

Crich Junior School



Geography

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



Introduction

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” - *Barak Obama*

Geography is an essential part of the curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use maps, charts and other geographical data efficiently. The opportunities for the children to carry out geographical enquiry are also valuable.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims

The aims of geography are:

- To stimulate children’s interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children’s knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what ‘global citizenship’ means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people’s experiences and knowledge.

Intent

We offer a structure and sequence of lessons within each unit of work to ensure that pupils have covered the skills required to meet the aims of the national curriculum. Topic content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Our curriculum allows opportunities for investigating places around the world as well as physical and human processes. Lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, problem solving, challenge and variety to ensure interest and progress in the subject.

Geography subject specific characteristics, which we expect the children to demonstrate are:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation

Throughout KS2, children are taught in mixed age (of two-year groups) or single age classes. The Geography curriculum is delivered through our constantly challenging and engaging creative curriculum. All national curriculum requirements are met within a four year rolling programme.

Using the National Curriculum as a basis, strong links are made to our rural environment and children are encouraged to develop an awareness and appreciation of the world around them, and their responsibilities towards it. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across the key stage and children are given a range of opportunities to experience geography through practical engaging tasks beyond the classroom. The local area is utilised to achieve desired outcomes (such as local farm visits and walks along the parish boundary). Our on-site outdoor learning provision is utilised by all year groups as a subject in its own right as well as maximising cross-curricular opportunities. Children will access a range of resources, as well as first hand experiences and fieldwork, to acquire learning through atlases, maps, globes, digital technology, books, photographs, Google Earth maps and satellite view, using a range of secondary resources including our knowledge organisers, to develop their knowledge and understanding.

Impact

We believe that the impact of delivering our ever-changing creative curriculum is that geography learning is loved by pupils across school. Teachers have high expectations and quality evidence can be seen in the children's books and subject portfolio, developed by our subject ambassadors. All children will use geographical vocabulary accurately and understand the different strands of geography, developing a solid understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Geography Curriculum Planning

At Crich Junior School geography is taught through a topic based approach as part of our creative curriculum. Topics are designed to engage and excite all our learners and ensure that all aspects of the curriculum are taught over a four year programme.

Progress, Achievement & Assessment

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning, an example of this being where pupils are encouraged to tell teachers what they want to learn about within a topic. A range of Assessment for Learning strategies are used, for example peer marking and self assessments. Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve. We also look back at prior learning with questioning, quizzes and post-it notes to see if they remember what they have learnt. Children and adults are also able to recognise the progress being made by regular discussions with teachers.

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback and marking is given to the children as soon as possible.

Spiritual, Moral, Social and Cultural Development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment, for example, building a new road or the new houses being built in and around Crich and the effects these could have on the surrounding area.

Social development: Through helping pupils to understand the need to consider views of others when discussing localities, settlements and the environment. Working on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages teamwork, making the most of different strengths and interests within a group.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

We want our children to care about: sustainability, climate change, pollution and fairtrade through learning, recycling, saving energy etc.

LKS2

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding, recognising and identifying key physical and human geographical features.

Children can:

locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;

name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;

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;

use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

UKS2

Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are inter-dependent and how they bring about spatial variation and change over time.

Children can:

use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;

use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

	LKS2	UKS2
Place Knowledge	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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>Children can:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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>Children can:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Human and Physical Geography

	LKS2	UKS2
Geographical Skills and Fieldwork	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Geography Overview - 4 Year Rolling Programme

	Term 1	Term 2	Term 3
First Year	Climate Change	Energy	Fairtrade
Second Year	Rainforests and Biomes	South America	North America
Third Year	London	Europe	Features of The UK Immigration to Britain
Fourth Year	Rivers	Mountains	Mapping Crich Local Study

Geography Against National Curriculum- 4 Year Rolling Programme

National Curriculum Programme of Study	First Year			Second Year			Third Year			Fourth Year		
	Climate Change	Energy	Fairtrade	Rainforests Biomes	South America	North America	London/UK	Europe	Immigration to Britain	Rivers	Mountains	Mapping Local Study
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)							✓	✓			✓	✓
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			✓		✓	✓	✓					
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle							✓			✓	✓	
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		✓	✓				✓				✓	✓
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.												✓

