



Copthorne CE Junior School

“Creating confident, curious learners with God’s love”



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

Geography Intent

Our geography curriculum is based around the following:

Through **independent** and **collaborative** learning, children will identify and understand key human and physical geographical features and their impact on different settlements around the world.

The curriculum will actively **engage** the children in raising their awareness of current environmental threats and changes, identifying **connections** that promote **curiosity, active questioning** and **critical thinking**.

Our **expert** geographical learners will have a clear understanding of Copthorne in the country, continent and world, and where opportunities arise, **link** their understanding to other subjects.

The **learning progresses** in a way that develops **skills, knowledge** and a **broad understanding** through in-depth study and research, including opportunity to **actively** explore the outdoor environment and to record and interpret geographical information using a wide range of sources of information, thus enabling children to **creatively** demonstrate their understanding and **confidently** elicit a **critical** personal perspective and response.

GEOGRAPHY CURRICULUM OVERVIEW

	Autumn	Spring	Summer
Year 3	<u>Local study: The Copthorne Detectives</u> (linked to map skills in geography) ➤ Name and locate key settlements of the locality and region, including significant physical features ➤ Use the 8 points of the compass to orientate key local and global features in relation to Copthorne ➤ Investigate needs of a settlement and how changes over time have affected Copthorne and local area, identifying reasons for change, including technology and transport	<u>Romans: Rock 'n' Roll Romans</u> (linked to Escape from Pompeii + science topic on rocks) ➤ Name and locate the key countries and area covered by the Roman Empire, including key Britannia settlements ➤ Identify the resource needs of a settlement in their location, comparing Celtic settlements to those of the Roman Empire, including development of transport and trade links ➤ Describe and understand key aspects of volcanoes and earthquakes, with specific focus on Pompeii and Vesuvius	<u>Egyptians: Walk like an Egyptian</u> ➤ Name and locate the key cities and area covered by the Egyptian Empire and other regional Kingdoms and Empires of the time ➤ Identify the needs of a settlement in their location and investigate the importance of the Nile as central to economic activity and trade ➤ Understand key aspects of physical landscape, including climate, vegetation and rivers, comparing to UK and Copthorne ➤ Use the 8 points of the compass to orientate Egypt in relation to Copthorne and Egyptian settlements to each other
Year 4	<u>Victorians: Upstairs, downstairs</u> (linked to 'Street Child') ➤ Name and locate cities and key regions of the United Kingdom Industrial Revolution ➤ Locate countries of the British Empire around the world, linking this to Equator, Hemispheres, Tropics, Prime Meridian, time zones and 8 compass points ➤ Investigate British Empire resource needs and where these are located in UK and globally, including trade routes and effect on UK economy and land use	<u>Vikings and Anglo-Saxons: Explorers, Raiders and Traders</u> ➤ Use maps, atlases, globes and digital mapping to locate key Viking settlements and those invaded, incl. use of compass points and grid ref. to plot routes across sea and land ➤ Investigate the needs of a settlement and Empire for its growth and the distribution of these resources in the targets for regional expansion / invasion	<u>Rainforests: Mysterious Mayans</u> (linked to Science topics) ➤ Use atlases, globes and digital mapping to locate key settlements (incl. reasons for location) and rainforest regions of the Americas ➤ Investigate the key physical environment of the Americas, incl. climate, biomes, mountains and seasonal changes, developing an understanding of the human impact on this region in modern times and the importance of conservation ➤ Understand the geographical similarities and differences of region to the United Kingdom
Year 5	<u>Tudors: Henry VIII – Hero or Villain?</u> (linked to 'Bear Keeper') ➤ Name and locate cities and land use of Tudor England using historical maps, identifying differences with modern times, suggesting reasons for changes, with specific focus on London ➤ Identify and locate major countries, cities, Kingdoms and Empires of the Tudor age, incl. the New World ➤ Identify resource needs of a settlement and expansion of global trade links (and Empires), incl. the New World ➤ 8 points of compass to identify locations and routes	<u>Greeks: Who let the Gods out?</u> ➤ Name and locate the key cities and area covered by the Greek Empire and other regional Kingdoms and Empires of the time ➤ Identify and locate key physical features of the Greek Empire and how this may have affected settlement location ➤ Identify the resource needs of different types of settlement in terms of land use, resources and economic activity, incl. trade	<u>Journey into the Unknown</u> <u>Space</u> <u>To Infinity and Beyond</u> (linked to science) ➤ Use maps, atlases, globes and digital mapping to locate launch and control sites for human space exploration (incl. landing) ➤ Name and locate countries with space programmes <u>Around world in 80 days</u> ➤ Use maps, atlases, globes and digital mapping to locate key points of the expedition and plot the route taken, linking this to Equator, Hemispheres, Tropics, Prime Meridian, time zones and 8 compass points ➤ Identify and locate key human and physical features
Year 6	<u>World War 2: We'll meet again</u> ➤ Name and locate counties and cities of United Kingdom linked to significant events in WWII ➤ Using maps, locate world countries, regions and key physical features, with a focus on the area covered by European theatre of WWII ➤ Identify the resource needs of settlement expansion and the European areas where these are found ➤ Use the 8-points of the compass and 4-6 figure grid references to identify location and movement	<u>Shackleton: Exploring the Extreme</u> (linked to geography and science) ➤ Use maps, atlases, globes and digital mapping to locate key points of Shackleton's expedition and plot the route taken, linking this to Equator, Hemispheres, Tropics, Prime Meridian, time zones, grid references and 8 compass points ➤ Investigate the key physical environment of Antarctica, incl. climate, biomes, mountains and seasonal changes and develop an understanding of the human impact on this region since the Industrial Revolution	<u>Back to the Future</u> <u>Stone Age to the Iron Age</u> ➤ Investigation into changing needs of a settlement through time and how innovation and technology (such as transport) impacted both land use and settlement location (9and size) through the ages <u>Legacy of the Ancient Civilisations</u> ➤ Reflection on how Empires and Kingdoms have grown and fallen through the ages and the reasons for settlement expansion, the barriers to growth and impact left on modern world

