



Ranvilles Junior School – our Geography Pathway

Be you
Explore
Excel



		Locational Knowledge (LK)			Place Knowledge (PK)	Human and Physical Geography (HP)		Geographical Skills and Fieldwork (GSP)			
National Curriculum statement	<p>★ Ambitious Learners Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.</p>	<p>LK1: 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</p>	<p>LK2: 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</p>	<p>LK3: 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)</p>	<p>PK: 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</p>	<p>HP1: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>HP2: describe and understand key aspects of: 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</p>	<p>GSF1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>GSF2: 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</p>	<p>GSF3: 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.</p>	
	Year 3	Autumn Context: Antarctica	✓		✓		✓	✓	✓	✓	✓
		Spring Context: Volcanoes and Earthquakes	✓			✓	✓	✓	✓		✓
		Summer Context: Comparing our area to New Delhi ★	✓	✓		✓		✓	✓	✓	✓
	Year 4	Autumn Context: Rainforests	✓		✓		✓	✓	✓		✓
		Spring Context: Food imports and Fair Trade	✓			✓	✓	✓	✓		✓
		Summer Context: Rivers ★	✓	✓			✓	✓	✓	✓	✓
	Year 5	Autumn Context: Life in The Alps	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Spring Context: Oceans ★	✓	✓			✓	✓	✓		✓
		Summer Context: Deserts	✓		✓	✓	✓	✓	✓	✓	
	Year 6	Autumn Context: Energy ★	✓	✓		✓		✓	✓		✓
Spring Context: The impacts of Population Change ★		✓	✓	✓	✓		✓	✓	✓	✓	
Summer Context: My local independent Fieldwork Enquiry ★			✓				✓	✓	✓	✓	







	Focus The contextual focus for the pupils' learning.	Purpose The importance of the topic in our curriculum.	Our SMSC 'Big Debate' Links <i>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</i> ★			
Year 3	<u>Autumn</u> Context: Antarctica Concept: Climate Zones	In order to develop our knowledge of human and physical geography using a very different biome and climate from what we are used to.	<u>Autumn 1:</u> <i>Making a difference as an individual is more important than as a team.</i> <u>Autumn 2:</u> <i>Making a positive contribution in the world is your responsibility, not mine.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To understand the position and significance of lines of latitude.	To describe the location and physical features of Antarctica.	To describe the human features of Antarctica.	To use four-figure grid references to plot Shackleton's route to Antarctica	To plan a simple route on a map using a compass.	To follow instructions involving compass points and a map a simple route.
	<u>Spring</u> Context: Volcanoes and Earthquakes Concept: Human and Physical Geography	In order to understand the history, structure and natural events on our planet, and how humans interact and respond to these.	<u>Spring 1:</u> <i>What we have achieved in this century is more significant than the past.</i> <u>Spring 2:</u> <i>What is more important, physical, social, emotional or mental well-being?</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To name and describe the layers of the Earth.	To explain how and where mountains are formed.	To explain why volcanoes happen and where they occur.	To recognise the positive and negative effects of living near a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks around the school grounds.
	<u>Summer</u> ★ Context: Comparing our area to New Delhi Concept: Settlements and Land Use	In order to learn and understand the human and physical features of our local area, and compare and contrast these with a significantly different settlement.	<u>Summer 1</u> <i>Embracing diversity enhances understanding and appreciation of the world.</i> <u>Summer 2</u> <i>I'm Ok – You're OK! Differences are good.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To describe different types of settlements.	To identify the human and physical features in the local area.	To discuss why physical and human features are in particular locations.	To describe how land use in the local area has changed.	To identify land use in New Delhi.	To compare land use in two locations.

