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 2026	PHYSICAL & HUMAN GEOGRAPHY	MAP SKILLS & FIELDWORK	LOCATION & PLACE
EYFS: Where is the Bear?	**TERMS 1 & 2: DISCOVER – WHAT MAKES ME A ME?** • Know that there are different countries in the world, link to our families and talk about the differences they have experienced or seen in photos. **TERMS 3 & 4: EXPLORE – WHERE IS THE BEAR?** • 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. Term 5& 6: Create – If I look closely, what do I see? Mini-beast hunting Wilderness Woods **Bear habitats – where do they live?** **Jobs – what do we do?** Seasonal walks. Growing plants	• 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. **Our local area – maps, where do we live, local community** **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.** Finding locations of the bear around the school using photographs and simple maps	• 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 **Patterns in nature** Exploring the school grounds
Cross-year links	**Preparing:** Y1: Physical features of TW Y1: Features of the arctic, Y2: Eastbourne, Mombasa	**Preparing:** Y1: Maps of the classroom Y2: Eastbourne, Mombasa	**Preparing:** Y1: Weather Y2: Mombasa
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 2026	PHYSICAL & HUMAN GEOGRAPHY	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	MAPS SKILLS & FIELDWORK
YEAR 1: What makes a home here and there?	**Identify physical and human features of TW (walk)** • 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.** Seasonal weather reports	• Use world maps, atlases and globes to identify the seven continents and oceans – **labelling maps and songs** • Identify the four countries in the UK Locational knowledge – 4 countries in UK – use chalk. Treasure hunt matching countries to their name. Draw large world maps on the playground. Seasonal walk in woods.	• Compare and contrast UK and Greenland – Sisimut and Tunbridge Wells (human and physical features) • Compare and contrast TW and Sisimut Maps: Explore maps of Tunbridge Wells. Use maps of local area to identify physical and human features and walk to 'The Grove'. Fieldwork investigation around school grounds.	• 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 Sisimut • 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.** Field work investigation around the school grounds. Use compass directions to guide a partner round the playground.
Cross-year links	**Anchoring:** 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	**Anchoring:** EYFS similarities and differences of habitats, rivers, trees etc → comparing Greenland (Sisimiut) and England (Tunbridge Wells)	**Anchoring:** EYFS our local area → pictorial map of Tunbridge Wells	**Anchoring:** 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).

	Preparing: 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.	**Preparing:**	**Preparing:**	**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.
Vocabulary for Y1	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	Equator, North and south poles, Seasonal change, Climate, Seasons Map, atlas, globe		Key, compass directions (north, south, east, west), near, far, continents, countries
BIG QUESTION 2026	**PHYSICAL & HUMAN GEOGRAPHY**	**LOCATIONAL KNOWLEDGE**	**PLACE KNOWLEDGE**	**MAPS SKILLS & FIELDWORK**
YEAR 2: How is it to be beside the sea?	• 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 Ushuaia **Compare and contrast features of Eastbourne and Ushuaia** **Outdoor learning: Seaside Hook – finding seaside clues around the school** **Trip to Eastbourne – identifying human and physical features and evidencing this by labelling features on a map and using a key to determine if the features are human/physical**	• Revise the 7 continents and 5 oceans • Identify the 4 countries and capital cities of the UK **Outdoor learning: Enrich countries chain tag** **Enrich towns and cities chain tag**	• Compare and contrast Eastbourne and Ushuaia. **Outdoor learning: Trip to Eastbourne discussing what can be seen and comparing this to what we have learnt about Ushuaia**	• 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. **Outdoor learning: Trip to Eastbourne studying Princes Park using a questionnaire to gain knowledge and the surrounding area** **Enrich countries chain tag** **Enrich towns and cities chain tag** **The Geography Song (outdoor classroom)**
Cross-year links	**Anchoring:** Y1 Comparing Greenland and England > Comparing Argentina to England Compare weather in Greenland to England > Compare weather in Argentina to England	**Anchoring:** Y1 Comparing Greenland and England > Comparing Argentina to England	**Anchoring:**	**Anchoring:** Maps (looking at keys and locational language north/south/east/west > Using atlases and maps of Tunbridge Wells and Eastbourne