Rolling Programme - First Year

	Topics Covered:	Key questions answered:
Term 1	<p>Climate Change</p> <p>What is the ozone layer and why is it important? Reflect on significant changes in buildings, trade and population, recognising the consequences of neglecting climate change. Understand the reasons behind people's passionate advocacy for addressing climate change and acknowledge the Earth's temperature regulation through the 'greenhouse effect', grasping the human contribution to greenhouse gas emissions, leading to climate change. Consider the importance of being concerned about the accumulation of greenhouse gases and their impact on the environment. Conduct research to learn more about influential climate activists, such as Greta Thunberg, and understand their efforts to raise awareness and drive action on climate-related issues. By delving into these topics, develop a holistic understanding of the interconnectedness between human activities, climate change and the need for proactive environmental stewardship.</p>	<p>What do we mean by climate change?</p> <p>What is the ozone layer and why is it important?</p> <p>What do we mean by greenhouse gases and why is it important to know about them?</p> <p>What has been the impact of climate change on our world to date?</p> <p>Who is Greta Thunberg and why is she associated with climate change?</p>
Term 2	<p>Energy</p> <p>Dive into the understanding of nuclear and coal-powered energy, exploring which countries possess natural energy resources during this unit. Investigate the process of generating electricity through generators, which can be fueled by various energy sources. Recognise that electrical energy is versatile, converting into different forms such as heat, light, sound or movement. Examine the pros and cons of renewable energy sources, including hydropower and solar panels and explore the concept of 'green' jobs associated with environmentally friendly practices. Gain insights into the process of transforming fossil fuels into energy, recognising the implications of various energy choices on the environment and sustainability.</p>	<p>How important is electricity for homes and industry?</p> <p>How do we generate power in the UK?</p> <p>What do we mean by alternative or renewable energy?</p> <p>What do we mean by fossil fuel?</p> <p>Who are the people that work in the energy industry?</p>
Term 3	<p>Fairtrade</p> <p>Explore how different countries trade with each other and why Brexit was important to all of us during this unit. Understand what people mean by Fairtrade and learn which countries suffer if there is not a culture of Fairtrade. Look at a variety of labels to explore where products came from and find out where the raw product originated. Explore the historical context and transformation of the term 'third world country' into the current usage of 'developing countries'. Investigate the reasons behind countries engaging in both exporting and importing goods, and analyse the advantages and disadvantages for all parties involved. Consider the possibility of doing more to address exploitation in trade relationships.</p>	<p>Where do the goods on our supermarket shelves come from?</p> <p>What do we understand by Fairtrade and why do we need an organisation like Fairtrade Foundation?</p> <p>Which countries are exploited and can we locate them on a world map?</p> <p>What do we mean by export and import?</p> <p>Why should we consider boycotting buying some goods and would that be sensible?</p>