Geography Curriculum Progression

By the end of Key Stage 2, pupils should be able to effectively answer geographical key questions by:

Developing a contextual knowledge of the location of globally significant places and their defining physical and human characteristics

Understand the processes that give rise to key physical and human geographical features and where possible collect data through fieldwork

Understand how key physical and human features are interdependent, bring about spatial variation and change over time

Being competent in geographical skills and methods needed for collection, analysis and communication of gathered data

Interpreting and communicating through a range of geographical sources of information, including; maps, photographs, digital and written forms

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Location Knowledge	Name and locate the 7 continents and 5 oceans using maps and globes. Understand that both a map and a globe show the same thing. Name and locate the four countries of the UK their capital cities and the surrounding seas. Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world could be. Children to identify the equator and locate the	Use an index to locate countries (including Russia), major cities and landmarks using an atlas. Locate UK and European countries, cities and landmarks using Google Maps and on a globe.	Locate world's countries, (South America), environmental regions, key physical and human characteristics, major cities, mountains, rivers, vegetation belts, climate zones and biomes on a map Describe their location in relation to the equator, tropics, hemispheres and the poles.	Locate world's countries, (linked to topic route), environmental regions, key physical and human characteristics, major cities, mountains, rivers, vegetation belts, climate zones and biomes on a map. Describe route around world in relation to the equator, tropics, hemispheres and the poles. Understand how time zones are shown on a map. Compare maps over time (London Tudor vs modern)	Compare maps over time (age of explorers vs modern) Name and locate key topographic features (including named glaciers, ice flow/sheets and their extent) and understand how some of these aspects have changed over time. Understand how time zones are shown on a map. Begin to use latitude and longitude to describe location.