	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:**	**Preparing:**
Vocabulary for Y2	observation, similarities, differences human features, physical features, capital cities weather forecast, climate, equator	weather forecast, climate, equator,		atlas, map, globe, key, compass directions, route, landmark, fieldwork, continent, ocean, Equator, North and South Pole, United Kingdom
BIG QUESTION 2026	**PHYSICAL & HUMAN GEOGRAPHY**	**LOCATIONAL KNOWLEDGE**	**PLACE KNOWLEDGE**	**MAPS SKILLS & FIELDWORK**
YEAR 3: What makes the UK a special place to live? How do rivers shape the world around us?	• Rivers & Coasts in the UK. • identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns of the UK • How people can improve or damage the environment (**river pollution**)	• Identify all UK countries with the UK and recall, with some accuracy, counties Enrich activity for identifying countries and cities of the UK	• Settlements and land use. Compare and contrast agricultural and urban landscapes and compare modern day with Roman times (*e.g. why did people in early Britain choose to settle there?)* - ***DISCOVER TERM***	• Revise four points of a compass. • Use maps, atlases, globes and digital/computer mapping to locate counties and cities of the **United Kingdom** Enrich – 4 points of a compass Rivers fieldwork – human and physical features of our local environment
Cross-year links	**Anchoring:** Y2: physical & human features	**Anchoring:** Y2: UK cities and countries	**Anchoring:**	**Anchoring:**
	Preparing: Y4: Context moves from plastic pollution to climate change.	**Preparing:**	**Preparing:** Y4: Application of settlement to Saxons rather than Romans.	**Preparing:** Y4: Mapping and places beyond UK to Europe. Application of settlement to Saxons rather than Romans.
Vocabulary for Y3	**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		**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
	PHYSICAL & HUMAN GEOGRAPHY	**LOCATIONAL KNOWLEDGE**	**PLACE KNOWLEDGE**	**MAPS SKILLS & FIELDWORK**

YEAR 4 **Who are our neighbours in Europe?** **What geographical features make Tunbridge Wells a special place?**	• Describe physical and human features in European countries studied. • How physical and human features can cause changes to places and the environment • Water Cycle • Maps: Use Digimaps to look at the change in land use in Tunbridge Wells (1890, 1950, current).	• Locate countries in Europe and their major cities. • Compare land use maps of UK from current time to a period in History **Outdoor learning: European Cities Chain Tag - Children use their orienteering skills to follow a course, during which they have to match major European cities with their countries (enrich)**	• Types of settlement in modern Britain (towns, cities and villages) and compare/contrast with Viking and Saxon Britain (NC link to History). **Research based**	• 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 – local area of Tunbridge Wells **Outdoor learning:** **1. Compass directions (enrich)** **2. 4-figure grid references**
Cross-year links	**Anchoring:** Y3: physical & human features	**Anchoring:**	**Anchoring:** Y3: settlements and land use	**Anchoring:** Y3: map work
	Preparing: Y5: Deforestation Y6: energy use	**Preparing:** Y6: human and physical changes to the environment	**Preparing:**	**Preparing:** Y5: map reading skills Y6: map reading skills
Vocabulary for Y4	Hamlet, village, town, city, settlement, atmosphere, greenhouse gas, greenhouse effect, carbon dioxide, deforestation, pollution, consumerism, drought, cause, effect,		explore, gather, observe, record	
	PHYSICAL & HUMAN GEOGRAPHY	**LOCATIONAL KNOWLEDGE**	**PLACE KNOWLEDGE**	**MAPS SKILLS & FIELDWORK**
YEAR 5: Why is the Amazon rainforest important? **What impact does colour have on our experiences of our local environment?**	• 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 Rainforest quiz (enrich)	• 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 Global zones (enrich)	• Compare a region of the UK to a region in South America (Brazil)	• 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 Grid-references (enrich) Fieldwork (walking trip to the town centre)
Cross-year links	**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	**Anchoring:** Y4: Climate zones & biomes	**Anchoring:** Y3: Land-use patterns	**Anchoring:** Y1, Y2, Y3 & Y4: Map reading

	Preparing: Y6: Human and physical changes to the environment y6 Sustainability Y6: Use of natural resources (specifically the use of rainforest land)	**Preparing:** Y6: Locate USA	**Preparing:**	**Preparing:** Y6: 4-digit grid references Y6: Map reading Y6: Compass
Vocabulary for Y5	climate zones, biomes, vegetation belts, settlement, Amazon, rainforests, deforestation, reforestation, Manaus, Brazil, carbon capture, fair trade	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		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
	PHYSICAL & HUMAN GEOGRAPHY	**LOCATIONAL KNOWLEDGE**	**PLACE KNOWLEDGE**	**MAPS SKILLS & FIELDWORK**
YEAR 6 **What makes North America such a diverse and dynamic continent?** **How accessible is Tunbridge Wells?**	• Describe and understand earthquakes and volcanoes (inc tectonic plates and their significance) • Describe physical and human features of a region in N America: - 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).	• 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	• Compare and contrast UK and USA/Canada – focus on major cities (London, NY, Montreal) and national parks (Lakes, Grand Canyon)	• 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) Enrich: 6-figure grid references Local fieldwork **Pupils research, plan and carry out an investigation on how easy it is for different groups (e.g. disabled, blind, elderly, parents with young children etc) to move around the town.**
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	