



Geography			
	Autumn 1	Spring 1	Summer 1
Year 1	<p><b>Our School, Our Community</b></p> <p>The children will develop geographical and fieldwork skills, applying them to the local area's human and physical geography.</p> <p><b>Fieldwork:</b> collecting data on how people travel to school and work, and evaluating to form conclusions</p>	<p><b>The United Kingdom</b></p> <p>The children will expand their knowledge to the UK, identifying and comparing locations' physical and human geography.</p> <p><b>Fieldwork:</b> physical and human geography in Islington</p>	<p><b>The Earth, Our Home</b></p> <p>The children will extend their geographical learning with an introduction to the world map, features and compass directions.</p> <p><b>Fieldwork:</b> compass directions in Waterloo Park</p>
Year 2	<p><b>Let's go on Holiday!</b></p> <p>A study of a coastal region with a city or town – physical features and human features</p> <p>The children will focus on the features of the world map, and of the UK, before building their knowledge of physical and human geography through an in-depth study of the north Cornish Coast.</p> <p><b>Fieldwork:</b> litter, create charts and maps showing litter in different areas: river, street and park.</p>	<p><b>Islington and St Lucia</b></p> <p>Comparative study on a non-European country - Caribbean</p> <p>In this unit, the children will develop their map skills while comparing a small local area to a contrasting non-European country, in addition to creating their own maps using a simple grid system.</p> <p><b>Fieldwork:</b> create a grid map of Islington</p>	<p><b>The Eye of the Storm</b></p> <p>The children will build on their understanding of UK geography, examining weather patterns in the UK and comparing these to examples from international geography.</p> <p><b>Fieldwork:</b> setting up weather stations</p>
Year 3	<p><b>Location, location, location (a local study)</b></p> <p>Building on their local area geography from KS 1 children will describe location using compass points and map land use using grid references</p> <p><b>Fieldwork:</b> annotating an OS map and aerial photos, characterise and locate physical and human geography in the local area</p>	<p><b>Gateway to the World</b></p> <p><b>Focus on European geography and The Alps</b></p> <p>Focusing on physical and human geography through an in-depth study of The Alps.</p>	<p><b>Active Planet - Europe</b></p> <p><b>Physical Geography - volcanoes</b></p> <p><b>Iceland (Eyjafjallajökull volcano, San Andreas fault)</b></p> <p>The children will develop their understanding of seismic and volcanic activity, expanding their international knowledge through the contextual examples.</p> <p><b>Fieldwork:</b> natural history museum, recording information on specific case studies</p>
Year 4	<p><b>The U.K – Scotland/Wales</b></p> <p><b>Physical and human features of the UK</b></p> <p>The pupils will build on knowledge learnt in KS1 about the United Kingdom. They will be able to locate counties and regions. They will describe physical and human differences across the UK comparing Scotland to London</p>	<p><b>Rivers and the Water Cycle: Thames</b></p> <p><b>Physical Geography – Water cycle and rivers</b></p> <p>The children will develop their fieldwork skills and understanding of the <b>water cycle, as well as exploring the role of rivers</b> as a centre point of human settlements and development.</p> <p><b>Fieldwork:</b> workshop by the River Thames (in the locality)</p>	<p><b>Weather and Climate</b></p> <p><b>Hurricanes, Deforestation - New Orleans and Brazil</b></p> <p>Children will build their understanding of climates, by investigating geographic diversity across the globe, using climate maps and a range of data representations to compare localities.</p> <p><b>Fieldwork:</b> use data to show how climates have changed over time</p>



Year 5	<p><b>Madagascar and the UK</b></p> <p><b>Comparative study of the UK with an area of Africa</b></p> <p>Building on their previous skillsets, the children will use a range of sources to determine geographical features and compare them to the UK.</p> <p><b>Fieldwork:</b> 6 figure reference maps – plotting the local area and giving references for key landmarks</p>	<p><b>Migration and Trade - North and South America</b></p> <p>The children will build on their understanding of human geography, exploring how physical and human geography affects trade, economics, migration and lifestyle.</p>	<p><b>North America</b></p> <p><b>North America-California Physical Geography</b></p> <p>Study of the human and physical geography of California. Look at the diverse topography of California. Study the climate and compare with UK</p> <p><b>Fieldwork:</b> annotating an OS map and aerial photos, characterise and locate physical and human geography in the local</p>
Year 6	<p><b>The Living Earth</b></p> <p><b>Climate Change</b></p> <p>The children will build on their previous learning to develop their understanding of change in climate and environment, using data and statistics to support their deductions.</p> <p><b>Fieldwork:</b> tour of recycling plant, recording data and evaluating</p>	<p><b>Going Global</b></p> <p><b>Interconnectivity - trade</b></p> <p>The children will deepen their understanding of the mutual dependence of nations, exploring the essential nature of trade and migration, and the causal geographical factors that influence human behaviour across the globe</p>	<p><b>I am a Londoner</b></p> <p>The children will combine their local knowledge and geographical skills, developing strong fieldwork skills to investigate the human geographical trends in their local community.</p> <p><b>Fieldwork:</b> plan and conduct a journey with a point to point, using 8-figure maps. Children plan and conduct journeys with adults in small groups.</p>