	places on the Equator which are the hottest.				
Place Knowledge	Make comparisons between the UK and life in another country. Study pictures/videos of two differing localities to the UK, make comparisons and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How is daily life different? How does climate impact lifestyle? Draw pictures and write comparatively to show the similarities and differences between contrasting locations. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.	Compare both physical and humans features of England and Egypt. Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the river Nile. Understand how some aspects have changed over time. Identify features of a place Copthorne) using aerial photographs. Make detailed maps using a key. Describe how people can both improve and damage an environment (such as impact of Aswan Dam / housing development in Copthorne).	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (community of Copthorne / Crawley) and a region within South America. Compare and give reasons for the different lifestyles within a country or area of a country and compare this to the UK (Copthorne)	Understand geographical similarities and differences (human and physical geography) of Copthorne / Crawley and the countries / regions along the route circumnavigating the world	Discuss how people are influenced by both physical and human geography on a local, national and global scale. Use geographical knowledge and understanding to explain how the earth's features (at different scales) are shaped, interconnected and change over time. This can be linked to current issues surrounding population growth, industrialisation and global warming.
Physical Geography	Name some types of weather and describe the weather associated with the four seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about	Link to Ancient Egyptians: Locate rivers in UK (Thames and Brook) and Egypt (Nile). Draw diagrams, produce writing and use the correct vocabulary for rivers.	Link to Rainforests: Describe the different climate zones and vegetation belts on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why. Explain the water cycle using scientific	Link to Around the World in 80 Days: Describe the different climate zones, vegetation belts, rivers, mountains (and ranges) and volcanoes on a global scale along the route circumnavigating the world.	Link to Shackleton: Describe the different climate zones and vegetation belts on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why.

	the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Ask questions about the weather and seasons Understand that different countries have different types of food. Understand that different countries have different climates. Recognise, briefly describe and use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Ask and answer questions about rivers, including their route, use and changes over time (including seasonal and as a result of changing land use). Describe the journey of a river from source to sea. Describe and understand key aspects of mountains, volcanoes and earthquakes, including their distribution and how this relates to plate tectonics	terminology and explain the changes of state. Ask and answer questions about rivers (the Amazon), including route, use and changes over time (including seasonal changes). Use related vocabulary, including source, meander, tributary, mouth, erode and deposit). Describe the journey of a river from source to sea	Be able to say what weather and vegetation is related to these regions give reasons linked to climate and geographic locality, comparing to the UK.	Describe how geographical features change over time.
Human Geography	Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade. Recognise that humans have a choice in their lifestyle. Compare and contrast different lifestyles, explaining reasons for identified differences using geographical language.	<u>Link to Ancient Egyptians:</u> Describe the needs of a settlement and these needs grow or change with settlement size and location. Explain how humans use physical geographical features (such as the waters of the Nile, or lands surrounding a settlement) for a variety of purposes.	<u>Link to Rainforests:</u> Describe economic activity within a small area outside of the UK (South America) and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK (and rest of world). Compare different types of settlements and land use and how this is linked to the physical environment. Recognise that our choices impact the lives of other people (e.g. demand for	<u>Link to Around the World in 80 Days:</u> Describe economic activity outside of the UK (along route around world), distribution of natural resources (including energy, food, minerals and water) and the trade links / routes between these areas and the rest of the world (including to the UK) Compare different types of settlements, land use and lifestyles around the world and how this is linked to the physical environment.	<u>Link to Shackleton:</u> Describe types of settlement and land use, economic activity and the distribution of natural resources including energy, food, and minerals (of Antarctica), including how this has changed over time with industrialisation and population growth. Analyse the positive and negative impact of a human change on both a local and global scale. Investigate the potential exploitation of natural resources across the

