

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 2023	PHYSICAL GEOGRAPHY	HUMAN GEOGRAPHY	FIELDWORK	PATTERNS & ENVIRONMENTAL CHANGE
EYFS: Where is the Bear?	<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. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Bear habitat – 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,			

<p>YEAR 1: What makes a home here and there?</p>	<ul style="list-style-type: none"> Introduction to physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather <p>Physical features of TW (walk) Features in the Arctic, in particular Sisimiut in Greenland (maps/photographs) and the Aurora Borealis.</p>	<ul style="list-style-type: none"> Introduction to key human features, including: city, town, village, factory, farm, house, office, and shop <p>Human features of TW (walk) Features in the Arctic, in particular Sisimiut in Greenland (maps/photographs)</p>	<ul style="list-style-type: none"> 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. Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its environment – maps of the classroom <p>Maps: Explore maps of Tunbridge Wells. Use maps of local area to identify physical and human features and walk to ‘The Grove’. Within the school, use maps to locate hidden objects and construct basic symbols in a key.</p>	<ul style="list-style-type: none"> 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. Expert: weather reporter Basic changes in environment and the impact it has on humans
<p>Cross-year links</p>	<p>Anchoring: EYFS similarities and differences of habitats, rivers, trees etc → comparing Greenland (Sisimiut) and England (Tunbridge Wells) EYFS bears → Polar Bears</p>	<p>Anchoring: EYFS similarities and differences of habitats, rivers, trees etc → comparing Greenland (Sisimiut) and England (Tunbridge Wells) EY – using Atlases, maps, globes etc in their play, block play, (photos of buildings and bridges)</p>	<p>Anchoring: EYFS maps around the classroom → Maps (looking at keys and locational language near/far, north/south/east/west). EYFS our local area → pictorial map of Tunbridge Wells</p>	<p>Anchoring: EYFS describing immediate environment EYFS patterns in nature → seasonal change</p>
	<p>Preparing: Y2: Similarities and differences Physical features Describing physical and human features in the classroom, school field, Tunbridge Wells, countries in the Arctic.</p>	<p>Preparing: Y2: Similarities and differences Human features Describing physical and human features in the classroom, school field, Tunbridge Wells, countries in the Arctic.</p>	<p>Preparing: 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>Preparing: 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>Vocabulary for Y1</p>	<p>Observation, similarities, differences Physical features including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather</p>	<p>Human features including: city, town, village, factory, farm, house, office, and shop</p>	<p>Map, atlas, globe, key, compass directions (north, south, east, west), near, far, continents, countries</p>	<p>Equator, North and south poles, Seasonal change, Climate, Seasons</p>

YEAR 2: Do all children have the same start in life?	<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. Eastbourne Trip Comparison to Mombasa	<ul style="list-style-type: none"> 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 	<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 their school and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. Maps: Use Google Maps for compass directions and to identify human and physical features of Mombasa and Eastbourne. Also, orienteering in school's outdoor areas.	<ul style="list-style-type: none"> Seasonal weather changes, comparing with an overseas locality Changes in physical features (e.g. effects of drought / flooding) Mombasa Case Study Weather Forecasts of Eastbourne and Mombasa
Cross-year links	Anchoring: Y1 Comparing Greenland and England > Comparing Kenya to England	Anchoring: Y1 Comparing Greenland and England > Comparing Kenya to England	Anchoring: Maps (looking at keys and locational language near/far, north/south/east/west > Using atlases and maps of Tunbridge Wells and Eastbourne	Anchoring: Compare weather in Greenland to England > Compare weather in Kenya to England
	Preparing:	Preparing: Y3: Human and physical features	Preparing: Y3: Revise the countries making up the British Isles and identify position with regard to northern/southern hemisphere and continents.	Preparing: Y3: Water cycle
Vocabulary for Y2	observation, similarities, differences	human features, physical features, capital cities	atlas, map, globe, key, compass directions, route, landmark, fieldwork, continent, ocean, Equator, North and South Pole, United Kingdom	weather forecast, climate, equator, drought, flooding
YEAR 3: What on earth are we doing to our World?	<ul style="list-style-type: none"> Rivers & Coasts in the UK – Identify parts and cover water cycle 	<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>) Sorting diagram in T6 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Identify all UK countries and recall, with some accuracy, the counties within the UK.T6 Maps: Use an atlas or a map to locate rivers, seas and some counties of the UK. Use an atlas or map to identify areas of high ground. Use different types of maps to describe land use (rural and urban areas).	<ul style="list-style-type: none"> How people can improve or damage the environment (e.g. sea plastics / recycling)
Cross-year links	Anchoring: Y2: physical features	Anchoring: Y2: human features	Anchoring: Y2: UK cities and countries	Anchoring: Y4: pollution affecting climate, building on pollution affecting the sea

