



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	Early geographical concepts in continuous provision	Early geographical concepts in continuous provision F1: How can I be kind to the world? Show interest in different occupations.	Early geographical concepts in continuous provision Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
F2	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel when outside.	F2: How can I be kind to the world? Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.	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.



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	Autumn	Spring	Summer
Year 1	Review learning from F2	Where in the world am I?	Review learning from Spring
Year 2	Review learning from Y1	What makes places on 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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F2: How can we be kind to the world?

Objectives:

NC Objectives:

Pupils should be taught to:

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and other countries
- Explore the natural world around them
- Recognise some environments that are different to the one they live in
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons.

Key learning:

- ✓ How habitats can be different
- ✓ Begin to understand the effect our behaviour on our environment
- ✓ Fieldwork – at the allotments what will we find and how can it be used?
- ✓ Oceans and habitats (factual book)
- ✓ Woodland habitats in the uk (factual book)
- ✓ Endangered animals
- ✓ Record and observe animals who visit our school grounds using the nature cam
- ✓ Lost and found story in drawing club
- ✓ The penguin fiction book, look at maps, also on google
- ✓ Draw maps of a walk around school
- ✓ A map of the playground
- ✓ Describe features of different places for example

Suggested Activities:

- Ice with animals
- Small world woodland animals
- Use the spy cam to capture animals in our school grounds
- Use a story stick to help create a map of a journey
- Drawing club
- Lots of role play and small world.
- I pads to look at google Earth

Key Vocabulary: Polar, maps, habitats, endangered, animals, extinct, journey, woodland, oceans, kind, environment, countries, recycle, changes



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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 the city that they live, in the UK and its surrounding seas
- Know features of hot and cold places
- Know which is the hottest and coldest season in the UK
- Know the main differences between a city, town and village
- Identify seasonal and daily weather patterns in the UK
- Know their address including their postcode

Key learning:

- ✓ The four countries of the UK are England, Scotland, Wales and Northern Ireland
- ✓ The seas that surround the UK are the North Sea, the Irish Sea, the English Channel and the Atlantic Ocean
- ✓ Look at where they live, the number and name of the street that they live
- ✓ The five oceans of the world are the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and the Southern Ocean
- ✓ Know the symbols that represent the weather
Know which is N, E, S and W on a compass
- ✓ The different seasons and which is hotter and which is it colder
- ✓ Look at Africa as a hot place
- ✓ Look at Antarctica as a cold place
- ✓ Know where the equator, North Pole and South Pole are on a globe
- ✓ Fieldwork – How much rainwater falls

Suggested Activities:

- Learn the United Kingdom 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
- Compare a hot country with a cold country
- 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
- Create a seasons wheel

Key Vocabulary:

England, Scotland, Wales, Northern Ireland, 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, globe, season, hot and cold, compass



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Year 2: What makes places on 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 (Skegness and Goa)
- Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
- Know and use the terminologies: left and right; below, next to

Key learning:

- ✓ Nottingham is the city in the UK that they live in and they are going to look at 2 other places, Skegness and Goa
- ✓ 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
- ✓ Skegness is located on the East coast
- ✓ Know the name the seven continents of the world
- ✓ Name 5 oceans
- ✓ India is a country in Asia
- ✓ The capital city of India is Delhi
- ✓ 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 Skegness – beach/cliffs, etc
- ✓ Human features in Skegness – pier, tower, sea life centre, museum, pier amusements etc
- ✓ Physical and human features in Goa
- ✓ Fieldwork – where plants grow and what affects this. Would plants grow on the beach?

Suggested Activities:

- Use maps, atlases and digital tools to locate places
- Link with teachers via video links to find out about life in the Goa
- Use photographs to identify human and physical features of Skegness and Goa
- Visit Skegness beach - identify human and physical features
- Visit Skegness city centre – identify human and physical features
- Create a passport to India

Key Vocabulary:

City, countries of the UK, oceans, left, right, below, next to, physical features, human features, rivers, beach, cliff, valley, forest, lake, mountain, continents, similarities, differences, continents, Oceans, India, seas, Goa, Skegness



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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 and name the eight points of a compass.
- Identify pollution in the forms of air, water and land
- Describe and understand key aspects of human geography including pollution, economic activities, land use
- Know at least five differences between living in the UK and a Mediterranean country
- Name and locate at least eight counties and at least six cities of the UK
- Know the names of four countries from the southern (Canada, Egypt, China, UK) and four from the northern hemisphere (Australia, Antarctica, Africa, New Zealand)

Key learning:

- ✓ The Equator splits the globe into Northern and Southern hemispheres and 4 countries from each.
- ✓ 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
- ✓ 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
- ✓ 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
- ✓ Name and locate the eight compass points.
- ✓ Big actions on a world-wide scale and smaller Nottingham/UK focussed actions
- ✓ Fieldwork – Noise pollution

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:

- ✓ Southern and Northern Hemisphere, climate zones, pollution, economic activities, land use, Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire, Yorkshire, Sheffield, Birmingham, pollution (air, water, land), impact, compass and 8 points, N, NE, E, SE, S, SW, W, NW, Equator, Africa, Canada, Egypt, UK, Australia, New Zealand, China, Antarctica, city,



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

NC Objectives:

Pupils should be taught to:

- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
- Know what is meant by biomes and what are the features of a specific biome
- Label layers of a rainforest and know what deforestation is climate zones, rivers and the water cycle
- Describe and understand key aspects of human geography including land use, economic activity, deforestation
- Know the names of, and locate, a number of South or North American countries
- Know key differences between living in the UK and in a country in either North or South America
- Know the names of a number of European capitals
- Know how to plan a journey in the UK using a road map

Key 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
- ✓ Fieldwork – What habitats do we have and what impacts on them?

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, economic, land use, deforestation, water vapour



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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
- Know the names of and locate at least eight major capital cities across the world
- Know, name and locate the main rivers in the UK
- Know why most cities are located next to a river.
- Know where the main mountain regions in the UK are.

Key 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)
- ✓ Fieldwork - saturation rates around the school grounds and their implications for flooding and use.

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, settlement, economic, distribution, environment, rivers, natural, roads, maps, rivers, Mount Etna, mountains, impact



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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 Yorkshire, Venice, Alp and Grand Canyon)
- 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
- Know about time zones and to work out the differences
- To understand what ordinance survey symbols stand for
- Understand how to use graphs to record features such as temperature or rainfall across the world.
- Know how to use six figure grid references.

Key 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 Alps are a mountain range in Europe
- ✓ Italy is a country in Europe whose capital is Rome. 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
- ✓ The Grand Canyon is in Arizona in North America.
- ✓ Field work – Where is the best place to put a bird house and positive and negative factors

Suggested Activities:

- Study Venice and the Grand Canyon – compare human and physical geography with the East Midlands
- Use VR and other digital tools to 'visit' the Alps and the Grand Canyon
- 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, Venice, Grand Canyon, food miles, ordinance symbols, economic, distribution, longitude, region, North and South America, coasts, environment, graphs, features, Europe,



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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