**Geography: Year 1 Rationale:**

During terms 3 and 4, the Year 1 children learn to name, locate and identify characteristics of the four Countries and Capital Cities of the UK and its surrounding seas. They learn to devise simple maps from fictional and non - fiction events and stories.

In Term 5 and 6, the Year 1 children learn how to collect information about their local environment using tally charts and tables, through nature walks in our school environment. Throughout the year, they identify seasonal and daily weather patterns in the UK.

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| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development:[taken from current Learning Journey] | Home learning and enrichment |
| Once Upon a Time (Term 3 and 4) | Locational knowledge Place knowledgeHuman and physical knowledgeGeographical skills and fieldwork | Build on basic geographical learning from Foundation Stage. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Various fairy tales set in different locations for example Three Little Pigs linking to housing types.  | Analysing - The ability to break down a task and decide a suitable approach.Creating - learn how to devise simple maps from fictional and non-fiction events and stories.Linking - Similarities in own life and local area. | Local trip: - walk around Wootton.Outdoor learning linking to the learning theme.  |
| If you go down to the woods.(Term 5 and 6) | Human and physical knowledgeGeographical skills and fieldwork | Build on the geographical skills learnt in the previous term. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). |  | Analysing - The ability to break down a task and decide a suitable approach.Linking - Similarities in own life and local area. | Outdoor learning linking to the learning theme.  |

**Geography: Year 2 Rationale:**

In Terms 1 and 2, our topic is Near and Far.  Year 2 study two contrasting countries - Africa and Antarctica.  The children learn about the two countries and the differences and similarities between them.  They learn about the continents of the world and the countries within them.  They also learn about the oceans and some of their characteristics.  The children develop their skills within looking at and uses atlases along with using Google Earth.  They learn about the weather, traditions and people who live/don't live in the two countries and about explorers who have visited Antarctica.

In Term 5, the Learning Theme is called Pottering Around.  This is based around Beatrix Potter and The Lake District.  The children learn about the physical and human features of Lake Windemere and compare these to their local area, Northampton.  They use Aerial maps, atlases, and Google Earth.

In Term 6, the Learning Theme is called Zoom.  The children are given the opportunity to learn about Silverstone which is within their local area.  This includes a visit.  They learn about the impact of Silverstone and the racing cars on their environment along with using maps and directions.

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| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development:[taken from current Learning Journey] | Home learning and enrichment |
| Near and Far (Term 1 and 2) | Locational knowledge Place knowledgeHuman and physical knowledgeGeographical skills and fieldwork | All building on from Year 1:Build on locational and place knowledge of countries linking to their learning about the United Kingdom. Build on physical knowledge of weather.Build on Geographical skills and fieldwork – using Google Earth and atlases.  | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Non-Fiction Book about Africa, Antarctica and Continents.  | Linking – similarities and differences of areas of the UK.Analysing – being precise using specific skills, symbols and language. | Outdoor learning and home learning activities are set on MS Teams throughout the term.  |
| Pottering Around(Term 5) | Human and physical knowledgeGeographical skills and fieldwork | Build on Geographical skills and fieldwork – using Google Earth and altlases from previous term.  | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Various Beatrix Potter stories. Non-fiction texts about the life of Beatrix Potter.Links to - FBV - mutual respect and tolerance of those of different faiths or beliefs.  | Analysing – critical thinking and seeking supporting evidence for research tasks.  | Outdoor learning and home learnings activities are set on MS Teams throughout the term. |
| Zoom!(Term 6) | Place knowledge | Building on place knowledge learning about Britain from previous term and back in Year 1.  | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). |  | Analysing – critical thinking and seeking supporting evidence for research tasks.  | Trip – Silverstone Outdoor learning and home learning activities are set on MS Teams throughout the term. |

**Geography: Year 3 Rationale:**

In Term 2, students learn about the Pangaea period and how continental drift affected the dinosaur bone distribution. Students will learn key geographical vocabulary such as latitude, longitude and northern and southern hemispheres. This will build on their global understanding from Year 2.

In Term 4, students will identify the different counties that have previously held and taken part in the Olympic games. Flags will be studied, and students will reconsolidate their Year 2 learning of continent names and locations.

With rainforests being the main point of focus within the Learning Theme, Green in Term5 and 6, students will identify the location of rainforests around the world and what animals and plants live within the different layers and their habitats. Learning will move onto understanding why the rainforests are being destroyed and will discover what people are doing to try and save them. Students will also learn about different tribes living within the South American rainforests. Students will be exposed to a variety of key geographical vocabulary such as deforestation, canopy, extinction and tropical.

