Be Brave, Be Curious, Be Kind

Subject Leader Summary - Geography

Year Group Narrative – A summary of what learning is taught in each phase.

	Cycle A			Cycle B		
KS1	**Autumn** **Childhood:** In this project, children develop their geographical knowledge of picture maps. They apply their understanding to make comparisons about ow a place changes over time and begin to consider the causes and consequences of change. They revisit learning about human features and name and locate them on a map. **Our Wonderful world:** In this essential skills knowledge geography project, children learn about the meaning of the terms 'geography, 'physical feature' and 'human feature. They are introduced to maps, including globes, online mapping tools and world maps. Children use positional and directional language and become familiar with the N, E, S	**Spring** **Bright Lights, Big City:** In this geography project, children build on the geographical skills and knowledge introduced in Y1 projects Childhood and Our Wonderful World. They revisit the map of the UK and identify its four countries, their relative capital cities, the surrounding seas and oceans and compass points. They consolidate their understanding of the term 'physical feature' and learn about the physical characteristics of the UK using geographical vocabulary. To help children compare and contrast places, they are reintroduced to urban landscapes from the project Our wonderful world, including the human features of towns and cities, such as	**Summer** **School Days:** In this history project, children build on their geographical knowledge of maps and map making by using satellite imaging, such as Google earth and Street View, to locate their local community and school. They make sketch maps of the locality, label physical and human features and build on their earlier experiences of planning and drawing routes on a map previously introduced in the Y1 project Bright Lights, Big City. Children revisit the concept of map keys and use a key to identify and locate physical and human features. They make maps to show where they would place litter bins and posters to improve school's	**Autumn** **Let's explore the World:** This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.	**Spring** **Coastline:** This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.	**Summer** **Magnificent Monarchs:** In this project, children will recap their knowledge of the UK and explore where monarchs live.

	and W compass points. They explore picture maps and are introduced to simple keys to identify features. Children learn the names and positions of the continents and oceans of the world. They discover the terms 'equator', 'Northern hemisphere and 'southern hemisphere'. They identify the locations of hot and cold places worldwide. They study a map to learn the names, capital cities and positions of the four countries of the UK and are introduced to three settlement types: village, town and city. Children study aerial photographs and learn the term bird's eye view. They use satellite imagery from Google Earth to spot familiar areas of their locality from above. Children learn about the importance of protecting woodlands, meadows and hedgerows. Children carry out fieldwork to find out which physical features are present in	landmarks. They explore how people work and live in cities, including how transport helps people to move around. Children carry out fieldwork in their local area and use spotting sheets to name human features observed. They deduce why the human features are important to the community and their use. Children build on their knowledge of weather from the Early Years projects by identifying and describing typical weather patterns across the seasons and use charts to record the weather. They revisit weather symbols and use these in their recording. As an in depth study, children explore the characteristics of London. They use geographical resources, such as digital mapping tools and aerial photographs to investigate human and physical features. They build on their understanding of the term 'landmark' by learning about	ground. Children also build on their understanding of change over time, introduced in the Y project Childhood, by comparing maps from the Victorian era with modern maps.			

	their local area. They follow a map and use a spotting sheet to record their data.	London's most significant monuments, buildings and bridges. They are introduced to grid maps and use positional and directional vocabulary to plan routes and give directions around a grid map of London. The children apply their knowledge of London to make comparisons with the capital city of Malaysia (Kuala Lumpur). Taxi: This DT project is taught alongside the geography project Bright Lights, Big City and connects with children's understanding of transport.				
LKS2	**<u>Autumn</u>** **Through the Ages:** In this history project, children revisit geographical learning about significant landmarks. They are introduced to Stone Age monuments including long barrows, henges, curus monuments, standing stones and stone circles. They study Stonehenge as a significant prehistoric	**<u>Spring</u>** **Rocks, Relics and Rumbles:** In this geography project, children revisit the structure and characteristics of the Earth's layers from Y3 project One planet, Our World. They work alongside a geologist to explore different rocks and their properties, including sorting and classifying activities. They revisit	**<u>Summer</u>** **Emperors and Empires:** In this history project, children revisit geographical skills using maps to observe the growth of the Roman Empire across Europe and the wider world.	**<u>Autumn</u>** **Invasion:** In this history project, children revisit the physical and human features of the UK. They use maps to identify the geographical features of the UK that might have affected the progression and outcomes of invasions from different groups of people. **Interconnected World:** In this essential skills and knowledge geography project, children revisit the compass points. They revise their	**<u>Spring</u>** **Misty mountain, winding river:** In this geography project, children are introduced to rivers and mountains. They begin by learning specialist vocabulary to help them describe the features of rivers and use this knowledge as they visit a river course. They prepare for their visit by studying its location on a map and use their knowledge of four and six figure grid references from the Y4 project Interconnected World. Children carry out field tasks during a river visit including	**<u>Summer</u>**

