

<b>Geography Overview</b>		<b>Our Mission Statement for Geography (the INTENT):</b>			
		At Dereham Junior Academy we want geography to be something our children live and breathe! We believe this subject will help our pupils make sense of who and where they are as well as how they relate to other people, places and environments.			
		We want our students to develop a sense of stewardship for our world; to treat it with <b>respect</b> and <b>kindness</b> and appreciate it with the awe and wonder it deserves. We will provide them with the opportunity to do this at a local and global scale, so that they are responsible and environmentally <b>trustworthy</b> citizens wherever they <b>aspire</b> to be.			
		Geography is a subject of opportunity and we provide our pupils with the knowledge and skills to embrace the future and have the <b>courage</b> and <b>creativity</b> to thrive in it regardless of what challenges they may face.			
	<b>Threshold Concept 1: Scale</b> <i>Understanding the different ways something can be viewed</i>	<b>Threshold Concept 2: Place</b> <i>Finding out where somewhere is &amp; what it is like using mapping skills so that it can be compared with others</i>	<b>Threshold Concept 3: Space</b> <i>Using mapping skills to help explain how the physical features, people &amp; services interact &amp; why they were put there in the first place.</i>	<b>Threshold Concept 4: Fieldwork</b> <i>A practical experience that uses observation, measuring and recording skills (including mapping) to develop an understanding of the world and present it to others.</i>	<b>Suggested special days, visits or events</b>  <b>&amp; Recommended Reads</b>
<b>Year 3</b>	<b>Know what the term scale means and how the view of a place changes depending on how far away or where you are in it.</b>  <u>Vocabulary</u> Local, United Kingdom	<b>Define and begin to use the terms hemisphere, equator and Arctic/Antarctic Circle when describing where a place is (see glossary).</b>  Know the features of each <b>settlement type</b> (see learning points document (LP doc)).  Identify the <b>physical and human features</b> using maps, photographs and videos (see physical and human geography PowerPoint).  Make simple <b>comparisons between 2 places</b> using pictures and videos e.g. 2+ human/physical features which are the same/different listed  Understand and use <b>the 8 compass points and simple grid references</b> (letter and number) to find and describe the location of countries on a given page in a junior atlas. ALSO IN FIELDWORK=  Interpret a political map to name the <b>countries, which border another country</b> and any seas/oceans on its coastline.  Name <b>counties on a UK map.</b>  Create and use a <b>simple key</b> on a map to explain what it shows. ALSO IN SPLACE (Tweaked Nov 2021)  <u>Vocabulary</u> Hemisphere, equator, compass points, North, South, East, West, North East, South East, South West, North West,	<b>Know what the term climate zone means (see glossary) and describe the different types (see LP doc).</b>  Create and use a simple key on a map to explain what it shows . ALSO IN PLACE (Tweaked Nov 2021)  <b>Know how land is used</b> in a place and why it is there. E.g. There are fields so farmers can grow crops. There are flats for people to live in because there is not much space in the city to build lots of 1 and 2 storey homes. Lots of villages around Dereham with very few shops so car parks needed in town for them to do their shopping.  Give examples of <b>how humans both damage and improve the environment.</b>  <u>Vocabulary</u> Mapping skills, physical features, human features, climate zones, polar, temperate, and	<b>Accurately use mapping skills</b> when carrying out a survey of the quantity and position of litter bins in Dereham.  Work alongside peers to clearly <b>present findings</b> (identifying any patterns) and opinions in a letter to the town council which includes an annotated map.  Draw a simple <b>sketch map</b> of the route from school to church with physical and human features in the correct order.  Use a <b>simple street map</b> or plan to follow the route around Dereham being walked.  Understand and use the 8 compass points and simple grid references (letter and number) ALSO IN PLACE  Use a simple <b>large scale map</b> or plan to show where things are on it (plan of school and its grounds) ADDED AUG 2021  <u>Vocabulary</u>	World Wise Week (end of June)

