

Geography School Overview

- Geography is taught in our ‘Explore’ term (Terms 3 & 4 between Christmas and Easter).
- Planning and assessment focus on four key strands: physical geography, human geography, fieldwork and patterns & environmental change. The human geography is driven by a big question, which encourages pupils to consider our impact on the community and world around us. We aim to teach Geography lessons that inspire children’s curiosity and develop their knowledge about the world around them.
- As the majority of Geography takes place in one term, we ensure that there are opportunities to ‘anchor learning’. Kahoot quizzes take place at the end of Term 5 to refresh/revise the knowledge and skills gained. These skills are then transferable as pupils move through the school.

YEAR GROUP / BIG QUESTION 2024	PHYSICAL & HUMAN GEOGRAPHY	MAP SKILLS & FIELDWORK	LOCATION & PLACE
EYFS: Where is the Bear?	<p>TERMS 1 & 2: DISCOVER – WHAT MAKES ME A ME?</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>TERMS 3 & 4: EXPLORE – WHERE IS THE BEAR?</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Bear habitats – where do they live? Jobs – what do we do?</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation and simple maps, discussion, stories and non-fiction texts. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>Our local area – maps, where do we live, local community</p> <p>Maps: Mark making to represent journeys (e.g. to the woods for teddy bear picnic & using range of maps to connect familiar places to Tunbridge Wells.</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Understand important processes and changes in the natural world around them, including the seasons <p>Patterns in nature</p>
Cross-year links	<p><u>Preparing:</u> Y1: Physical features of TW Y1: Features of the arctic, Y2: Eastbourne, Mombasa</p>	<p><u>Preparing:</u> Y1: Maps of the classroom Y2: Eastbourne, Mombasa</p>	<p><u>Preparing:</u> Y1: Weather Y2: Mombasa</p>
Vocabulary for YR	Habitat - Arctic, forest, trees, rivers, rainforest, Tunbridge Wells, address, Kent, local environment, map, globe, atlas, countries, world, continent, oceans, flag, weather, jobs, skills, patterns, pollution, climate,		
BIG QUESTION 2024	PHYSICAL & HUMAN GEOGRAPHY	LOCATIONAL KNOWLEDGE	MAPS SKILLS & FIELDWORK

<p>YEAR 1: What makes a home here and there?</p>	<p>Identify physical and human features of TW (walk)</p> <ul style="list-style-type: none"> • Introduction to physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather • Introduction to key human features, including: city, town, village, factory, farm, house, office, and shop • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – look at BBC Weather and compare weekly weather forecasts for TW Sisimiut – project – weather videos or fact files. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the seven continents and oceans – labelling maps and songs • Identify the four countries in the UK 	<ul style="list-style-type: none"> • Compare and contrast UK and Greenland – Sisimiut and Tunbridge Wells (human and physical features) • Compare and contrast TW and Sisimiut <p>Maps: Explore maps of Tunbridge Wells. Use maps of local area to identify physical and human features and walk to 'The Grove'.</p>	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its environment. Within the school, use maps to locate hidden objects and construct basic symbols in a key. • Use maps to compare features in TW and Sisimiut • Use world maps, atlases and globes to identify the seven continents and oceans – labelling maps and songs • Use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map – Tunbridge Wells pictorial map.
<p>Cross-year links</p>	<p>Anchoring:</p> <p>EYFS similarities and differences of habitats, rivers, trees etc → comparing Greenland (Sisimiut) and England (Tunbridge Wells) EYFS patterns in nature → seasonal change EYFS bears → Polar Bears</p>	<p>Anchoring:</p> <p>EYFS similarities and differences of habitats, rivers, trees etc → comparing Greenland (Sisimiut) and England (Tunbridge Wells)</p>	<p>Anchoring:</p> <p>EYFS our local area → pictorial map of Tunbridge Wells</p>	<p>Anchoring:</p> <p>EYFS describing immediate environment EY – using Atlases, maps, globes etc in their play, block play, (photos of buildings and bridges) EYFS maps around the classroom → Maps (looking at keys and locational language near/far, north/south/east/west).</p>
	<p>Preparing:</p> <p>Y2: Similarities and differences Human & Physical features Describing physical and human features in the classroom, school field, Tunbridge Wells, countries in the Arctic. Y2: Weekly weather chart for Tunbridge Wells and Greenland. Identified weather and climate in relation to the equator. Seasonal change vocabulary and weather symbols.</p>	<p>Preparing:</p>	<p>Preparing:</p>	<p>Preparing:</p> <p>Y2: Looking at keys and locational language near/far, north/south/east/west. Pictorial map of Tunbridge Wells. Using atlases, globes and maps. Introduction to UK and Arctic countries. Learning continents and oceans through song. Aerial maps. Introduction to Google Maps/Earth.</p>
<p>Vocabulary for Y1</p>	<p>Observation, similarities, differences Physical features including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather Human features including: city, town, village, factory, farm, house, office, and shop</p>	<p>Equator, North and south poles, Seasonal change, Climate, Seasons Map, atlas, globe</p>		<p>Key, compass directions (north, south, east, west), near, far, continents, countries</p>
<p>BIG QUESTION 2024</p>	<p>PHYSICAL & HUMAN GEOGRAPHY</p>	<p>LOCATIONAL KNOWLEDGE</p>	<p>PLACE KNOWLEDGE</p>	<p>MAPS SKILLS & FIELDWORK</p>

