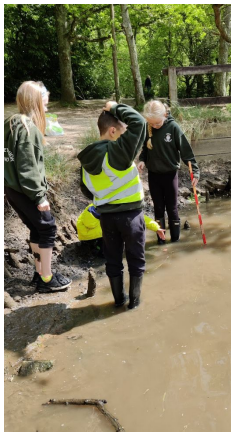
Geography
at
Shirley Junior School

SHIRLEY JUNIOR SCHOOL

KINDNESS.
RESPECT.
INTEGRITY.



VISION

Shirley **Geographers** understand what it means to live in a port city and the role it has in their lives, and **globally**. They develop a *fascination* of the world through the exploration of their own, and contrasting, environments. They **explore** how the world is shaped by *physical* aspects around them and how *humans* interact and **impact** it.

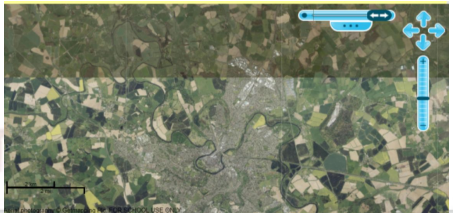
Shirley Geographers are able to draw their own **conclusions** from **fieldwork** and have a true understanding of how their own impact can affect and change the world around them.

Fieldwork - OBSERVE

Interpret - Physical Features

Being a geographer!

Compare- See patterns



Conclusions - e.g. Do all rivers impact humans in the same way?

Disciplinary knowledge progression

Skills		R	1	2	3	4	5	6
Fieldwork	Mapping	School based maps - knowledge and understanding of purpose of a map To begin to make simple birds eye view representations of where things are. (understanding place).	Use simple compass directions (NSEW) Begin to use a key to identify features on a map	Use a key to identify features on a map Locating features and routes on a map	To begin to use ordnance survey style symbols and an 8 point compass. To create a simple map representing what can be seen in a small area in correct places (including a key.)	Use an 8 point compass to give directions. Use 4 figure coordinates to locate features. Make sketch maps of an area using symbols and a key.	Begin to use 6 figure coordinates to locate features. Use ordnance survey symbols and scale bars on maps. Begin to draw thematic maps including a key.	Use 4 and 6 figure coordinates and latitude and longitude. Use and create layered maps to support conclusions I can design and draw thematic maps including a scale bar.
	Collecting Data	To represent knowledge of the school as a place.	To draw a picture of what they see. To collect human information in a tally chart.	To begin to draw a simple field sketch. To collect physical information in a tally chart.	To draw a field sketch with annotations of features (human and physical). Collect and present human and physical features and identify benefits and limitations.		Can ask questions to carry out an investigation to support a geographical enquiry.	Can use a range of data collection techniques; questioning, sketches, tallies to carry out an investigation.
Interpret		Observing similarities and differences. Exploring changes over time (seasons).	To begin to use maps to locate countries in the UK. To begin to describe observed differences in relation to human and physical features. To begin to interpret weather symbols.	To begin to use aerial photos and plans to describe human and physical features. To interpret weather symbols, To begin to interpret pictures and graphs. To make comparisons from fieldwork data.	To begin to use OS and digital maps to locate physical features. To use graphs and charts to interpret geographical information.	To locate human and physical features on a map. To use contour maps to interpret height and slope of land. To begin to understand that thematic maps give information about a theme.	To use a range of maps including topographic, contour, thematic and OS maps to learn about geographic features and processes.	Confidently use a variety of maps, including digital and layered, to learn about geographic features. To interpret data collected from a range of sources (e.g. WHO, ONS).

Disciplinary knowledge progression

Skills	R	1	2	3	4	5	6
Compare (Cause and Effect)	Knowledge and understanding of the world.	To describe simple similarities and differences in contrasting environments.	To describe the impact of change to the environment. To use data collected from fieldwork to compare.*different areas	To describe how physical aspects of an area have changed over time.	To describe the impact of human and physical processes.	To compare the impact of human and physical processes in different places.	To explain trends and patterns of human and physical processes.
Conclusions	Knowledge and understanding of the world. Talk about what they have seen in their world.	I can use observations to draw a simple conclusion. (Experience)	I can use simple data, maps and data to draw a simple conclusion. (Outside their experience)	To use maps and information collected to draw simple conclusions about geographical features.	To use maps and geographical information to draw conclusions of the impact geographical processes/features have.	To compare information of different places to draw conclusions about the impact of geographical processes/features.	Answer geographical questions using a range of geographical evidence to support my conclusion.
Skills vocabulary	*Similarities* *Differences* *Patterns* *Change*	*Compass* *N,S,E,W* *Ariel* *Symbol* *Patterns* *Forecast* *Feature* *Human* *Physical*	*Compass* *N,S,E,W* *Symbol* *Key* *Field Sketch* *Fieldwork* *Feature* *Human* *Physical*	*OS (Ordnance Survey)* *Symbol* *Key* *Feature* *Interpret* *8 Point compass (N, NE, E, SE, S, SW, W, NW)*	*8 Point compass (N, NE, E, SE, S, SW, W, NW)* *Locate* *4 figure Coordinates* *Contour* *Thematic* *Impact*	*6 figure coordinates* *Scale* *Thematic* *Process* *Impact* *Compare* *Topographic*	*Grid reference* *Longitude* *Latitude* *Global* *Pattern* *Trend* *Evidence* *Scale bar*