	Scale, scale down, map	arctic, antarctic, settlement, physical geography, human geography, grid references, political map, coastline, border, counties United Kingdom	tropical, average temperatures, average rainfall.  Map key, land use, village, town, city, environment, damage and improvement.	Mapping skills, annotated map, physical features, large scale map	
<b>Year 4</b>	<p>Define scale in <b>global, national and local</b> terms and identify examples of each <b>type from maps and aerial photographs.</b></p> <p>Match 2 possible <b>viewpoints</b> (map, photo or personal) of the same place from 2 given points in time and explain reasons for doing so.</p> <p><u>Vocabulary</u> Global, national, local aerial photographs Possible viewpoints, map, photo, personal, points in time.</p>	<p>Define and begin to use the terms <b>hemisphere, equator and Arctic/Antarctic Circle</b> as well as correctly use the terms hemisphere, equator and Arctic/Antarctic Circle when describing where a place is (see glossary).</p> <p><b>Know the physical and human features of Bath and how they have changed over time.</b> <i>E.g Bath-Roman baths were a place to meet and get clean now a tourist attraction/historically significant site.</i></p> <p><b>Make comparisons between Italy and UK, Nile and locations out of Egypt using a range of sources (pictures, videos, maps, tables, graphs etc)</b> <i>e.g.group features together based on human or physical/similarity or difference to form paragraphs for cohesive comparison</i></p> <p>Use the <b>index</b> to find specific countries in a junior atlas.</p> <p>Interpret a <b>political map to name the capital city of a country and any rivers that flow through that country.</b></p> <p>Interpret the key on an ordnance survey map to describe the <b>human and physical features</b> a place has. ALSO IN FIELDWORK</p> <p>Understand and use <b>4 figure grid references</b> to find and describe the location of places on an ordnance survey map.</p> <p><u>Vocabulary</u> Tropics of Cancer, Capricorn, Northern, Southern Hemisphere, Equator, Arctic and Antarctic circle  Tourist attraction, significant site, location  Comparison</p>	<p>Know what the term <b>vegetation belt</b> means (see glossary) &amp; describe the different types (see LP doc).</p> <p>Know the stages of the <b>water cycle</b> (see learning points document).</p> <p>Know how a <b>volcano is formed</b> &amp; its key features (see LP doc).</p> <p><b>Know what sustainability</b> means (see glossary) and how volcanoes and water can be used by people to help sustain the environment (see LP doc). E.g. renewable energy, catching rainwater</p> <p><u>Vocabulary</u> Vegetation belt,  volcano, formation, vent, lava flow, earth's crust, magma, cinder, cone, shield  sustainable, environment, renewable energy</p>	<p>Suggest and accurately use the best way (from a given list) to record and present findings to find out what lives at <b>Scarning Water Meadow.</b></p> <p>Work alongside peers to <b>clearly present findings</b> (identifying any patterns with possible reasons) and opinions in a bar chart.</p> <p>Create a key and <b>draw a map of Scarning Water Meadow</b> with <b>physical and human features</b> in the correct order.</p> <p>Follow the route a vehicle would take to get from <b>Exeter to Lincoln</b> and around Dereham on a road map.</p> <p>Interpret the <b>key on an ordnance survey map</b> ALSO IN PLACE</p> <p>Use <b>4 figure grid</b> references. ALSO IN PLACE</p> <p><u>Vocabulary</u> Meadow, sample, record, present, results, findings,  Route, road map, ordnance survey map, 4 figure grid reference</p>	World Wise Week (end of June)
