Gem Federation Geography Curriculum

Threads	
Through our geography curriculum, we have identified key threads that run throughout our units and are revisited each time in increasing depth. Whilst ensuring the children's learning is cohesive, they provide opportunities for children to broaden their knowledge, identify links, make comparisons and further develop their skills in enquiry.	
Connections 	The interaction between human and physical processes (for example, climate change, earthquakes, volcanic eruptions, erosion, tourism, urbanisation, industrialisation and migration); the relationship between physical and human features; the interdependence of people, places and environments; and the trade links that connect countries through goods, services and resources. Our pupils will understand how physical processes shape environments, how human processes change places, and how people and countries are connected through movement, trade and shared environmental challenges.
Sustainability 	Climate awareness, global responsibility and sustainability: understanding the interaction between human activity and the environment.
Fieldwork and Community 	Exploration of our own locality through first-hand observation: reflecting on both human and physical geography, changes over time, and the interaction between human and physical processes (e.g. urbanisation, industrialisation and migration).

EYFS	
Understanding of the World Educational Programme	Understanding the world involves guiding children to make sense of their physical environment and their community. The frequency and range of children's personal experiences increase their knowledge and understanding 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, these experiences extend children's familiarity with words that support understanding across different domains. Enriching and broadening children's vocabulary will, in turn, support their later reading comprehension.

Nursery						
Unit	All About Me	A Taste of the World	The Farm	Fairy tales	Mini-Beasts	Changes
Birth to Five Matters	Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world. Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment	Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world. Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment	Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world. Shows care and concern for living things and the environment Developing an understanding of growth, decay and changes over time.	Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world. Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment	Comments and asks questions about the aspects of their familiar world such as the place where they live and the natural world. Shows care and concern for living things and the environment Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment	Shows care and concern for living things and the environment Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment
Overview	In this unit, the children will begin by exploring their immediate environment and learning about different places in their local area. They will also	In this unit, the children will begin to explore diverse cultures by looking at photographs, objects and food that reflect where their families are from, including those from other	In this unit, as part of their topic on farm animals and how they are cared for, the children will examine the basic layout of a farm, including the different areas, such as fields, a barn and a farmhouse,	In this unit, the children will explore various settings and fictional landscapes through traditional tales such as *We're Going on a Bear Hunt*, *The Three Billy Goats*	In this unit, whilst exploring different types of minibeasts through play, narratives, fieldwork and observation, the children will investigate the diverse habitats in which minibeasts live, from	In this unit, through the narratives *The Koala Who Could* and *Neon Leon*, the children will continue to reflect upon the importance of natural surroundings, the habitats of living things and the environment.

	begin to reflect on changes over time and how their behaviour can affect their locality, for example, by dropping litter or protecting wildlife in the surrounding area.	countries and cultures. The unit is taught through narratives, using texts to explore countries and cultures that are different from their own. The children will also begin to consider where food comes from, how it is grown and the importance of taking care of their environment.	and how these features fit within the surrounding landscape. They will also learn about where food comes from, for example, that milk comes from cows that live on farms. This learning will be taught through various narratives and reinforced through a trip to a local farm. **Text:** *Farmer Duck*	*Gruff* and *Goldilocks and the Three Bears*. This topic fosters an appreciation of the geographical features of the world around us. The children will reinforce this learning through a Spring Walk around their local environment, which will include an initial exploration of the habitats of various living things. Their route will be recorded through photographs of landmarks, which they will reflect upon when they return to school.	local parks and gardens to 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.	They will comment on 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 also discuss various natural events, such as rainbows, thunderstorms and rain showers, to help them understand natural phenomena and the changes that occur in their environment.

