




Threads

Through our geography curriculum, we have identified key threads that run throughout our units, revisited each time in increasing depth. Whilst ensuring the children's learning is cohesive, they provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry.

<p>Connections</p> 	<p>The interaction between human and physical processes (e.g. urbanisation, industrialisation, migration); interconnection of physical features; interconnectivity between people and places; trade: interconnection of various countries.</p>
<p>Sustainability</p> 	<p>Climate awareness, global responsibility and sustainability: the interaction between human activity and the environment.</p>
<p>Fieldwork and Community</p> 	<p>Exploration of our own locality using first-hand observation: reflecting on both the human and physical geography, changes over time and the interaction between human and physical processes (e.g. urbanisation, industrialisation, migration).</p>

EYFS

Understanding of the World Educational Programme
 Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Nursery

Unit	All About Me	A Taste of the World	The Farm	Fairy tales	Mini-Beasts	Changes
Birth to Five Matters	<p>Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world.</p> <p>Shows care and concern for living things and the environment</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world.</p> <p>Shows care and concern for living things and the environment</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>Shows care and concern for living things and the environment</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Begin to understand the effect their behaviour can have on the environment</p>
Overview	In this unit, the children will begin by exploring their immediate environment and learn about	In this unit, the children will begin to explore their diverse cultures by looking at photographs, objects and food that reflects where their families	In this unit, as part of their topic looking at farm animals and how they are taken care of, the children will examine the basic layout of a farm: the	In this unit, the children will explore various settings and fictional landscapes through traditional tales such as, <i>We’re Going on a Bear Hunt</i> , <i>The Three Billy</i>	In this unit, whilst exploring different types of mini beasts, through play, narratives, fieldwork and observation the children will investigate the	In this unit, through the narratives, <i>The Koala Who Could</i> and <i>Neon Leon</i> , the children will continue to reflect upon the importance of natural surroundings,

	<p>different places in their local area. They will begin to reflect on changes over time and how their behaviour can affect their locality, e.g., dropping litter and protecting the wildlife in their surrounding area.</p>	<p>are from, including those from other countries and cultures. The unit is taught through narratives, where texts are used to examine countries and cultures different from their own. The children will also begin to consider where food comes from, how it's grown and the importance of taking care of their environment.</p>	<p>different areas (fields, barn and farmhouse) and how this looks within the surrounding landscape. They will also learn about where food comes from, e.g. milk comes from cows who live on farms. This learning will be taught through various narratives and is reinforced with a trip to a local farm. Text: <i>Farmer Duck</i>.</p>	<p><i>Goats Gruff</i> and <i>Goldilocks and the Three Bears</i>. This topic fosters an appreciation of the geographical aspects that surround us. The children will reinforce this with their own Spring Walk around their local environment, which includes an initial exploration of the habitats of various living things. Their route is recorded with photographs of landmarks which they reflect upon on their return to school.</p>	<p>diverse habitats in which minibeasts live, from local parks, to gardens, playgrounds and ponds. Through observation and age-appropriate activities, the children will learn about the behaviour of bees, their positive impact on the environment and how we can create safe and suitable environments for bees to thrive.</p>	<p>habitats of living things and the environment. They will comment and ask questions about the human impact on their familiar world, such as the importance of planting trees, constructing buildings and how these actions affect the landscape. They will discuss various natural events, such as rainbows, thunderstorms and rain showers to help the children understand the natural phenomena and changes that occur in their natural environment.</p>
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Reception

