

**Geography at Shotley Bridge Primary School**

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| **Reception** |  | **Autumn 1/2** | **Spring 1/2** | **Summer 1/2** |
| **Topic** | **All about me!**  **Traditional tales** | **Polar regions**  **People who help us** | **The Farm**  **The great outdoors** |
| **Prior Learning** | * Children will have previously discussed what seasons are and how they affect the weather. * Children will have explored ‘Leafland’ (school grounds) on a weekly basis. | | |
| **Development matters** | * Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them. * Recognise some environments that are different to the one in which they live. | | |
| **Early learning goals** | * Know some similarities and differences between different cultures and communities in this country. * Describe their immediate environment using knowledge from observations, discussions, stories non-fiction texts and maps. * Explain some differences and similarities between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | |
| **Intended Learning** | **My Journey/My School**  Look at where we live, describe features we see.  Draw my route to school.  Explore the school grounds, look at features of our school environment.  Look at maps of local areas in Shotley Bridge, explore and discuss some of their features.  Discussing where we were born and where extended family live using world maps/ atlases.  **Autumn/ Winter: seasonal changes**  Exploring school grounds and observing seasonal changes in the Autumn/ Winter.  Exploring natural Autumnal resources in the tuff tray, asking questions and making/ drawing observations.  Explore hibernation and migration, look at contrasting environments/ animals around the world in Autumn.  Explore harvest time in the UK and farming at harvest time.  Observe seasonal weather changes.  Observe and explain decomposition of pumpkins    **World Festivals**  Explore festival origins/ celebrations across the world using a world map/ globe | **Winter/ Spring: seasonal changes**  Exploring school grounds and observing seasonal changes in Winter/ Spring.  Observe seasonal weather changes (e.g., ice)  Observe, question and draw spring plants/ spring growth.  Explore natural spring resources in tuff tray, asking questions and making/ drawing observations.  **Around the world**  Compare/ contrast our environment with polar regions.  Compare/ contrast, observe, draw and discuss animals native to polar regions.  Knowing where different animals come from.  **The UK outdoors**  Introduce London as the capital of England.  Name features around the UK (farm, beach, mountains and woodlands) | **Summer: seasonal changes**  Exploring school grounds and observing seasonal changes in the summer.  Observe, question and draw summer growth.  **The UK outdoors**  Explore, observe and identify UK minibeasts.  **Food and farming**  Exploring food from around the world using world maps and Google.  Compare and contrast food produce/ grown in different countries/ climates around the world. |
| **Key Vocabulary** | Shotley Bridge, autumn, winter | Antarctica, Arctic, globe | spring, summer |

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| **Year 1** |  | **Autumn 1/2** | **Spring 1/2** | **Summer 1/2** |
| **Topic** | **What is Shotley Bridge Primary School like?** | **What is Shotley Bridge Village like?** | **What is our country like?** |
| **Prior Learning** | Children will have been introduced to different versions of maps in Reception as well as creating their own. Children will have engaged in the outdoor environment in the EYFS. Children discuss the weather everyday as part of their morning routine. | Basic knowledge of the local area from Reception topic- Marvellous Me!  Local area walks in Reception when learning/ recapping maps. | Children have used basic maps and have talked about the address and location of the school in early units.  Weather discussion is continuous throughout the year in YR and Y1. |
| **National Curriculum Objectives** | **Human and physical geography**  Use basic geographical vocabulary to refer to key physical features and key human features.  **Human and physical geography**  Identify seasonal and daily weather patterns in the UK.  **Geographical skills and fieldwork**  To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | **Human and physical geography**  Use basic geographical vocabulary to refer to key physical features and key human features. | **Locational knowledge**  To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  **Human and physical geography**  Identify seasonal and daily weather patterns in the UK.  **Place knowledge**  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. |
| **Intended Learning** | To develop simple knowledge about their locality.  To develop basic locational knowledge related to their school and homes.  To sort physical and human features.  To observe weather throughout the year.  To consider how places make them feel.  To use aerial photographs and maps to inform investigation.  To use simple fieldwork and observational skills to measure and record features/ processes. | To develop knowledge of human and physical features in the locality.  To use directional and locational language to describe the location of features and routes followed on a map.  To look at how people use the local area.  To use a simple local map and map of the UK.  To use a map to follow a route.  To add to a basic map, make a map, collect and label field photographs, carry out a simple survey, make use of simple fieldwork information. | To develop their locational and place knowledge of the United Kingdom: the four countries which make them the United Kingdom, capital cities, names of the surrounding seas, key characteristics of the four countries.  To develop knowledge of weather as a physical process.  To identify daily weather patterns in the UK.  To know some of the similarities and differences of the UK.  To know how to use GIS, globes, a basic atlas and UK maps.  To record on their own map.  To continue observing daily weather patterns in the UK. |
| **Key Vocabulary** | School, home, buildings, location, village, town, map, weather, farm, house, Shotley Bridge | Near, far, left, right, local, soil, vegetation, farm, field, village, house, shop, office, road, map, restaurant | Earth, ocean, sea, port, harbour, coast, land, country, island, city, weather, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, Dublin, North Sea, Atlantic Sea, Atlantic Ocean, The Channel, Irish Sea, direction, North, South, East, West |