Reception						
Unit	My story, Our World	Space	Under the Sea	Story Telling	Growing	Dinosaurs
Birth to Five Matters	● 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	<u>People, Cultures and Communities</u> ● 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 <u>The Natural World</u> ● 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	In this unit, the children will 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 while exploring their local area, and use images to recreate the route as a class. The children will share their knowledge about the countries and cultures represented within their own families, make comparisons with their own locality, and begin	In this unit, the children will describe their immediate environment through observation and discussion. They will discuss the physical features and conditions needed to support human life, drawing comparisons with contrasting environments found on different planets. Building on their understanding of the different seasons, the children will examine winter and some of the	In this unit, through texts such as *The Snail and the Whale*, the children will be introduced to the terms 'continents' and 'oceans'. As a class, using simple maps, they will explore various countries across the seven continents, such as Australia and Canada, reflecting on their physical and human features. This will support the children in developing their understanding of scale as they make comparisons with maps used in previous learning, such as those of the school grounds and local area. As the topic progresses,	In this unit, the children will use various narratives to develop their understanding of different natural and urban environments (settings) and the vocabulary used to describe them. Through the text *We're Going on a Lion Hunt*, the children will use a simple world map to locate Africa and the country of Tanzania and begin to make comparisons with the UK using maps, images and photographs. Building on their understanding of the different seasons, the children will examine spring and some of the	In this unit, as part of their learning about growth and life cycles, the children will continue to explore the natural world around them, including the impact of climate on developing ecosystems and how the different elements are interconnected. The children will then make comparisons with natural environments in other localities. They will be introduced to terms such as temperature, climate and environment.	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 learning will be reinforced through the creation of their own 3D maps. Towards the end of the unit, the children will discuss the natural

	to explore mapping resources, such as simple atlases and globes. Throughout the half term, the children will also explore the season of autumn and some of the important processes and changes that occur in the natural world around them.	important processes and changes that occur in the natural world around them. They will also begin to connect the Earth's orbit with the changing seasons.	the children will broaden their locational and place knowledge and develop their ability 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, such as littering and plastic pollution.	important processes and changes that occur in the natural world around them.		phenomena that led to the extinction of a species and the impact this had on the natural world. They will then make comparisons with current natural processes, such as climate change, and consider the impact of human activity on the natural world. These concepts will be explored in greater depth in future learning.

EYFS to KS1 and KS2.	By the end of Reception, our children will be able to identify and describe some features of their local environment, such as their home, school and local shops. They will be able to talk about their local environment and use pictures, photographs and simple maps to locate places within it. They will have visited different parts of their local community, such as parks, gardens, libraries and shops, and will be able to discuss different places in their locality, considering similarities and differences between them, such as those between a community garden and a local park. Through stories, non-fiction texts and comparisons with the experiences of their own families, they will have explored similarities and differences between life in the UK and other countries. They will be able to create simple maps, plans and images of known and imaginary landscapes. They will begin to use positional and simple geographical language, such as country, continent, weather and climate, as well as language to describe physical features, such as rivers and seas, and human features, such as cities, roads and towns. They will have explored the four seasons and discussed changes in the natural world around them. As our children progress to KS1 and KS2, they will build upon their learning in the 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, *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 increasing 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 how these interconnect and shape key physical and human features of the world.

