

Bishop Wood Junior School – Geography Curriculum

<u>Year Group</u>	<u>Area of Study</u>	<u>Key Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
Year 3	Climate Zones and Biomes	<ul style="list-style-type: none"> To be able to extract data from graphs To be able to collect and present data To be able to see similarities and differences between places 	<ul style="list-style-type: none"> Locate some of the world's climate zones on a map Describe and give examples of the variety of biomes and vegetation belts Know the flora and fauna that exists in each biome Know how they have adapted to each biome Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts Identify the world's hottest, coldest, wettest and driest locations 	<ul style="list-style-type: none"> Climate Weather Biome Vegetation Flora Fauna
	Our World	<ul style="list-style-type: none"> To be able to use maps, atlases, globes and digital/computer mapping to locate places To be able to use the eight points of the compass 	<ul style="list-style-type: none"> Continents, countries, counties/states Latitude and longitude Equator, Northern Hemisphere, Southern Hemisphere The Tropics of Cancer and Capricorn Arctic and Antarctic Circle The Prime/Greenwich Meridian and time zones Day and night 	<ul style="list-style-type: none"> Continent Country County State Latitude Longitude Hemisphere Equator Tropic Prime Meridian
	Coasts	<ul style="list-style-type: none"> To be able to see similarities and differences between places To be able to explain a process To be able to express opinions 	<ul style="list-style-type: none"> Physical features of coasts How these are changing now and have changed over time Know the names and locations of some UK coastal regions Compare a coastal region of the UK (e.g. SW England) and a region in a European country (e.g. Costa Blanca, Spain) 	<ul style="list-style-type: none"> Coast Beach Cliff Dune Island Peninsula Stack Arch

			<ul style="list-style-type: none"> • Economic activity in coastal areas- e.g. tourism • Pollution of coastlines • Effects of climate change on rising sea levels 	<ul style="list-style-type: none"> • Cave • Tourism • Pollution
Year 4	The Americas	<ul style="list-style-type: none"> • To be able to extract information from maps and atlases • To be able to use the eight points of the compass to describe direction • To be able to create persuasive writing using given information 	<ul style="list-style-type: none"> • Names and locations of important South American cities • Names and locations of important North American cities • What are the main physical features of The Americas? • What is the climate like in different parts of The Americas? • What are cities in The Americas like? • What is Route 66? • What sites will you see along Route 66? • Why do people want to visit Route 66? 	<ul style="list-style-type: none"> • City • Mountain range • Plains • Desert
	Rivers	<ul style="list-style-type: none"> • To be able to use maps, atlases and globes efficiently • To be able to use four figure grid references • To be able to create accurate graphs • To be able to sketch accurately labelled diagrams 	<ul style="list-style-type: none"> • The Water Cycle • The physical features found in the different parts of the course of a river • Erosion, transportation and deposition • Names and locations of important UK, European and World Rivers • Graph length of rivers (link to computing.) • Why are rivers important to people? • OS map river related symbols 	<ul style="list-style-type: none"> • Evaporation • Condensation • Precipitation • Run off • Erosion • Transportation • Deposition • Ordnance Survey
	Earthquakes and Volcanoes	<ul style="list-style-type: none"> • To be able to interpret maps • To have empathy for other people • To ask questions of experts 	<ul style="list-style-type: none"> • Where do earthquakes and volcanoes tend to occur? • Why do they happen in these areas? • What is it like being in an earthquake? 	<p>Earthquake Volcano Tectonic plates</p>

			<ul style="list-style-type: none"> • What are the different types of volcanoes? • What are the different stages of a volcanic eruption? • Why do people live near volcanoes? 	
Year 5	Changes in our local environment	<ul style="list-style-type: none"> • To be able to understand geographical similarities and differences • To be able to use maps, atlases, globes and digital/computer mapping • Use the eight points of a compass • To be able use four and six-figure grid references • To be able to use OS maps • To be able to design, use and interpret a questionnaire 	<ul style="list-style-type: none"> • Name and locate counties and cities of the UK • Name some of the key geographical regions of the UK and their main human and physical characteristics • Change in regions (e.g. in London around the Olympic Park, post war reconstruction of Coventry) • How new developments can be made sustainable • Study of current and proposed developments in Tring, looking at positive and negative effects 	<ul style="list-style-type: none"> • Sustainability • Regions
	Europe -A Study of the Alpine Region	<ul style="list-style-type: none"> • To be able to use maps, atlases, globes and digital/computer mapping • To be able to understand and interpret data in a graph • To be able to express an opinion • To be able to explain a process 	<ul style="list-style-type: none"> • Political and Physical maps • How mountains are made • Location of the Alpine region • Climate in the Alps • How homes are adapted to suit the Alpine climate • Advantages and disadvantages of tourism in the Alpine area • Avalanches • Design a Guidebook to the Alpine area 	<ul style="list-style-type: none"> • Alpine • Political • Physical • Avalanche
	Settlements, Trade and Migration	<ul style="list-style-type: none"> • To be able to use and create maps to locate countries and describe the features studied 	<ul style="list-style-type: none"> • Types of settlement: hamlet, village, town, city, capital city. 	<ul style="list-style-type: none"> • Hamlet • Village • Town • City

		<ul style="list-style-type: none"> • To have empathy for other people • To be able to express an opinion • To be able to create persuasive writing using given information 	<ul style="list-style-type: none"> • Types of land use: Residential, recreation, agriculture, transport, commerce. • Distribution of natural resources around the world • Trading between countries- what are the UK's most important imports and exports? • Migration- why might people want to leave their homes and move to another country? • What are the reasons behind some recent examples of immigration into Britain? 	<ul style="list-style-type: none"> • Capital city • Residential • Recreation • Agriculture • Transport • Commerce • Migration • Emigration • Immigration
Year 6	South America- The Amazon	<ul style="list-style-type: none"> • To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To be able to see similarities and differences between places • To be able to interpret graphs 	<ul style="list-style-type: none"> • Locate the position of South American countries and the Amazon Rainforest • Describe the features and layers of the Rainforest • Know how different animals have adapted to live in the Rainforest • Understand the climate of The Amazon • To know the features of Manaus • To know how life in the Amazon is changing • To understand the problems associated with deforestation • To know why the Rainforest is important 	<ul style="list-style-type: none"> • Rainforest • Deforestation
	Mapwork	<ul style="list-style-type: none"> • To be able to use maps and atlases to locate places and describe features studied • To be able to use symbols and keys to build knowledge of the UK and the wider world • To be able to clearly describe a route 	<ul style="list-style-type: none"> • Solve some map related problems and quizzes • Know a wider range of OS map symbols • Find key features on the North Norfolk OS map • Use 6 figure grid references • Create 3D contour models • Design a local walk guide using the Aylesbury and Leighton Buzzard OS map 	<ul style="list-style-type: none"> • Grid reference

		<ul style="list-style-type: none"> • To be able to use OS maps • To be able to use 6 figure grid references 		
	Our World in the Future	<ul style="list-style-type: none"> • To be able to interpret photographs • To be able to compare maps and notice differences • To be able to recognise change over time • To be able to interpret graphs 	<ul style="list-style-type: none"> • How can places change? • How has human activity changed the world since 1800? • What other changes might happen by 2050? • How and why have borders between countries changed in the recent past? • What lessons can be learnt from what happened on Easter Island? • How has the North Norfolk coast changed and why? 	<ul style="list-style-type: none"> • Border