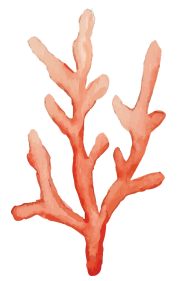
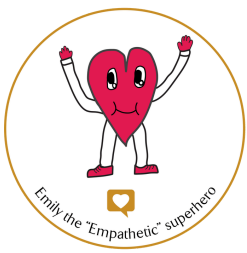


# Geography Learning Journey



## Year R



### Help is at Hand

The children will become familiar who works in the school, what their jobs are and how these people help them. The children will identify ways in which the police, ambulance service and fire service help in the community. References will be made to doctors and nurses and how they help in different settings as well as a wider range of people who help in our communities like builders, electricians and waiting staff.



### What on Earth...?

The children will explore the term 'big' and 'small' and identify a range of things that could be considered 'big/small' and make comparisons to both larger and smaller things.



## Under the Sea



The children will gather an understanding that some fish live in freshwater and some live in salt water.



### No Place Like Home

The children will gather an understanding of the different features of a house and identify some of them in their own home. They will learn the similarities and differences between different types of houses built in the modern day and in the past.



## Year 1



### Come Fly With Me! Arctic Circle

Pupils are introduced to globes and their purpose, focusing specifically on the line of latitude known as the Arctic Circle. They then learn about some of the spaces and places within the Arctic Circle, its weather and the effects of the climate on the environment, including seasonal change, and interdependence between plants, humans and animals. They are introduced to the physical geographical concept of permafrost and learn about some of the challenges and adaptations needed to survive in the coldest climate in the world, the tundra biome.

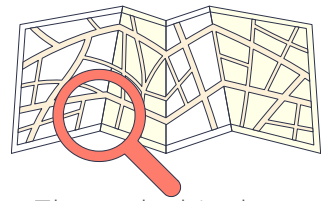


### Come Fly With Me! Asia

The children will understand that a map is a drawing of all or part of Earth's surface. They will be able to identify

China, India, Russia and Egypt on a map. They will learn about some key aspects of Chinese culture, including Chinese New Year, some key aspects of Indian culture, including festivals such as Diwali and some key features of Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids.

### Unity in the Community



Through this thematic unit, pupils encounter the meta-concepts of place, space and environment, interdependence, sustainability and processes and changes. As they explore the physical and human geography of their own locality, they learn about the relationship between people and places, and how and why locations change as a result of human activity. Fieldwork, use of compass points and mapping, including perspectives all feature as part of their geography learning.

### Never Eat Shredded Wheat



Pupils learn how to use compass points in the context of maps, and in navigating from one place to another. Locational language also features in this unit. The learning focuses on the four countries of the UK, their capital cities, and key features. They will also develop their understanding of continents and oceans, human and physical features, and maps and plans, including aerial perspectives.

Food production, and the important link of growing with weather and climate, is also introduced.



# Geography Learning Journey

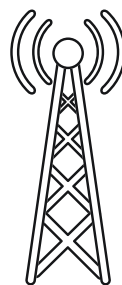


Year 2

Inter-Nation Media Station



Land Ahoy!



As pupils learn about the history of the news, including the inventions of radio and television, it is important that they realise the impact this has had on human geography e.g. radio masts. They should also recognise the interdependence with physical geography e.g. the Native Americans found smoke signals well-suited to communicating in mountain and forest environments, as the smoke would rise high enough to be visible.

In addition, when they are learning about messengers in Ancient Greece, this is an opportunity to look at location, using maps and globes.

Building their place and space knowledge, pupils learn to name and locate the continents and oceans, linked to their understanding of land and sea. They identify and classify physical and human geographical features, looking in more detail at the island of Madagascar. Locational language and compass directions are reinforced, and pupils also learn about simple co-ordinate grid maps.

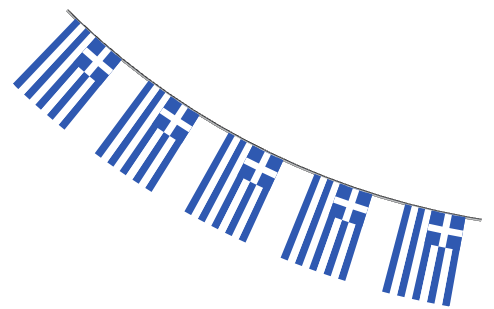


Come Fly With Me! Africa

In this unit, pupils' learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be best to grow certain foods. They also learn about seasonality and Fairtrade.