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| **Year 2** |  | **Autumn 1/2** | **Spring 1/2** | **Summer 1/2** |
| **Topic** | **Why is my world wonderful?** | **Hot and Cold … Wherever next!** | **What might we see on a holiday?** |
| **Prior Learning** | Children have looked at the location of the UK and the Earth from Space.  Prior knowledge on land mass (different names).  Names of the surrounding seas.  Knowledge on habitats (Science) | Children should be able to identify the continents and oceans of the world.  Children should have knowledge about the weather (Science). | Children should know and be able to locate the 7 continents and 5 oceans.  Children should know the location of the UK, the four countries of the UK and their locations.  Children should know the basic meaning of human geography and physical geography.  Children should know how to use a simple atlas/ map and use a four-point compass. |
| **National Curriculum Objectives** | **Locational knowledge**  To name and locate the world's seven continents and five oceans.  **Geographical skills and fieldwork**  To use maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  To use simple compass directions (N, S, E, W) and locational and directional language, to describe the location of features and routes on a map. | **Human and physical geography**  To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. | **Geographical skills and fieldwork**  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. |
| **Intended Learning** | What are the wonderful things in our world?  Where are we in this wonderful world? To locate the seven continents and five oceans.  Where are we in this wonderful world? To understand their school, town and country is in the European continent.  How are our continents divided up? To place continents on the world map.  Where are some of our wonderful, most amazing places in the world? To label landmarks  To understand North, South, East and West.  To know the names of major rivers and mountains of the world.  Identification of similarities/ differences.  To use simple maps, atlases and satellite images.  To use aerial photographs to recognise landmarks and basic physical features. | To develop knowledge on globally significant places: Poles and Equator, looking at their location and some of the basic defining physical and human characteristics.  To develop an understanding of some of the features of the weather in hot and cold areas of the world and their effects.  To use world maps of different types and globes to identify the continents, oceans, poles and Equator.  To use simple locational and directional language to describe features on different maps.  To use and label photographs of key features.  To use simple observational skills to study a physical feature- the weather- of their school’s environment. | To locate the world’s continents.  To locate the equator.  To locate the UK and its capitals.  Compare the human and physical geography of two small areas.  To use aerial photographs and atlases.  To devise a simple map.  To use simple compass direction to describe location of features on a map. |
| **Key Vocabulary** | Mountain, hill, valley, beach, cliff, coast, forest, vegetation, Earth, sea, land, Equator, river, city, continent, Europe, Asia, Africa, North America, South America, Oceania, Antarctica, ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean | Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West | Earth, ocean, sea, coast, land, country, island, city, weather, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, Dublin, North Sea, Atlantic Ocean, The Channel, Irish Sea, direction, North, South, East, West |

