



	Autumn	Spring	Summer
<b>EYFS</b>	<p>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.</p>		
	<p><b>Our World Around Us</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><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><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>Through continuous and enhanced provision, children in both Nursery and Reception will:</p> <p>CL – Read and talk about stories from around the world, and non-fiction texts. Learn new vocabulary and use throughout the day.</p> <p>PSED – Learn how to understand their own feelings and those of others.</p> <p>PD – Create and play games to develop both gross and fine motor skills. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, and the practice of using small tools.</p> <p>L – Daily discussions about the world in which they live.</p> <p>M – Look at different places on a map.</p> <p>KUW – Recognise some similarities and differences between their lives and other people’s. Listen to stories and non-fiction books to foster an understanding of the diverse world. Have discussions to enrich and widen their vocabulary.</p> <p>EAD – Discussions to develop their artistic and cultural awareness.</p>		

<b>YEAR 1</b>	<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. We will also be introducing the work people do to conserve these beautiful vital regions.</p>	<p><b>Rainforests</b></p> <p>In this unit of learning we are going to introduce children to the wonderful world of rainforests. We will be learning new words and concepts such as tropical climates, what an emergent layer is and where to find the equator! Children will be learning about lots of animals from across the rainforests and have a special focus on the rainforests of south east Asia and the life of orangutans in Borneo.</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><b>Skills taught across the Year 1:</b></p> <ul style="list-style-type: none"> <li>• Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>• Use locational and directional language (near and far, left and right)</li> <li>• Devise a simple map and use a basic symbol in a key</li> </ul>		
<b>YEAR 2</b>	<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>China</b></p> <p>Children will be exploring China in this unit of learning. We will be learning about some of the amazing natural features of China but also some of the Various human features of such as large cities, rural communities and of course the great wall!</p>	<p><b>Weather around the World</b></p> <p>Children will explore Polar, Tropical and Temperate climate zones, building on some of their learning from Rainforests and Our World units in Year One. Children will also explore extreme weather like wild fires, hurricanes and monsoons and look out how people adapt their lives in the face of such dramatic climates!</p>
	<p><b>Skills taught across the Year 2:</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</li> <li>• Use simple compass directions (north, south, east and west)</li> <li>• Use locational and directional language (near and far, left and right)</li> <li>• Use aerial photographs and plan perspectives</li> <li>• Study geography of school and its surrounding environment</li> <li>• Label human and physical features of a town</li> </ul>		

**Rivers**

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.

Towards the end of their learning, children will be asked *How similar is the River Thames to the River Severn?*

**Mountains**

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.

Towards the end of their learning, children will be asked *How do Mountains interact with what is around them?*

**Settlements**

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.

Towards the end of their learning, children will be asked *How are people from London and Cardiff similar and how have they adapted to their settlements?*

**Agriculture**

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 affect 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.

Towards the end of their learning, children will be asked *Does it matter what country our food comes from? and How does it connect us across the world?*

**Volcanoes**

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.

Towards the end of their learning, children will be asked *How do Volcanoes affect life all around them?*

**Climate and Biomes**

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.

Towards the end of their learning, children will be asked *Can human activity affect our climate?*

**Skills taught across the Year 3:**

- Use four points of a compass
- Describe and understand aspects of physical geography and human geography.
- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (mountains and rivers)
- Using maps and digital/computer mapping to focus on Europe (especially the UK land use)
- Use symbols and keys
- Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

**The Rhine**

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.

**Populations**

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.

**Earthquakes**

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.

**Coasts**

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.

**Tourism**

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.

**Deserts**

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.

**Skills taught across the Year 4:**

- Use eight points of a compass
- Describe and understand geographical similarities and differences through the study of physical geography and human geography.
- Extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, Asia, Africa, North and South America.
- Present the human and physical of an area using a range of methods, including sketch maps and graphs.
- Using maps, atlases and digital/computer mapping to locate countries and describe features studied
- Use symbols and keys

**California**

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.

**Oceans**

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.

**Migration**

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.

**North and South America**

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.

**Rainforests**

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.

**Amazon Connections**

Children will continue their focus on the Amazon basin, a region of South America. Children will look closely at coffee and other plant grown in the region. 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.

**Skills taught across the Year 5:**

- Use eight points of a compass
- Describe and understand geographical similarities and differences through the study of physical geography and human geography.
- Be able to name and locate all the main seas and oceans.
- Extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, Asia, North and South America.
- Present the human and physical of an area using a range of methods, including sketch maps and graphs.
- Using maps, atlases and digital/computer mapping to locate countries and describe features studied
- Use symbols and keys
- Use 4 figure co- ordinates to locate features on a map.

## Energy and Climate

Children will take an in depth look at the energy mix in the UK. They will draw upon their prior knowledge of climate and biomes, oceans, agriculture, settlements and extreme weather to look at how the UK's climate is changing and the ongoing effects of climate change.

They will form opinions about onshore wind and nuclear power, whilst learning about sustainable development goals set on both regional and national scales.

## Ethiopia

Children will be revisiting some earlier learning (The mighty Aksum empire in History and the way Christians celebrate in Ethiopia in Religion and Worldviews) when we learn about Ethiopia. We will be spending time exploring these questions: Where is Ethiopia? What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life. How is Ethiopia affected by climate change? Children will think about sustainable futures for Ethiopia and across the East coast of Africa.

## Changing UK

Children will embark on in depth look at cities across the UK but with some focus on the second city, Birmingham! They will draw upon their prior knowledge of migration, climate, populations and settlements to look at how cities such as Birmingham and Manchester have developed and continue to develop. They will learn about the rich cultural diversity of our cities and the benefits that migration has brought to the UK,

Children will take part in a problem-solving exercise where we think about the future of cities in the UK – what problems might they face and what possible solutions could there be?

## Jamaica

Children will be revising some of their learning from North and South America (Y5) when we spend time focussing on the Caribbean. Children will be learning the answers to the following questions: Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. What does the future hold for Jamaica?

## 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.

## Fieldwork

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.

### Skills taught across the Year 6:

- Use 8 compass points confidently and accurately.
- Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.
- Describe and understand geographical similarities and differences through the study of physical geography and human geography.
- Extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, Asia, Africa, North and South America.
- 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.
- Using maps, atlases and digital/computer mapping to locate countries and describe features studied.
- Use 4 figure co-ordinates confidently to locate features on a map.
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.