



Clipston Endowed VC Primary School – The Big Picture - Geography

Our Over-arching Curriculum Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum		
Aims of our Curriculum	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”		
The Intrinsic Core: Our Geography Intent	To be able to investigate places by understanding the geographical location of places and their physical and human features.	To be able to investigate patterns by understanding relationships between the physical features of a place and the human activity within them.	To be able to appreciate how the world’s natural resources are used and transported.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.

How we organise learning in Geography, through the development of Big Ideas

Explore and Investigate Whole School Big Ideas	Investigate places	Investigate patterns	Appreciate natural resources	Communicate geographically
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The Big Ideas are developed through the understanding of Key Themes or Schema:

Develop understanding over time of Seven Key Themes or Schema	Location, Physical features, Human features, Diversity, Physical processes, Human processes, Techniques
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Location	Physical features	Human features	Diversity	Physical processes	Human processes	Techniques
Understanding geographical location is an essential part of geography. Aspects of knowledge include: <ul style="list-style-type: none"> • Continents • Oceans • Regions • Countries • Capital cities • Global position (e.g. hemispheres, equators and tropics) • Compass directions • Distances. 	Naturally occurring landforms of environments. They include: <ul style="list-style-type: none"> • Hills • Mountains • Valleys • Bodies of water • Natural resources Note: features that appear natural but are put there or managed by humans are human features (e.g. fields, woodland, vegetation).	Features made or altered by people. They include: <ul style="list-style-type: none"> • Settlements, urban and rural • Leisure facilities • Manufacturing sites • Transport hubs and infrastructure • Commerce sites • Retail outlets • Farming and agriculture • Reservoirs and dams • Power stations and the power grid • Other aspects e.g. pavements, signs... 	Looking at how physical, human and cultural elements are differentiated from each other. This is noticeable at a variety of scales: global to local. <ul style="list-style-type: none"> • Various physical characteristics of a region or space e.g. climate, flora, fauna, landscape... • Various human characteristics of a region or space e.g. population density, ethnicity, poverty levels, the built environment... 	The world is shaped by physical processes which give rise to the physical features we see. These processes can take millennia to happen, are ongoing and include: <ul style="list-style-type: none"> • Erosion and deposition associated with rivers and coasts • The water cycle • Ocean circulation • Climate change • Earthquakes and volcanoes. 	These both influence and are influenced by the physical features of an environment with offer possibilities for and constraints to human activity. Processes to be explored include: <ul style="list-style-type: none"> • Transport • Trade • Migration • Settlements • Industry • Travel • Leisure and tourism • Pollution. 	These are a way of both finding out geographical information and communicating it. These may include: <ul style="list-style-type: none"> • Fieldwork: observation, measuring, recording, mapping. • Secondary sources: atlases and other materials. • Map reading e.g. symbols, grid references and keys.

Implementation: How do we deliver our Curriculum? (Year A – 2021-22 Year B – 2020/21)

Early Years	Children’s development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning, including opportunities to explore, observe and find out about people, places, technology and the environment. A full outline of the EYFS specifically linked to Geography can be found in our Geography Overview and End Points document.
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Progression	Progression in Learning from Reception to Year 6 is outlined in our Geography Overview and End Points document.
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Big Ideas - Planned Progression of Big Ideas for Key Stage One	Investigate places	Ask and answer geographical questions (such as: What is a place like? What or who will I see in this place? Identify 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 UK and its countries, as well as the countries, continents and oceans studied. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 continents and oceans.
	Investigate patterns & appreciate resources	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Identify land uses around the school.
	Communicate geographically	Use basic geographical vocabulary to refer to key physical features (e.g. beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather and key human features (e.g. city, town, village, factory, farm, house, office, shop). Use compass directions (north, east, south 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, use and construct basic symbols in a key, and use simple grid references (e.g. A1, B1). Use simple fieldwork and observational skills to study the geography of the school and the human and physical features of its surrounding environment.

Key Stage One Disciplinary Knowledge - In the context of...	Year A	Year B
	The United Kingdom: <ul style="list-style-type: none"> - England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Capitals, National Symbols, Flags, Coasts, Seas, Oceans. Our School: <ul style="list-style-type: none"> - School Surroundings, The School Environment, Getting to School Where We Live:	Hot & Cold Places: <ul style="list-style-type: none"> - Polar Climates, Desert Climates, & Rainforests, Equatorial Climates (Link to Habitats in Science) Continents & Oceans: <ul style="list-style-type: none"> - The Globe, Continents Rhyme, World Maps, Images of the World (linked to Christopher Columbus in History).