Key Concepts

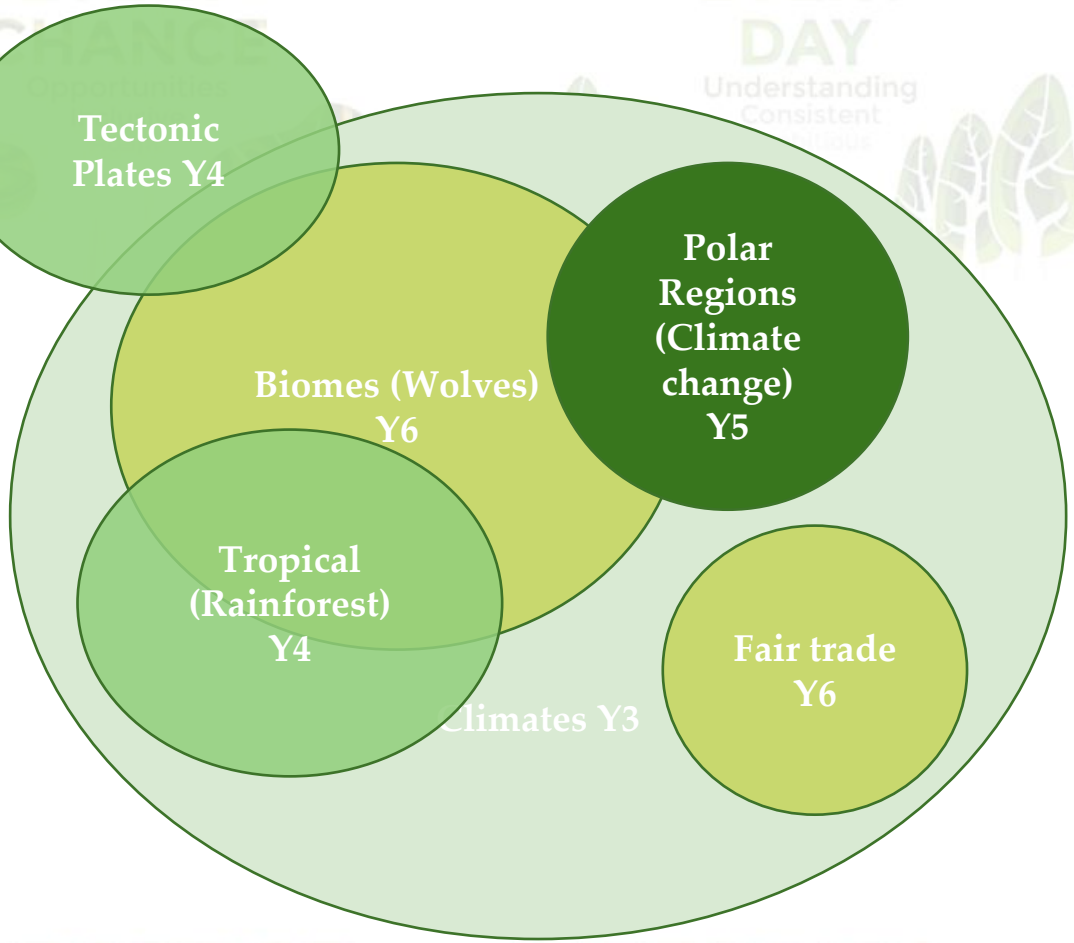
Knowledge progression

Shirley Geographers deepen their substantive understanding of Geography through the exploration of *two key concepts*; **climates** and **settlements**. Children deepen their knowledge of location, similarities and differences of place, human and physical processes whilst building their understanding of the key concepts through each year.

	Year 3	Year 4	Year 5	Year 6
CLIMATE	To **locate** climate zones of the world. To **describe** simple features of overarching climate regions. To **identify** the position and significance of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	To **locate tropical** climate zones of the world including **countries** within them (South America focus). To describe and **understand** key physical features of **tropical** climates: focus on the Amazon **region**. To describe the **impact** of humans on **tropical** rainforests.	To **locate Polar** climate **regions** of the world, including countries within them (North America focus). To describe and explain **physical features** of Polar climates using knowledge of Arctic and Antarctic. To *explain* the **human impact** on polar climates. To understand the role of **energy** distribution and climate change.	To **locate** vegetation belts of the world and *explain* their location in the **southern** and **northern hemisphere.** To explain world food distribution and **trade links** and the role of **fair trade.** To *describe* differing **biomes** of the world and **locate** their position within climate zones.
SETTLEMENT	LOCAL To **locate** Southampton in the United Kingdom and the physical features of the **region**. To describe the **human** and **physical** characteristics*(River mouth, low land)* and **land use** *dock, port)*of Southampton. To describe how the **settlement** of Southampton has changed over time to become the **city** it is today.	NATIONAL To **locate** Liverpool in the United Kingdom and describe the **regional** physical features. To explain how the **settlement** of Liverpool changed over time. To describe key aspects of reasons for settlement and **impact** of people on settlements To begin to compare Liverpool and Southampton as **settlements** and **cities.**	3 point COMPARISON To describe the **physical processes** of **rivers** that shape **regions.** (Incl. the **water cycle**) To describe and **locate** similarities and differences of physical and human impact of rivers: Severn, Mississippi, Ganges. To explain the **impact** of rivers on both **physical** and **human** features of 3 different regions.	APPLIED ACROSS SUBJECTS To *explain* how the **location** Southampton was shaped by its role in World War Two.