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	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. Use basic geographical vocabulary to refer to key human and physical features. 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.	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. 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. 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	
Overview	In this unit, the children explore where they live, beginning with their immediate locality and gradually widening their understanding to consider their place in the wider world. The children recap and extend previous learning about themselves before talking about where they live and what they see in their locality. They draw on their own experiences alongside photographs, videos and simple maps. The children will begin to explore the UK, learn to name the four countries and capital cities, including the one in which they live, and are introduced to the concept of continents, focusing on Europe. Throughout the unit, the children develop their understanding of human and physical features within their locality and begin to use simple geographical vocabulary. They learn about significant explorers and exploration in history before applying their geographical knowledge through map-making. In the final part of the unit, the children will learn how to create a simple map of their school grounds before conducting some	In this unit, children build on their Explorers topic by journeying to the North and South Poles. They are introduced to Captain Scott and his famous polar expedition and use a range of maps to locate the polar regions. The children explore the weather, climate, and human and physical features of these environments using simple geographical vocabulary. Building on their learning from *Explorers: Our Local Area*, the children compare the polar regions with the UK, identifying similarities and differences in climate, weather, human activity and physical geography. Towards the end of the unit, the children are introduced to the concept of climate change. They explore how human activities contribute to environmental change and investigate the effects of a warming climate on animals, plants, environments and people in both the polar regions and their own locality. This unit provides an important foundation for future learning about sustainability, global responsibility and environmental change.	In this unit, children begin with a sensory exploration of the Amazon by tasting, smelling and discussing foods that originate from South America. Using prior learning, maps, globes, atlases and other resources, they develop their locational and place knowledge by locating South America and the Amazon rainforest and learning about its human and physical features. The children investigate the Amazon's weather patterns and climate, developing their understanding of the distinction between weather and climate. They compare the lives of children living in the Amazon (Manaus) with their own experiences, exploring similarities and differences between the two locations. Towards the end of the unit, children learn about deforestation and its impact on the Amazon rainforest and the wider world. They explore the role that trees play in regulating the Earth's climate, consider how human activities contribute to environmental change, and discuss ways in which individuals can help protect natural environments.

	fieldwork as a class, collecting information so they are able to add to their map.		
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, children use this fun and engaging topic to gain a better understanding of the UK, the wider world and the surrounding seas. The unit begins with an exciting discovery—a message in a bottle!—which launches the children on an imaginary journey from Dover (UK) across oceans and continents in search of treasure. The children build upon their learning from Year 1 about the UK, exploring its four countries and	**Enquiry Question**: What makes life in Kenya different to ours in the UK? In this unit, the children broaden their locational and place knowledge by exploring the continent of Africa and, in particular, the country of Kenya. Drawing on a range of geographical sources, including maps, atlases, globes, aerial photographs, texts and digital resources, in addition to their own experiences and those of friends and family, the children learn where Kenya is located within the world and revisit their understanding of the seven continents and five oceans. As the unit progresses, the children develop a deeper understanding of Kenya's human and physical geography. They explore the characteristics that define	**Enquiry Question**: How are coastal towns in the UK similar and different to urban towns? In this unit, the children will continue to develop their locational knowledge by revisiting the United Kingdom and extending their understanding of its four countries, capital cities and surrounding seas. Using atlases, maps, aerial photographs, digital maps and photographs, they will investigate a range of UK seaside resorts and coastal towns, comparing and contrasting their geographical features. Through their enquiries, the children will explore the human and physical features of coastal environments. They will examine how seaside resorts and coastal towns have changed over time and begin to consider

