Shavington Primary School
Geography Curriculum

EYFS		
Unit 1	**Unit 2**	**Unit 3**
Exploring Maps	**Outdoor Adventures**	**Around the world**
Exploring maps through discussion, story-telling, games and creative activity.	Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.	Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Activity 1: Pirate map bingo Activity 2: Our school from above Activity 3: Let's build a map! Activity 4: Creating journey sticks Activity 5: Investigating maps Activity 6: Map making	Activity 1: Nature catchers Activity 2: Observational painting Activity 3: Exploring the weather Activity 4: Senses in nature Activity 5: Exploring the seasons Activity 6: Dress the teddy	Activity 1: Home or away? Activity 2: Bear's UK travels Activity 3: City or countryside? Activity 4: Exploring world landscapes Activity 5: Desert explorers Activity 6: Polar explorers
Unit Outcomes (ELG)	**Unit Outcomes (ELG)**	**Unit Outcomes (ELG)**
ELG: Understanding the World - People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World - The Natural World • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: Understanding the World - People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World - The Natural World • 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.	ELG: Understanding the World - People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: Understanding the World - The Natural World • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Shavington Primary School
Geography Curriculum

Year 1		
Unit 1	**Unit 2**	**Unit 3**
What is it like here?	**What is the weather like in the UK?**	**What is it like to live in Shanghai?**
Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Lesson 1: Where in the world are we? Lesson 2: What can we see in our classroom? Lesson 3: What can we find in our school grounds? Lesson 4: Where are the different places in our school? Lesson 5: How do we feel about our playground? Lesson 6: Can we make our playground even better?	Lesson 1: Where is the UK? Lesson 2: What are the four seasons? Lesson 3: What are the compass directions? Lesson 4: What is the weather like today? Lesson 5: Is the weather the same everywhere in the UK? Lesson 6: How do people prepare for the weather?	Lesson 1: What can we see in our local area? Lesson 2: Can we map our local area? Lesson 3: Where in the world is China? Lesson 4: What can you see in China? Lesson 5: What is Shanghai like? Lesson 6: How is Shanghai different from our local area?
Unit Outcomes	**Unit Outcomes**	**Unit Outcomes**
• Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey.	• Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons and the current season and describe some seasonal changes. • Identify the four compass directions. • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season.	• Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Name the continent they live in. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality. • Identify similarities and differences between human and physical features.

Shavington Primary School
Geography Curriculum

Year 2		
Unit 1	**Unit 2**	**Unit 3**
Would you prefer to live in a hot or cold place?	**Why is our world wonderful?**	**What is it like to live on the coast?**
Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.	Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Lesson 1: Where are the continents? Lesson 2: Where are the coldest places on Earth? Lesson 3: Where is the Equator? Lesson 4: What is life like in a hot place? Lesson 5: Do we live in a hot or cold place? Lesson 6: Would you prefer to live in a hot or cold place?	Lesson 1: What are some of the UK's amazing features and landmarks? Lesson 2: Where are some of the world's most amazing places? Lesson 3: Where are our oceans? Lesson 4: What is amazing about our local area? Lesson 5: Why are natural habitats special? Lesson 6: How can we look after natural habitats?	Lesson 1: Where are the seas and oceans surrounding the UK? Lesson 2: What is the coast? Lesson 3: What are the features of the Jurassic Coast? Lesson 4: How do people use Weymouth? Lesson 5: How do people use our local coast? (Data collection) Lesson 6: How do people use our local coast? (Findings)
Unit Outcomes	**Unit Outcomes**	**Unit Outcomes**
• Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map.	• Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart	• Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used.

