

Year 3, 4 and 5 Geography Curriculum 2023-2024 Opening Worlds

During this academic year (2023-2024) years 3, 4 and 5 are following the Opening Worlds Year 3 content, as this is the foundation for all the Opening Worlds content that follows. The children are receiving an hour geography session every week. Additionally to this, each class takes part in an assortment of geography focussed trips and fieldwork, both in the local area and within the school grounds.

Examples:

Year 3 and 4 – Potentially Dartmoor (links to rivers, settlements, agriculture) Eden Project (links to climate and biomes).

Year 5 - Dittisham, 5 for 5. Both incorporating map skills and compass work within the local area.

When the current Year 5 goes into Year 6, we will adjust the curriculum to ensure they have met the NC until the full Opening Worlds curriculum rolls out as the current Year 3 move through.

Disciplinary Focus	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual World Knowledge	Geographical Understanding	Geographical enquiry and skills	Rationale
<p>Rivers</p> <p><i>How do rivers, people and land affect each other?</i></p> <p>Interaction</p>	<ol style="list-style-type: none"> 1. What have mountains got to do with rivers? (Focus on River Indus) 2. How does the River Indus change? 3. How do rivers get their water? 4. How does a river shape the land? – the young river 5. How does a river shape the land? – the mature river 6. What makes the River Severn special in Britain? <p>Synoptic task: How do rivers, people and land affect each other?</p>	<p>Mountain, Tibet, mountain range, Himalayas, stream, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan, riverbed, turbulent, course, river, levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro-electric power, parched, palla, province, Sindh, Delicacy revive, natural flow, migrate, spring, source, Earth, atmosphere, state, solid liquid, gas, water vapour, water cycle, evaporates, evaporation, condenses, surface runoff, ground water, transpiration, erosion, erodes, particles, load, deposits, deposition, upper course, V-shaped, valley, spurs, mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves, Welsh, River Severn, Wales, Shrewsbury, cattle, salmon, streamlined, bore, Gloucester, tide, curlews, sandpipers, mud flats, conservation, pollute, pollution.</p>	<p>Where is the River Indus?</p> <p>What is the use of the River Indus?</p> <p>What are some of the environmental challenges faced by the River Indus?</p> <p>Where is the River Severn?</p> <p>What is the wildlife in the River Severn?</p>	<p>How do rivers get their water?</p> <p>How do rivers shape the land?</p> <p>How do farmers use rivers to benefit their land?</p> <p>Why do we need to protect the River Severn?</p> <p>How do rivers, people and land affect each other?</p>	<p>Using maps and looking carefully at photographs to learn about places. There is also an opportunity to introduce use of atlases/globes.</p>	<p>This introduces the physical geography topic of rivers. It builds on the basic understanding of some landscape features established in KS1 (mountain, river, ocean, valley) and creates a framework for more detailed understanding of river landforms and processes that will develop through KS2 and into KS3.</p> <p>We will focus on two key case studies of major rivers: 1) The River Indus in South Asia and 2) The River Severn in the UK. The River Indus may be familiar if there are students in your class of a South Asian heritage and, if not, then studying it will expand students' horizons and understandings of place. We will return to both Wales and South Asia all the way through KS2, helping students to build a rich and multi-themed understanding of those parts of the world. Another reason for the choice of the Indus is the links with History, as we will study the Indus Valley civilisation in Year 3 Spring 1, building on knowledge gained about life in the Nile Valley in History this term. Thus we start to build children's understanding of the important role of rivers in human settlement, agriculture and development, across time and space.</p>
<p>Mountains</p> <p><i>How do mountains and people affect each other?</i></p>	<ol style="list-style-type: none"> 1. What is a mountain? 2. What is a mountain range and where are some of the highest mountain ranges? 3. Why do people live on mountains? 4. What is it like living in 	<p>Hill, mountain, Ben Nevis, mountainous, regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces, summit, Alps, adapted, Andes, terraced farming, mountain pass, Cairngorms, Highlands, trek, valleys, Lake District, Pennines, Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level, temperature.</p>	<p>What is a mountain?</p> <p>What is a mountain range and where are some of the highest mountain ranges?</p> <p>What is it like living in</p>	<p>Why do people live on mountains?</p> <p>How does the weather/temperature change as you climb up</p>	<p>For our geographical skills focus, we will be spending lots of time looking at ground photographs (photos taken from</p>	<p>In this unit, we continue to build children's understandings of physical geography through the theme of landscapes and processes. This follows on from learning about rivers in Autumn 1. This unit is also an opportunity to broaden children's understanding of the world as Ermington is not close to a mountain and children perhaps have not have visited a mountainous area previously. We'll also use this unit to build children's locational framework within the UK in terms of areas of high land and mountains.</p>