	surrounding seas alongside the world's seven continents and five oceans. They develop their geographical vocabulary and use maps, atlases and globes to identify and locate key places. As they travel, they encounter locations such as Cape Town and Saint Lucia, where they explore human and physical features and begin to understand how settlements are influenced by their environments. The children apply their mapping skills by creating simple treasure maps and using compass directions and locational language to describe routes and locations. This unit consolidates key geographical knowledge from Year 1 while providing a strong foundation for future learning about places, environments	the country, including its landscapes, climate, people and communities. Through comparison of an area of southern Kenya with an area of the UK, children identify similarities and differences in human and physical features, including settlements, climate and biomes. The unit also builds upon the children's initial understanding of climate awareness. They learn that the Earth's climate is always changing and that current climate change is happening more rapidly than in the past. Children begin to understand some of the impacts of climate change on people and environments both now and in the future. This unit strengthens geographical comparison skills and lays important foundations for later learning about climate zones, biomes, sustainability and global citizenship.	the relationship between changes in the environment, such as changes to the landscape and wildlife habitats, and human activity, such as settlements, tourism and pollution. They will begin to recognise how people can affect the environment. The unit will culminate in a study of a specific seaside town. The children will use a range of geographical resources and mapping tools before undertaking fieldwork to gain first-hand experience of the area. They will collect, record and present information about the locality and compare it with their own local area. This will develop their geographical vocabulary, observational skills, map-reading abilities and understanding of how people and places are connected.
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
Overview	**Enquiry Question**: What are Mountains and Volcanoes and how are they different? In this unit, the children begin by using a range of mapping tools, including digital mapping technologies, to locate and investigate Mount Everest and various other mountains across the world. They will learn about mountain formation, identifying key mountain features and investigate the surrounding physical and human geography. The children then compare a mountain region in the UK with other mountain environments, considering topography, vegetation, climate and human activity. The unit progresses to the study of volcanoes, where pupils identify the key features of volcanoes, investigate different types of volcanoes, and explain how volcanoes form through processes occurring at plate boundaries. Using maps, aerial photographs and other geographical sources, the children locate and describe famous volcanoes around the world. The unit concludes with a case study of the 2021	**Enquiry Question**: Comparative study: How has human activity affected the human and physical features of an area and its environmental concerns? In this unit, children revisit and extend their understanding of the United Kingdom by identifying major urban areas and locating where they live within the wider national context. The focus of the enquiry is their local area, e.g. Dulwich or Kennington. Using a wide range of geographical sources, including historical and contemporary photographs, OS maps, aerial photographs, digital mapping tools, websites and local information, children investigate how their locality has changed over time. They explore the area's land use, infrastructure, transport links, homes, facilities and green spaces, developing a deeper understanding of the human and physical characteristics that define their community. Children plan and conduct fieldwork to collect first-hand geographical data. Following analysis of their findings, they identify a local conservation issue and undertake a second fieldwork investigation to explore the concern and its impact in greater depth. They compare their local	**Enquiry Question**: How does a country's location influence its physical environment? In this unit, children continue their journey around the world through an in-depth study of South America. Using a variety of maps, atlases, globes and digital mapping resources, they will locate the continent, identify its countries and major cities, and investigate its diverse physical and human geography. Building on previous learning about hot and cold places, children will explore the continent's different climate zones and biomes. They will investigate how climate affects landscapes, vegetation and ways of life, comparing different regions within South America and drawing comparisons with the United Kingdom. Through these comparisons, they will begin to understand why regions differ from one another and how climate influences both human and physical geography. The unit will also introduce children to key environmental issues affecting South America. They will explore how population growth, urbanisation,

	volcanic eruption in La Palma, where children investigate the impacts of the eruption on the local area and explore the relationship between physical processes and human activity.	area with another locality, identifying similarities and differences and evaluating which place they would prefer to live in and why. The unit concludes with children reflecting on possible solutions to environmental concerns within their community and communicating their ideas to their local MP. This develops geographical enquiry, fieldwork, citizenship and environmental responsibility while providing a strong foundation for later learning about sustainability, conservation, environmental change and activism.	industry and other human activities have altered physical environments, including rainforests and other biomes. Through this lens, they will take a deeper look at a region previously studied: Manaus, the Amazon. This will build upon their learning in Year 1. Children will further develop their understanding of climate change by learning key terminology, such as *atmosphere, greenhouse gas emissions, climate change and climate emergency*, and investigating some of the impacts that rising global temperatures are already having on people and environments around the world. This unit provides an important bridge between earlier studies of Kenya and the Amazon and later learning about food production, sustainability, environmental activism and climate change in Key Stage 2.
Skills	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.	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).	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.
Threads	Connections 	Connections  Fieldwork and Community 	Connections  Sustainability 

Year 4

Unit	Food and Agriculture	Rivers	Environmental and Social Activism
National Curriculum	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 Describe and understand key aspects of: physical geography,	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	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. To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

