



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>

Reception

<p>Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Recognize some similarities and differences between life in this country and life in other countries. 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>	<p>Explore the natural world around them. 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.</p>
<p>Through a visit to their locality, the children will learn how to draw a simple line map of places they pass (My Story of Our World). They will draw a simple map of their playground. They will describe the features of their immediate environment through observational drawings (Growing) and compare physical features of earth with other planets (Space).</p>	<p>They will locate the UK and Africa on a world map. Culture Diversity Celebration Week – What countries are special to us? How are they similar/different to London/England? Through stories and storytelling (We're Going in a Lion Hunt) the children will begin to compare and contrast life in this country and other countries in Africa.</p>	<p>Local visits and images/maps of local area. Through stories and storytelling, the children will begin locate places and draw comparisons between environments (the natural world around them). For example, in 'We're Going in a Lion Hunt', the children will compare and contrast environments the African Savannah with their own locality. Through the story of The Snail and the Whale, the children will locate places the snail and whale go in the story, referring to a world continents map and compare and contrast environments visited in the book (e.g. Under the Sea).</p>

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	Pirates	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	India	Conservation and My Local Area
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 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	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.

<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 the 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: How does climate impact trade in India and the UK?</p> <p>In this unit, the children will begin by exploring India and where it is in the world, revisiting and extending previous learning. The children will explore the mountain ranges in India and some of the major rivers. They will investigate India’s physical and human features and discuss the impact human activity has had on the physical geography of India, e.g. population, urban and industry growth and current environmental concerns, e.g. climate change and rising sea levels.</p> <p>Then, the children will then go on to explore one of India’s biggest exports, ‘tea’. How India’s climate makes it an ideal place to grow tea and how this product, trade and economic activity connects to them to the UK. The children will draw upon their developing geography knowledge and skills to compare India to the United Kingdom, explaining the reasons behind our need to import tea rather than grow it ourselves with an emphasis on climates.</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>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 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>	<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>Threads</p>	<p>Connections</p> 	<p>Connections Sustainability</p>  	<p>Fieldwork and Community Connections</p>  

Year 4

Year 4			
Unit	Food	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 the distribution of natural resources through the journey of the banana, from plantation to supermarket. They will take into consideration land use and the trade links</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 discuss; they will explore the interaction between human activity and physical process, e.g. flooding and the impact that has on the physical environment.</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 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.</p>

	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.	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.	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
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 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.	<p>Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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>	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.

<p>Overview</p>	<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>The Environment 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, 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>
<p>Skills</p>	<p>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.</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 up to 8 compass points and six-figure grid references, symbols and keys to locate and describe locations and major landmarks.</p>	<p>See above.</p>
<p>Threads</p>	<p>Fieldwork and Community Connections</p>  	<p>Connections Sustainability</p>  	<p>Sustainability Connections</p>  

Year 6

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

