



Clipston Endowed VC Primary School – The Big Picture – Geography

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum			
Aims of our Curriculum – by the end of their time with us at Clipston we aim...	To develop successful, engaged, 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 of Geography – our Intent – what we seek to achieve for in our children as developing geographers	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, their sustainability and environmental impact.	To be able to communicate as a geographer using and understanding geographical representations, vocabulary and techniques.
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	Place	Space	Scale
	Understand and form an imagination of a ‘place’ by looking at the following characteristics together: <ul style="list-style-type: none"> Features of a place make it distinct, including both physical and human features. Landscape and surrounding environment also play a part, whether it's a cityscape or countryside near or far. Communities are often created when people are connected by their shared experiences of a place. Diversity refers to the fact that no two places are exactly alike. Places are unique, from the way they make us feel, to their size, type and location. Understanding and forming an imagination of a 'place' means looking at all these different characteristics together. 	Understand ‘space’ by observing various physical and human geographical features (e.g. landforms and urban areas) to examine and identify relationships between the following: <ul style="list-style-type: none"> Location refers to where something is, whether that's a mountain or a city. Distribution is about how things are spread out across a space, while pattern refers to how these distributions repeat or vary. Interaction examines how different elements, such as information, goods and people, within a space relate to and influence each other. Distance is about how far apart things are within that space. 	Scale refers to the size or level of geography, from local to national, international and global. Links exist between geographical issues and processes at these different scales. Scale helps us understand how different geographical concepts are interconnected at various levels.
	Interdependence	Environmental Impact & Sustainable Development	Cultural Awareness & Diversity
	Interdependence highlights how everything (including people, places, environments, and processes) are linked together in numerous ways. Changes or events in one place can impact another place, even if they're far away from each other. Interdependence explores these connections and how they shape the world around us.	Environmental impact and sustainable development explore the relationship between humans and the Earth. Human activities affect ecosystems and lead to environmental changes, both locally and globally. It is important to use resources sustainably to balance our current needs with those of future generations.	The world has a rich array of physical and human characteristics. By exploring similarities and differences between various cultures and identities, we can deepen our understanding of our global community helping to foster a more inclusive and diverse understanding of the world around us, as well as appreciating different values and attitudes and their influence on geographical issues.

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

Explore and Investigate Key Themes (Schema)	Locational Knowledge	Place knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
	An understanding of locational knowledge helps geographers to: <ul style="list-style-type: none"> Develop their sense of place and identity. Develop an appreciation of distance and scale. Learn about the orientation of the world. Use directional language. Identify specific locations, including use of absolute positioning systems. Develop an understanding of how location affects many of the Earth’s systems. 	‘Place knowledge’ builds on ‘Locational knowledge. Geographers not only locate a physical area on a map but also attach meaning to the space so it becomes a ‘place’ with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities. Comparisons are made between different places but also of the same place over time.	A knowledge of physical and human processes helps geographers to describe and explain different environments, such as: <ul style="list-style-type: none"> How weather patterns relate to location. Why certain phenomena occur and the impact these phenomena have on the environment over time. How human and physical processes interact. 	Geographers learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place. Through fieldwork, geographers connect their learning with the complexity of the real world, observing and recording the environment around them. Fieldwork draws together location knowledge and that of the human and physical processes, helping geographers to see the interplay between them.

Implementation: How do we deliver our Curriculum?

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.
Progression	Progression in Learning from Reception to Year 6 is outlined in our Geography Overview and End Points document.

Key Stage 1 – Year 1 & Year 2

Key Stage One Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>What is it like here? 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.</p> <p>What is the weather like in the UK? 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.</p> <p>What can you see at the coast? 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.</p>	<p>Where am I? Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.</p> <p>Would you prefer to live in a hot or a cold place? 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.</p> <p>What is it like to live in Shanghai? 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.</p>

Lower Key Stage 2 – Year 3 & Year 4

Lower Key Stage Two Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>Who lives in Antarctica? 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.</p> <p>Why are rainforests important to us? Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is 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.</p> <p>Where does our food come from? 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.</p>	<p>Why do people live near volcanoes? 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.</p> <p>Are all settlements the same? 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.</p> <p>What are rivers and how are they used? 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.</p>

Upper Key Stage 2 – Year 5 & Year 6

Upper Key Stage Two Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>What is life like in the Alps? 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.</p> <p>Why do oceans matter? 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.</p> <p>Can I carry out an independent fieldwork enquiry? 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.</p>	<p>Why does population change? 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.</p> <p>Would you like to live in the desert? 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.</p> <p>Where does our energy come from? 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.</p>

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.	Responsible, happy citizens of the world who have the capacity to make positive contributions to society.