	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.	over time (interaction between human and physical processes). 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.	To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Overview	**Enquiry Question**: Where does food come from and how does it affect people's lives? In this unit, children will deepen their locational and place knowledge by identifying key locations around the world where food is grown and produced. Through geographical enquiry, they will develop an understanding of the relationship between climate and vegetation within biomes and how food production is influenced by climate. They will take a closer look at one region and investigate the distribution of natural resources through the journey of a banana from plantation to supermarket, considering land use, trade links between countries and the processes involved in exporting food. The children will learn about the people involved in global supply chains and explore the concept of Fairtrade. They will examine inequalities within global food production and consider how these challenges are being addressed, while also reflecting on the environmental impact of food production and transportation.	**Enquiry Question**: How important are rivers to people's lives? In this unit, children learn that rivers and river systems are dynamic features that alter the landscape in different ways. They explore how rivers provide locations for communities to flourish and act as conduits that connect people and places. The children begin by learning about the journey of a river, using appropriate geographical vocabulary to describe and discuss river features and processes. They investigate the interaction between human activity and physical processes, including flooding and its impact on both human and physical environments. Through first-hand fieldwork at their local river, the River Thames, children use a range of geographical techniques to observe, measure, record and present information about a river in a real-life context. This unit develops both geographical knowledge and practical fieldwork skills.	**Enquiry Question**: How has the work of significant activists had a positive impact on the environment and society? In this cross-curricular unit, the children develop their skills in both geographical and historical enquiry through the study of environmental and social activism. They begin by exploring the concept of activism, the different forms it can take and the global issues that inspire people to act. Building on previous learning about climate and climate change, children investigate how human activities contribute to global warming and the impacts this has on environments and communities, both now and in the future. Children learn to describe environmental changes that have occurred over time and consider predicted future impacts, including rising temperatures, extreme weather events, sea-level rise and human migration. They use and apply geographical vocabulary such as *greenhouse emissions, carbon emissions, fossil fuels* and *renewable energy*. Through their enquiry, the children explore the relationship between human processes (industry, farming, urbanisation and settlement) and physical geography (climate change, erosion, flooding and extreme weather). They study the work of significant environmental and social activists, including Greta Thunberg and Maya Angelou, examining how individuals have challenged environmental and social injustices. The unit develops pupils' ability to interpret a wide range of geographical information sources, including

			maps, diagrams, globes, aerial photographs and GIS, and to communicate geographical understanding through maps, numerical and quantitative analysis, discussion and extended writing.
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	Connections  Sustainability 	Fieldwork and Community  Connections 	Sustainability  Connections 

Year 5		
Unit	The UK	North America – Mexico City and Los Angeles
National Curriculum	Extend their knowledge and understanding beyond the local area to include the United Kingdom. his 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	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
Overview	**Enquiry Question**: What makes Britain Great? In this unit, children deepen their geographical understanding of the United Kingdom through geographical enquiry into its human and physical environments. Building on learning from previous years, they investigate the countries, cities and regions of the UK, exploring how landscapes, settlements and communities have developed and changed over time. Using geographical sources, including OS maps, census data, historical records, photographs and digital mapping technologies, the children identify patterns, similarities and differences both within and between regions of the UK. They study significant regions including **Snowdonia**, **the Jurassic**	**Enquiry Question** A comparative study: **How does life in two North American Megacities compare?** In this unit, the children develop a broad understanding of the continent of North America, exploring its diversity of landscapes, environments, cultures and settlements. They begin by considering what North America is and distinguishing it from the United States of America. Using a range of maps, atlases, globes and digital mapping technologies, the children locate countries, states, major cities and environmental regions, considering their position in relation to latitude, longitude, the Equator and time zones. The children

