



Robert Shaw Primary School Geography Curriculum

Curriculum Vision

At Robert Shaw, we believe in the importance of Geography to provoke and answer questions about the world. It provides an opportunity to develop and deepen cultural awareness, understanding and resolving issues about the environment and recognising the importance of sustainable development. Geography inspires children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. It equips the children of Robert Shaw with knowledge to appreciate the diverse places, people and resources of the world. Our Geography curriculum is underpinned by the Oxfam curriculum for global citizenship.

Throughout the curriculum journey, from the start of EYFS to the end of year 6, children will learn about the **Big Ideas of Geography**:

- **The Physical world:** the land, water, air and ecological systems; landscapes, and the processes that bring them about and change them.
- **Human environments:** societies, communities and the human processes involved in understanding work, home, consumption and leisure – and how places are made.
- **Interdependence:** crucially, linking the physical world and human environments and understanding the concept of sustainable development.
- **Place and space:** location knowledge and recognising similarities and differences across the world and developing knowledge and understanding of location, interconnectedness and spatial patterns
- **Scale:** the 'zoom lens' through which the subject matter is 'seen' and the significance of local, regional, national, international and global perspectives
- **Children's lives:** using their own images, experiences, meanings and questions; 'reaching out' to children as active agents in their own learning

Alongside the key factual information, outlined below in our curriculum, children at Robert Shaw will be thinking like geographers:

- **Asking geographical questions** (where, how, when, who, why?)
- **Finding geographical information** (research, field studies, primary/secondary sources)
- **Organising geographical information** (graphs, charts, tables, plans, maps)
- **Analysing geographical information** (recognising trends and patterns on maps and on graphs)
- **Answering geographical questions** (sharing learning, drawing conclusion and making evaluations)



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	Autumn	Spring	Summer
F1	<p>Early geographical concepts in continuous provision</p>	<p>Early geographical concepts in continuous provision</p> <p>F1: How can I be kind to the world? Show interest in different occupations.</p>	<p>Early geographical concepts in continuous provision</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
F2	<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel when outside.</p>	<p>F2: What does my world look like? Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise some similarities and differences between life in this country and others. Understand the effect of changing seasons on the natural world around them. Recognise some environments which are different to the one in which they live.</p>



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	Autumn	Spring	Summer
Year 1	Review learning from EYFS	Where in the world am I?	Review learning from Spring
Year 2	Review learning from Y1	What makes planet Earth special?	Review learning from Spring
Year 3	Review learning from Y2	How can small actions change the world?	Review learning from Spring
Year 4	Review learning from Y3	Why should we care for the health of our planet?	Review learning from Spring
Year 5	Review learning from Y4	Are all natural disasters 'natural'?	Review learning from Spring
Year 6	Review learning from Y5	How do our choices impact other people around the world?	Review learning from Spring



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Year 1: Where in the world am I?

Objectives:

NC Objectives:

Pupils should be taught to:

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
- Name and locate the world's seven continents and five oceans
- Identify seasonal and daily weather patterns in the UK

Key Factual Learning:

- ✓ The four countries of the UK are England, Scotland, Wales and Northern Ireland
- ✓ The capital city of England (and the UK) is London
- ✓ The capital city of Scotland is Edinburgh
- ✓ The capital city of Wales is Cardiff
- ✓ The capital city of Northern Ireland is Belfast
- ✓ The seas that surround the UK are the North Sea, the Irish Sea, the English Channel and the Atlantic Ocean
- ✓ The seven continents of the world are Europe, Africa, Asia, North America, South America, Antarctica and Oceania
- ✓ The five oceans of the world are the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and the Southern Ocean

Suggested Activities:

- Learn the 7 continents and 5 oceans song
- Use maps, atlases and digital tools to locate places
- Use VR to visit the capital cities of the UK
- Find out from families where they have relatives and use this to build a map of the worldwide spread of our families
- Write a guide to the UK and its capital cities
- Keep a log of the daily weather across the term and look for patterns
- Watch the weather forecast
- Set up a role play for delivering a weather forecast
- Create own weather forecasts using green screen
- Link to Y1 science – seasonal changes throughout the year
- Write season poems or weather poems
- Create artwork to show the weather in the 4 seasons

Key Vocabulary:

England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel, Atlantic Ocean, Europe, Africa, Asia, North America, South America, Antarctica, Oceania, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, sun, rain, snow, wind, temperature, map, atlas



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Year 2: What makes planet Earth special?