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| **Year 3** |  | **Autumn 1/2** | **Spring 1/2** | **Summer 1/2** |
| **Topic** | **Is the UK the same everywhere?** | **Why do we have cities?** | **Why is the Northeast special?** |
| **Prior Learning** | Children will build on prior knowledge of UK countries, capitals and surrounding seas from KS1.  Children will broaden their understanding on human and physical features in local areas.  This unit builds on the sense of place built in KS1 to look at the location in terms of region and county.  Basic map knowledge also extended. | Children will build on prior geographical knowledge of the UK capital cities and surrounding seas.  Children will build on compass directions and key human features. This unit allows recall of county knowledge from earlier in Y3. | Children build on prior knowledge of countries and capitals of the UK, UK towns and cities and county knowledge.  Children will recap basic human and physical features.  Knowledge should be built upon regional knowledge (different levels according to the children). |
| **National Curriculum Objectives** | **Locational knowledge**  To name and locate counties of the UK. Identifying human and physical characteristics and key topographical features. | **Locational knowledge**  To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time. | **Human and physical geography**  To 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. |
| **Intended Learning** | To develop locational knowledge of the United Kingdom to include countries, major towns/ cities, physical features, some human features.  To recognise key topographical features of the UK including physical features such as hills, mountains, coasts and rivers.  To contrast places in the UK: physical features in different parts of the country and differences in weather.  To use and understand satellite images, political organisations map, atlas maps of the UK, use of OS maps.  To add detail to a base map using OS maps with symbols and four figure grid references.  Annotate photographs, base maps, satellite images.  To summarise new knowledge and its sources.  To create fact files and simple factual accounts. | To know the name of the major cities in the UK and the difference between a town and city.  To know the key features of a city.  To look at how cities in the UK differ (both in the UK and globally).  To know how places become cities and what happens there.  To know the impact cities, have on people and the physical environment.  To use maps, atlases, photographs and information to gather information. | To develop their knowledge of human physical geography by looking in depth at one region of the UK: The Northeast of the UK.  To identify the region and component counties on maps across a variety of scales.  To identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour and beach in the region.  To know what is made in certain regions: economic activity.  To develop knowledge of the varied human and physical geography of the region.  To use geographical information from OS maps, information texts, photographs and fieldwork.  To develop their fieldwork knowledge via new methods of collection and undertaking fieldwork beyond the local area. |
| **Key Vocabulary** | United Kingdom, capital, country, county, region, landscape, landmark, river, mountain, climate, weather, vegetation, coastline, river, lake, peninsula, satellite image, symbol | Settlement, city, factory, office, shop, urban, rural, land use, environment, country, county, human, physical, population, inhabitant | Country, region, hills, river, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition, energy, power, transport, employment, resources |

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| **Year 4** |  | **Autumn 1/2** | **Spring 1/2** | **Summer 1/2** |
| **Topic** | **What can we discover about Europe?** | **Why does Italy shake, rattle and roar?** | **Local fieldwork** |
| **Prior Learning** | Children will build upon prior geographical knowledge in oceans and continents.  Children will build upon compass directions.  Children will recap elements of place knowledge- physical and human features and processes. | Children will already have covered Uk regions in Y3 Northeast unit of work.  Possibilities of previous learning- Tectonics may have been covered in science. Children may have some prior knowledge of the locations due to holidays. | Children will have previously explored Shotley Bridge as well as both human and physical features.  Children will have already used aerial maps to locate places.  Children will have followed/ devised a simple map. |
| **National Curriculum Objectives** | **Locational knowledge**  To locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | **Place knowledge**  To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | **Geographical skills and fieldwork**  To 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. |
| **Intended Learning** | To locate key countries, capitals and physical features in Europe.  To locate climate zones and introduce biomes.  To develop knowledge of differences across Europe: relief, climate, different biomes.  To develop use of atlas maps, thematic maps and GIS geographical information from research.  To annotate sketches/ photographs.  To describe places geographically. | To know the location of Italy; identifying and describing it and its regional key physical and human characteristics.  To understand geographical similarities and differences through the study of region in a European country.  To describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes.  To describe and understand types of human settlement and land use.  To gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW. | To collect data about the local area and be able to present this.  To understand and understand the similarities and differences to previous places studied.  To locate, name and label human and physical features. |
| **Key Vocabulary** | Biomes, settlement, country, Europe, continent, river, mountain, vegetation, earthquake, fjord, dense, sparse, population, trade, natural resource, city, landmark | Continent, Europe, country, Italy, population, coastline, bay, peninsula, tectonic plate, boundaries, volcano, earthquake, mountain range: Alps, Apennines, river: Po, Tiber | Human, physical, Shotley Bridge, village, data, resources |

