

## Shirley Junior School Geography Knowledge Map

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.

**Lower School** – Focus on developing locational knowledge and teaching skills of being able to locate using a range of maps and working at a range of scales (Local, National, Global). Begin to look at more in depth studies of UK regions to be able to draw simple comparisons by end of LKS2. Focus on Ports embedded into the local context of being a Port city and linked to rivers to help with understanding of regions and change over time. They begin to understand differences between physical and human geography and how each effects the other.

Year 3 Geography Project Drivers: Time Travellers, SJS Cruises

Year 4 Geography Project Drivers: Ticket to Ride, Eruptions and Disruptions

**Upper School** – Use locational knowledge to support in the understanding of place. Focus on place and ability to draw comparisons between places and conclusions as to why there are similarities and differences between them – linking closely to rivers and drawing on prior understanding of ports. They spend time deepening understanding of physical and human processes so that they have a real understanding of the world and how it is changing and what they can do to shape it.

Year 5 Geography Project Driver: There is no Planet B!, The Power Of Water

Year 6 Geography Embedded Phases: Fair Trade Processes (A Fair Trade For All?), Biomes (Wolves)

	Y3	Y4	Y5	Y6
Autumn 1	<p>*In Year 3 children have the opportunity to develop fieldwork and mapping skills as a part of their 'Ground Force' project which runs across the year and develops an area of the playground.</p> <ul style="list-style-type: none"> <li>- Collect and present human and physical features and identify benefits and limitations</li> <li>-To create a simple map representing what can be seen in a small area in correct places (including a key.)</li> </ul>	<p><b>"Ticket To Ride"</b></p> <ul style="list-style-type: none"> <li>-name and locate counties and cities of the United Kingdom,(<i>Merseyside, Cheshire, Lancashire, Yorkshire, Liverpool, Manchester, Leeds</i>) geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (<i>Ticket to Ride</i>)</li> <li>-Begin to understand similarities and differences between places comparing two regions of the UK. (<i>Liverpool/Southampton</i>)</li> <li>-describe and understand key aspects of reasons for settlements and impact of people on settlements.</li> </ul>		Phase Focus: ("Secret Spitfires")
		<p><i>Merseyside Dock Liverpool city migration landmark trade change physical human</i></p>		<p><i>Longitude Latitude locate grid reference Hampshire Southampton southern-counties</i></p>
Autumn 2	<p><b>"Southampton Through Time"</b></p> <ul style="list-style-type: none"> <li>-name and locate counties and cities (<i>Hampshire, Wessex, Wiltshire, Southampton, London, Bournemouth, Portsmouth</i>) of the United Kingdom, geographical regions and their identifying human and physical characteristics and land use patterns(<i>River mouth, dock, port</i>)</li> <li>- Understand how aspects of regions (<i>Southampton</i>) have changed over time.</li> <li>- describe and understand key aspects types of settlement(<i>Southampton over time</i>) and land use(<i>Cruises -deforestation, rising sea levels, desert life</i>)</li> </ul>		<p>Phase focus: ("A kingdom united?")</p> <ul style="list-style-type: none"> <li>-name and locate counties (<i>Invaders vs Settlers – E England</i>) and cities of the United Kingdom</li> </ul>	Phase focus:("A Fair Trade For All?")
				<p><i>Dock Port Southampton City Local Land-use region river change human physical</i></p>
Spring 1		<p>Phase focus: ("Roman Invasion")</p> <ul style="list-style-type: none"> <li>-Locate counties and geographical regions of United Kingdom (<i>Borders/Scotland, tribal areas of UK, historical cities -Londinium</i>) - Roman invasion)</li> <li>-locate the world's countries focus on Europe using maps to focus on Europe (<i>Roman Invasion - Roman empire reach</i>)</li> </ul>	<p><b>"There is No Planet B!"</b></p> <ul style="list-style-type: none"> <li>-describe and understand key aspects of physical geography - Polar</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- Begin to use 6 figure coordinates to locate features.</li> <li>-identify the position and significance of latitude, longitude, Equator, Arctic/Antarctic circle</li> </ul>	Phase focus:("Wolves")
		<p><i>Counties United Kingdom Europe Countries</i></p>		<p><i>Polar Region Impact Longitude Latitude physical features</i></p>

Spring 2	Phase focus: ("Walk Like An Egyptian") -Locating Egypt in the world -Impact of the Nile on civilisation (knowledge)	Phase focus: ("Wild") -locate the world's countries and regions of South America, using maps - the study of human and physical geography of a region South America - Amazon rainforest - describe and understand key aspects of physical geography - climate zones - Tropical -describe human impact on physical geography -Collect and present human and physical features and identify benefits and limitations.		
	<b>Country Continent Egypt Africa Nile River Flooding Fertile Crops</b>	<b>Climate Rainforest Tropical Impact Long-term Short-term</b>		
Summer 1		<b>"Eruptions and Disruptions."</b> -Use an 8-point compass to give directions. -Use 4 figure coordinates to locate features. -describe and understand key aspects of volcanoes and earthquakes - describe and understand key aspects of land use (location of volcanoes/cities - how humans adapt to danger) and regions of the world. -To describe the impact of human and physical processes.	<b>"The Power of Water!"</b> -locate the world's countries, using maps to focus on North America and Europe concentrating on their environmental regions, key physical and human characteristics and major cities. (Regions of - Severn, Mississippi, Ganges) -name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of North America and a region in Asia. -describe and understand key aspects of rivers and the water cycle. -describe and understand key aspects of the distribution of natural resources of water. (Water Aid - Power of water)	
		<b>Tectonics Globe impact long-term short-term volcano earthquake</b>	<b>River Flood Floodplain Impact defence Severn Ganges Mississippi</b>	
Summer 2	<b>"Shirley Cruises"</b> -describe and understand key aspects of climate zones and mountains - describe and understand key aspects of land use (Cruises -deforestation, rising sea levels, desert life) and regions of the world. -identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle -locate the world's countries, Physical/human features (Countries and regions within climate zones -Europe, N/S America, Asia)		Phase focus: ("All The Fun At The Fair!") -Mapping - Begin to draw thematic maps including a key. (Creation of thematic theme park map)	
	<b>Climate World Globe Tropical Arid Polar Temperate Mountainous Equator</b>			