NC Objectives:

Pupils should be taught to:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Nottingham and Malaysia)
- Identify hot and cold areas of the world in relation to the Equator and the North and South Poles

Key Factual Learning:

- ✓ Nottingham is a city in the UK
- ✓ Nottingham is located in the middle of England
- ✓ Malaysia is a country in Southeast Asia
- ✓ Kuala Lumpur is a city in the Malaysia
- ✓ The Equator is an imaginary line around the middle of the planet
- ✓ Weather at the Equator is generally hotter than the UK
- ✓ The North Pole is in the Arctic
- ✓ The South Pole is in Antarctica
- ✓ Weather at the North and South Poles is colder than the UK
- ✓ Human features are things that have been built by people like houses, roads and bridges
- ✓ Physical features would be here if there were no people around like seas, mountains and rivers
- ✓ Physical features in Nottingham – the River Trent, sandstone cliffs e.g. at Nottingham Castle, hills e.g. at Wollaton Hall
- ✓ Human features in Nottingham – railway, Wollaton Hall, Nottingham Castle, Old Market Square, University buildings
- ✓ Physical features in Kuala Lumpur
- ✓ Human features in Kuala Lumpur

Suggested Activities:

- Use maps, atlases and digital tools to locate places
- Link with teachers via video links to find out about life in the Malaysia
- Use photographs to identify human and physical features of Nottingham and Kuala Lumpur
- Visit Wollaton Park - identify human and physical features
- Visit Nottingham city centre – identify human and physical features

Key Vocabulary:

Equator, North Pole, South Pole, physical features, human features



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Year 3: How can small actions change the world?

NC Objectives:

Pupils should be taught to:

- Identify position and significance of Arctic and Antarctic circles, the Equator, Northern and Southern hemispheres
- Describe and understand key aspects of physical geography including oceans, climate zones
- Describe and understand key aspects of human geography including pollution, economic activities, land use
- Name and locate counties and cities of the UK

Key Factual Learning:

- ✓ The Equator splits the globe into Northern and Southern hemispheres
- ✓ The Arctic circle is the Northern hemisphere
- ✓ The Antarctic circle is in the Southern hemisphere
- ✓ The ocean is a huge body of saltwater that covers about 71% of the Earth's surface
- ✓ This is traditionally divided into the 5 oceans of the world
- ✓ Climate zones are areas around the world with specific patterns of weather
- ✓ Pollution is when the environment is contaminated, or dirtied, by waste, chemicals and other harmful substances.
- ✓ There are 3 main forms of pollution: air, water and land
- ✓ Economic activities are how a country or place makes money; how much they sell and make
- ✓ Land use is the way in which land is used by people
- ✓ The counties around Nottingham are Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire and Yorkshire.
- ✓ Major cities near to Nottingham are Derby, Leicester, Lincoln, Sheffield and Birmingham
- ✓ Birmingham is the 2nd largest city in England

Suggested Activities:

- Use maps, atlases and digital tools to locate places
- Use a globe to identify the position of the Equator
- Use VR to visit different climate zones
- Use the WWF 'The Oceans and Plastic Pollution' guide to structure learning about the effect of plastic pollution on the oceans
- Focus on the impact of plastic pollution in the polar regions
- Watch extracts from 'Blue Planet'
- Create own 'Blue Planet' style videos using the Clips app
- Design a campaign to encourage people to reduce their use of single-use plastics
- Investigate the economic activities and land use on Antarctica and the impact of this on the environment

Key Vocabulary:

- ✓ Hemisphere, climate zones, pollution, economic activities, land use, Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire, Yorkshire.