	Coast, **London** and **Edinburgh**, examining how physical geography, climate, industry, tourism, transport and historical development have shaped these places. The children investigate how economic activity, trade, natural resources and settlement patterns vary across the UK and consider the interdependence between physical and human landscapes. Through comparisons of different UK cities and regions, they develop a deeper understanding of how geography influences people's lives and opportunities. The unit also provides several opportunities for cross-curricular links, including history, e.g. the influence of the Celts, Romans and Vikings on the UK's cultural landscape, and with citizenship through exploration of British values and the governance of the constituent countries. It also develops advanced mapwork, data analysis and geographical enquiry skills that prepare the children for later studies.	investigate the varied physical geography of North America, including climate zones, biomes, landscapes and landforms, alongside the continent's human geography, including settlement patterns, economic activity, trade and natural resources. The unit then focuses in depth on Mexico City and Los Angeles, comparing their human and physical characteristics. The children explore issues such as tourism, urban growth, overcrowding and pollution, while examining how physical geography influences human activity and vice versa. Building on this understanding, they explore examples of the interaction between human and physical processes, for example: Extreme weather conditions in Mexico City affecting settlements and infrastructure. Earthquakes and tectonic activity in Los Angeles, and how this influences urban planning, building design and everyday life. Through these case studies, the children gain a deeper understanding of the interconnected nature of human and physical geography.
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.
Threads	Fieldwork and Community  Connections 	Connections  Sustainability 

Year 6		
Unit	Europe	Japan
National Curriculum	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, a**nd a region within North or South America. 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.	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 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). 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.

Overview	**Enquiry Question**: What are the key ways in which the geography of Europe is so diverse (physical and human)? In this unit, children embark on a geographical journey across Europe, exploring the continent's diverse human and physical landscapes through a range of maps, atlases, globes and digital mapping technologies. They investigate how geography shapes people's lives and consider the similarities and differences that exist across Europe's varied regions. Children study the locations of European countries, cities and environmental regions while developing their understanding of latitude, longitude, time zones and spatial relationships. Through this work, they gain a broader understanding of Europe's place within the wider world. The unit centres on a comparative study of two locations: ● **Iceland, including Reykjavik** ● **Greece, including Athens** Using a range of geographical sources, children investigate the physical geography of each location, including climate zones, landscapes, landforms and environmental regions. They also explore human geography, including settlement patterns, land use, economic activity, trade links and resource distribution. Particular attention is given to the relationship between physical and human geography. For example: ● How Iceland's volcanic and tectonic landscape influences settlement, tourism and energy production. ● How climate and physical geography have shaped life in Greece. Through comparison and analysis, pupils identify patterns, similarities and differences between the two regions and develop a deeper understanding of how physical and human processes interact to create distinctive places across Europe. This unit serves as an important culmination of many geographical concepts developed throughout Key Stage 2 and provides a strong foundation for the final study of Japan and transition to secondary geography.	**Enquiry Question**: Can you explain how the physical features of Japan's landscape impact human activity? In this unit, children deepen their locational knowledge of **Asia** through a detailed study of **Japan**. Using maps, atlases, globes and digital mapping technologies, they locate Japan, its major cities and neighbouring countries while developing their understanding of latitude, longitude, meridian lines and time zones. Building upon previous learning from **Mountains and Volcanoes** and **Europe**, children investigate Japan's physical geography, including its mountains, rivers, volcanoes, climate zones and tectonic setting. They revisit how earthquakes and volcanic eruptions occur through the movement of tectonic plates and explore why Japan is particularly vulnerable to these hazards due to its location on the Pacific Ring of Fire. A key focus of the unit is the interaction between **physical processes** and **human processes**. Children examine how earthquakes, volcanoes and tsunamis influence settlement patterns, infrastructure, industry, tourism and trade. They investigate the preventative measures and technologies used in Japan to reduce the impacts of natural hazards and consider the advantages and challenges of living in hazard-prone environments, including a case study of the **2011 Tōhoku earthquake and tsunami**. The unit also explores Japan's human geography, including settlement patterns, land use, economic activity, trade links and resource distribution. Pupils compare Japan with the United Kingdom, identifying similarities and differences in both human and physical geography.
Skills	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 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.
Threads		