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Year 4	<u>Autumn</u> Context: Rainforests Concept: Biomes and Climate	In order to develop our knowledge and understanding of human and physical geography using a diverse biome, including how humans interact with this biome.	<u>Autumn 1:</u> <i>Identity and self-worth are influenced more by change than by context and culture.</i> <u>Autumn 2:</u> <i>Being powerful is more important than being different.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To describe and give examples of a biome and find the location of features of the Amazon rainforest.	To describe the characteristics of each layer of a tropical rainforest.	To understand the lives of indigenous peoples living in the Amazon rainforest.	To describe why tropical rainforests are important and understand the threats to the Amazon.	To understand how local woodland is used using a variety of data collection methods.	To analyse and present findings on how local woodland is used.
	<u>Spring</u> Context: Food imports and Fair Trade Concept: Trade	In order to develop our knowledge and understanding of the concept of trade in the context of food, reflecting on the environmental impact and our own personal role in this.	<u>Spring 1:</u> <i>Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.</i> <u>Spring 2:</u> <i>We have the right to learn from our mistakes without being judged.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To explain the impact of food choices on the environment.	To understand the importance of trading responsibly.	To describe the journey of a cocoa bean.	To map and calculate the distance food has travelled.	To design and use data collection methods to find where our food comes from.	To discuss the advantages and disadvantages of buying both locally and imported food.
	<u>Summer</u> ★ Context: Rivers Concept: Human and Physical Geography	In order to develop our knowledge and understanding of human and physical geography in the context of rivers, including how humans interact and use this natural feature.	<u>Summer 1:</u> <i>Our behaviour should always positively reflect how we value others.</i> <u>Summer 2:</u> <i>We are all responsible for our environment and natural world to ensure lives are impacted positively.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To describe how the water cycle works.	To recognise the features and courses of a river.	To name and locate some of the world's longest rivers.	To describe how rivers are used.	To identify and locate human and physical features on a map.	To collect data on the features of a local river.



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Year 5	<u>Autumn</u> Context: Life in The Alps Concept: Human and Physical Geography, including tourism	In order to develop our knowledge and understanding of human and physical geography using a very different location to that we are used to, including the different ways that humans interact with the Alps.	<u>Autumn 1</u> Belonging - we should all be free to move between countries. <u>Autumn 2</u> Being remembered for making a difference is more important than making a difference.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To investigate what there is to do in the local area using data collection.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.
	<u>Spring</u> Context: Oceans Concept: Human and Physical Geography; Biomes 	In order to develop our knowledge and understanding of human and physical geography using a diverse biome, including how humans interact with this biome both positively and negatively.	<u>Spring 1</u> Making a difference to the world is critical for the future. <u>Spring 2</u> The voice of a child is as important and valuable as that of an adult.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To explain the importance of our oceans.	To locate and describe the significance of the Great Barrier Reef.	To explain the impact humans have on coral reefs and oceans.	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	To collect data on the types of litter polluting a marine environment.	To present, analyse and evaluate data collected.	
<u>Summer</u> Context: Deserts Concept: Biomes	In order to develop our knowledge and understanding of human and physical geography using a very different location to that we are used to, including how humans interact with deserts both positively and negatively.	<u>Summer 1</u> Being financially safe is just as important as being emotionally safe. <u>Summer 2</u> Learning together and from our mistakes leads to significant personal growth.				
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To summarise the characteristics of a desert biome.	To locate and explore features of deserts.	To describe the physical features of a desert environment.	To explain the different ways humans can use deserts.	To describe some of the threats facing deserts.	To explore the similarities and differences between two physical environments.	

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Year 6	<u>Autumn</u> Context: Energy Concept: Time Zones; Natural Resources 	In order to develop our knowledge and understanding of the importance of energy, including the varied ways energy is created, used and renewed.	<u>Autumn 1</u> It is important that some personal information is in the public domain. <u>Autumn 2</u> Change always has a positive impact.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To know why energy sources are important.	To understand the benefits and drawbacks of different energy sources.	To understand how energy is generated in the United States.	To know how energy sources are distributed in an area.	To explain reasons for choosing an energy source.	To collect and present data on where to position a solar panel on the school grounds.
	<u>Spring</u> Context: The impacts of Population Change Concept: Population, Resources and Energy 	In order to learn and understand the human and physical features of our local area, and compare and contrast these with a significantly different settlement.	<u>Spring 1</u> It is possible to break the cycle of injustice. <u>Spring 2</u> Together we can make our world more sustainable for everyone.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
To understand the change and distribution of the global population.	To define birth and death rates and describe why they change.	To recognise the push and pull factors influencing migration.	To begin to understand the impact climate change can have on the global population.	To collect data showing how population impacts the amount of traffic and litter in an area.	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	
<u>Summer</u> Context: My local independent Fieldwork Enquiry Concept: Fieldwork 	In order to utilise the children's knowledge and experience of fieldwork, to develop their own fieldwork enquiry that they are passionate and intrigued about, and present findings effectively.	<u>Summer 1</u> Fair trade is fair. <u>Summer 2</u> Every individual can leave a positive legacy.				
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To develop an enquiry question.	To determine the most effective data collection methods for fieldwork.	To plan a route for a fieldwork trip.	To collect the data to answer the enquiry question.	To determine an answer to the enquiry question.	To present my findings.	