	landmark and use maps, diagrams and information texts to study it in depth and record their learning as a detailed report. **One Planet, Our World:** In this essential skills and knowledge history project, children analyse maps to locate countries and begin to use four- figure grid references. They sort and classify human and physical features and are introduced to inter cardinal compass points of N, NE, E, SE, S, SW, W NW to locate geographical features on a map. Children analyse data and draw conclusions about the structure and environment of three settlements, building on learning from the Y1 projects Our Wonderful World and Bright Lights, Big City. They learn the term 'carbon footprint' and identify practical ways to reduce their carbon footprint. Children name and describe the Earth's four layers and are introduced to place tectonics. They discover Earth's five	the concept of plate tectonics and study maps to locate plate boundaries. They find out how tectonic plates move and what impact this has on the Earth. They learn about the location of the Ring of fire and are introduced to volcanoes. Children revisit latitude and longitude and practise using them on a world map to locate volcanoes. Children explore types of volcanic eruptions and gather information to make a fact file and collaborative dataset. They use a range of geographical resources, such as photographs, information sheets and maps, to find out how a landscape changes after a volcanic eruption. They are introduced to earthquakes and learn about causes and consequences. They investigate the earthquake in Amatrice, central Italy. Children revisit compass points and use these to describe the location and		knowledge of four figure grid references first introduced in the Y3 One Plant, Our world and use easting and northings to locate a range of geographical features. Children extend their learning to six figure grid reference to accurately pinpoint features on a map. Children about the Tropic of Cancer and Tropic of Capricorn and begin to understand the characteristics of a tropical climate. They learn the names of North and South American countries and use an atlas and key to label them on a map. They use their previous knowledge of climate zones to study their contrasting climates. Children discover the geographical characteristics of North and South America and complete an in depth study of on significant feature. They also learn about North and South American culture, including their histories, religions, values and pastimes. Children learn to identify significant physical features in the UK, including mountains, rivers, lakes and forest and create an in depth study into one. They learn about the properties of soil and investigate soil samples from the local area. They revisit their map reading skills and learn about the National Rail Network and uses of the canal network in the past and the present. Children describe the terms renewable and non – renewable energy and	taking samples and measurements. They record their observations using tables, charts and diagrams, and compare their data using collaborative tools. Children build on their first hand experiences by studying the stages of a river in more depth, including upper, middle and lower courses, the source and the mouth. They identify the characteristics of each stage and answer questions about them. Children use satellite images to view an aerial perspective of the River Trent, using the technology to observe, describe and locate the four stages of it journey. They draw on their understanding of physical and human features, learned throughout the curriculum, to find and identify features along the river and write a geographical description. Children develop their understanding of how landscapes can change, previously studied in the Y3 project Rocks, Relic and Rumbles, by learning how rivers change the landscape through the physical processes of erosion, transportation and deposition. They locate world rivers and answer questions about them, using an atlas and online information as sources. They choose one world river to research in detail and write about its features and	