<p>Interaction</p>	<p>the Andes? 5. What mountain ranges are there in the UK? 6. How does the weather/temperature change as you climb up Snowdon? Synoptic task: How do mountains and people affect each other?</p>		<p>the Andes? What mountain ranges are there in the UK?</p>	<p>Snowdon? How do mountains and people affect each other?</p>	<p>the ground rather than from the air or space), we'll introduce thematic maps (in this case a relief map) and we'll reinforce the use of 4-point compass directions.</p>	
<p>Settlements and cities <i>How are settlements similar and different</i> Diversity</p>	<p>1. What is a settlement? 2. What is a village? 3. What is a town? 4. What is a city? 5. Why is London and urban settlement? 6. How is Cardiff, an urban settlement, different to London? Synoptic task: How would you describe these settlements?</p>	<p>Settlement, hamlet, farmstead, village, rural, inhabitants, church, village, green, post office, small shops, primary school, pub, village hall, secondary school, facilities, railway station, urban settlement, adapt, coastal town, market, town, city, university, large hospitals, cathedral, airport, sprawling, urban sprawl, boroughs, Londoners, Tube, Underground, Cycle lanes, conurbation, flats, Cardiff, capital city, Taff, businesses, connect.</p>	<p>What is a settlement? What is a village? What is a town? What is a city?</p>	<p>Why is London and urban settlement? How is Cardiff, an urban settlement, different to London? How would you describe these settlements?</p>	<p>For our geographical skills focus, we will be spending lots of time looking at ground photographs of different settlements. We will also observe and annotate maps of settlements which will help us to identify the type of settlement.</p>	<p>In this unit, we recap KS1 geography. We recap countries and capital cities of the UK and continents of the world. We then broaden this understanding by focussing on settlements within the UK, starting very small with hamlets and broadening to cities. This will provide the children with a sense of scale and diversity within the UK. This unit will also provide the children with a deeper understanding of the area they live in. Ermington and the local area are made up of many hamlets, villages and towns. The children will be able to identify, name and compare the local area using these geographical terms. In this unit, the children will also increase their local scale to cities, which will support the unit 'North and South America' in Year 5, when they learn about megacities. Misconceptions will be addressed, especially that a city is not just based on its size. Many cities around the UK will be named and observed through pictures and videos. At the end of the unit, the learning will move from rural settlements to urban settlements, specifically looking at London and Cardiff. So far in this year of geography, the children have learnt about physical and human geography within Britain– River Severn, Snowdon, Ben Nevis, Thames, London, Cardiff and rural settlements in the UK.</p>
<p>Agriculture <i>How are we connected to farmers?</i> Interaction</p>	<p>1. What is agriculture? 2. What is arable farming? 3. What is pastoral farming? 4. How does farming change the landscape? 5. How does our food affect farming? 6. Why is sheep farming so prevalent in Wales?</p>	<p>Agriculture, processed, distributed, arable farming, pastoral farming, mixed farming, growing season, harvest, ripen, growing season, plough, graze, grazing, dairy farmers, manure, marshlands forests, hedges, yield, fertilisers, pesticides, organic food, seasonal food, Local food, vegetarian, vegans, flocks sheepdogs, Shorn, wool.</p>	<p>What is agriculture? What is arable farming? What is pastoral farming?</p>	<p>How does farming change the landscape? How does our food affect farming? Why is sheep farming so prevalent in</p>	<p>Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</p>	<p>In this unit we focus on:</p> <ul style="list-style-type: none"> • Arable farming, pastoral farming, mixed farming, how farming changes the landscape. • How the food we eat affects farming. This links nicely to fish farming and builds on fish farming in Indus River (Y3 Autumn 1). • Sheep farming in Wales - Snowdonia. <p>This unit revisits previous locations -: Wales, Snowdonia, Gloucestershire This unit introduces a new UK location: Sussex</p>