<b>Year 5</b>	<p>Know and use the terms global, national and local to describe scale and refine further if it is local <i>e.g. within a settlement-which type, if it is outside a</i></p>	<p>Define and begin to use the terms <b>longitude and latitude</b> as well as correctly use the terms <b>Tropics of Cancer/Capricorn, hemisphere, equator and Arctic/Antarctic Circle</b> when describing where a place is (see glossary).</p>	<p>Know what a <b>biome</b> is (see glossary) and describe the different types including how its climate zone affects what is there (see LP doc).</p> <p>Know what <b>causes an earthquake</b> and the impact it has on a place <i>e.g. building design.</i></p>	<p><b>Choose a geographical question and then suggest and use the best way to record and present findings from fieldwork.</b></p> <p><b>Use a range of primary and secondary sources.</b></p>	World Wise Week (end of June)

	<p>settlement which types can be seen (from maps and aerial photographs).</p> <p><b>Know why people might have different viewpoints on a place</b> based on their experience/reason for being there. <i>E.g. Mrs A believes Paris is not safe because of terrorist attacks she has seen in the news.</i></p> <p><u>Vocabulary</u></p> <p>Great Britain</p> <p>Types of settlements, hamlet, village, town, city, street, road, area, region</p>	<p><b>Know how and why France has changed</b> by referring to physical processes, features and human activity. <i>E.g Companies now worldwide organisations so increased travel options needed Eurostar to mainland Europe, regular flights to key business areas.</i></p> <p><b>Compare Paris to Provence</b> (Moustiers-Sainte-Marie using a range of sources giving some reasons why they are similar or different <i>e.g. there is less green space because it is a city full of places of work and facilities for health and entertainment.</i></p> <p>Understand the <b>different purposes a map can have</b> (See LP doc) <b>USE IN FIELDWORK.</b> <i>e.g. pick an atlas to find Portugal, OS map to find a local village, Google Maps to find a street, mini maps in an atlas to find out about farming, population, industry and volcanoes in Italy.</i></p> <p><b>Interpret a physical map</b> to describe the terrain of a place naming any mountain ranges, deserts etc.</p> <p><b>Begin to understand 6 figure grid references</b> and use them to find and describe the location of places.</p> <p><u>Vocabulary</u></p> <p>Longitude, Latitude,</p> <p>Physical features, processes, human activity</p> <p>Mainland, green space, facilities,</p> <p>Atlas, thematic maps, farming, population, industry, volcanoes, terrain, mountain ranges, deserts</p> <p>Location, 6 figure grid references</p>	<p><b>Know how mountains are formed</b> (see LP doc) including their link with <b>volcanoes and the water cycle.</b></p> <p><b>Know the effect of commercial and industrial activity on the environment and how it can be improved.</b> <i>E.g. UK has strawberries all year round as they are shipped in from all over the world- transportation provides jobs but can lead to farmers getting little money in return and increase greenhouse gases therefore buy local and when in season only/shop fair trade.</i></p> <p><u>Vocabulary</u></p> <p>Biome, climate zone, earthquake, volcano, water cycle</p> <p>Commercial activity, industrial activity, effect on the environment</p> <p>Transportation, greenhouse gases, buy local, fair trade, in season</p>	<p><b>Work alongside peers to clearly present findings (drawing conclusions about a place or issue) in a suitable way.</b></p> <p>Create a <b>thematic map</b> of a region in Europe using given data and a key template <i>e.g. population, temperature, rainfall etc.</i></p> <p><b>Describe the route a vehicle would take to get from Paris to Moustieres-Saint-Marie</b></p> <p><b>Begin to use the right map for the correct task (See LP doc) BUILDS ON PLACE KNOWLEDGE.</b> <i>e.g. pick an atlas to find Portugal, OS map to find a local village, Google Maps to find a street, mini maps in an atlas to find out about farming, population, industry and volcanoes in Italy.</i></p> <p><b>Begin to understand and use 6 figure grid references. ALSO IN PLACE</b></p> <p><u>Vocabulary</u></p> <p>Read data from map, describe place</p>	