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| **Year 5** |  | **Autumn 1/2** | **Spring 1/ 2** | **Summer 1/2** |
| **Topic** | **What shapes my world?** | **What do we find around the globe?** | **Where has our food come from?** |
| **Prior Learning** | Children will have already learnt the definition for: physical and human features, coastal processes, actions of rivers, knowledge of climate and weather variation in different parts of the UK and Europe. | Children will have already learnt the definitions for: pole, equator, hemisphere, compass direction, physical and human feature. | Observation of land use in earlier units: ks1 farms, factories.  Possible prior learning: land and types of work in the UK in Y3. Children may have looked at food in some PHSE or food and nutrition lessons. |
| **National Curriculum Objectives** | **Human and physical geography**  Describe and understand key aspects of physical geography and human geography. | **Human and physical geography**  Describe and understand key aspects of physical geography: including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. | **Geographical skills and fieldwork**  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. |
| **Intended Learning** | To know locations and places showing evidence of physical and human processes in shaping the landscape.  To understand that physical processes have shaped and continue to alter the landscape and affect the lives of people.  To use a variety of sources of geographical information: text, photographs, satellite images.  To annotate photographs, geographical descriptions of features and places using and referring to geographical resources when writing. | To understand physical geography at a global scale including climate zones and biomes.  To know local knowledge: longitude and latitude, equator and time zones.  To understand the interaction of climate with landscape and development.  To understand the role of climate in vegetation.  To work like a geographer using maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs.  To annotate and describe photographs. | To know land use patterns for farming in the UK and another area of the world.  To know the distribution of natural resources including food.  To know economic activity including food production.  To understand how growing and producing food affects the physical geography of a place.  To use information from maps, diagrams and information texts.  To look at possible, collect/measure and record data through fieldwork. Use basic presentation techniques. |
| **Key Vocabulary** | Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth’s crust, biome, vegetation, soil, impact | Longitude, latitude, meridian, tropics, time zone, biomes, vegetation, climate, habitat, UNESCO | Land use, farm, trade, resources, transport, UK, import, export, dairy, cereal, livestock, producer, distributer, origin, food waste, fair trade |

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| **Year 6** |  | **Autumn 1/2** | **Spring 1/2** | **Summer 1/2** |
| **Topic** | **Fantastic forests: Why are they so important?** | **Fieldwork** | **Destination Sao Paulo: What do places have in common?** |
| **Prior Learning** | Children have already learnt about vegetation, forest, tropics, biomes.  Children have knowledge on fieldwork- deciding a question, simple data collection and presentation. | This unit builds on the knowledge of the local area developed in KS1 and the fieldwork skills built throughout the key stages. | Children have already learnt about continents, equator and tropics, forest type, settlement and climate.  Local regional knowledge about landscape, settlement and other key human features. |
| **National Curriculum Objectives** | **Human and physical geography**  To describe and understand key aspects of physical geography and human geography. | **Geographical skills and fieldwork**  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. | **Human and physical geography**  To describe and understand key aspects of physical geography and human geography. |
| **Intended Learning** | To know environmental regions and key features of these areas: vegetation belts, types of forest, functions, locations.  To understand different types of forests, impact of human activity on vegetation, role of forests as a resource.  To use geographical information including satellite photographs, charts and information texts. | To know about human geography: types of settlement, human and physical features in the local area.  To use maps, observation, field sketch, graphs and digital technologies.  To set an enquiring question, design a data collection method, collecting, presenting and describing the data. | To know the key physical and human characteristics of a region of South America, world countries and cities.  To know the effects of settlement.  To understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.  To use different types of maps, graphs and information. Use of GIS for mapping and weather information. |
| **Key Vocabulary** | Vegetation, forest, biome, farming, natural resources, equator, tropics, continent, hemisphere, deforestation, deciduous, coniferous, temperature, tropical, plantation | Biomes, climate, zones, the equator, tropics, hemispheres, longitude, latitude, sub/tropical, | Settlement, housing, land use, site, shopping, services, primary data, secondary data, change, factory, mine, employment  terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban, urbanisation, population, pollution, flora/ fauna, vegetation, networks, minerals, energy |