Big actions on a world-wide scale and smaller Nottingham/UK focussed actions



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Year 4: Why should we care for the health of the planet?

NC Objectives:

Pupils should be taught to:

- Identify the position and significance of the Tropics of Cancer and Capricorn (latitude)
- Describe and understand key aspects of physical geography including rainforests, climate zones, rivers and the water cycle
- Describe and understand key aspects of human geography including land use, economic activity, deforestation
- Locate the world's countries using maps to focus on Europe, North and South America

Key Factual Learning:

- ✓ Lines of latitude are imaginary lines which run around the Earth in an east-west direction
- ✓ The Tropic of Cancer is the northern tropic. It is a line of latitude.
- ✓ The Tropic of Capricorn is the southern tropic. It is a line of latitude.
- ✓ The area between these two lines is called the tropics. They are the only part of Earth where the sun sometimes shines straight down.
- ✓ Rainforests are areas of tall, mostly evergreen trees and high amount of rainfall
- ✓ The largest rainforest on Earth surrounds the Amazon River in South America.
- ✓ Tropical rainforests are centres of biodiversity
- ✓ Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle.
- ✓ Deforestation is the purposeful clearing of forest land by humans
- ✓ Using maps locate Brazil, Costa Rica, USA, Canada, France, Spain, Russia

Suggested Activities:

- Watch extracts from Simon Reeve's journeys around the tropics
- Use world maps to identify the location of rainforests
- Study the Amazon Rainforest using VR to explore the region.
- Use maps and aerial photographs to investigate the effects of deforestation
- Consider what we can do in Nottingham to help prevent deforestation
- Make a water cycle in a bag (if not carried out in Science Autumn term)
- Watch extracts from 'Our Planet'
- Create a video about the rainforests and the effects of deforestation using green screen or the app Clips
- Investigate the range of biodiversity found in rainforests – create fact files
- Links with science – Living things and their habitats
- Find out about eco-tourism and how this can help the rainforests e.g. in Costa Rica

Key Vocabulary:

Latitude, tropics of Cancer and Capricorn, rainforests, tropical, Amazon River, biodiversity, water cycle, deforestation, habitat, Brazil, Costa Rica, USA, Canada, France, Spain, Russia



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Year 5: Are all natural disasters 'natural'?

NC Objectives:

Pupils should be taught to:

- Describe and understand key aspects of physical geography including biomes and vegetation belts, mountains, volcanoes and earthquakes
- Describe and understand key aspects of human geography including types of settlement and land use, economic activity and distribution of natural resources, impact of humans on the environment
- Locate the world's countries using maps to focus on Europe, North America and Australia concentrating on their environmental regions, key physical characteristics

Key Factual Learning:

- ✓ Using maps locate the Rocky mountains, Great Lakes of North America and Mount St Helens
- ✓ Using maps to locate Australia
- ✓ Using maps locate the Alps and the Pyrenees mountain ranges, also Mount Etna
- ✓ Biomes are areas with a similar climate, landscapes, animals and plants.
- ✓ Vegetation belts are areas with distinct plant types
- ✓ The Earth is made up of 4 layers: crust, mantle, outer core and inner core
- ✓ Tectonic plates are the separate rocky parts of the Earth's crust and upper mantle. Over time these move.
- ✓ Volcanoes are openings in the Earth's crust that allows magma, hot ash and gases to escape
- ✓ Earthquakes are caused when the Earth's tectonic plates move against each other
- ✓ A flood is a large amount of water covering an area of land that is usually dry
- ✓ (Famine is a situation when most people in an area don't have enough food to eat for long periods of time)

Suggested Activities:

