William Davis Primary School
To be the best you can be

Geography Learning Journey

Subject Rationale:
At William Davis our geography curriculum is organised to ensure a progression in developing both knowledge and skills. It is carefully planned so that children work towards a deeper understanding of our 'Big Ideas'. Learning is sequenced so that it builds on prior learning and creates readiness for future learning. Children's knowledge acquisition is supported by the use of knowledge organisers and opportunities for retrieval practice to help them to remember what they have learned.

Our geography studies are linked to our wider themes, so that connections in learning with other subjects, such as English, history and art are made. Our geography case studies have been carefully chosen to ensure they reflect the diversity between and within locations.
We have chosen to use learning modules from CUSP (Curriculum with Unity Schools Partnership) as a key resource. These modules supports our belief in a clear sequence of teaching with assessment embedded within this and the use of strategies that support cognitive load and knowledge retention.
We also teach additional units of work that deepen the children's understanding of sustainability.

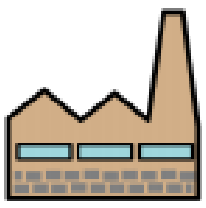
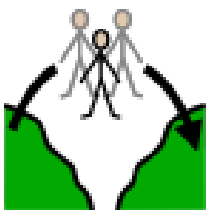
Geography National Curriculum Coverage

Key Stage 1 Curriculum Coverage	
Locational knowledge: Name and locate the world's seven continents and five oceans	Year 1: Where do Wild Things live? Y2: Revisit and retrieve
Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Year 1: Where do I live? Compare local area to contrasting areas of the UK Y2: Revisit and retrieve
Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Year 2: Bethnal Green compared to Amazon Village
Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Y1 and 2: Daily dashboard: monitoring weather. Y1: Seasons walks Y1: Hot and Cold Places Y2: Revisit and retrieve Y2: Bethnal Green/ Amazon village
Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Vocabulary development runs through all KS1 units. Coastal study in Y1
Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Y1: Where do I live/ Hot and cold places/ Where do the wild things live? Y2: Bethnal Green and Amzaon village comparison. Y1: Map skills Y2: Fieldwork, map skills Y1: Where do I live? Y2: Y2: Bethnal Green and Amzaon village comparison. Y1: Where do I live? Y1: Map skills Y2: Bethnal Green and Amzaon village comparison. Y2: Fieldwork, map skills

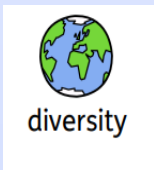
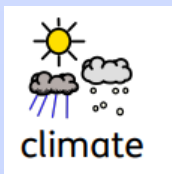
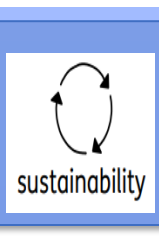
Geography National Curriculum Coverage

Key Stage 2 Curriculum Coverage	
Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Year 3: UK study
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Y4: Longitude, latitude and time zones Y5: Biomes and climate zones Y6: Antarctica
Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Y4: S and N America: Regions of Brazil/ Rockies/Caribbean Y5: London – UK region Y6: Europe: S Greece/ Swiss Alps Y6: Comparison
Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Y3: Little Blue Planet- intro to rivers and water cycle Y4: Rivers, water cycle mountains, volcanoes and earthquakes. Intro to biomes. Y5: Climate zones and biomes Y6: Antarctic biome
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Y3: Little Blue Planet- land use/environmental impact Y6: People, trade and movement
Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Throughout KS2
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	RGS Map skills lessons: Y3-6
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Y3: use of green spaces in local area

Geography Big Ideas

Geographical Concept	WD Big Ideas
PLACE **Places, territories and regions**	 settlement diversity population climate
SPACE **Patterns and links**	 trade  industry  migration wealth
ENVIRONMENT **Physical and human interaction**	 landscape landform resources development sustainability