	Synoptic task: How are we connected to farms and farmers?			Wales? How are we connected to farms and farmers?		
Volcanoes <i>How do volcanoes affect a place?</i> Interaction	<ol style="list-style-type: none"> 1. What is below the Earth's crust? 2. What happens when a volcano erupts? 3. How are volcanoes formed? 4. What are active, dormant and extinct volcanoes? 5. Where and what is Mount Etna? 6. Why do people choose to be near a dangerous volcano? Synoptic task: How do volcanoes affect a place?	Surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron, melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent, magma chamber, composite, shield, Mount Etna, supervolcano, secondary vents, volcanic bombs, solidify, Mount Bromo, crater, active volcano, dormant, extinct, flow, lava flows, mudflows, pyroclastic flows, smother, clog, disrupt, plumes, Sicily, destructive, endangered, enrich, citrus, fruits, explosives, divert, evacuated, geologist.	What is below the Earth's crust? What happens when a volcano erupts? How are volcanoes formed? What are active, dormant and extinct volcanoes? Where and what is Mount Etna?	Why do people choose to be near a dangerous volcano? How do volcanoes affect a place?	Using diagrams, describing distribution	<p>Earlier in the year the children focussed on familiar landscapes – rivers and coasts. They are now learning about an abstract process which is unfamiliar to them – volcanoes.</p> <p>This unit will also provide a good understanding of tectonic plates and their impact on the landscape, which will be required when learning about earthquakes in the next year's geography unit.</p>
Climate and biomes <i>How does the climate affect the way people live?</i> Interaction	<ol style="list-style-type: none"> 1. Where is Europe? What countries are in Europe and what oceans surround it? 2. What is climate? 3. How do oceans affect the climate of a place? 4. What is a biome? 5. What is a Mediterranean climate like? 6. What is a temperate climate like? Synoptic task: How does the climate affect a place and the way that people live?	Continent, oceans, Europe, Mediterranean Sea, Atlantic Ocean, Arctic Ocean, landlocked, weather, climate, Equator, latitude, tropical, polar, mild, currents, Gulf Stream, biomes, savanna, rainforest, tundra, Mediterranean climate, temperate, climate, temperature, seasons.	Where is Europe? What countries are in Europe and what oceans surround it? What is climate? What is a biome? What is a Mediterranean climate like? What is a temperate climate like?	How do oceans affect the climate of a place? How does the climate affect a place and the way that people live?	World map and key lines of latitude	<p>This unit will recap KS1 learning on the continents and oceans of the world. It will also recap using compass directions to describe the location of a place compared to another.</p> <p>This unit will enable the children to talk about the weather and climate of a place in terms of its latitude on the earth and its surrounding oceans. In Early Years the children will have used their senses to talk about the weather, but through this unit they can explain why the weather is as it is in different parts of the world.</p> <p>In the final lesson, there is a recap on seasons within the UK. This unit will allow the children to talk about the different seasons within the UK and why we do not have significant weather (very hot, very cold, very wet, very dry) as we are in a temperate climate.</p>