

Geography Learning – King Charles C of E Primary School - SHINE curriculum

Key Concept	Progression in Disciplinary Learning			
Investigate places	EYFS	<p><u>Autumn</u> Seasons Autumn/Winter</p> <ul style="list-style-type: none"> -Describe what they see, hear, and feel whilst outside. -Learning about our Environment and school Drawing class maps -Recognise some environments that are different to the one in which they live. Ghanaian Goldilocks 	<p><u>Spring</u> Seasons Winter/Spring</p> <ul style="list-style-type: none"> -Visit from people that help us (people in the community) -Drawing maps of our bedrooms Martha maps It out -Drawing maps of our journeys to school -Introducing Bee bots -Places we have been displays 	<p><u>Summer</u> Seasons Summer</p> <ul style="list-style-type: none"> -Recognise some environments that are different to the one in which they live. -Changing states and matter Ice and water -Recognise some environments that are different to the one in which they live Immi
	<ul style="list-style-type: none"> -Understand the effect of changing seasons on the natural world around them. -Explore the natural world around them. -Describe what they see, hear, and feel whilst outside. -Explain some similarities and difference between life in this country and life in other countries drawing knowledge from stories and other texts 	<ul style="list-style-type: none"> -Understand the effect of changing seasons on the natural world around them. -Talk about the lives of the people around them and their roles in society. -Draw information from a simple map. 	<ul style="list-style-type: none"> -Understand the effect of changing seasons on the natural world around them. -Explain some similarities and difference between life in this country and life in other countries drawing knowledge from stories and other texts 	

Y1

Big Question 'What makes me shine?'

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

- Map work locating school
- Fieldwork around school to identify physical and human features within the school grounds
- Answering questions about position of school, area surrounding school and key features of Falmouth

Big Question 'Why do we still remember the Great Fire of London?'

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- Name and locate the four countries of the UK and identify their capital cities
- Use aerial images to recognise landmarks and physical features of the four countries of the UK

Big Question 'What is it like to be surrounded by ice and snow?'

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Name and locate the world's continents and oceans.

- Ask questions about Greenland and use a range of sources of information to answer them
- Use aerial images and plans to identify human and physical features
- Locate Greenland on a map and name the surrounding oceans
- Name the continent that Greenland is part of

Y2

Big Question 'Why does Falmouth have a castle?'

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Big Question 'Why does Falmouth have a castle?'

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
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Big Question 'What would you choose; home or away?'

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name and locate the world's continents and oceans.

Y3

Big Question 'How do different cultures compare to our own?'

Ask and answer geographical questions about the physical and human characteristics of a location.

Use a range of resources to identify the key physical and human features of a location.

Name and locate the countries of Europe and identify their main physical and human characteristics.

- Research about India using Oddizzi, create an information booklet and discuss similarities and differences between India and UK.
- On line research - compare and contrast Iceland and the UK, group work using online sources.
- Use atlases to research European countries and their capital cities.

Big Question 'How does the river Fal influence the lives of Falmouth people?'

Ask and answer geographical questions about the physical and human characteristics of a location.

Use a range of resources to identify the key physical and human features of a location.

- Use atlases and globes to locate cities, mountains and rivers within the UK.
- Use digimaps to plot the route of the River Fal from its source. Investigate land use along the way.

Big Question 'How are shadows formed?'

Ask and answer geographical questions about the physical and human characteristics of a location.

Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

Explain own views about locations, giving reasons.

- Use digital mapping to explore our school and its surrounding area
- Undertake field work using maps and compasses to navigate Falmouth and plot local art.
- Be able to follow a route using map reading skills.
- Use digital mapping to plot a route and measure its distance.

Y4

Big Question

Why do people move?

Ask and answer geographical questions about the physical and human characteristics of a location

- Comparing the countries that make up Scandinavia thinking about the human and physical features.

Big Question

Where might mythical creatures live?

Use a range of resources to identify the key physical and human features of a location.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

- Researching and locating the best location for a dragon taking account of the dragon's basic needs.

Y5

Big Question- Was Ernest Shackleton the greatest explorer?

Collect and analyse statistics and other information in order to draw clear conclusions about locations.

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Describe geographical diversity across the world.

Describe how countries and geographical regions are interconnected and interdependent.

Identify and describe how the physical features affect the human activity within a location.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

- Ask and answer questions about the two polar regions, including how native people live in the Arctic Circle.
- Use atlases to plot the journey of the Endurance from Britain to Antarctica

Big Question – What was it like to live in a Maya civilisation?

Name and locate the countries of North and South America and identify their main physical and human characteristics

Describe geographical diversity across the world.

Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

- Distribution of resources and how they are used/traded (e.g. cacao beans)
- Fresh water supply and transport of this
- Climate and location of Mesoamerica

	Y6	<p>Big Question What can we learn from the Ancient Egyptians? (Trading)</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Name and locate the countries of North and South America and identify their main physical and human characteristics <p>Big Question What were the key events in Victorian history that influenced change? (The Americas)</p> <ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Identify and describe how the physical features affect the human activity within a location.</p> <ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location <p>Big Question What part did Falmouth play in WWII? (Our changing world)</p> <ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time <p>Big Question How can I stay healthy? (Raging Rivers)</p> <ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Identify and describe how the physical features affect the human activity within a location.
Investigate patterns	Y1	<p>Big Question ‘What makes me shine?’</p> <p>Identify land use around the school.</p> <ul style="list-style-type: none"> Locate school on map of Falmouth and Google Earth identifying areas around school and what these are used for <p>Big Question ‘What is it like to be surrounded by ice and snow?’</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> Compare Greenland to the UK Identifying weather patterns in the UK – Linked to science learning Comparing the climate of UK and Greenland in relation to the Equator.

