



### What geography skills, knowledge and understanding do we want children at Thomas Harding Junior School to leave with?

- To develop a greater understanding of their world
- To have a deeper knowledge of diverse places, people, resources, natural and human environments.
- To understand similarities and differences of human and physical geography of a region of the UK and other places around the world (E.g. Rome, Brazil and Egypt)
- To develop their geography skills to enhance their locational and place knowledge (E.g. map skills, atlas skills and fieldwork)
- To become geographical enquirers
- To use a wide range of geographical terms

|               | Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Year 3</b> | <b>Chesham &amp; the UK</b><br>In this unit, children will acquire the skills to locate the countries, counties and cities in the UK, using atlases and digital maps. They will be able to apply their atlas skills to locate Chesham within the UK and identify different counties in the UK. Children will understand the physical and human geographical features of the UK which they can use to compare their local area with other locations. They will apply their understanding of human and physical geographical terms to describe their local area, Chesham.                                                                                                                                                                                                                       | <b>Egypt &amp; the UK</b><br>In this unit, children's geography knowledge will expand to explore the wider world. Children will build confidence in naming the continents of the world and will identify the continents within which the UK and Egypt are located. Children will build on their learning of physical and human geography to draw comparisons between the UK and Egypt while enquiring how land is linked to the climate of each area. They will apply their atlas skills to interpret key information about the prominent rivers of the UK and Egypt, the latter of which leads into their History learning on the Ancient Egyptians.                                                                                                                                                                                      |
| <b>Year 4</b> | <b>Europe &amp; Tourism</b><br>In this unit, children will build on their learning from Year 3 to deepen their location skills of cities, counties and countries of the UK and the continents of the world. Children will explore Europe in detail, applying their atlas skills to discover the physical features that surround Europe, and how countries within it are grouped into the European Union and how this might affect trade and travel. Children will learn about tourism and will discuss the advantages and disadvantage of this human geographical process. They will make comparisons between London and Rome, identifying the human and physical geographical features that make them popular tourist destinations. This leads into their History learning on Roman Britain. | <b>Rainforests</b><br>In this unit, children will build on their prior learning of climate zones and continents. They will use their atlas skills to locate the world's rainforests and make links between climate zones, latitude and proximity to oceans. Children will learn about the layers of the rainforest, the types of animals adapted to inhabit in each layer and how rainforests link to the water cycle and climate change. Children will learn about the various resources that rainforests provide and the impact of resource extraction has had on rainforests and climate change. Children will make comparisons between the Amazon rainforest and a local forest (Chesham Bois Wood) during fieldwork tasks.                                                                                                            |
| <b>Year 5</b> | <b>Rivers</b><br>In this unit, children will recall the process of the water cycle to show their understanding of where water comes from. Children will be able to identify the features and the course of a river and explain how rivers are formed. They will be able to identify and main rivers of the UK and the world, such as The River Nile. This will lead into the children applying their knowledge of the features of rivers to explaining how flooding occurs and the impact this can have on geographical features. Children will be able to build on their geography knowledge by explain why settlements develop in certain locations. In this unit, children will be able to apply their learning and use this to carry out a geographical enquiry of The River Chess.       | <b>Mountains</b><br>In this unit, children will recall the continents, oceans and seas of the world and pinpoint specifically to Greece as a link into their history topic of the Ancient Greeks. Children will focus on the formation of mountains and understand the features of mountains and use their atlas skills to locate the main mountains in the UK and around the world. They will discuss the significance of mountains and changes that occur over time, focusing on the human geography. Children will be able to explain where and why settlements develop in certain locations, using their understanding of mountains to support their understanding. In this unit, children will make links with their STEM lesson to understand the process of the water cycle which will support their next geography unit on rivers. |
| <b>Year 6</b> | <b>Human Impact - Climate Change</b><br>In this unit, children will define 'human impact', with a focus on pollution and climate change. Children will identify the different types of pollution and their causes. They will explore how fossil fuels, global warming and climate change are linked via cause and effect. Children will learn about how climate change can be reduced and how they can have a positive impact on their environment. They will complete independent research on a famous person who has had a positive impact on climate and the environment.                                                                                                                                                                                                                  | <b>Volcanoes and Earthquakes</b><br>In this unit, children will learn about the structure of the Earth and use their atlas skills to locate volcanoes and earthquake sites with respect to tectonic plate margins. Children will learn about the key features of a volcano and develop an understanding of the different types of volcanoes. They will explore why some settlements might exist close to volcanoes. Children will learn about the causes and impact of earthquakes on human settlements and physical processes.                                                                                                                                                                                                                                                                                                            |