	<ul style="list-style-type: none"> - Local Features, Our Local Environment, Houses and Shops (Compare and Contrast local areas), Routes and Journeys (Everyday) Local Routes <p>A Contrasting non-European Country:</p> <ul style="list-style-type: none"> - Karisalpatti - India 	<p>Weather & Seasons:</p> <ul style="list-style-type: none"> - Recording & Forecasting, Seasonal Change, Extreme Weather. <p>Mountains, Rivers & Coasts:</p> <ul style="list-style-type: none"> - Mountains, Rivers, Coastal Sights. 	
Big Ideas - Planned Progression of Big Ideas for Lower Key Stage Two	Investigate places	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Name and locate countries and cities of the UK, 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.</p> <p>Name and locate countries of Europe and identify their main physical and human characteristics.</p>	
	Investigate patterns & appreciate resources Communicate geographically	<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> <p>Describe how the locality of the school has changed over time.</p> <p>Describe key aspects of physical geography (including: rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (including: settlements and land use).</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.</p> <p>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.</p>	
Lower Key Stage Two Disciplinary Knowledge - In the context of...	Year A		Year B
	<p>Rainforests:</p> <ul style="list-style-type: none"> - Lines of latitude, hemispheres and climate zones. - Layers of the rainforest. - Effects of / reasons for deforestation including palm oil (industry) - Indigenous people (population & ethnicity). - Climate change. - Using atlases & maps. 	<p>Extreme Earth:</p> <ul style="list-style-type: none"> - Ring of fire, tectonic plates and fault lines. - Mountains, volcanoes and earthquakes. - Bodies of water, tsunamis and hurricanes. - Hurricane-proof housing, devastation & survival. - Transport link disruption & effects. - Using atlases & maps. 	
<p>The following Geographical Components (Location, Human features, Physical features and Techniques) will also be covered though other subjects: Science [States of Matter, Living Things, Rocks and Soil]; and History [Romans, WW2, Anglo-Saxons & Vikings, Ancient Egyptians, Stone age & Iron age].</p> <ul style="list-style-type: none"> - Counties, continents, regions, oceans, capitals, cities, leisure, roads, baths. - Land use (inc. farming), tube stations, cities. - Urban vs rural (evacuees and population). - Water cycle, desert vs fertile, trade, industry, transport, jobs, settlement. - Using atlases & maps, weather / sunshine data and simple grid references (Europe then vs now, London vs countryside) - Human impact (positive & negative e.g. litter, fire, tree planting etc.) - Natural resources, identify & classify types of rock (e.g. Stonehenge and Pyramids), quarrying, resources & transport. - Climate & importance of the River Nile - Settlement vs migration vs refugees. 			
Big Ideas - Planned Progression of Big Ideas for Upper Key Stage Two	Investigate places	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>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> <p>Name and locate the countries of a non-European continent and identify their main physical and human characteristics.</p>	
	Investigate patterns & appreciate resources	<p>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).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries geographical regions are interconnected and interdependent (e.g. trade, natural resources).</p>	
	Communicate geographically	<p>Describe and understand key aspects of physical geography (including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (including: settlements, land use, economic activity such as trade links and the distribution of natural resources including energy, food, minerals and water supplies).</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses Ordnance Survey symbols) to communicate knowledge of the UK and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Use different types of fieldwork to observe, measure and record human and physical features in the local area. Record the results in a range of ways.</p>	
Upper Key Stage Two Disciplinary Knowledge - In the context of...	Year A		Year B
	<p>Frozen World:</p> <ul style="list-style-type: none"> - Countries, continents, oceans, biomes, climate zones, hemispheres, lines of latitude & longitude - Biomes, ice formations, bodies of water, natural resources. - Weather-proof settlements, use of available resources. - Population density, indigenous peoples (ethnicity), migration. - Ocean circulation - Climate change and pollution - Tourism, transport, trade (imports & exports) - Using atlases & maps, data gathering & graphs (temperature). 	<p>Local Area Study:</p> <ul style="list-style-type: none"> - Map symbols, key, contour lines & rivers, create own maps. - Urban / built-up areas and life vs rural areas. - Complex grid references, map reading (Ordnance Survey), and eight-point compass. <p>Rivers:</p> <ul style="list-style-type: none"> - UK rivers & world rivers, longest vs biggest - Features e.g. meanders, ox-bow lakes, estuary, delta, source, mouth. - Man-made altered course, dams & reservoirs, flood defences, canals. - Erosion & deposition, water cycle. - Transport, tourism, pollution. - Google Earth & Google maps, measuring & recording (Haddon fields visit). 	
<p>The following Geographical Components (Location, Human features, Physical features and Techniques) will be covered though other subjects: Science [Evolution & Inheritance, Living things and their habitats, Properties and Changes of Materials]; and History [Ancient Greece, Benin, WW1, English Civil War]</p> <ul style="list-style-type: none"> - Counties, continents, regions, capitals, political borders. - Biomes and climate zones including climate diversity (adaptation to suit environment). - Bodies of water (Aegean sea, Mediterranean) - Mountains (e.g. Mount Olympus), deserts, rivers, Savannah & Sahel. - Cities, temples & monuments, settlement, farming and arable land, trade routes (e.g. between Europe and Benin), travel (e.g. Marathon, Olympics). - Poverty, slavery, population density / change over time. - Using atlases & maps, lines of latitude and longitude, map reading, symbols, compass points. 			
Impact	Most children achieve the End Point Milestones for Geography		
	Children become...	successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.	confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.