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| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development:[taken from current Learning Journey] | Home learning and enrichment |
| Extinct  (Term 2) | Geographical skills and fieldwork | Consolidating knowledge of the world’s continents from Year 2. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Non-fiction reading about the Mesozoic Era.  | Realising – consolidating knowledge of the world’s continents from Year 2. | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term. |
| Heroes (Term 4) | Geographical skills and fieldwork | Consolidating knowledge of the European continents from Year 2. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Non-fiction reading about Europe specifically with Greece. | Realising – consolidating knowledge of the European continents from Year 2. | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term. |
| Green(Term 5 and 6) | Locational knowledge Place knowledgeHuman and physical knowledgeGeographical skills and fieldwork  | Consolidating knowledge of the world’s continents/countries from Year 2. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – The Window. Science – links to learning about plant growth.FBV – rainforest debates link to Democracy and Rules of Law  | Meta-thinking – Intellectual confidence when forming own opinions of deforestationLinking – Attributing geographical knowledge to physical places  | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term. |

**Geography: Year 4 Rationale:**

In Term 1, students learn about the locations of food sources around the world.

In Term 2, students identify the countries that experience the northern lights around the world.

In Terms 3 and 4, students will learn about earthquake and volcano formation and their effect on the environment and human life.

In Terms 5 and 6, students will link their Roman and Viking learning to location on the world map – focussing on Europe and the United Kingdom.

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| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development:[taken from current Learning Journey] | Home learning and enrichment |
| Survival (Term 1) | Locational knowledge Place knowledgeHuman and physical knowledgeGeographical skills and fieldwork | Consolidating knowledge of the world’s continents/countries from Year 3. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – The Wreck of Zanzibar – linking to the Isles of Scilly. Poetry focus about the sea and the beach. | Linking – with Science and DT learning from Year 3 with food groups. | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term.  |
| Light Fantastic (Term 2) | Locational knowledge Geographical skills and fieldwork | Building on locational knowledge and geographic skills from Year 3.  | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). |  |  | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term. |
| Elements(Term 3 and 4) | Locational knowledge Human and physical knowledgeGeographical skills and fieldwork | Consolidating knowledge of the world’s continents from Year 3. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – The Firework Makers Daughter links to volcanoes and the desert. | Creating – Draw inspiration from real life examples as well as their geographical knowledge to create their own volcano.  | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term. |
| Invade(Term 5 and 6) | Place knowledgeHuman and physical knowledgeGeographical skills and fieldwork  | Consolidating place knowledge in Britain from Key Stage 1. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). |  | Linking – link historical knowledge to physical places and discover the sights and attractions in York. | Outdoor learning and home learning activities such as researching tasks are set on MS Teams throughout the term. |

**Geography: Year 5 Rationale:**

In Term 1 and 2, Students will learn about the ‘journey’ of a river – focusing on two case studies: the river Nene (UK) and the river Nile (Africa). Students will identify and sequence the components of the water cycle and know rivers fit into the cycle. Links will also be made to human settlement around rivers and immigration movement around the world due to resource need and pleasure.

In Term 5 and 6, students will link their industrial development learning to a Northampton focus with the shoe industry.

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| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development:[taken from current Learning Journey] | Home learning and enrichment |
| Journeys (Term 3 and 4) | Locational knowledge Human and physical knowledgeGeographical skills and fieldwork | Consolidating knowledge of the world’s continents from Year 4 and specifically Africa from Year 2.  | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Journey to Joburg – research and write a non-chronological report about Nile and Nene.  | Analysing – critical thinking and seeking supporting evidence for research tasks. | Outdoor learning and home learning activities for example researching and mini-projects are set on MS Teams throughout the term.  |
| Innovation and Industry  (Term 5 and 6) | Locational knowledgeHuman knowledge  | Consolidating place knowledge in Britain from Key Stage 1 and Year 4. | Teacher assessment in class using assessment essentials techniques including hinge questions, class discussion and completion of differentiated tasks (including practical activities). | Literacy – Text – Street Child – with a focus on the setting being in London.  | Linking – looking at similarities and differences between varying locations in England and Africa from previous terms.  | Outdoor learning and home learning activities for example researching and mini-projects are set on MS Teams throughout the term. |

**Geography: Year 6 Rationale:**

Year 6 pupils start their geography work by looking at the meaning of the geographical terms: human features and physical features. Pupils then use atlases, electronic maps and research to identify the physical and human features of China and then Japan. Geography learning continues with a closer look at the key aspect of physical geography related to earthquakes and tsunamis. This links closely to our Design Technology work whereby pupils have to design a structure to withstand a tsunami. Pupils also look at key aspects of human geography in more detail, for example economic growth in China and innovation & industry in Japan.

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| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
| Enchanted East (Term 1 and 2) | Locational knowledge Place knowledgeHuman and physical knowledgeGeographical skills and fieldwork | Builds on: students’ knowledge and skills from KS1 and LKS2Leads to: greater and more in depth understanding of global topics ready for KS3. | Teacher assessment in class using assessment essentials techniques including hinge questions.  | Literacy – Text - Kensuke Kingdom – children write: Newspaper report Island descriptionInstructions for shell painting.  | Analysing - Critical thinking and seeking supporting evidence for research tasksRealising – Consolidating knowledge of the physical landforms from Year 4.Linking - Linking similarities and differences between different countries | During Big Health and Happiness week – children undergo an orienteering task which includes using geographical skills and fieldwork. [Previously used a home learning project where children were asked to research the cultural difference between Japan and China.0 |