<p><b>Year 6</b></p>	<p><b>Know the impact scale has on people's views of a place.</b> <i>E.g. because Mr A has only ever lived in Place B and never been out of the county he doesn't understand why A47 needs dualling throughout</i></p>	<p><b>Correctly define and use the terms longitude, latitude, Tropics of Cancer/Capricorn, hemisphere, equator and Arctic/Antarctic Circle</b> when describing where a place is.</p> <p><b>Describe how physical and human processes can lead to similarities and differences in the environments of places and the lives of people who live there.</b> <i>E.g. When the flooding hit Brazil people from all backgrounds lost their homes but the people in the favelas (poor areas) were worst hit because the landslides destroyed their homes and they had nowhere else to go whereas people from richer areas like Barra di Tijuca had family/friends they could go to or even had the money to book into a hotel. .</i></p> <p><b>Understand the purpose of different types of maps (See LP doc) USE IN FIELDWORK.</b></p>	<p><b>Know how climate zones, vegetation belts and biomes affect the physical and human features of a place in the world.</b> <i>E.g. Rainforest biomes provide humans with oxygen, short grass vegetation belt is great for farming because of its rich soil and forest biomes provide fuel and building materials like biomass in Thetford.</i></p> <p><b>Know how time zones</b> work referring to <b>Prime/Greenwich Meridian</b> and use this to calculate different time zones across the world.</p> <p><b>Know where rivers start, their key features and their role/link in the water cycle</b> (see LP doc).</p>	<p><b>In pairs/groups devise their own geographical questions about Norwich Castle.</b></p> <p><b>Choose the best way to record and present findings</b> (detailed conclusion/analysis with clear explanations) from fieldwork.</p> <p>Create a <b>thematic map</b> of a region in Brazil finding own data and deciding on own boundaries for the key. <i>e.g. population, temperature, rainfall etc.</i></p> <p><b>Plan the journey to get</b> from home to Brazil (including timings) and mark it on a UK then world map.</p>	<p>World Wise Week (end of June)</p>

<p><u>Vocabulary</u></p> <p>Viewpoint, experience, understanding, progress, interdependent</p>	<p><b>Interpret a range of maps at different scales</b> e.g. Worldwide, continent and UK to describe the key human and physical features of a place using the correct terminology.</p> <p><b>Confidently understands 6 figure grid</b> references and uses them to find and describe the location of places.</p> <p><u>Vocabulary</u></p> <p>Define longitude, latitude, Equator, Tropic of Cancer, Capricorn, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic</p> <p>Physical and Human processes, impact on environment</p> <p>Favelas</p> <p>Thematic maps, purpose</p> <p>Scales, worldwide, continents, UK describe features,</p> <p>6 figure grid references, contour lines</p> <p>Maps use in fieldwork</p>	<p><b>Know the importance of rainforests in sustaining human activity.</b> <i>E.g. Rainforest give humans oxygen, food, medicines, materials (wood and rubber).</i></p> <p>Understand <b>the threats</b> humans pose to the rainforest and how they can be reduced. <i>E.g. deforestation, hydroelectric power and REDD-paying people not to cut down rainforests.</i></p> <p><u>Vocabulary</u></p> <p>Biomes features, examples, benefits, effect on development</p> <p>Time zones across the world, meridian</p> <p>River role, source, features, V shaped valley, waterfall, oxbow lake, estuary, mouth, water cycle,</p> <p>Rainforest, resources, intervention, oxygen, deforestation, habitat, logging, hydroelectric power, mining, regeneration, large scale farming, small scale farming, sustainability</p> <p>economic activity, producing, distributing, consuming, interdependent, Landmark, mountains, natural resources, topographical feature, trade links</p>	<p>Confidently uses the index, contents or search facility to find the best map for the task BUILDS ON PLACE KNOWLEDGE</p> <p><b>Use 6 figure grid references ALSO IN PLACE</b></p> <p><u>Vocabulary</u></p> <p>Location reasons, impact, explanation, analysis, conclusion, finding data and information from maps</p> <p>Plan a journey, UK to South America</p> <p>Index, contents, search facility</p>
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Glossary, Physical and human geography PowerPoint, Learning points document and fieldwork info can all be found in Geography folder which is in the Foundation Team folder. Further clarification of the threshold concepts can also be found there.