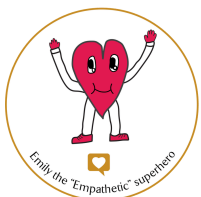


Year 3



Athens v Sparta

As pupils learn about Ancient Greece, they will learn the location of Greece and this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta's mountainous location and fertile soil, meaning it could be self-sufficient.



Under the Canopy

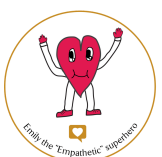
Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity.



Out and About



Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps.



Three Giant Steps

Contrasting the UK, Europe (France) and the wider world (Canada), pupils will learn about the position and key features of each country. They will identify similarities and differences, further developing their vocabulary linked to place, space, location and interdependence.



# Geography Learning Journey



Year 4

Picture Our Planet



Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.

Window on the World

Pupils focus on land use in this study of settlement, looking at the physical features that make a location suitable for habitation. They then learn about trade links and the interdependence between countries importing and exporting, using the recent Suez Canal blockage to illustrate the importance of global trade. They also learn about captive breeding programmes and their importance in tackling the issue of vulnerability of some animal species in the wild.



Year 5

Come Fly With Me!  
America

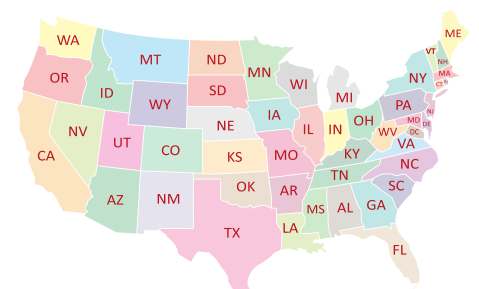


Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance. As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment.



Global Warning

This thematic unit focuses mainly on processes and changes, exploring the link between waste and pollution. Pupils study the causes and effects of air pollution in different locations and how it effects the environment. They learn how aspects of trade, such as transportation and manufacturing, can be harmful to the environment.



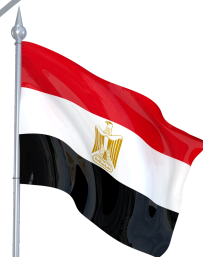
Pharaoh Queen



A study of Ancient Egypt provides an opportunity for pupils to build on their learning about Africa and the position and location of some of its countries. They will engage map reading skills in locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. It also provides an opportunity for pupils to learn more about rivers and associated processes and changes e.g. flooding, drought, whilst focusing on the River Nile.

Been Around the World

Pupils will explore the links between the UK and Hong Kong by studying location, key features and physical geography. They will also look at why people live or move to either location and the differences



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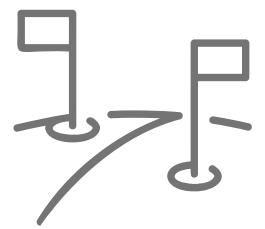
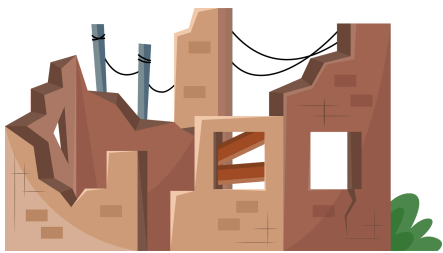


# Geography Learning Journey

Year 6

## "I Have a Dream..."

As pupils learn about segregation in America and South Africa, this is an opportunity for them to understand how social and economic issues impact on human geography e.g. slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.



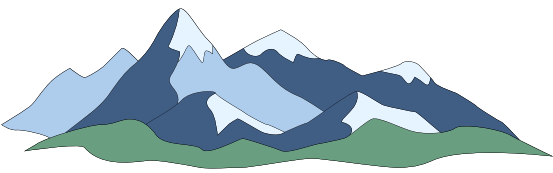
## Wars of the World

As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.



## In Your Element

Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Findosaur. Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers.



## Full of Beans

Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country's development (physical appearance through human influence) as a result of its natural resources.



## Time Team

This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project.



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