Unit	My story, Our World	Space	Under the Sea	Story Telling	Growing	Dinosaurs
Birth to Five Matters	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 					
ELG	<p><u>People, Cultures and Communities</u></p> <ul style="list-style-type: none"> 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 <p><u>The Natural World</u></p> <ul style="list-style-type: none"> 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 and changing states of matter. 					
Overview	<p>In this unit the children learn about themselves and their place in the world, drawing upon their own lives, families, communities and cultures. They will follow a simple map, identifying key landmarks they passed whilst exploring their local area, using images to recreate the route as a class. The children will share their knowledge about the countries and cultures within their own</p>	<p>In this unit, the children will describe their immediate environment through observations and discussion. They will discuss the physical features needed for human life to exist, drawing comparisons with contrasting environments found on different planets. Building upon their understanding of the different</p>	<p>In this unit, through texts such as, <i>The Snail and the Whale</i>, the children are introduced to the terms ‘continents’ and ‘oceans’. As a class, using simple maps, they will explore various countries found in the seven continents, such as Australia and Canada, reflecting on their physical and human features. This will support the children in the development of their understanding of scale, when making comparisons to maps</p>	<p>In this unit, the children will use various narratives to develop their understanding of different environments (settings), natural and urban, and the vocabulary used to describe them. Through text, <i>We’re Going on a Lion Hunt</i>, the children will use a simple world map to locate Africa and the country Tanzania and begin to make comparisons to the UK, using the map, images and photographs. Building upon their understanding of the</p>	<p>In this unit, as part of their learning about growing and life cycles, the children will continue to explore the natural world around them, the impact of climate on developing ecosystems and how each element is interlinked. The children will then make comparisons to natural environments in other localities. The children are introduced to terms such as, <i>temperature, climate, and environment</i>.</p>	<p>In this unit, the children will draw a simple map to illustrate the journey of a fictional character linked to their learning about dinosaurs. They will include key landmarks and use positional language to describe their maps. Through various texts, the children will continue to develop their understanding of physical features by identifying those found in different settings. This is reinforced when creating their own 3D maps. Towards the end of the unit, the children</p>

	families, make comparisons between them and their own locality, and begin to look at mapping resources, e.g. simple atlases and globes. Throughout the half term, the children will also explore the season 'Autumn' and some of the important processes and changes in the natural world around them.	seasons, the children will examine, 'Winter' and some of the important processes and changes in the natural world around them. The children will begin to connect the Earth's orbit to the changing of seasons.	used in previous learning (e.g. school grounds and local area). As the topic progresses, the children will broaden their locational and place knowledge, and will be able to make simple comparisons. As part of this unit the children will also reflect upon the impact of various human activities on the natural world, e.g. littering and plastic pollution.	different seasons, the children will examine, 'Spring' and some of the important processes and changes in the natural world around them.		will discuss the natural phenomena that led to the extinction of a species and the impact this had on the natural world. Comparisons will then be made to current natural processes, such as climate change and the impact human activity is having on the natural world. This will be explored more deeply in future learning.
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Geography Progression	
EYFS to KS1 and KS2.	By the end of reception, the children will be able to identify and describe some features in their local environment, e.g., home, school or shops. They will be able to talk about their local environment and use pictures, photos and simple maps to locate places within it. The children will have visited different parts of the local community, such as local parks, gardens, libraries and shops. They will be able to discuss different places in their locality and consider similarities and differences, e.g., community garden and local park. They will have looked at similarities and differences between life in this country and others through stories, non-fiction texts and by comparing the experiences of their own families. They will be able to create simple maps, plans and images of known and imaginary landscapes. They will begin to use both positional and simple geographical language (e.g., country, continent, weather and climate), including simple language to describe both physical (e.g., river, season, weather, sea) and human (e.g., city, roads, town) features. They will have explored the four seasons and discussed changes in the natural world around them. As the children progress to KS1 and KS2, they will build upon their learning in early years. They will continue to develop their place and locational knowledge at different scales, exploring their own locality (e.g., Explorers – Y1 and Conservation and My Local Area – Y3), the UK (e.g., The Seaside – Y2, 2, Rivers - Y4 and The UK – Y5) and the wider world (e.g., Hot and Cold Places: Kenya – Y2, Climate Zones and Biomes: South America – Y3 and Europe – Y6). Each year, they will continue to develop their geographical skills and conduct fieldwork with growing skill and independence (e.g., Explorers – Y1, The Seaside – Y2 and Rivers – Y4). They will deepen their understanding of weather, climate and climate change and explore the Earth's physical and human processes, identifying ways in which they interconnect and determine key human and geographical features.






KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year 1





Long term project: Identify seasonal and daily weather patterns in the United Kingdom.