<p>YEAR 2: How is it to be beside the sea?</p>	<ul style="list-style-type: none"> Study the physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Key physical features may include beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather. Study the human geography of a small area of the United Kingdom, and of a contrasting non-European country. Key human features may include city, town, village, factory, farm, house, office, and shop Identify seasonal weather patterns – compare Eastbourne and Mombasa <p>Compare and contrast features of Eastbourne and Mombasa</p>	<ul style="list-style-type: none"> Revise the 7 continents and 5 oceans Identify the 4 countries and capital cities of the UK 	<ul style="list-style-type: none"> Compare and contrast Eastbourne and Mombasa. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities, as well as revise the seven continents and oceans Use simple fieldwork and observational skills to study the geography of Princes Park and the key human and physical features of its surrounding environment.
<p>Cross-year links</p>	<p>Anchoring: Y1 Comparing Greenland and England > Comparing Kenya to England Compare weather in Greenland to England > Compare weather in Kenya to England</p>	<p>Anchoring: Y1 Comparing Greenland and England > Comparing Kenya to England</p>	<p>Anchoring:</p>	<p>Anchoring: Maps (looking at keys and locational language north/south/east/west > Using atlases and maps of Tunbridge Wells and Eastbourne</p>
	<p>Preparing: Y3: Human and physical features</p>	<p>Preparing: Y3: Revise the countries making up the British Isles and identify position with regard to northern/southern hemisphere and continents.</p>	<p>Preparing:</p>	<p>Preparing:</p>
<p>Vocabulary for Y2</p>	<p>observation, similarities, differences human features, physical features, capital cities weather forecast, climate, equator, drought, flooding</p>	<p>weather forecast, climate, equator, drought, flooding</p>		<p>atlas, map, globe, key, compass directions, route, landmark, fieldwork, continent, ocean, Equator, North and South Pole, United Kingdom</p>
<p>BIG QUESTION 2024</p>	<p>PHYSICAL & HUMAN GEOGRAPHY</p>	<p>LOCATIONAL KNOWLEDGE</p>	<p>PLACE KNOWLEDGE</p>	<p>MAPS SKILLS & FIELDWORK</p>

