<p><b><u>End Point Assessment:</u></b></p> <p>How is life for people around the globe different?</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What are lines of longitude and latitude?</li> <li>2. Where are the arctic and antarctic circles?</li> <li>3. What are time zones?</li> <li>4. What are map projections and what do they do?</li> <li>5. What do maps help us to understand about people, places and the environment?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Explain some of the environmental challenges we face in Briatin.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What is air pollution?</li> <li>2. How does climate change effect the UK?</li> <li>3. How much waste does the UK produce and how does this impact the uk?</li> <li>4. What are the environmental impacts of littering?</li> <li>5. How does the local area respond to the challenge of pollution?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Explain how North America is a large and diverse continent.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is North America?</li> <li>2. How do biomes differ in North America?</li> <li>3. How are rivers important in North America?</li> <li>4. What issues has urbanisation caused?</li> <li>5. Compare Anchorage with London.</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Describe the human and physical geographical features of South America.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is South America?</li> <li>2. Where was the Incan Empire and what challenges did it face?</li> <li>3. What are the Andes?</li> <li>4. How do farming and energy production contribute to Brazil's economy.</li> <li>5. How does deforestation impact the Amazon Rainforest?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Explain a major issue faced by some African countries. Choose from:a) desertification b) food security.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. Where is Africa?</li> <li>2. What were the Ancient African Empires?</li> <li>3. What is desertification?</li> <li>4. What is food security?</li> <li>5. Where is Kenya?</li> </ol>	<p><b><u>End Point Assessment:</u></b></p> <p>Explain how globalisation has changed the world.</p> <p><b><u>End Point:</u></b></p> <ol style="list-style-type: none"> <li>1. What is Globalisation?</li> <li>2. What is Economic Globalisation?</li> <li>3. What is Political Globalisation?</li> <li>4. What is Social Globalisation?</li> <li>5. Is Globalisation a global force for good?</li> </ol>