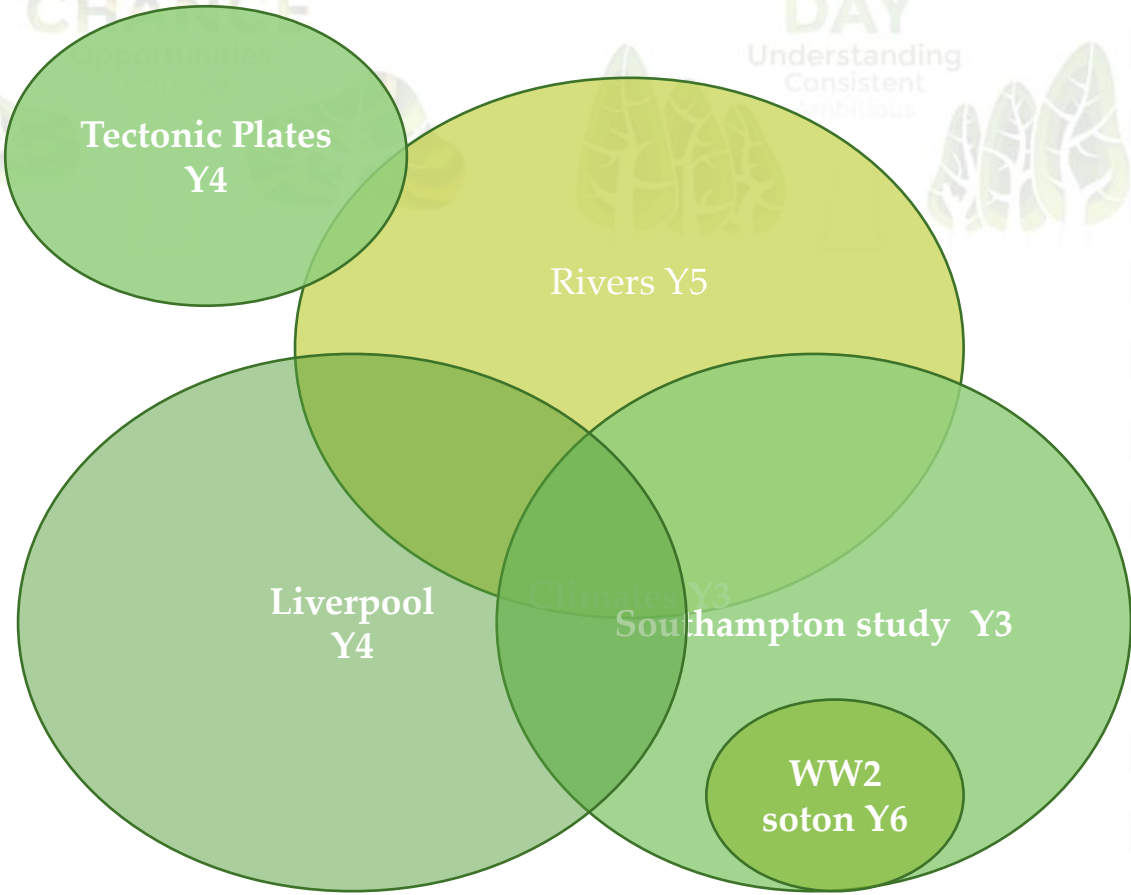
Key Concept

Knowledge build - Climate



Key Concept

Knowledge build - Settlements



Overview

Geography unit

Geography knowledge link (in phase)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y 3		**Southampton Through Time** *Settlement-local study*		***Walk Like an Egyptian*** *River Nile - role of river in society*	**Ground Force -** *Fieldwork - 'calm garden' design and mapping*	***Shirley Cruises*** *-Climates - what are they?*
Y 4	***Better than Stone*** *Earth's movements - Doggerland*	**Ticket to Ride -** *Settlement - national study -Liverpool as a port*	***Roman Invasion*** *- Mapping of Britain*		**Eruptions and Disruptions** *Settlements - global*	**Wild!** *-Climates - Tropical*
Y 5		***A Kingdom United?*** *-settlements local -England counties*	**There is no Planet B!** *-Climates - Polar*	**Boy at the Back of the Class** *-Settlement - migration*	**The Power of Water** *-Settlement - rivers and flooding*	
Y 6	***Secret Spitfires*** *-settlement - applied local knowledge*	***A Fair Winter for All*** *-Climates - food belts, regional growth, fair trade*	***Wolves*** *-Climate - applied - biomes and distribution of species -Mapping - scaled and thematic maps*			