	<u>Preparing:</u>	<u>Preparing:</u> Y4: Application of settlement to Saxons rather than Romans.	<u>Preparing:</u> Y4: Mapping and places beyond UK to Europe. Application of settlement to Saxons rather than Romans.	<u>Preparing:</u> Y4: Context moves from plastic pollution to climate change.
Vocabulary for Y3	Rivers: source, waterfall, rapids, meanders, flood plain, levee, oxbow lake, mouth, delta	Settlements: settlements, hamlet, village, town, city, rural, urban, agriculture, arable, pastoral	Maps: relief, rainfall, temperature, sunshine, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast, hemisphere, North, South, East, West	Plastic pollution: pollution, nurdles, environment, recycle, reuse, reduce, refuse, material, marine, toxic, extinct, endanger
YEAR 4: Can small actions eventually change the world?	<ul style="list-style-type: none"> World climate zones Biomes and vegetation belts (linking to North America) Save the Sharks leaflet	<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. Describe physical and human features studied. Locate environmental regions on a map, including desert, rainforest and temperate regions (including North America) – identifying world biomes on a map Compare land use maps of UK from current time to a period in History Maps: Use Digimaps to look at the change in land use in Tunbridge Wells (1890, 150, current). Plan route for Climate Change March.	<ul style="list-style-type: none"> Patterns made by physical and human features How physical and human features can cause changes to places and the environment How people can improve or damage the environment - climate change (news report)
Cross-year links	<u>Anchoring:</u> Y1: physical features	<u>Anchoring:</u> Y1: human features Y3: settlements and land use	<u>Anchoring:</u> Y3: map work	<u>Anchoring:</u> Y3: sea plastic and recycling
	<u>Preparing:</u> Y5: climate zones, biomes, vegetation belts in the Amazon Rainforest Y6: earthquakes	<u>Preparing:</u> Y5: deforestation Y6: energy use	<u>Preparing:</u> Y5: map reading skills Y6: map reading skills	<u>Preparing:</u> Y5: Deforestation Y6: human and physical changes to the environment
Vocabulary for Y4	Climate zone, biome, vegetation belt	Hamlet, village, town, city, settlement	explore, gather, observe, record	atmosphere, greenhouse gas, greenhouse effect, carbon dioxide, deforestation, pollution, consumerism, drought, cause, effect,

<p>YEAR 5: Can we keep ravaging the Earth whilst ignoring the consequences?</p>	<ul style="list-style-type: none"> Tropical climate Tropical rainforest biomes <p>The Amazon Rainforest</p>	<ul style="list-style-type: none"> Compare a region of the UK to South America with significant differences Trade links and distribution of natural resources <p>TW to Manaus, Brazil</p>	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and capital cities in South America and describe human and physical features studied. Natural v city Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). <p>Maps: Eight points of a compass, basic symbols and keys, four-digit grid references, comparing modern OS maps with 1890s map of UK (using Digimaps for Schools). Plan a walk to spot Victorian architecture in TW.</p>	<ul style="list-style-type: none"> Understand patterns made by human and physical change in environment. Recognise how environments can be improved, with links to how human processes can damage the environment. How people seek to manage the sustainability of environments (e.g., deforestation). <p>Reforestation, bioeconomy and sustainable products in the Amazon</p>
<p>Cross-year links</p>	<p><u>Anchoring:</u></p> <p>Y4: Climate zones & biomes</p>	<p><u>Anchoring:</u></p> <p>Y3: Types of settlements Y3: Land usage</p>	<p><u>Anchoring:</u></p> <p>Y1, Y2, Y3, Y4 & Y6: Map reading Y3: Land-use patterns Y4: Biomes and regions</p>	<p><u>Anchoring:</u></p> <p>Y4: Climate change Y3, Y4 & Y6: Human and physical changes to the environment Y3 & Y4: Environmental damage and improving the environment</p>
	<p><u>Preparing:</u></p> <p>N/A</p>	<p><u>Preparing:</u></p> <p>Y6: Economic comparisons / trade Y6: Use of natural resources (specifically the use of rainforest land)</p>	<p><u>Preparing:</u></p> <p>Y6: Map reading Y6: Compass</p>	<p><u>Preparing:</u></p> <p>Y6: Human and physical changes to the environment y6 Sustainability</p>
<p>Vocabulary for Y5</p>	<p>climate zones, biomes, vegetation belts</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>Amazon, rainforests, deforestation, reforestation, Manaus, Brazil, carbon capture, fair trade</p>
<p>YEAR 6: How can we make a difference?</p>	<ul style="list-style-type: none"> Mountains, Volcanoes, Earthquakes and tectonic plates Earthquakes news report, looking at plate tectonics and the ring of fire. 	<ul style="list-style-type: none"> Economic activity including land use and trade links between the UK, Europe and rest of world. Fair and unfair distribution of natural resources including energy, food, minerals, and water supplies. <p>Refugees</p>	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on environmental regions, key physical and human characteristics, countries, and major cities. Focus on Europe through WW2 Use the eight points of a compass in fieldwork. Identify four-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. <p>Maps: Use ordnance survey maps to learn about grid references and symbols. Pupils use Digimaps to plan a walk from Edridge to Claremont, using scale to record distances, symbols for what they will see and recording grid references.</p>	<ul style="list-style-type: none"> Identify and compare patterns made by human and physical change in environment. Recognise how environments can be improved or sustained, with links to how human processes can impact upon them (e.g. renewable energy). <p>Apprentice Dragons Den Project</p> <ul style="list-style-type: none"> Compare and contrast two localities and how environment has impacted on lives, linked to a UK regional case study - Kyiv and Tunbridge Wells

Cross-year links	<u>Anchoring:</u>	<u>Anchoring:</u> Y5: Deforestation (land use, trade, unfair distribution)	<u>Anchoring:</u> Y5: Eight points of a compass	<u>Anchoring:</u> Y5: Urban v city, comparing Tunbridge Wells with another foreign town Y4: Looking at maps to see patterns and how things change
Vocabulary for Y6	plate tectonics, inner core, outer core, mantle, crust, earthquake, volcano, ring of fire, plate boundaries, friction, magma, lava,	refugee, asylum seeker, immigrant, displaced, energy,	scale, grid reference, contour, renewable, sustainable, humanitarian, environment, pollution, terrain	Urban, landscape, rural, terrain, environment, energy, fossil fuels, motion, chemical, traditional, renewable, sustainable