	major climate zones and begin to use longitude and latitude to locate places on a world map. They also locate and name European countries and capital cities. Children continue to deepen their knowledge of the UK by studying significant human and physical features. They learn about the unique features of significant cities in the UK and conduct fieldwork to study the effect of weather on the local environment. The children learn the five main types of land use and investigate the locality to discover how land is used.	direction of the tsunami created by the 2004 Indian Ocean earthquake. Children use their knowledge and understanding of geological activity to research and write a factual report about Quito in Ecuador and the potential short and long term effects of tectonic activity in the area. **Ammonite:** This art and design project is taught alongside the geography project Rocks, Relics and Rumbles and connects with children's understanding of rocks and fossils. **People and Places:** This art and design project is taught alongside the geography project Rocks, Relics and Rumbles and connects with children's understanding of landscapes and place.		find out the benefits of harassing renewable energy sources. They conduct an enquiry to prove or disprove a hypothesis and use maps and surveys to gather information. They begin to interpret data, drawing conclusions from the evidence.	characteristics. Children also find out how we use riers and why they are important for leisure,energy, farming an transportation. They are introduced to the geographical aspects of the water cycle and use their knowledge and understanding of rivers and extreme weather, first introduced in the Y3 project Rocks, Relic and Rumbles, to carry out a detailed case study of flooding in Somerset. Children learn about mountains and study the characteristics of different mountain types. They sort and classify mountains, including fault-block, fold, plateau and volcanic. They are introduced to topography and contour lines and use ordnance survey maps to identify landscapes. They build on their prior knowledge of the physical and human features of the UK explored in previous projects across the curriculum, to study significant mountains and mountain ranges. They use a range of geographical resources to research one mountain range in detail and present it as a case study. They extend their knowledge of mountains by studying world mountains and mountain ranges and revisit their understanding of continents and countries. Children use their knowledge of geographical features and characteristics of different areas of the UK to	

					create and information booklet for visitors to the Lake District. **Vista:** Tis art and design project is taught alongside the geography project Misty Mountain, Winding River and connects with children's understanding of physical features in the landscape	
UKS2	**<u>Autumn</u>** **Investigating the World:** During this essential skills and knowledge geography project, children continue to study ordnance survey maps using the Key, compass directions and scale to write a description of the local area. They revisit topography and contour lines in the Y4 project Misty Mountain, Winding River, to recognise peaks and steep and gradual slopes. Children revise their knowledge of six figure grid references and use their understanding to interpret a 1km grid square. Children are introduced to the Prime, or Greenwich, Meridian and learn that GMT is taken from the Prime Meridian.	**<u>Spring</u>** **Sow, Grow and Farm:** In this project, children revisit land use in the UK forest introduced in the Y3 project One plant, Our world, focusing on agricultural purposes. They begin by using local council websites to identify and draw conclusion about their locations. They visit a local allotment to find out what geographical features make a successful site. They extend their understanding of agricultural land use by studying a map of the UK and using a key to identify the locations of different types of farming such as arable, pastoral and mixing farming. They find out how the influencing factors of climate, topography and soil determine the type of	**<u>Summer</u>** **Ground breaking Greeks:** In this history project, children revisit their geographical knowledge of Europe. They use atlases and world maps to locate Greece and study aerial photographs to describe the characteristics and features of the Greek landscape. Children compare modern features and maps with maps of ancient Greece. They identify geographical features of ancient Greece, including islands, significant city states, landmarks and surrounding seas and countries. They use information texts and other source materials to answer questions about the climate and geographical features of ancient Greece.	**<u>Autumn</u>** **Maafa:** In this history project, children revisit their geographical understanding about the continent of Africa. They learn about its countries natural resources, populations, climates and physical features. They choose one African country to investigate further, using a range of resources and write geographical fact files. **Our Changing World:** During this essential skills and knowledge geography project, children revise the features of the Earth including lines of latitude and longitude, the equator and the Tropics of Cancer and Capricorn. They are introduced to the Arctic and Antarctic Circles. They consolidate their knowledge of time zones, calculating the difference in time between places around the world. Children recall how to sue lines of latitude and longitude to locate places on a world map and learn about map scale. They measure distances on a map and	**<u>Spring</u>** **Frozen Kingdoms:** In this project, children revisit their learning about the equator, Northern and Southern Hemispheres, latitude, longitude, Prime Meriden, Arctic Circle and Antarctic Circle, and discover their exact location in degrees. They learn about Arctic and Antarctic regions using geographical information texts, maps and data. They use this learning to identify similarities and differences between the two regions. Children build on their understanding of climate zones from the Y6 project Our Changing World and make observations about the location of the two polar zones. Children build on learning about daylight hours from the Y5 project Investigating Our World to investigate the phenomenon of day and night in the polar	**<u>Summer</u>** **Britain at War:** In this history project, children use maps of Europe and world maps to learn about the geographical locations of the warring nations, making comparisons between those involved in WWI compared to those involved in WWII