Unit	Explorers – Our Local Area	Looking After Our World – Polar Regions	Looking After Our World – The Amazon
National Curriculum	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to key human and physical features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To know the four compass points NSEW.</p> <p>To identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind and sunshine). Describe how the weather can change during the day or what it is likely to be like at different times of the year (in my locality/at another place I have studied. Describe an aspect of the physical and human geography of a distant place. EG the arctic/the rainforests Understand the distinction between ‘weather’ and ‘climate’ Know that trees help to cool the world down.</p> <p>Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere</p>	
Overview	<p>In this unit, the children will explore where they live, beginning with their immediate locality and spreading out, reflecting on their place in the wider world. The children will recap and extend previous learning about themselves before talking about where they live and what they see in their locality. They will draw information from their own experiences and a number of other sources: photos, videos and simple maps. The children will begin to explore the UK and name the four countries and capital cities, including the one in which they live. They will be introduced to the term, ‘continent’, focusing on Europe as the continent in which they live and look at significant people and events in history linked to exploration. Over the last couple of lessons, the children will learn how to create a simple map of their local area before conducting some fieldwork as a class so they are able to add to their map.</p>	<p>In this unit, the children will continue on from their Explorers topic. They will go on a journey of discovery to the north and south poles, starting with an introduction to Captain Scott and his famous polar expedition. The children will use various mapping resources to locate the polar regions. They will discuss weather patterns, its climate and its human and physical features, using basic geographical vocabulary. After completing their research, the children will go on to make comparisons between the polar regions and the UK, drawing on their learning from the previous unit. Over the last couple of lessons, the children will be introduced to the term, ‘climate change’ and discuss the changes that are occurring in the Antarctic and explore the connection between human activity and this environmental concern.</p>	<p>In this unit, the children will begin with a sensory adventure: tasting, smelling and discussing foods from another part of the world, the Amazon in South America. Using previous learning, along various resources, and mapping tools, the children will develop their locational and place knowledge by learning about the Amazon and the Amazon rainforest. They will explore its human and physical features, weather patterns and climate, before going on to compare the life of children who live in the Amazon with that of their own. Following on from all of their research, the children will learn about deforestation and its impact on the world. They will discuss the part we play in this and ways in which we all could help.</p>

Skills	To use aerial photographs and maps to identify physical and human features of their locality; to draw a simple map with a basic key showing landmarks; to describe their locality using appropriate vocabulary; to ask and answer questions.	To use maps, globes, atlases and aerial photographs to recognise features; to describe a locality using appropriate vocabulary; to ask and answer questions.	To use maps, globes, atlases and aerial photographs to recognise features; to describe a locality using appropriate vocabulary; to ask and answer questions.
Threads	Fieldwork and Community 	Sustainability  Connections 	Sustainability  Connections 

Year 2

Unit	Continents and Oceans: Pirates	Hot and Cold Places: Kenya	The Seaside
National Curriculum	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the countries studied at this key stage. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Overview	Enquiry Question: Which key locations, will I need to pass to get to my treasure island? At the start of Year 2, the children use this fun and engaging topic to gain a better understanding of the UK, the wider world and its surrounding seas. They will begin the unit with a discovery – a message in a bottle! Following this mysterious message, the children will set out on a journey from the UK (Dover), travelling across seas and continents to find some treasure. The children will learn about the UK, its four	Enquiry Question: What makes life in Kenya different to ours in the UK? In this unit, the children will broaden their place and locational knowledge by exploring the continent of Africa and in particular the country, Kenya. They will be able to draw information from a number of sources: world maps and atlases, including digital, globes, aerial photographs, various texts and online resources, including from their own lives and those of friends and family. The children will revisit their prior learning on the seven continents and five oceans, focusing on the continent of Africa and locate Kenya on a map. Over	Enquiry Question: How have coastal towns in the UK changed (human and physical geography) over time? In this unit, the children will continue to develop their locational knowledge by revisiting the UK, recapping and extending their knowledge about its four countries, their capital cities and the surrounding seas. The children will use various resources, including aerial photographs, atlases, maps, digital maps and photographs to locate and investigate various seaside resorts in the UK, to compare and contrast. The children will reflect upon how certain seaside resorts and towns have changed over time, in terms of both their human and physical

