



### Geography Statement of Intent

*“Geography is all about the living, breathing essence of the world we live in. It explains the past, illuminates the present and prepares us for the future. What could be more important than that?”*  
*Michael Palin, Geographer.*

At Whinstone Geography encourages children to ask and answer questions about the world they live in. This journey begins in EYFS where the teaching of ‘Understanding of the World’ gives children hands on experience to explore, observe, and talk about the creatures, people, plants and objects in their natural environments. This provides the foundations for children to move into KS1.

As they move into KS1, children use world maps, atlases and globes to continue to develop knowledge about the world, the United Kingdom and their own locality of Ingleby Barwick, Stockton-on-Tees and North East England; and how this compares to other parts of the world. They learn about the human and physical features of these areas. Children use fieldwork and observational skills to study the geography of their school and its grounds and devise simple maps using basic symbols in a key.

In KS2 children extend their knowledge and understanding of the local area, the United Kingdom and the world. They use maps, atlases, globes and digital/computer mapping to locate countries and learn about environmental regions, key physical and human characteristics, countries, and major cities. Children will 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. They will learn to read maps using the eight points of a compass, four and six-figure grid references, symbols and keys.

At Whinstone, we hope children will enjoy learning about geography through quality teaching experiences in the classroom, fieldwork in the local area and educational visits. We want to ensure that children understand how their decisions and actions affect the environment, and what they can do to keep their environment healthy and sustainable for their future.





### **Geography KS2 National Curriculum**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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
- 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
- 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)

#### Place knowledge

- 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

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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



### Geography Implementation

Geography is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>Year 3 Geography Implementation – Key Concepts</b>
<b>The Key Concepts of History at Whinstone are:</b>
<ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and enquiry</li> </ul>

<b>In Year 3 the Key Concepts of Geography are taught through the following sequence of topics::</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Europe		Mountains		Earthquakes & Volcanoes	

<b>Topic Specific Vocabulary</b>
<p>Europe, continent, environment, environmental regions, physical features, human features, climate, landforms, rivers, mountains, country, city, capital city, ocean, settlers, land use, distribution of natural resources, energy, food, mineral, water.</p> <p>Equator, Tropic of Cancer, Tropic of Capricorn.</p> <p>Earthquake, aftershock, epicentre, fault line, foreshock, mainshock, magnitude, Mercalli scale, microquake, Richter scale, Ring of Fire, seismic, seismograph, seismologist, tectonic plates, tremor, tsunami, Valdivia earthquake.</p> <p>Mountain, mountain range, summit, peak, altitude, glacier, crevasse, erosion, ice cap, ravine.</p> <p>Volcano, fault, mantle, ring of fire, active, crust, core, still, lava, dormant, extinct, vent, conduit, eruption, magma, magma chamber, crater, ash, ash cloud, plates</p>



# Whinstone Primary School Year 3 Geography



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Geography at Whinstone.

Locational knowledge	Place Knowledge	Human & Physical geography	Geographical skills & enquiry
<p>Use maps, atlases, globes, digital/ computer mapping (Google Earth) to locate the countries of Europe, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries, major cities and any surrounding oceans.</p> <p>Look at the environmental regions of Europe (different areas defined by their environmental conditions such as climate, landforms, soil, etc.)</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks of Europe.</p> <p>Know the position and significance of the equator, Tropic of Cancer and the Tropic of Capricorn.</p>	<p>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.</p> <p>Understand similarities and differences through the study of a region of the UK with a volcanic region e.g. identify similarities and differences between this region and a region of the UK.</p>	<p>Study mountains around the world.</p> <p>Study of volcanoes e.g. causes, effects, locate places in the world, etc.</p> <p>Study of earthquakes &amp; natural disasters e.g. tsunamis, floods.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>



## Whinstone Primary School Year 3 Geography



### Geography Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

<b>Key Concept</b>	<b>Meeting expectations</b>
<b>Locational Knowledge</b>	I can use maps, atlases, globes, digital/ computer mapping (Google Earth) to locate the countries of Europe, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries, major cities and any surrounding oceans.
<b>Locational Knowledge</b>	I know the environmental regions of Europe (different areas defined by their environmental conditions such as climate, landforms, soil, etc.)
<b>Locational Knowledge</b>	I can identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks of Europe.
<b>Locational Knowledge</b>	I know the position and significance of the equator, Tropic of Cancer and the Tropic of Capricorn.
<b>Place Knowledge</b>	I know some similarities and differences between a region of the UK and a region of Europe.
<b>Place Knowledge</b>	I know some similarities and differences between a region of the UK and a volcanic region
<b>Human and Physical Geography</b>	I can name some mountains around the world.
<b>Human and Physical Geography</b>	I understand volcanoes e.g. causes, effects, locations in the world, etc.
<b>Human and Physical Geography</b>	I understand earthquakes & natural disasters e.g. tsunamis, floods.
<b>Geographical skills &amp; enquiry</b>	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.