Rolling Programme - Second Year

	Topics Covered:	Key questions answered:
Term 1	<p>Biomes</p> <p>In this unit, pinpoint locations worldwide where different biomes exist. Describe the climates prevalent in these areas and investigate the diverse species that inhabit them. Study the distinct layers of rainforests, including the canopy, emergent, understory and forest floor, and explore various biomes such as tundras, deserts, savannahs, rainforests and woodlands. Learn about rainforests, characterised by tall and dense forests with ample annual rainfall. Understand the unique conditions of the tundra biome, featuring cold and icy landscapes for most of the year, with a brief period of growth followed by challenging conditions that demand special adaptations for survival among plants and animals in the region.</p> <p>Rainforests</p> <p>Embark on a journey to discover the global distribution of rainforests and delve into their key features. Explore the importance of protecting these ecosystems, and utilise tools like Google Earth to pinpoint specific rainforests worldwide and study the unique and sustainable ways of life among the people who inhabit them. Learn about the crucial role rainforests play in our lives and the severe consequences of deforestation, with far-reaching negative impacts on the entire planet. Delve into the rich biodiversity of rainforests, including the Amazon basin, and examine the threats faced by numerous species due to hunting and habitat destruction.</p>	<p>What are different types of biomes and what creates them?</p> <p>What are the main features of a rainforest?</p> <p>What are the main features of tundras and deserts?</p> <p>Where are the different regions in the world where different biomes exist?</p> <p>Can you carry out an in-depth study of a type of biome and present findings to others in the class?</p> <p>Can a rainforest be described as a biome?</p> <p>Where are the world’s most famous rainforests?</p> <p>What are the main features associated with rainforests?</p> <p>Why is it important for us to protect the rainforests?</p> <p>Which creatures are endangered if we do nothing?</p>
Term 2	<p>South America</p> <p>In this unit, explore the physical features of the Amazon River, the Andes, and the Pampas in South America. Investigate capital cities, languages, currencies, populations, and flags of South American countries. Follow the course of the Amazon River and provide explanations based on your findings. Focus on specific human features within Brazil, including landmarks like 'The Redeemer,' and understand how South America is divided into five time zones. Additionally, delve into the controversial issue of street children in Brazil and the challenges faced by these children. Explore the plight of vulnerable children in the region, shedding light on social issues and possible solutions.</p>	<p>What are the names of and key features of South American countries?</p> <p>What can we learn about the physical and human features of Brazil?</p> <p>Which other South American country fascinates you most?</p> <p>How do time zones work in South America?</p> <p>What do we know about the lives of ‘street children’?</p>

Rolling Programme - Second Year

	Topics Covered:	Key questions answered:
Term 3	<p>North America</p> <p>In this unit, use a map of North America to identify countries, capitals, main rivers and mountain ranges. Focus on understanding longitude and latitude coordinates of different states and explore the concept of time zones in the United States, including the Pacific, Mountain, Central and Eastern time zones. Compare these time zones with those in the UK, considering how they affect daily life and communication. Discuss why the USA has become one of the world's most attractive places to live, considering factors such as economic opportunities, cultural diversity and quality of life. Investigate the natural resources in the USA, including gold and oil, and understand their impact on the country's development. Learn about immigration to the USA and how immigrants have shown courage and adaptability in building a new life, contributing to an innovative and diverse culture. Explore the history and culture of Indigenous people in the United States, commonly referred to as Native Americans, American Indians, or First Americans, recognising their rich heritage and contributions to the nation's history.</p>	<p>Where are all the North American countries located?</p> <p>What are the USA's key features, including human and physical issues?</p> <p>What do we know about how the USA's natural resources helped it to be one of the world's most wealthy and powerful countries?</p> <p>How does life in Mexico differ to that in the USA?</p> <p>Why did immigration play a key part in the development of the USA?</p>

