



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>RECEPTION</b>	<p><b>People and Communities</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><i>In the Early Years, learning opportunities in geography are present throughout the year. Rather than strictly taking place in sequential units, learning about the world and its people happens on a regular basis, in class and in free play.</i></p>	<p><b>The World</b></p> <p>Children will read stories and take part in activities, which look at interesting places in the world and places special to them. Children will think about aspects of their familiar world, such as the place where they live or the natural world.</p> <p><i>In the Early Years, learning opportunities in geography are present throughout the year. Rather than strictly taking place in sequential units, learning about the world and its people happens on a regular basis, in class and in free play.</i></p>	<p><b>Our World</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, and explain why some things occur, and talk about changes.</p> <p><i>In the Early Years, learning opportunities in geography are present throughout the year. Rather than strictly taking place in sequential units, learning about the world and its people happens on a regular basis, in class and in free play.</i></p>
<b>YEAR 1</b>	<p><b>Castles</b></p> <p>In this broad unit of learning, children will learn both about the history of castles, but also where they are in the world. They will look at castles in the UK and locate them on a map and then study other types of castles across the continents.</p>	<p><b>Our World</b></p> <p>Building on exploring places that are special to them in Reception, children will learn about the countries that make up the United Kingdom and study the countries they feel connected to, either through family, travel or interests. They will learn about the differences and similarities between places and think about why some places are rural and some are urban.</p>	<p><b>Oceans, Seas and Rivers</b></p> <p>Children will focus on bodies of water and learn about the oceans of the world. They will also look at seas and coasts, and discuss their experiences of going to the seaside. They will also learn about rivers: what they are, how they change, and how they are used by people.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>YEAR 2</b></p>	<p><b>Central and South America</b></p> <p>In this broad unit of learning, children will learn about both the history and geography of South and Central America. They will explore Mayan culture and look at the countries that were home to this rich ancient civilisation. Children will build their locational knowledge of the region and look at key features in the south and central American landscape.</p>	<p><b>Our Area - Crouch End and Haringey</b></p> <p>Children will learn about the geography of their local area and look at maps of the place where they come from. Children will begin developing maps skills here that will be used throughout their experience of primary school. They will learn about the population of Crouch End and the rich diversity of the people that call Haringey home.</p>	<p><b>Holiday Time</b></p> <p>Based on children’s own experiences, they will look at the places they have been to, and the places they dream of going to around the UK and the world. They will look at several key regions, such as the Mediterranean, The Alps and North America, as well learning about where people choose to go on holiday in the UK.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>YEAR 3</b></p>	<p><b>Rivers</b></p> <p>Children will learn how rivers shape the land, change over their course, and contribute to a diverse environment. Children will look at the River Indus in detail, before looking at rivers in the UK.</p> <p>Towards the end of their learning, children will be asked <i>How similar is the River Thames to the River Severn?</i></p> <p><b>Mountains</b></p> <p>Children will study the features of mountains and mountain ranges, and look at how humans have adapted their lives around mountain ranges – be it in tourism, farming, or mining. They will learn about Mount Everest, The Andes and several UK mountains, including Snowdonia and Ben Nevis.</p> <p>Towards the end of their learning, children will be asked <i>How do Mountains interact with what is around them?</i></p>	<p><b>Settlements</b></p> <p>Building on learning about ‘Our World in Year 2’, children will find out about the different types of settlements and the features of each. Children will learn about rural and urban settlements and explore the geography of London and its urban sprawl. They will look at how people adapt to life in large cities and study both London and Cardiff in detail.</p> <p>Towards the end of their learning, children will be asked <i>How are people from London and Cardiff similar and how have they adapted to their settlements?</i></p> <p><b>Agriculture</b></p> <p>Building on from their learning about ‘Our World’ in Year 2, and rural settlements in the first spring term, children will now learn about the types of farming in the UK. They will look at how terrain and weather affects what a farmer might grow (like terrace farming) and learn how farmers decide on methods to grow crops, such as organic farming. They will also have a close look at sheep farming in parts of Wales.</p> <p>Towards the end of their learning, children will be asked <i>Does it matter what country our food comes from? and How does it connect us across the world?</i></p>	<p><b>Volcanoes</b></p> <p>Children will learn about the structure of the Earth, how and why volcanoes erupt, how and why settlements have sprung up around volcanoes, and why people choose to live close to them. They will look closely at Mount Etna in Sicily, building on their learning about the Mediterranean region.</p> <p>Towards the end of their learning, children will be asked <i>How do Volcanoes affect life all around them?</i></p> <p><b>Climate and Biomes</b></p> <p>Children will explore the major climate zones around the world and look at how the world’s oceans affect climates in different areas. They will look at how biomes are connected by climate, and the rich variety of life and vegetation to be found in rainforests, savannahs and temperate forests.</p> <p>Towards the end of their learning, children will be asked <i>Can human activity affect our climate?</i></p>