- Use maps, atlases and digital tools locate physical features
- Notice patterns in physical features e.g. location of volcanoes around the world
- Look at the location of the Earth's tectonic plates and relate to earthquakes and volcanoes <https://www.geographyinthenews.org.uk/issues/issue-35/plate-tectonics-overview/ks2/>
- Study a range of natural disasters considering the impact of humans on the physical world – Mount Vesuvius, floods in areas of the UK, forest fires in North America and Australia, earthquake in California
- Design a plant or animal to live in a given biome
- Create a biome in a bag
- Organise a virtual school tour of the Eden Project
- Create models of the layers within Earth using playdough
- Use resources from www.thefloodhub.co.uk to develop understanding about flooding

Key Vocabulary:

Biomes, vegetation belts, crust, mantle, outer core, inner core, volcano, magma, flood, famine, tectonic plates



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Year 6: How do our choices impact other people around the world?

NC Objectives:

Pupils should be taught to:

- Understand geographical similarities and differences through a study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America (East Midlands, French Alps and French Guiana)
- Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones
- Describe and understand key aspects of physical geography including mountains, coasts
- Describe and understand key aspects of human geography including economic activity including trade links and the distribution of natural resources, the impact of humans on the environment (global warming) e.g. carbon footprint

Key Factual Learning:

- ✓ A carbon footprint is the total amount of greenhouse gases that are generated by our actions
- ✓ Lines of longitude are imaginary lines which run around the Earth in a north-south direction. They are also called meridians. They are measured in degrees.
- ✓ The Prime/Greenwich Meridian is the line of longitude that marks 0°. Greenwich is in the UK. It was chosen for the prime meridian because at the time the UK was a world leader in map making and exploration.
- ✓ Together lines of latitude and longitude can be used to describe an exact position of any place on Earth
- ✓ Time zones are areas on Earth that have a specific time that all citizens can set their clocks to. They roughly follow lines of longitude but are also linked to the borders of countries.
- ✓ The French Alps are part of the Alps mountain range in France
- ✓ France is a country in Europe whose capital is Paris. Its currency is the Euro.
- ✓ The Alps were formed when two large tectonic plates slowly collided pushing up the ground over tens of millions of years
- ✓ French Guiana is an overseas region of France located in South America. Its main physical features are tropical rainforest and coast.
- ✓ French Guiana is part of the EU and its currency is the Euro
- ✓ The launch site for the European Space Agency is in French Guiana

Suggested Activities:

- Study the French Alps and French Guiana – compare human and physical geography with the East Midlands
- Use VR and other digital tools to ‘visit’ the Alps and French Guiana
- Create a travel guide to each region
- Look at a range of food products focussing on where they have travelled from to our shops – use online food miles calculator
- Use a carbon footprint calculator
- Calculate time in different countries using time zones

Key Vocabulary:

Longitude, prime meridian, time zone, French Alps, French Guiana, food miles



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In addition to answering big questions through our geography studies, we believe that there are some key geographical facts that, as citizens of Nottingham, the UK and the World, we should all know.

By the end of Year 6, we expect our children to know:

- Names and locations of Earth's seven continents
- Names and locations of the world's oceans
- Names and locations of the countries of the UK
- Names and locations of the capital cities of the UK
- Location of Nottingham on a map of the UK
- What rivers, mountains, coasts, rainforests and volcanoes are and be able to give an example of each
- Location of the Equator, Tropics of Cancer and Capricorn
- Difference between longitude and latitude
- Location of northern and southern hemispheres
- Location of Antarctic and Arctic Circle and be able to list some differences
- What time zones are
- How to use a map to locate countries in the world
- How to use the eight points of the compass

Spaced retrieval in Geography

Once the above concepts have been taught, they will be revisited throughout the rest of school to secure the learning. This will be carried out in short low stakes sessions using a range of retrieval techniques such as quizzing, mind mapping, brain dumps, discussion and elaboration.