













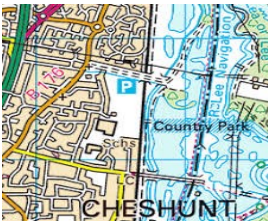




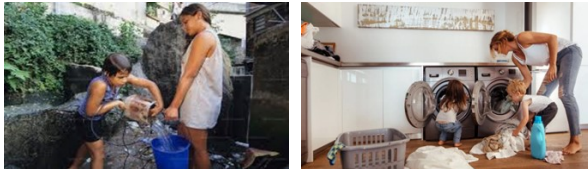







| | Autumn | Spring | Summer |
|--------|---|--|---|
| EYFS | Learning Journey All About Me & Transport | Learning Journey People who help us & Animal World | Learning Journey Growing/Life Cycles & Once upon a time |
| | <p align="center">Mathematics & Understanding the World People, Culture and Communities and The Natural World</p> <p>The themes, ideas and concepts covered form the basis for our KS1 & KS2 Geography curriculum. Fundamental geographical understanding is developed through Mathematics and Understanding the World. Children will use language and drawing to describe a familiar route taken in real life or in a story. The children's developing language skills will enable them to discuss position, routes and locations. Using simple maps and photos they will be able to suggest what they might find in a location or what it might be like there. This will support their ability to recognise some similarities and differences between life in this country and life in other countries. Children will develop an understanding some important processes and changes in the natural world around them, including the seasons.</p> | | |
| Year 1 | Unit G1: My School, My Place | Unit 7G: I could be a meteorologist | Unit G13: Message in a Bottle-A Friend's Place |
| | <p>The children are introduced to maps and mapping. They will learn to make the connection between places around them and how they can be shown on a map or plan. The children will be encouraged to ask questions about their locality, where places are, how they are being used and by whom. Children will use journey sticks as a means to develop the idea of a route that can be followed. Children will also have the opportunity to use drawings, photographs video and sound clips taken on their frequent visits to the immediate local area.</p>  | <p>Children develop their locational knowledge of countries and capital cities within the UK as well as surrounding seas. This unit will enable them to use specific vocabulary to explain weather in the UK, looking at seasonal as well as regional variation. Pupils will explore temperature and wind scales, as well as observing the effects of these in real life. Using symbols and language the children will communicate a TV weather report combining location and weather knowledge.</p>   | <p>The children will study maps and images from the Isle of Coll in the Hebrides. They will identify and sort human and physical features found in this place. The outcome of this unit will show the children are able to confidently create their own maps of a specific place using their knowledge from secondary sources, including a simple key and annotation to show human and physical features on their map. They will be able to explain how the Isle of Coll is different or similar to our place and express their thoughts and preferences.</p>    |
| Year 2 | Unit G2: A Room With a View | Unit 8G: Brrrrrr...a Polar Expedition | Unit G14: My Place, Your Place My School, Your School |
| | <p>This unit enables children to develop their fieldwork skills through observations and develop their locational awareness of the local area.</p> <p>The theme of the enquiry will develop pupil's understanding of human and physical geography as well as beginning to address the idea of changes over time. Changes in the area will be investigated, and concept of positive and negative change will be developed through questions.</p> <p>As well as fieldwork in the locality, children will develop their learning through images used by the author Jeannie Baker in her book, WINDOW.</p>  | <p>Children will examine the impact of climate on the way people live or work in a place. By looking at the location of hot and cold places and their position in relation to the equator children will begin to understand how location effects climate which in turn affects human activity. (interconnection).</p> <p>The main location and focus for this unit a Halley research Station in Antarctica, the children will be encouraged to lead the enquiry, asking questions, even if finding the answers is tricky.</p>   | <p>The intention of this unit is to develop children's understanding of different types of settlements and the daily life experiences of people who live there. Looking first at their own region following the A10 corridor. The children will then compare this with a small region of Sierra Leone by using materials created by Reel Lives.</p> <p>(The school supports aid work in Sierra Leone)</p>   |