<b>YEAR 4</b>	<p><b>The Rhine and Mediterranean</b> Building on their learning of Rivers, children will find out about the River Rhine and its journey from its source in Switzerland, to its mouth in Rotterdam. Children will learn how humans use the river, how it affects people’s lives in cities like Cologne, and how it becomes a centre of trade in the Netherlands. Children will also look at the Mediterranean Sea, the surrounding countries and continents, and how the Suez Canal connects trade in Europe and Asia.</p> <p><b>Populations</b> Children will learn about the populations of UK countries and cities, and learn about population density. They will look at why populations might change in rural areas and why people migrate to a different place, both within the UK and across the world. They will also learn about the diverse populations of London and Wales, and explore similarities and differences between them.</p>	<p><b>Tourism</b> Children will start by learning about the good old-fashioned seaside. They will look at features of a seaside town, like a promenade and a pier, before moving on and exploring what a tourist is and the many reasons people go on holiday or to different places around the world. They will learn how tourism can affect the economy of a place and about the types of sustainable tourism available to people travelling around the world.</p> <p><b>Coasts</b> Children will learn about coastal processes and how the seas and oceans affect our coastlines. They will look at erosion, transportation, and deposition, and what action people take to lessen the effects on the coast. They will also learn about how different landforms are created, and learn the difference between beaches, bays, arches and stacks.</p>	<p><b>Earthquakes</b> Building on our learning about mountain ranges, volcanoes and the structure of the Earth, children will learn about the devastating earthquake in New Zealand in 2004. They will learn about tectonic plates, fault lines, and look at the geography of San Andreas. Children will also look at how people in Japan adapt to live in a place where Earthquakes can occur regularly, and the measures people take to lessen the effects.</p> <p><b>Deserts</b> Children will learn about the features of a desert and the differences between arid and semi-arid landscapes. They will look at how deserts are formed and how people have used, and continue to use, deserts. Finally, we will spend some time learning about the Patagonian desert and compare it to the Sahara.</p>
<b>YEAR 5</b>	<p><b>California and Drought</b> Children will learn about California. They will explore its geographical location, its rates of water consumption, and how it is affected by lack of rainfall. They will learn about how irrigation is used in the state and what happens when reservoirs dry up – this will build on learning about irrigation, arid landscapes, and farming practices. They will look at which factors contribute to drought, and how people try to adapt to lessen the impacts of drought within California.</p> <p><b>Oceans</b> Children will revise locational knowledge and recap their knowledge of oceans and major seas in the world. They will look at the relationship between oceans and climate, revisiting some of our learning from Year 3. They will also explore how human activity affects the ocean and ocean life, and what impact climate change will have across the world’s waters.</p>	<p><b>North and South America</b> Children will explore the geography of North and South America. They will use previous learning about climate, biomes and population to compare countries across the continent. Later, they will look at Brazil’s mega-cities and what life is like for people in Favelas in Sao Paolo. They will challenge the stereotypes of favelas and look at the rich cultural contributions people from Favelas make to Brazilian life.</p> <p><b>Migration</b> Building on from their learning about populations, settlements and agriculture, children will explore the role of migration across the world. They will look at the reasons for migration and look at global trends over the past few years. They will look at how migrants are treated in their new places, and the economic and social benefits that migration can bring to a country.</p>	<p><b>Rainforests</b> Children will learn about the Amazon basin as a region - the rainforests, rainforests as an ecosystem, and its relationships with climate – the ‘lungs of the world’. All prior and foundational knowledge regarding climate change are now drawn on in this topic. Children will also spend time looking at how people live in the rainforest, and learning about deforestation, human settlement, economy, population distribution and movement.</p> <p><b>Agriculture and World trade</b> Children will revisit UK farming (from Y3 Spring 2), before studying agriculture across the world. They will focus in on the Amazon basin, a region of South America. Children will look closely at coffee. They will find out where we get coffee from in London, how far it has travelled, and the processes involved in farming and distribution to get it to our homes. Children will learn about Fair trade and how people make ethical choices.</p>

### Comparing 3 Regions in the World

Children will draw upon their knowledge of 3 regions around the world. They will look at how the UK, the Mediterranean region and the Amazon basin are affected differently by a host of factors, including migration, agriculture, tourism and climate change. They will look at similarities and differences, and notice patterns and processes they all share.

### Polar Regions

Building on from previous learning about climates in Year 3 and 4, children will explore Polar regions in depth. They will revisit climate issues surrounding the Polar regions and look at eco-systems in polar and sub-polar environments. They will also spend time revisiting Patagonia and explore how migration has affected the culture and languages spoken in this polar region.

### London in Depth

Children will embark on in depth look at London. They will draw upon their prior knowledge of migration, climate, populations and settlements to look at how London has developed and continues to develop. They will learn about the rich cultural diversity of our city and the benefits that migration has brought to London and to Haringey.

Children will take part in a problem solving exercise, which draws upon a wealth of prior learning and skills. Children will look at quantitative and qualitative data, and develop a range of skills in map reading, data analysis and information gathering.

### Fieldwork, Skills and Knowledge

Children will spend some time carrying out fieldwork. In geography, this is when the children **go outside the classroom** and find things out for themselves. This includes investigating both **human and physical features**. Children will explore the types of questions they wish to investigate, what data they will collect, and how they can analyse that information and come to a conclusion.

In their final few lessons of geography, children will spend time revising some key substantive and disciplinary learning objectives, and building towards their Key Stage 3 education in secondary school.