

Our World of Learning in Geography

Love learning and inspire
each other to thrive in the
world.



**Language
and
Literacy**

**First
Hand
Learning**



**My
World
and Me**



Our World of Learning in Geography - EYFS

Autumn

Understanding the world – Geography focus

People cultures and communities

Starting school – Where do I go to school?
Children will develop simple map making skills.

Where do I live? Features of my home.
(Super learning week England)

The natural world

Children will identify typical weather for Autumn.

Spring

Understanding the world – Geography focus

People cultures and communities

Children will know how people in different countries celebrate Christmas.

Children will know what Diwali is and why people celebrate it.

The natural world

Children will identify changing of seasons Autumn to Winter.

Children will identify differences between the environment around them.

Summer

Understanding the world – Geography focus

People cultures and communities

Children will explore where our local superheroes work and where superheroes around the world work.

The natural world

Children will know that a globe shows different countries around the world

Our World of Learning in Geography – Year One

Autumn

On Cloud Nine!

- To identify seasonal and daily weather patterns (week project – weather diary – temperature using thermometer, rain collector with measurement markings, wind vane to record the direction of the wind – make a class graph for working wall), look at the seasons in more detail (build on from work in EYFS).
- To understand that there are different types of cloud. (Cloud watching – name the different types of clouds/look at images and name the type of cloud/make a cloud in a glass FHL).
- To locate the UK, the equator and the north and south-pole on a map. *To be able to locate countries on a map and identify whether they would be hot or cold.*
- To understand that weather forecasts help people to prepare for different types of weather.

Spring

Where on earth are we?

- To explore and record the features of our school grounds (simple fieldwork and observational skills to study the school and its grounds – look at aerial school map – orienteering challenge – can they find items on the school ground and mark them on their map?)
- To use geographical vocabulary to explore and record the features of our local area (challenge map – can you follow the map? What will we find at x? – snip tool to take map of local area – walk of the local area to follow map – then on the walk back take pics/comment on features of the local area)
- To be able to create a map of my local area and use directional language (near, far, left and right and the four compass points) (use photos taken in the last session to create own map) simple key and symbols (KS1 map simple symbols for church, houses, fields etc)
- To use symbols on a map to identify human and physical features. (branch further out – use aerial photograph of Preston – identify landmarks and human and physical feature – find rivers etc) chn to record symbols on a map.
- To identify differences between rural and urban areas and know the type of settlement I live in.

Summer

Viva Espana!

- To be able to name and locate the four countries, capital cities and surrounding seas of the UK.
- To be able to explain the difference between human and physical features of places within the UK. (Provide large map with images of human and physical features including key landmarks etc from key cities across the UK – chn to plot them on the map and say whether they are human or physical).
- To be able to name and describe the human and physical features of London.
- To be able to name and describe the human and physical features of Barcelona (this builds on knowledge from Autumn term Super Learning Week – Spanish MFL language – builds from previous session. Use Barcelona man made beach as a red herring – explain to chn that it is in fact man-made).
- To know the difference between urban and rural and to know which setting I live in.

Our World of Learning in Geography – Year Two

Autumn

Till the Cows Come Home

- To understand which continents, have the biggest population. (Oak Academy)
- To understand what is meant by a settlement – villages, towns and cities.
- To understand the human and physical features of villages, towns and cities.
- To understand what affects where people live.
- To understand the features of a farm.
- Trip to the farm. To be able to use a map and symbols to navigate around a farm.
- (cow man).

Spring

“Move it” to Madagascar

- To be able to name and locate the world’s seven continents and five oceans.
- To use aerial photographs to identify human and physical features of Madagascar.
- To compare the human and physical features including weather of Madagascar with our local area.
- To understand the impact of seasons and weather on vegetation in Madagascar.
- To identify animals found in Madagascar and know how they are suited to their location.

Summer

From Devon to Dorset

(Build on knowledge from reception class)

- To understand what is meant by a Jurassic Coast. To know why it is a World Heritage Site.
- To understand what is meant by Triassic, Jurassic and early cretaceous and how this links to the cliffs of Dorset.
- To use aerial photographs and maps to recognise landmarks: Durdle Door.
- To identify and locate human and physical features of Weymouth.
- To create an aerial map using basic symbols in a key.
- To create a map of Weymouth using basic symbols in a key.

Autumn

The Floor is Lava!

- Name some volcanoes and locate these on a map.
- To identify the different parts and types of volcanoes.
- To know how volcanic eruptions occur.
- To understand why people may choose to live near an active volcanoes and know some of the hazards they face.
- To think about how life can be made safer for people who live close to a volcano. (*writing opportunity*)
- To know key information about a famous volcanic eruption. (Mount Vesuvius- *Research and investigate a famous eruption.*)

Spring

Can the Earth shake, rattle and roll?