Shavington Primary School
Geography Curriculum

Year 3		
Unit 1	**Unit 2**	**Unit 3**
Why do people live near volcanoes?	**Who lives in Antarctica?**	**Are all settlements the same?**
Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes	Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Lesson 1: How is the Earth constructed? Lesson 2: Where are mountains found? Lesson 3: Why and where do we get volcanoes? Lesson 4: What are the effects of a volcanic eruption? Lesson 5: What are earthquakes and where do we get them? Lesson 6: Where have the rocks around school come from?	Lesson 1: What is climate? Lesson 2: Where is Antarctica? Lesson 3: Who lives in Antarctica? Lesson 4: Who was Shackleton? Lesson 5: Can we plan an expedition around school? Lesson 6: How did our expedition go?	Lesson 1: What is a settlement? Lesson 2: How is land used in my local area? Lesson 3: Can I explain the location of features in my local area? Lesson 4: How has my local area changed over time? Lesson 5: How is land used in New Delhi? Lesson 6: How does land use in New Delhi compare with my local area?
Unit Outcomes	**Unit Outcomes**	**Unit Outcomes**
• Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.	• Describe lines of latitude and longitude, giving an example. • Understand that the Northern and Southern Hemispheres have seasons at different times. • Define climate zones, giving an example. • Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. • Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. • Describe the equipment and clothing researchers use in Antarctica. • State the outcome of Shackleton's expedition. • Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. • Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. • Describe a similarity and a difference between life in the UK and life in Antarctica. • Draw a map of the route taken on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped	• Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area.

Shavington Primary School
Geography Curriculum

Year 4		
Unit 1	**Unit 2**	**Unit 3**
Why are rainforests important to us?	**Where does our food come from?**	**What are rivers and how are they used?**
Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest are defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally	Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Lesson 1: Where in the world are tropical rainforests? Lesson 2: What is the Amazon rainforest like? Lesson 3: Who lives in the rainforest? Lesson 4: How are rainforests changing? Lesson 5: How is our local woodland used?: Data collection Lesson 6: How is our local woodland used?: Findings	Lesson 1: How can our food choices impact the environment? Lesson 2: What does it mean to trade responsibly? Lesson 3: How do we get our chocolate? Lesson 4: Where does our food come from? Lesson 5: Are our school dinners locally sourced? Lesson 6: Is it better to buy local or imported food?	Lesson 1: What is the water cycle? Lesson 2: How is a river formed? Lesson 3: Where can we find rivers? Lesson 4: How are rivers used? Lesson 5: What can we find out about our local river? Lesson 6: What features does our local river have?
Unit Outcomes	**Unit Outcomes**	**Unit Outcomes**
• Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support. • Summarise how the local woodland is used and suggest changes to improve the area	• Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected.	• Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved.

Shavington Primary School
Geography Curriculum

Year 5		
Unit 1	**Unit 2**	**Unit 3**
What is life like in the Alps?	**Why do oceans matter?**	**Would you like to live in the desert?**
Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Lesson 1: Where are the Alps? Lesson 2: What is it like in the Alps? Lesson 3: Why do people visit the Alps? Lesson 4: What is there to do in our local area? Lesson 5: How are the Alps different from our local area? Lesson 6: What is life like in the Alps?	Lesson 1: How do we use our oceans? Lesson 2: What is the Great Barrier Reef? Lesson 3: Why are our oceans suffering? Lesson 4: What can we do to help our oceans? Lesson 5: How littered is our marine environment? - Data collection Lesson 6: How littered is our marine environment? - Findings	Lesson 1: What is a hot desert biome? Lesson 2: Where are deserts located? Lesson 3: What physical features are found in a desert? Lesson 4: How can people use deserts? Lesson 5: What are the threats to deserts? Lesson 6: Would you like to live in the desert?
Unit Outcomes	**Unit Outcomes**	**Unit Outcomes**
• Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	• Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart.	• Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why

Shavington Primary School
Geography Curriculum

Year 6		
Unit 1	**Unit 2**	**Unit 3**
Why does population change?	**Where does our energy come from?**	**Can I carry out an independent fieldwork enquiry?**
Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
Enquiry Questions	**Enquiry Questions**	**Enquiry Questions**
Lesson 1: How is the global population changing? Lesson 2: What are birth and death rates? Lesson 3: Why do people migrate? Lesson 4: How is climate change impacting the population? Lesson 5: How is population impacting our environment?: Data collection Lesson 6: How is population impacting our environment?: Findings	Lesson 1: Why is energy important? Lesson 2: What is renewable energy? Lesson 3: How does the United States generate energy? Lesson 4: How does the United Kingdom generate energy? Lesson 5: What is the best way to generate energy? Lesson 6: Where is the best place for a solar panel on the school grounds?	Lesson 1: Developing an enquiry question Lesson 2: Creating data collection methods Lesson 3: Mapping a route Lesson 4: Collecting the data Lesson 5: Analysing the data Lesson 6: Presenting the data
Unit Outcomes	**Unit Outcomes**	**Unit Outcomes**
• Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment.	• Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.	• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.