Y2	<p>Big Question 'Why does Falmouth have a castle?' Investigate patterns</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>Big Question 'What would you choose; home or away?'</p> <ul style="list-style-type: none"> • Name and locate the world's continents and oceans. <p>Investigate patterns</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Y3	<p>Big Question 'How do different cultures compare to our own?'</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> • Use globes, atlases and compasses to locate countries in different hemispheres, research some statistics for these. • Discuss locations of places using longitude and latitude. • Use Oddizzi to research Indian and Icelandic culture and compare it to the UK.
Y4	<p>Big Question Why do people move? Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <ul style="list-style-type: none"> • Comparing the countries that make up Scandinavia thinking about the human and physical features. • Comparing the River Fal throughout history <p>Big Question Where might mythical creatures live? Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas</p> <ul style="list-style-type: none"> • Name and label on a world map.

Y5

Big Question – Was Ernest Shackleton the greatest explorer?

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

- Use globes, atlases and compasses to locate and compare the polar regions, gathering and presenting data for this.
- Discuss locations of places using longitude and latitude.

Big Question – What was it like to live in a Maya civilisation?

Describe how countries and geographical regions are interconnected and interdependent.

- How the Maya farmed and traded goods (inc. Fairtrade lesson)
- Water supplies (cenotes) and compare this to modern water usage

Y6

Big Question What can we learn from the Ancient Egyptians? (Trading)

- Describe how countries and geographical regions are interconnected and interdependent.
- Describe geographical diversity across the world

Big Question What were the key events in Victorian history that influenced change? (The Americas)

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Name and locate the countries of North and South America and identify their main physical and human characteristics.
- Identify and describe how the physical features affect the human activity within a location.
- Describe and understand the key aspects of
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Big Question What part did Falmouth play in WWII? (Our changing world)

To investigate patterns

- Describe how locations around the world are changing and explain some of the reasons for change.

To investigate places

- Identify and describe how the physical features affect the human activity within a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

Big Question How can I stay healthy? (Raging Rivers)

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Y1

Big Question

Devise a simple map; and use and construct basic symbols in a key. ~~Use simple grid references (A1, B1).~~

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

- Create a map of school which includes basic symbols
- Use compass directions to describe the features of position on map of school that they have created

Big Question

Use basic geographical vocabulary to refer to:

key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

key human features, including: city, town, village, factory, farm, house, office and shop.

- Identify and name the key human and physical features of the four countries of the UK
- Identify London as a city and explain how they know this

Big Question

Use simple grid references (A1, B1).

Use basic geographical vocabulary to refer to:

key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

key human features, including: city, town, village, factory, farm, house, office and shop.

Use compass directions (north, south, east and west)

- Using compass direction to identify North and South Poles
- Identifying and naming key physical and human features of Greenland and comparing these to the UK
- Introduction to grid references when locating the capital city of Greenland using an atlas

Y2

Big Question 'What would you choose; home or away?'

Communicate geographically

- Use basic geographical vocabulary to refer to:
- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- key human features, including: city, town, village, factory, farm, house, office and shop

Big Question 'Why does Falmouth have a castle?'

Communicate geographically

- key human features, including: city, town, village, factory, farm, house, office and shop
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Big Question 'Why does Falmouth have a castle?'

Communicate geographically

- key human features, including: city, town, village, factory, farm, house, office and shop
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- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Y3

Big Question 'How does the river Fal influence the lives of Falmouth people?'

Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

Describe key aspects of human geography, including: settlements and land use.

- Use atlases and globes to locate cities, mountains and rivers within the UK.
- Use digimaps to plot the route of the River Fal from its source. Investigate land use along the way.

Big Question 'How do different cultures compare to our own?'

Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

- Use an atlas to locate countries of the world from given longitude and latitude co ordinates.

Big Question 'Why was the Roman Empire so successful?'

Describe key aspects of Physical Geography including volcanoes and earthquakes

- Linked to Pompeii, we learn about tectonic plates and how and where volcanoes and earthquakes are formed

Y4	<p>Big Question Why do people move? Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use.</p> <ul style="list-style-type: none"> Identifying the process of the water cycle.
Y5	<p>Big Question Big Question – How has mining impacted Cornish culture? Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies Identify and describe how the physical features affect the human activity within a location.</p> <ul style="list-style-type: none"> How mining changes the landscape Where people move and why (investigate and label Cornish mining diaspora on world map)
Y6	<p>Big Question What can we learn from the Ancient Egyptians? (Trading)</p> <ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <p>Big Question Who was the most significant Victorian? (The Americas)</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <p>Big Question What part did Falmouth play in WWII? (Our changing world)</p> <p>Big Question How can I stay healthy? (Raging Rivers)</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.