

Years 3 and 4

Key Knowledge – Factual information that children will acquire in the topic

Skills Progression – the building of key skills that children will develop as they go through the year groups and through the topic

Rationale – to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

Subject Intent Statement

Our Geography Curriculum will inspire children to have a life-long curiosity and fascination about the world we live in; the people, places, resources, natural and human environments, and physical and human processes. Teaching in the Mid-Essex Primary Schools ensures that children fully understand the interaction and impact both human and physical processes have on the Earth, and can have upon each other, but also on the ever-changing formation and evolution of different landscapes and natural environments. The children will also learn vital geographical knowledge, skills to analyse, and how to further reflect upon and develop their critical thinking, understanding and love of this subject. Within our schools, we provide opportunities to collect, analyse and communicate a range of data, interpret a range of sources of geographical data such as maps, and to obtain contextual knowledge of a range of global locations, including both terrestrial and marine. We aim to instil heartfelt compassion and respect in our pupils around different cultures, countries and the environment. We aim to encourage our children to have courageous optimism in gathering their knowledge and skills and boundless creativity in applying this into their learning today, and their lives beyond.

Topic	Key Knowledge	Skills Progression	Rationale
Rainforests	<ul style="list-style-type: none"> To locate the equator, tropics of cancer and Capricorn and rainforests on a map To understand the climate and structure of the rainforest To look at the plants and animals that live and grow in the rainforest To learn about the lives of indigenous tribes of the Amazon To learn about deforestation and the effects it is having To learn about the water cycle To learn about volcanoes and earthquakes 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Identify the position and significance of Equator, north and south hemisphere and the tropics of cancer and Capricorn <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. <p>Human and physical Geography</p> <ul style="list-style-type: none"> Physical Geography including looking at rivers and the water cycle with a brief introduction into volcanoes and earthquakes linking to science topic. Types of settlements in Early Britain linked to History. Why did settlers choose to settle there? <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital and computer mapping (Google Earth) to locate countries and describe features studied. 	<ul style="list-style-type: none"> We teach this topic to ensure that the pupils understand the differences in hemispheres around the world. Additionally, that they gain an understanding of how indigenous tribes lead their lives in such a different environment compared to the environment in which our children live in. Teaching the pupils about deforestation is paramount to them understanding about the effects that this has on the planet. This unit lends itself to boundless creativity and courageous optimism as pupils understand how human actions can impact our planet. It will hopefully inspire them to be courageous advocates of change in our society. The unit compares the UK to an area in South America before comparing to an area in North America in Upper Key Stage 2 This unit is taught in the Autumn Term as it fits in with the English texts 'The Great Kapok Tree' and 'Mama Miti. Wangari Maathai and the Trees of Kenya' and is an inspirational way to start the year.
Prehistoric world	<ul style="list-style-type: none"> Locate the UK on map and name the four countries and their capital cities Look at what cave men were really like and discover what it would have been like to live in those times Examine the types of homes people used to live in, what they ate and how they farmed 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate and name the countries making up the British Isles and their capital cities. <p>Human and physical Geography</p> <ul style="list-style-type: none"> Investigate the type of early settlements and explore why early settlers would choose these locations. 	<ul style="list-style-type: none"> We teach this topic in order that our pupils have a sound understanding of the countries and capital cities that are in the UK. It helps children to understand how land and geography can change over time. This unit allows children to compare land over time, encouraging them to be courageously

	<ul style="list-style-type: none"> ● Explore why historical artefacts are important and how we can use them to help us discover information about past settlements ● What and where is Stonehenge? 	<ul style="list-style-type: none"> ● To investigate types of settlements in different periods of Britain including modern Britain. ● To investigate human geography including trade links in pre-roman Britain. 	<p>optimistic. It also teaches them how the past influences our lives today.</p> <ul style="list-style-type: none"> ● The unit is taught in the Spring Term alongside the prehistoric world history unit.
<p>We came we saw we conquered (The Romans)</p>	<ul style="list-style-type: none"> ● To investigate who were the Romans and where did they come from? ● Locate Italy and Rome on a map/ globe ● To look at where else did the Romans go? Where did they conquer? Plot their route on a map. ● To find out about Boudicca's life – where did she live, how did she live, why was she important? ● To investigate what did the Romans do for us? Look at how Romans have influenced our architecture, buildings, roads, language, art, sanitation, irrigation, calendar, towns, food and drink. ● To research Hadrian's Wall – locate it on a map. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> ● To locate and name some of the main counties and cities around Essex and how their names originated. EG: Colchester. <p>Place knowledge</p> <ul style="list-style-type: none"> ● Compare a region of the UK with a place in Europe (Normandy and Rome) <p>Human and physical Geography</p> <ul style="list-style-type: none"> ● To investigate human geography including trade links in pre-Roman and Roman Britain. ● Compare the physical Geography of Italy and Britain including climate and agriculture. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● Use maps of Roman Britain and modern Britain to compare and contrast. ● To find Rome and the UK on a world map. 	<ul style="list-style-type: none"> ● There is a clear link with the geography and history in this unit, many of the lessons and geographical skills taught enable pupils to fully immerse themselves in the topic to enable them to picture what the places were like then and now. ● The schools within the Trust are close to many old Roman settlements and this topic helps them to appreciate what features of their local area would have appealed to settlers and invaders a long time ago. ● The topic builds upon previous geographical skills of comparing locations by comparing locations in the past and present. It therefore works well in the Summer Term.