	countries and surrounding oceans and the world's seven continents and five oceans, they will create a simple treasure map and use simple compass directions and directional language to describe the location of the continents and oceans and the treasure.	the next few lessons the children will begin to build a deeper understanding of this wonderful country, looking at the human and physical characteristics that define it. They will then go on to compare and contrast an area of southern Kenya with one in the UK looking at the human and physical geography of both, (including references to climate and biomes), ultimately gaining a better understanding of what life is like in Kenya compared to life in the UK.	features and begin to consider how one might have affected the other. They will then go on to investigate one seaside town in the UK. They will explore both its human and physical features, initially by using a variety of resources and mapping tools and then go on to conduct fieldwork for a real-life insight into the area, eventually making comparisons with their own locality.
Skills	To use various mapping resources and aerial images to locate and describe a locality and what surrounds it. To use and read simple symbols on a map to find out about a place. To use basic geographical vocabulary to describe human and physical features.	To use various mapping resources and aerial images to locate and describe a locality and what surrounds it. To use and read simple symbols on a map to find out about a place. To use basic geographical vocabulary to describe human and physical features.	To use a UK wall map or atlas to locate and identify the four countries and capital cities in the UK and its surrounding seas; to use aerial photographs to help describe what a place is like and locate key features; to investigate a locality through fieldwork and collect data to help describe and compare.
Threads	Connections 	Connections 	Fieldwork and Community  Connections 

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 3







Unit	Mountains and Volcanoes	Conservation and My Local Area	Climate Zones and Biomes: South America
National Curriculum	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	Use maps, atlases, globes and digital/computer mapping to locate and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe key aspects of human and physical geography. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography

<p>Overview</p>	<p>Enquiry Question: What are Mountains and Volcanoes and how are they different?</p> <p>In this unit, the children will begin by using a variety of mapping tools, including digital to locate and investigate the world's tallest mountain, Mount Everest. The children will deepen their geographical knowledge and skills to identify the key features of a mountain and its surrounding area.</p> <p>They will then go on to locate and investigate a mountain in the UK and begin to draw comparisons, considering topographical features, types of vegetation and human activity. The children will then move on to investigate volcanoes, using various mapping tools, aerial photographs and other resources. They will be able to identify the key features of a volcano and the different types; locate and describe well known volcanoes; explain how volcanoes are formed and the changes that occur during this process. The children will conclude this topic with a case study into the real-life events in La Palma, Spain, where a volcano erupted in 2021.</p>	<p>Enquiry Question: Comparative study: How has human activity affected the human and physical features of an area and its environmental concerns?</p> <p>In this unit, the children will begin with an overall look at the UK, revisiting prior learning and extending. They will identify the major urban areas of the UK using various mapping tools and locate where they live. This will be the focus of their enquiry. The children will then investigate their locality. They will look at historical and contemporary photographs, the internet, posters, flyers, aerial photographs and both digital and hard copy mapping resources, including OS maps (past and present) to conduct a thorough initial investigation into their local area, Kennington. They will then plan and carry out fieldwork, gaining a real-life understanding of its land use and infrastructure: facilities, transport, green areas and homes. After analysing all of the data they have collected, the children will then identify a conservation focus, through which they will carry out a second piece of fieldwork to investigate the concern and its impact. Over the next couple of lessons, the children will continue to investigate: observe, measure, record and present the information about another locality to compare and contrast. As part of their learning journey, the children will reflect on possible solutions to the environmental concerns raised about their local area in order to share their ideas with their local MP.</p>	<p>Enquiry Question: Enquiry Question: How does geographical location impact a country's environment?</p> <p>In this unit, the children will continue their journey around the world and learn about the continent, South America. Using various mapping resources, they will explore the countries and cities of this continent and investigate the various physical and human features they come across. They will build upon their previous learning about hot and cold places and investigate the different climate zones and biomes within South America, making comparisons between different locations within South America and to the UK. They will also discuss the impact human activity has had on the physical geography of this continent, e.g., population, urban and industry growth and current environmental concerns, such as climate change.</p>
<p>Skills</p>	<p>To use various mapping resources, and digital technologies to describe physical features; use up to 6 compass points to describe location. To use geographical vocabulary to describe physical features, including topographical features and discuss how they change.</p>	<p>To describe where the UK is and locate major urban areas; locate where they live, using directional language; compare and contrast to another region, reflecting on key human and physical features; to make a map of a short route; present information gathered in fieldwork (data, graphs).</p>	<p>To use various mapping resources, and digital technologies to describe physical features; compare and contrast regions referencing climate zones and biomes. To understand similarities and differences- human and physical geography; To use geographical vocabulary to describe physical features; to explain the term 'Climate Emergency' and the impact higher temperatures have on people's lives.</p>