| Year 3 | Unit G3: Vanishing Forests | Unit G9: Trade and Trading Fairly | Unit G15: Our Place: A Changing River |
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| | <p>Children begin to understand how human and physical geography is interdependent and how a change in one place can have effects not only locally but globally. The children will study tropical rainforest biomes, focusing on those in South America.</p> <p>This unit leads to an enquiry based on the impacts of increased agriculture and human activity in the rainforest.</p> <p><u>Is the vanishing forest a local or global problem?</u></p>  | <p>Children develop the language of trade and make connections between countries the UK trades with and their locations around the world.</p> <p>The unit then develops the concept of trading fairly, especially within agriculture (farmers) in less developed countries. This builds on the pupils' study in Autumn of products found in the rainforest. (cocoa). Through their own research as well as short teacher led units the pupils will develop their knowledge of parts of the supply chain and how they rely on each other (interdependent).</p>  | <p>Pupils learn about the processes and features of a river system. They will become familiar with the location of significant rivers in the UK, applying their knowledge to studying a local river, taking part in fieldwork, and identifying features and parts of the rivers course. Children will make use of digital mapping technology. Finally, the children will examine how rivers can impact the land and people around them through flooding.</p>  |
| Year 4 | Unit G4: Our Place: Location, Location, Location | Unit G10: Coasts | Unit G16: Ain't No Mountain High Enough! |
| | <p>In year 4, children will develop their maps skills by learning to use OS maps accurately. They will be asking deeper more evaluative questions, investigating through fieldwork and research then forming their own conclusions from the evidence they gather. This can then be brought together to form a class answer to the question through a debate as well as their own land use maps.</p> <p><u>How is the land in Cheshunt being used by people?</u></p>  | <p>By extending locational knowledge of a region of the United Kingdom, children will develop their knowledge of the coast and examine the physical process which occurs when coastal features are formed. This unit prepares the children for their Upper Key Stage 2 educational visit to The Needles on the Isle of Wight or Lulworth Cove in Dorset.</p> <p>Children will also develop the skills they have learnt in the previous unit using OS maps and thematic maps.</p>  | <p>This unit combines human and physical geography through a study of mountains and the location of mountain regions. The children will consolidate their map skills using OS maps through investigating Snowdon and will look at how human and physical geography is interconnected while investigating tourism in the alpine region around Mont Blanc.</p>  |

| Year 5 | Unit G5: Living on the Edge | ENERGY | Unit G17: Water, Water, Everywhere? |
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| | <p>The children will explore the dramatic natural events in our world caused by tectonic processes, exploring the causes and consequences of tectonic activity and their impact on people, place and environment. The unit ends with the children being able to write and present (to camera) a piece of breaking news, detailing the eruption of Campi Flegrei in Italy.</p> <div data-bbox="221 368 817 544">  </div> | <p>Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power (including renewable energy) and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p> <div data-bbox="862 397 1429 596">  </div> | <p>Children describe and understand keys aspects of the distribution of natural resources, in this case water-an essential resource. The next step supports their understanding of the volume of freshwater within the water cycle. Pupils will explore disparities in water use and access around the world. They will explore the distribution of water, examine water journeys made by children in LEDCs. The unit ends with the children taking part in a roleplay to examine Daily Water allowances in different parts of the world.</p> <div data-bbox="1538 456 2123 625">  </div> |
| Year 6 | Unit G6: There is no Planet B? | Unit G12: Shake, Rock and Roll | Unit G18: There's No Place Like Home! |
| | <p>Pupils will form their own question to research a specific area of climate change and produce a piece of extended writing exploring the answer to their question. The points raised in the text will need to be supported by reference to thematic and location maps, aerial photographs and data. The enquiry could be extended to develop into a piece of presentation work in order to allow children to extend this piece of geographical learning into a cross curricular piece, developing computing and speaking skills.</p> <div data-bbox="353 1075 683 1289">  </div> | <p>The children will examine the physical, human, emotional and spiritual impact of the earthquakes. They will examine the process by which they occur and how we are developing science, geology and engineering to help prevent their impact. They will look in detail at the case study of earthquakes in New Zealand and write a diary entry from two travellers. The unit ends with this key question</p> <p><u>Does the cathedral offer hope to the people of Christchurch?</u></p> <div data-bbox="913 1070 1442 1228">  </div> | <p>Pupils engage with their sense of a place. Exploring how we link emotionally with a place will allow children to examine further what is means to think geographically. There are opportunities for pupils to reflect on and develop their personal geographies and increase their awareness of different ways to travel to school or their new secondary school. They will explore how places around them make them feel. They will also begin to examine their expanding locality.</p> <div data-bbox="1552 1075 2107 1219">  </div> |