	They discover that the Earth is split into 24 time zones and use their knowledge of GMT to calculate the times in places around the world. The children recap and deepen their awareness of climate zones and are introduced to vegetation belts and biomes. They build on learning from the project Misty mountain, winding river, understanding that the climate and vegetation in an area determine its resident plants and animals. Children also learn more about the human geography of the continents and locate capital cities around the world. They learn about sustainability and how manufacturing processes can be more environmentally friendly. Children deepen their understanding of location by identifying relative locations and using the scale bars on maps to find the UK's motorway network, learning how these fast roads connect towns,	farming. Children revisit ordnance survey maps and six figure grid references to locate local and regional farms. Children carry out a detailed case study of potato farming on the island of Jersey. Children answer questions about the characteristics of each climate zone. They revisit the continents of North and South America first explored in the Y4 project interconnected world to identify environmental regions and biomes. They learn about citrus farming in California and use a range of geographical resources to learn about the climate, soil type and environmental features that make it successful in this region. They make comparisons with coffee growing in Peru and find out about the challenges faced by farmers. To determine how far their food has travelled, children use world maps to locate where specific goods have come from. They		revisit grid references, contour lines and map symbols. Children learn about global warming and climate change and begin to understand how these changes affect biomes. They study data from the Global Climate Risk Index and identify the effects of climate change and extreme weather on people, especially in developing countries. Children learn about trade worldwide and study countries whose manufactured goods, food, or natural resources are exported across the globe. They also learn about natural resource management and the importance of sustainability. Children analyse data and make conclusions from recent road traffic accident figures. They carry out fieldwork to collect data about the safety of a local road and use their findings to suggest positive changes. Children study patterns of human settlements using terms such as linear, circular, rural, urban, compact and dispersed. They conduct a fieldwork investigation using maps, photographs and primary data to analyse and describe settlement patterns in the local area.	zones. They focus on the Arctic Circle and observe and compare daylight hours during different seasons. They are introduced to the terms 'polar day, 'midnight sun' and 'polar night'. They use geographical resources including websites, information texts and photographs to conduct a geographical enquiry to find out how polar oceans are similar to or different from other oceans around the world. They master their understanding of physical features found in polar landscapes, including icebergs, glaciers, ice fields, tundra and boreal forests. They use maps, images and information texts to discover more about each feature and use their knowledge to make comparisons. Children continue to learn about climate change by considering the causes and effects. They revisit the idea of the Earth as a source of natural resources by finding out about the natural resources of the polar regions, including fish, oil, natural gas, minerals and wood and find out about the problems and challenges of human demands on these	

	cities and transport links. Children develop their understanding of settlements by studying settlement hierarchy, including relative size, significance and settlements populations. They carry out a field work enquiry to discover which settlement types are in their local area.	explore methods of transportation and use a range of geographical resources when researching the need to keep food fresh and transport it as quickly and cheaply as possible. They explore the journey of bananas from Central American, South American and African countries. Children use their knowledge of farming and growing to write a proposal for a small market gardening business, considering the climate, soil type and transportation needed. **Eat the Seasons:** This DT project taught alongside Sow, grow and farm connects with children's understanding of the seasons and seasonal foods. **Nature's Art:** This art and design project is taught alongside the geography project so, grow and farm and connects children's understanding of natural materials, the environment and seasons.			resources. Children are introduced to the indigenous peoples and discover how these communities have successfully adapted to the climatic conditions. Children revisit the term tourism studied in previous projects including the Y2 project coastline and the Y4 project Misty Mountain Winding river. They find out the positive and negative effects of tourism on the polar regions, including land use for building hotels and venues, overcrowding of popular areas and pollution. They analyse data to draw conclusions about the impact of tourism on Antarctica. They use their knowledge to write an article for a fictional publication that specialises in Arctic Circle cruises. **Inuit:** This art and design project is taught alongside the geography project Frozen Kingdoms and connects with children's understanding of Inuit culture, in particular their relationships and beliefs about the natural world. Environmental Artists: Tis art and design project is taught alongside Frozen Kingdoms and connects with children's	

					understanding of environmental conservation.	