<p>YEAR 3: What on earth are we doing to our World?</p>	<ul style="list-style-type: none"> Rivers & Coasts in the UK – Identify parts and cover water cycle identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns of the UK Settlements and land use. Compare and contrast agricultural and urban landscapes and compare modern day with Roman times (<i>e.g. why did people in early Britain choose to settle there?</i>) How people can improve or damage the environment (e.g. sea plastics / recycling) 	<ul style="list-style-type: none"> Identify all UK countries with the UK and recall, with some accuracy, counties 	<ul style="list-style-type: none"> Settlements and land use. Compare and contrast agricultural and urban landscapes and compare modern day with Roman times (<i>e.g. why did people in early Britain choose to settle there?</i>) 	<ul style="list-style-type: none"> Revise four points of a compass. Introduce 8 points Use maps, atlases, globes and digital/computer mapping to locate counties and cities of the United Kingdom Horton Kirby Fieldwork project
<p>Cross-year links</p>	<p>Anchoring: Y2: physical & human features</p>	<p>Anchoring: Y2: UK cities and countries</p>	<p>Anchoring:</p>	<p>Anchoring:</p>
	<p>Preparing: Y4: Context moves from plastic pollution to climate change.</p>	<p>Preparing:</p>	<p>Preparing: Y4: Application of settlement to Saxons rather than Romans.</p>	<p>Preparing: Y4: Mapping and places beyond UK to Europe. Application of settlement to Saxons rather than Romans.</p>
<p>Vocabulary for Y3</p>	<p>Rivers: source, waterfall, rapids, meanders, flood plain, levee, oxbow lake, mouth, delta Plastic pollution: pollution, nurdles, environment, recycle, reuse, reduce, refuse, material, marine, toxic, extinct, endanger</p>		<p>Settlements: settlements, hamlet, village, town, city, rural, urban, agriculture, arable, pastoral</p>	<p>Maps: relief, rainfall, temperature, sunshine, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast, hemisphere, North, South, East, West</p>
	<p>PHYSICAL & HUMAN GEOGRAPHY</p>	<p>LOCATIONAL KNOWLEDGE</p>	<p>PLACE KNOWLEDGE</p>	<p>MAPS SKILLS & FIELDWORK</p>
<p>YEAR 4: Can small actions eventually change the world?</p>	<ul style="list-style-type: none"> Describe physical and human features in European countries studied. How physical and human features can cause changes to places and the environment Maps: Use Digimaps to look at the change in land use in Tunbridge Wells (1890, 1950, current). 	<ul style="list-style-type: none"> Locate countries in Europe and their major cities. Compare land use maps of UK from current time to a period in History 	<ul style="list-style-type: none"> Types of settlement in modern Britain (towns, cities and villages) and compare/contrast with Viking and Saxon Britain (NC link to History). Research based 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries in Europe and major cities. Maps: Use Digimaps to look at the change in land use in Tunbridge Wells (1890, 1950, current). Use the 8 points of a compass and 4-digit grid references to build knowledge of the local area. Fieldwork study – Should the High St be pedestrianised?
<p>Cross-year links</p>	<p>Anchoring: Y3: physical & human features</p>	<p>Anchoring:</p>	<p>Anchoring: Y3: settlements and land use</p>	<p>Anchoring: Y3: map work</p>
	<p>Preparing: Y5: Deforestation Y6: energy use</p>	<p>Preparing: Y6: human and physical changes to the environment</p>	<p>Preparing:</p>	<p>Preparing: Y5: map reading skills Y6: map reading skills</p>
<p>Vocabulary for Y4</p>	<p>Hamlet, village, town, city, settlement, atmosphere, greenhouse gas, greenhouse effect, carbon dioxide, deforestation, pollution, consumerism, drought, cause, effect,</p>		<p>explore, gather, observe, record</p>	
	<p>PHYSICAL & HUMAN GEOGRAPHY</p>	<p>LOCATIONAL KNOWLEDGE</p>	<p>PLACE KNOWLEDGE</p>	<p>MAPS SKILLS & FIELDWORK</p>