Threads	Connections 	Connections Fieldwork and Community  	Connections Sustainability  
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Year 4







Unit	Food and Agriculture	Rivers	Environmental and Social Activism
National Curriculum	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Name and locate counties and cities of the United Kingdom, 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 (interaction between human and physical processes).</p> <p>Describe and understand key aspects of human and physical geography, including: rivers, and the water cycle. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>
Overview	<p>Enquiry Question: How can food influence some parts of society?</p> <p>In this unit, the children will begin by deepening their locational and place knowledge by identifying key locations across the world for food growth and production. Through their enquiry, the children will begin to understand how climate and vegetation are connected in biomes and how food production is influenced by climate. They will investigate</p>	<p>Enquiry Question: How important are rivers to people’s lives?</p> <p>In this unit, the children will learn that rivers and river systems are dynamic, altering the landscape in different ways: they provide locations for communities to flourish and be sustained, they are conduits that connect people and places. The children will begin by learning about the journey of a river, using the appropriate geographical vocabulary to describe and</p>	<p>Enquiry Question: How has the work of significant activists had a positive impact of the environment and society?</p> <p>This will be a cross-curricular unit, drawing from and developing the children’s skills in both geographical and historical enquiry.</p> <p>The children will begin by exploring the term, ‘activism’: the different forms it can take and the global issues that inspire it. They will revisit and build upon their previous learning, with</p>

	the distribution of natural resources through the journey of the banana, from plantation to supermarket. The will take into consideration land use and the trade links between countries: the food exportation process and the individuals who facilitate it. They will also learn about Fair Trade and the inequality that exists as part of global food production, considering different ways this is and still needs to be combated.	discuss; they will explore the interaction between human activity and physical process, e.g. flooding and the impact that has on the physical environment. The children will gain first-hand experience of a river by conducting fieldwork at their most local one, The River Thames, using various methods to observe, measure record and present information about a river in a real-life context.	regard to 'climate' and 'climate change', its existence as a consequence of human activity and its impact on the planet and people's lives, both current and future. Having fully immersed themselves in both the human and physical implications of global warming, the children will then explore the different ways in which significant individuals have fought against environmental and social injustices, from Greta Thunberg to Maya Angelou.
Skills	To use maps, atlases and globes to locate where the food we consume originates and follow its journey to our plate: land use, environmental impact of human activity, trade links, economic activity and inequality. To locate places in relation to the equator, longitude, latitude and time zones.	To use various mapping resources, and digital technologies to describe human and physical features; to use fieldwork; to use up to 8 compass points and four figure grid references to locate and describe.	To use mapping tools, aerial photographs and various digital technologies to investigate climate change and its impact on both human and physical geography.
Threads	<p>Connections Sustainability</p>  	<p>Fieldwork and Community Connections</p>  	<p>Sustainability Connections</p>  

Year 5



Unit	The UK	North America - Mexico	The Environment and Climate Change
National Curriculum	Extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a	Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	Opportunity to consolidate geography learning up to the end of year 5 - focus chosen before the last half term according to targeted skills and knowledge.

	compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	European country, and a region within North or South America	
Overview	<p>Enquiry Question: What makes Britain Great?</p> <p>In this unit, the children will build upon their learning from previous years by deepening their geographical knowledge of the UK through geographical enquiry relating to its human and physical environments. The children will identify the geographical features of the countries of the UK and understand how some of these aspects have changed over time. They will draw information from a wide range of sources to investigate place, patterns, similarities and differences within and between the regions in the UK. There will be opportunities for cross-curricular links, e.g. history (the influence of Celts, Vikings and Romans on UK culture – revisiting prior learning), and SMSC - reflecting some of the fundamental ‘British Values’.</p>	<p>Enquiry Question: Is there more to North America than the USA?</p> <p>In this unit, the children will begin with an overall look at North America, exploring this continent and drawing attention to the diversity of its human and physical geography. They will reflect upon their perception of what ‘North America’ is, and be able to distinguish it from the USA. They will consider its various countries, environmental regions, climate zones and major cities and states. The children will then go on to focus on one country, Mexico, making comparisons with one other region within North America and a region in the UK. They will consider, both the human and physical characteristics of each, economic activity, climate and environmental impact.</p>	<p>Enquiry Question: Children to establish own line of enquiry linked to the environment and climate change.</p> <p>The Environment and Climate Change is an umbrella term for year 5’s geography topic in the last half-term.</p> <p>At the end of each year (Summer 2), a different focus, linked to the environment and climate change, is chosen by year 5, e.g. Deforestation or Air Pollution. The topic is chosen for its current relevance, engagement and as an opportunity to consolidate or fill any gaps in the children’s geography learning.</p> <p>At the end of the unit, the children celebrate their learning, in addition to drawing attention to an important global concern by using it as their theme for our annual whole school carnival.</p>
Skills	To use various mapping tools, including digital technologies. To use up to 8 compass points and six-figure grid references, symbols and keys to locate and describe locations and major landmarks; route-planning. Data representation and analysis.	To use various mapping tools, including digital technologies to locate places in relation to the equator, longitude, latitude and time zones. To use up to 8 compass points and six-figure grid references, symbols and keys to locate and describe locations and major landmarks.	See above.
Threads			

	Fieldwork and Community 	Connections 	Connections 	Sustainability 	Sustainability 	Connections 
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Year 6

Unit	Japan	Europe
National Curriculum	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Understand geographical similarities and differences through the study of human and physical geography</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of: physical geography, including: climate zones and earthquakes; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones and earthquakes; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
Overview	<p>Enquiry Question: How have natural and manmade disasters impacted Japan's physical and human geography?</p> <p>In this unit, the children will start by deepening their locational knowledge of Asia by locating Japan, it's major cities and the surrounding countries using various mapping tools. They will continue to explore the use of latitude and longitude and meridian lines and how they can be used to pinpoint a location. They will learn about how earthquakes occur, building upon their previous learning, investigating why Japan is so susceptible to them and the preventative measures that are put in place. The children will explore both the physical and human geography of Japan, identifying similarities and differences with the UK. They will reflect upon how human activity has impacted Japan's human and physical features, for example the atomic bombing of Hiroshima and Nagasaki.</p>	<p>Enquiry Question: What are the key ways in which the geography of Europe is so diverse (physical and human)?</p> <p>In this unit, the children will begin by going on a journey across Europe, exploring both its physical and human features using various mapping resources and digital technologies. They will reflect on both its diversity and make connections, e.g., with regard to landscape, climate zones, biomes, land use and types of settlements.</p> <p>The children will then carry out a comparative study of three locations: one within the UK, London, Iceland, Reykjavik and Greece, Athens, reflecting on the key human and physical characteristics of each region. Having carried out their initial research, the children will then be able to identify similarities and differences between all three.</p>
Skills	<p>To use various mapping tools, including digital technologies to locate places in relation to the equator, longitude, latitude and time zones. To use 8 compass points and six-figure grid references, symbols and keys to locate and describe</p>	<p>To use various mapping tools, including digital technologies to locate places in relation to the equator, longitude, latitude and time zones. To use 8 compass points</p>

	locations and major landmarks. To describe key physical processes and the resulting landscape features.	and six-figure grid references, symbols and keys to locate and describe locations and major landmarks
Threads	<p>Connections</p>  <p>Sustainability</p> 	<p>Connections</p> 