- To identify layers of the Earth.
- To know what tectonic plates are and to locate them on a map.
- To understand how earthquakes happen.
- To understand that distributions of earthquakes follow patterns.
- To know what causes a tsunami.

Summer

Chaotic Climates

- To know the features of different climate zones:
- To locate the Northern and Southern Hemispheres and know how they link to climate zones. (*Equator*).
- To know the impact of climate zones on trade and resources (*cold place*).
- To be able to describe and explain the different climate zones in Australia.
- To understand how climate zones affect population. (*population map e.g. Australia desert land unpopulated compared to urban area/Arctic*).

Autumn

Are we taking enough care of the Amazon?

- To know and locate the 5 major lines of latitude.
- To locate the rainforests of the world and know why they lie between the tropics of Cancer and tropics of Capricorn.
- To know the different layers of a rainforest. *emergent layer, Canopy layer understory layer .forest floor* describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts
- To know how the rainforest is a source of food, medicine and materials for humans. (*rubber...*)
- To know what is meant by deforestation and its impact on animals. <https://www.youtube.com/watch?v=JdpspllWI2o> (*cross curricular writing link*)
- To know the impact of deforestation on humans and the wider world. (*greenhouse gases, fewer crops, flooding, climate change*)

Spring

Where does our stuff come from?

- To name countries where fruit originates from based on the climate.
- To use maps and atlases to derive food miles for things that we eat.
- To know where clothing and other household products come from. (responsibly sourced products, show me what you're made of BBC programme)
- To know the journey of how one product gets to our home in detail.
- To know which products are imported and which are produced locally. (bringing in items and ask to sort it)
- Understand that there are advantages and disadvantages to imported and locally produced products. (straight to farm scheme)

Summer

Greenland

- To locate Greenland and understand its physical features (*hills, mountains, coasts and rivers*).
- To describe and understand Greenland's climate zone and how this impacts on the use of the land (*use boats more than roads/roads do not connect the towns/they use sleds*)
- To know how plants survive in extreme environments. <https://www.youtube.com/watch?v=YXDTyMq-fwA>
- To know how the lines of latitude link to length of day: hours of day light in Greenland. (<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>)
- To know the impact of the melting ice-caps on types of settlement and land use in Greenland.

Our World of Learning in Geography – Year Five

Autumn

Journey to the Alps

- To locate and know key facts about the world's Seven Summits and locate UK's highest mountains.
- To know that the Alps are fold mountains and how these were formed.
- To name and locate the European countries where the Alps are found.
- To understand the climate of the Alps and the impact of climate change (glaciers within the Alps are disappearing).
- Explain the advantages and disadvantages to tourism in the Alps
- To compare the topography of the Alps to that of our local area.

Spring

Will water ever run out?

Rivers

(Oak academy unit)

- To locate and know key facts about the world's main rivers.
- To know the four types of erosion, four types of transportation and know what deposition is.
- To know how rivers can cause dramatic landforms: Horseshoe bend- Grand Canyon, the Nile Delta in Egypt.
- To know how meanders and oxbow lakes are formed.
- To know why rivers are important to people: Olga river in Russia, Amazon River in South America.
- To understand the water cycle.

Summer

Welcome to Swiss Air

(Oak academy first 2 lessons)

- To name and locate key countries and capital cities of Europe.
- To know some of Europe's human characteristics: population, trade, landmarks.
- To locate Switzerland on a map and identify some of its topographical features. (hills, mountains, rivers)
- To research the population, trade and landmarks of Switzerland. (can be done over 2 sessions)
- Understand geographical similarities and differences between Preston and Zurich.

Our World of Learning in Geography – Year Six

Autumn

From New York to Caracas

- Locate North America and South America on a map and understand the differences between continent, country, state and city.
- To name, locate and know facts of landmarks within North America.
- To name, locate and know facts of landmarks within South America.
- To compare similarities and differences between New York and Caracas.
- Use the 8 points of a compass to locate key cities in North and South America and apply that to judge distance and direction between main cities
- To know the position of lines of latitude and longitude how they link to climate.
(identify the position and significance of latitude the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle)

Spring

Plastic Pollution Solution

- To know what minerals are and to locate them on a map.
- To know why and how minerals are extracted (ethical)
- Learn about physical elements that generate energy and the differences (renewable and non-renewable)
- Study the carbon cycle
- To identify what damage is being done to the earth and how we can have positive impact
- To know the human impact on underwater life in our oceans

Summer

“Your destination is located on the left”

- To know the counties of the UK and how they were formed.
- To be able to locate towns and cities within the different counties of the UK.
- *To be able to locate rivers, seas and mountains within the UK.*
- To use ordnance survey maps to
To use a digital map to follow a route.