Rolling Programme - Third Year

	Topics Covered:	Key questions answered:
Term 1	<p>Features of the UK</p> <p>Understand the distinctions between the UK, Great Britain and the British Isles, utilising maps to identify various counties and highlighting the names of significant cities, towns or specific features they possess. Delve into the advantages and disadvantages of living in rural versus urban environments, considering the unique features of the United Kingdom.</p> <p>London</p> <p>In this unit, grasp the concept of a capital city and familiarise yourself with the key features of London. Explore the names and purposes of several famous buildings in the city and understand the commonality of major cities being situated near rivers. Recognise that while capitals are typically sizable, they may not always be the largest city in their respective countries.</p>	<p>What is a county, and can I locate some of the UK's main ones on a UK map?</p> <p>What are the differences between the UK, Great Britain and the British Isles?</p> <p>What are the main differences between urban and rural locations in the UK?</p> <p>What are the main features of Norden and Rochdale?</p> <p>Which are the main holiday destinations in the UK?</p> <p>Where is London located and how accessible is it?</p> <p>What does it mean to be a capital city?</p> <p>How important is the transport system that serves London?</p> <p>Which are London and the UK's significant buildings?</p> <p>Which main geographical features supported London's growth?</p>
Term 2	<p>Europe</p> <p>Locate the Mediterranean on a map and globe and know which countries are on the Mediterranean coast during this unit. Consider the climate of the UK and that of the Mediterranean each month and why it is a common holiday destination. Consider similarities and differences of food, language, lifestyle and jobs.</p>	<p>Where exactly is the Mediterranean?</p> <p>Which countries border the Mediterranean Sea and what do we know about them?</p> <p>How do the human and physical features of the UK differ from those of Mediterranean countries?</p> <p>How can we compare and contrast a Mediterranean holiday resort with one in the UK?</p> <p>What is Brexit and why is it important to know about it?</p>
Term 3	<p>Immigration to Britain</p> <p>In this unit, delve into the impact of the British Empire on immigration to Britain, understanding the historical context and the jobs that many immigrants sought upon arrival. Explore the significant role immigrants have played in shaping Britain's economy and its global connections, with a specific focus on sectors like the NHS, taxi driving and heavy industry. Analyse data on ethnic minority representation in these industries, creating data-driven graphs to visually represent patterns and trends. Investigate the reasons why people from diverse backgrounds are drawn to the UK, considering economic opportunities, cultural factors and historical ties. By exploring these aspects, gain insights into the multifaceted influence of immigration on the social, economic and cultural fabric of Britain.</p>	<p>For how long have people been migrating to Britain and why?</p> <p>Which industries and jobs were people attracted to in Britain?</p> <p>How has immigration to Britain changed over the years?</p> <p>What is so controversial about the Windrush generation?</p> <p>Why are many British people anti-immigration?</p>

Rolling Programme - Fourth Year

	Topics Covered:	Key questions answered:
Term 1	<p>Rivers</p> <p>In this unit, familiarise yourself with the names and locations of many of the UK's longest rivers, recognising that these rivers often originate in highland areas. Investigate how rivers naturally flow into the sea, with the point of entry referred to as the estuary. Understand the historical connection between major cities and rivers, noting that settlements were typically established near water sources due to limited transportation options and the necessity for access to drinking water and food. Explore the water cycle, delving into the stages of evaporation, condensation, precipitation and collection. Additionally, study the formation of natural features such as rapids, waterfalls and valleys, gaining an understanding of the geological processes shaping landscapes.</p>	<p>What are the main features of a river?</p> <p>What is the water cycle and why it is so important?</p> <p>What are the features of the upper, middle and lower courses of a river?</p> <p>Why have so many cities been established close to a river?</p> <p>How would you carry out a river study?</p>
Term 2	<p>Mountains</p> <p>What are tectonic plates? How are mountains formed? Explore these questions and more during this unit. Use maps to locate world-famous mountain regions, and contrast between your home area and a well-known UK mountainous region, such as Snowdonia. Explore relief maps and create a 3D model recreation of your immediate area. Find out the causes of earthquakes, tsunamis and volcanoes, and consider the devastation and damage that is often inflicted on the immediate area.</p>	<p>What lays beneath our feet?</p> <p>How can a relief map be transformed into a model?</p> <p>Which are the best-known mountains in the UK and the rest of the world?</p> <p>What causes an earthquake?</p> <p>What causes a volcano?</p>
Term 3	<p>Mapping</p> <p>Learn what Digimap is and use it to know more about our area, and use Google Earth to help us know more about the Earth's continent in this unit. Dive into ordnance survey maps, deciphering the symbols used, and develop an understanding of their details. Practice using six-figure grid references to pinpoint specific locations and create your own maps. Additionally, explore the necessity for different time zones across the world, understanding how the Earth's rotation influences the division of time.</p> <p>Local Study</p> <p>Learn about Crich and the surrounding areas including heritage sites of Cromford Mill and Derwent Valley Mills (World heritage sites). Learn about planning routes and look at the growth of Crich through comparison of maps through the ages.</p>	<p>What is Digimap and how can it be used to help find out more about the local area?</p> <p>How can Google Earth help to find out more about the world and its continents?</p> <p>What are Ordnance Survey maps and what do the symbols stand for?</p> <p>How can I use six-figure grid references?</p> <p>Why do we have time zones and how do they work?</p> <p>Where in the world is Crich?</p> <p>How has Crich grown over the years and what's next?</p> <p>What are the industrial links to our local area?</p>