



**Providing the rich soil that enables  
our children to develop deep roots and flourish.**

### **Immersion Curriculum: Geography Y3/4**

At Amberley, each unit contains the key elements of: Investigating places, investigating patterns and communicating geographically



#### **Intent:**

For all learners to have....

- An excellent knowledge of where places are and what they look like
- A good understanding of geographical knowledge and vocabulary
- A real sense of curiosity, with the ability to apply questioning skills, to find out about the world and the people who live there
- The ability to express opinions using their knowledge and understanding about the environment and society with passion

#### **Impact**

The children of Amberley will understand and develop the traits and skills needed to become a Geographer. They understand that Geography is a study of people and places, and they strive to notice similarities and differences between aspects of the world around them, using the knowledge and skills that they have been taught. They link their learning of geography to their understanding of the wider world and real-life experiences.

## Implementation:

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives:  By the end of the Key stage 2
<b>Countries</b>		<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> <li>• Describe key aspects of:               <ul style="list-style-type: none"> <li>- physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>- human geography, including: settlements and land use.</li> </ul> </li> </ul>	<p><b>Pupils should be taught about:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• identify the position and 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)</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Duration</b>	<b>Cycle</b>		
1 week	A Term 1		
<b>Making it Real</b>		<b>Ongoing Milestones:</b>	
Use real maps; link to places children have been; link to Kenyan link school.		<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>	<p><b>Key Vocabulary:</b> Physical/ human geography, continent, hemisphere, equator, tropics, globes, atlas, Arctic/ Antarctic circle, time zones, compass, grid reference, settlement, biomes</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Europe		<ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Describe geographical similarities and differences between countries.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• identify the position and 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)</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>- <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
Duration	Cycle		
2 weeks	A Term 3		
<b>Making it Real</b>		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>- human geography, including: settlements and land use.</li> </ul> </li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</li> <li>• Describe some of the characteristics of these geographical areas</li> </ul>	<p><b>Key Vocabulary:</b> Physical/ human geography, continent, hemisphere, equator, tropics, globes, atlas, Arctic/ Antarctic circle, time zones, compass, grid reference, settlement, biomes, mountains, rivers, climate, capital cities, United Kingdom, landmarks</p> <p>Appropriate vocabulary will be selected from this list based on content. .</p>
Use real maps and compare to digital street views; link to places children have been; link to news items e.g. Brexit.			

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Rivers		<ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>- <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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 technologies.</li> </ul>
Duration	Cycle		
2 weeks	A Term 4		
Making it Real		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>- human geography, including: settlements and land use.</li> </ul> </li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</li> <li>• Describe some of the characteristics of these geographical areas.</li> </ul>	<p><b>Key Vocabulary:</b> Physical/ human geography, continent, hemisphere, equator, tropics, globes, atlas, Arctic/ Antarctic circle, time zones, compass, grid reference, settlement, biomes, mountains, rivers, climate, water cycle.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
<p>Visit to a watercourse/ waterways museum in Gloucester; talk to people who have seen changes in local area; use real maps and compare with digital street views.</p>			