			food or resources and impact on Amazon forest and indigenous peoples).		Antarctic and the impact this would have.
Geographical Skills and Fieldwork	Use the four compass points to say simple directions. <i>Draw own maps, include a key on a map using my own symbols.</i> Use locational and directional language to describe the location of features and routes on a map. <i>Draw simple diagrams with labels.</i> Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles. Collect data using observations and record it in a table. <u>Local Area Studies:</u> <i>Use photos (including aerial) to recognise and locate a familiar place.</i> Observe and record information about the local area e.g. how many shops there are near the school? <i>Children to take photos of interesting things in the local area and explain what the photos show.</i> <i>Look at a simple map of the local area and identify the things they know and have seen.</i>	Use the 8 points of a compass. <i>Include a key on a map using common OS symbols.</i> Ask and respond to questions about places and the environment making comparisons. Offer explanations for the location of human and physical features in different localities. <i>Follow a journey (Cophthorne / Egypt) using computer mapping – Google Maps / Geocaching.</i> Collect data using surveys and present it in a bar chart (such as local area study of shops or traffic)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand how colours are used on a map to show different physical zones. 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 mapping technologies.	Use 6 figure grid references. Explain what data which has either been collected or researched shows and the impact of it. Record data in a line graph. Use less common OS symbols to show geographical features (such as those related to landmarks around the world not common to UK). Use fieldwork to observe, measure record and present the human and physical features in the local area compared to another country of the world using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Compare aerial photos and maps over time. Use fieldwork to observe, measure record and present data for the human and physical features in an area using a variety of methods, including sketch maps, plans and graphs, and digital technologies. Compare trends in this data over time (such as climate data or ice flow changes, or climate data compared to Cophthorne).

Vocabulary

(topic specific vocabulary accompanies each specific topic covered)

Location and Place:

City, country, continent, ocean, sea, United Kingdom

name and locate the world's 7 continents and five oceans

Asia, Africa, North America, South America, Antarctica, Australia / Oceania / Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian

name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, Edinburgh, London, North/ Irish/ Celtic Seas, English Channel

Human Features:

City, town, village, factory, farm, house, office, port, harbour, shop, capital city, country

Physical Features:

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

Geographical skills and fieldwork:

Environment, recycle, compass
Compass points:
East, North, South, West,
Fieldwork, plan, aerial photograph, map, key, symbols, Equator, hot/cold, direction, country, continent, globe, atlas, address, right/ left, patterns, characteristics surrounding seas, contrasting, non-European

Location and Place:

Land use, differences, similarities, compare, contrast, atlas, map, globe, change over time, formation, satellite

Human Features:

Urban, region, Europe, country, county

Physical Features:

Landscape, hills, mountains, coast, rural, climate, earthquake, volcano, mountain, plate tectonics, river, irrigation

Mountains and mountain ranges of the United Kingdom:

Pennines, Grampians, Cambrians, North and South Downs, Snowdon, Ben Nevis, Scafel Pike, Sleive Donnard

Geographical skills and fieldwork:

Observe, measure, record
Compass points:
NW, NE, SE, SW
Ordnance Survey (OS) map, grid reference, symbols, Co-ordinates

Location and Place:

globally significant, river features, equator, hemisphere, condensation, evaporation, change, effect, interaction between, physical and human processes, interconnected, tropical, valley, humid

Human Features:

Economy, trade, energy, deforestation, indigenous population, tourist, communities, traditional

Physical Features:

Geology, minerals, biomes, vegetation, belts, tundra, coniferous & deciduous Forest, Mediterranean, mountainous, desert, water cycle, climate, erosion, deposition, tributary, confluence, meander, estuary, source, mouth, precipitation, canopy

Geographical skills and fieldwork:

Equator, Tropics of Capricorn and Cancer

Location and Place:

Vegetation, settlement, tropical, polar, distribution

Human Features:

Industry, industrial zones, products, transportation, features, population, import, export, global trade, production, refugees, poverty, inequality, immigration, emigration

Physical Features:

Climate zones, sub-continent, arid, flora, fauna, patterns,

Geographical skills and fieldwork:

North and South hemisphere, Tropics of Capricorn and Cancer, time zones, 4 figure grid reference, scale

Location and Place:

Geographical influences and Significance, spatial variation, erosion, deposition, headland, resort, cliff, bay, delta, Ordnance Survey, Geographical Information Systems (GIS), terrain, sea level, biomes, thematic maps

Human Features:

climate change, sustainability, conservation, pollution, export, import, fair trade, subterranean, productivity, scarcity, demand, supply, availability, politics (political), dependent,

Physical Features:

Natural disaster, natural resources, renewable, non-renewable, Arctic Circle, Antarctic Circle,

Geographical skills and fieldwork:

6 figure grid reference, Analysis of data and Statistics, global warming, latitude, longitude, digital mapping, scale, contour lines, Greenwich / Prime Meridian (GMT)