



# Geography at Shotley Bridge Primary School



At Shotley Bridge Primary School we are...

Independent

Courageous

Kind

Inclusive

Honest

Conscientious

	Autumn	Spring	Summer
Reception	<p><b>My Journey/My School:</b> Explore using maps</p> <p><b>Autumn and Winter:</b> Explore seasonal changes</p> <p><b>World Festivals:</b> Explore origins and celebrations</p>	<p><b>Winter and Spring:</b> Explore and observe seasonal changes</p> <p><b>Around the World - Polar Regions:</b> Compare and contrast our environment with Polar environment</p> <p><b>The UK Outdoors:</b> Explore UK features</p>	<p><b>Summer:</b> Explore, observe, draw seasonal changes</p> <p><b>The UK Outdoors:</b> Explore, observe and identify UK minibeads</p> <p><b>Food and Farming:</b> Explore, compare and contrast foods from around the world</p>
Year 1	<p><b>What is Shotley Bridge Primary School like?</b></p> <p>Develop simple graphical language and knowledge when investigating their school and grounds</p>	<p><b>What is the weather like in The U.K.?</b></p> <p>Investigate weather patterns throughout different seasons in our country.</p>	<p><b>What is it like to live in Shanghai?</b></p> <p>Using a world map to start recognising continents, oceans and countries outside The U.K. with a focus on Asia.</p>
Year 2	<p><b>Would you prefer to live in a hot or a cold place?</b></p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally.</p>	<p><b>Why is our world wonderful?</b></p> <p>Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about our local area.</p>	<p><b>What is it like to live by the coast?</b></p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the U.K. with a focus on coastal regions.</p>
Year 3	<p><b>Why do people live near volcanoes?</b></p> <p>Children learn that the Earth is constructed in layers and the crust is divided into tectonic plates, while exploring the regions of the world in which volcanoes are found.</p>	<p><b>Who lives in Antarctica?</b></p> <p>Learning about how latitude and longitude link to climate and the physical and human features of the polar regions.</p>	<p><b>Are all settlements the same?</b></p> <p>Exploring different types of settlements, land use and the difference between urban and rural.</p>
Year 4	<p><b>Where does our food come from?</b></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world.</p>	<p><b>Why are rainforests important to us?</b></p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about threats to its natural resources.</p>	<p><b>What are rivers and how are they used?</b></p> <p>Learning about rivers and their place in the water cycle, the name and location of some of the world's key rivers and focussing on litter and pollution in a local marine environment.</p>
Year 5	<p><b>What is life like in The Alps?</b></p> <p>Considering the climate of mountain ranges and why people choose to visit The Alps, focussing on Innsbruck and how its leisure opportunities compare to our local region.</p>	<p><b>Why do oceans matter?</b></p> <p>Exploring the importance of our oceans and how they have changed over time, with a focus on The Great Barrier Reef, a regional river, and how litter affects our local waterways.</p>	<p><b>Would you like to live in the desert?</b></p> <p>Exploring hot desert biomes, learning about the physical features of deserts and how humans interact with these barren environments.</p>
Year 6	<p><b>Why does population change?</b></p> <p>Investigating why certain parts of the world are more populated than others, exploring birth and death rates and how climate change affects population sizes.</p>	<p><b>Where does our energy come from?</b></p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and how The U.K. differs with other parts of the world.</p>	<p><b>Can I carry out an independent fieldwork enquiry?</b></p> <p>Observing, measuring, recording and presenting children's own fieldwork study within Shotley Bridge.</p>