Progression of Big Ideas

Big Idea	EYFS	KS1	KS2
	Where are our families from?	Y1: Where do we live? Y1:Where do the wild things live? Y2: What is it like to live in an Amazon village?	Y4: What is it like to live in Brazil? Y5: What kind of place is London? Y6: Europe study: how is the UK different/same as the rest of the world?
	Where are our families from? How do people celebrate across the world?	Y1: Local area/ other regions of UK/ Chalkwell and contrasting coastal village Y2: Amazon village/contrasting S Amercian area	Y4: Regions of Brazil/ contrasting areas of N/S America Y5: London + contrasting UK region Y6: Europe – S Greece/ Swiss Alps/ London
	Where are our families from?	Y1: Local area/ other regions of UK/ Chalkwell and contrasting coastal village Y2: Amazon village/contrasting S Amercian area	Y4: Regions of Brazil/ contrasting areas of N/S America Y5: London + contrasting UK region Y6: Europe – S Greece/ Swiss Alps/ London
	What's the weather today? Where do animals like to live?	Y1: Hot and cold places Y2: What's it like to live in an Amazon village? What's the weather like today?	Y5: Latitude and Longitude Y5: Climate zones and biomes
	What can we see on a local walk? Shops and businesses	Y2: Life in London/Amazon village	Y3: UK study Y4: Brazil Y5: London Y6: Europe/ world study
	What can we see on a local walk? Shops and businesses	Y1: Seaside location: Fishing/ tourism	Y3: UK study Y4: Brazil Y5: London Y6: Europe/ world study
	Where are our families from?	Y1: What is our local area like?	Y5: London study Y6: Settlements, people and movement
	Talking about fairness Stories that reflect the diversity of communities around world.	Y2; What is it like to live in an Amazon village? Compare to London and other regions of S America	Y5: London study Y6: Settlements, people and movement
	Where do animals like to live? What can we see on a local walk?	Y1: Local area/ other regions of UK/ Chalkwell and contrasting coastal village Y2: Amazon village/contrasting S Amercian area	Y3: UK study Y4: Regions of Brazil/ contrasting areas of N/S America/ Latitude Longitude Y5: London + contrasting UK region/ biomes Y6: Europe – S Greece/ Swiss Alps/ London/Antarctica
	Stories with a range of settings. Drawing and making maps.	Y1: Where do the wild things live? Y1: Coastal study	Y3 UK study Y4 Rivers. Mountains, earthquakes
	What can we see on a local walk?	Y1: What is our local area like? Y2: Amazon village/contrasting S Amercian area	Y4: Brazil study Y5: London study Y6: Antarctic study
	How can we clean up our local area?	Y1: Hot and cold places (Polar regions) Y2: Amazon village	Y3: Little; Blue Planet/Green spaces- local area study
	How can we clean up our local area?	Y1: Hot and cold places (Polar regions) Y2: Amazon village	Y3: Little; Blue Planet/Green spaces- local area study

Geography Learning Journey

William Davis Primary School

Y6

Revisit KS2 learning: *What do I know about the world?*

World comparison: UK/Europe, N +S America *How is the UK the same/different to the rest if the world?*

Arctic and Antarctic circles: *What would we see on an exploration of Antarctica?*

Y5

Settlements, land use and economic activity: *Do people, their movement and economic activity have patterns?*

Study of a region of the UK: *What kind of place is London? How is it different to Rio?*

World Study: *What are climate zones and biomes?*

Y4

Study of a region of South America: *What is it like to live in Brazil?*

Mountains, volcanoes and earthquakes: *Are mountains and volcanoes the same thing?*

Latitude and Longitude and timezones: *How do lines of latitude and longitude tell us what the location is like?*

Rivers: *What journey does a river make?*

Y3

Environmental study: *What is precious on planet Earth?*

UK Study: What are the geographical features of the UK?

Map skills/Fieldwork: *Are there any green spaces where we live and what are they used for?*

Map skills, fieldwork and compass directions: *How can we make a map of our playground?*

Y2

Contrasting Location, *What is it like to live in an Amazon village?*

Hot and cold locations: *Where are the hottest and coldest places on our planet and what is it like to live there?*

Coastal Region: *What is Chalkwell like?*

Y1

UK countries and capitals: *Where do I live and what is it like here ?*

Weather and Seasons: Ongoing

Continents and Oceans: *Where do the wild things live?*

What is a map? Maps, plans and 4 compass points.

How can we clean up our local area ?

How can we make a map for the pirate/knight?

What can we see on a local walk?

EYFS

Weather and Seasons: Ongoing

How do people celebrate across the world?

Where do animals like to live?

Where are our families from?

welcome

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' NC 2014