<p>YEAR 5: Why is the Amazon rainforest important?</p> <p>What impact does colour have on our High St?</p>	<ul style="list-style-type: none"> Describe the Amazon rainforest, with focus on human and physical characteristics. Physical – climate zones, biomes, vegetation belts Human – sustainability, trade links, natural resources – Deforestation Compare physical and human features of London and Manaus 	<ul style="list-style-type: none"> Locate countries and capital cities in Brazil (Manaus, Rio, Brasilia, Sao Paulo) Locate climate zones, biomes and vegetation belts Identify the position and significance of the equator and latitude and longitude 	<ul style="list-style-type: none"> Compare a region of the UK to a region in South America (Brazil) 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and capital cities in Brazil Use the 8 points of a compass Use 4-digit grid references Fieldwork project – Colours in the environment
<p>Cross-year links</p>	<p>Anchoring: Y3: Types of settlements & land use Y4: Climate change Y3, Y4 & Y6: Human and physical changes to the environment Y3 & Y4: Environmental damage and improving the environment</p>	<p>Anchoring: Y4: Climate zones & biomes</p>	<p>Anchoring: Y3: Land-use patterns</p>	<p>Anchoring: Y1, Y2, Y3 & Y4: Map reading</p>
	<p>Preparing: Y6: Human and physical changes to the environment y6 Sustainability Y6: Use of natural resources (specifically the use of rainforest land)</p>	<p>Preparing: Y6: Locate USA</p>	<p>Preparing:</p>	<p>Preparing: Y6: 4-digit grid references Y6: Map reading Y6: Compass</p>
<p>Vocabulary for Y5</p>	<p>climate zones, biomes, vegetation belts, settlement, Amazon, rainforests, deforestation, reforestation, Manaus, Brazil, carbon capture, fair trade</p>	<p>maps, atlases, globe, natural, city, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones, compass, North, South, East, West</p>		<p>maps, atlases, globe, natural, city, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones, compass, North, South, East, West</p>
	<p>PHYSICAL & HUMAN GEOGRAPHY</p>	<p>LOCATIONAL KNOWLEDGE</p>	<p>PLACE KNOWLEDGE</p>	<p>MAPS SKILLS & FIELDWORK</p>
<p>YEAR 6</p> <p>Why is North America so influential?</p> <p>Do people in TW support local businesses?</p>	<ul style="list-style-type: none"> Describe and understand earthquakes and volcanoes (inc tectonic plates and their significance) Describe physical and human features of a region in N America: <ul style="list-style-type: none"> Economic activity and land use Distribution of natural resources (Canada, USA, Mexico) Recognise how environments can be improved or sustained (national parks) Recognise how environments can be improved or sustained, with links to how human processes can impact upon them (e.g. renewable energy). 	<ul style="list-style-type: none"> Locate the USA in comparison to world's countries Locate major cities in USA (LA, NY) and some of the well-known states. Locate equator, northern and southern hemisphere 	<ul style="list-style-type: none"> Compare and contrast UK and USA/Canada – focus on major cities (London, NY, Montreal) and national parks (Lakes, Grand Canyon) 	<ul style="list-style-type: none"> Use maps to identify equator, hemispheres and plates Use digimaps to plot a route, using 8 points of the compass, 6-digit grid references and ordnance survey symbols Revise European countries – looking at Maps in Discover term (WW2)

Cross-year links	Anchoring: Y5: Deforestation (land use, trade, unfair distribution)	Anchoring: Y5: Locate S America	Anchoring:	Anchoring: Y4: Looking at maps of Europe Y5: Eight points of a compass
Vocabulary for Y6	plate tectonics, inner core, outer core, mantle, crust, earthquake, volcano, ring of fire, plate boundaries, friction, magma, lava, Urban, landscape, rural, terrain, environment, energy, fossil fuels, motion, chemical, traditional, renewable, sustainable		scale, grid reference, contour, renewable, sustainable, humanitarian, environment, pollution, terrain	