Geography Overview

Foundation Stage	<u>UK Place Knowledge- 'Where do I live?'</u> Children will recognise their place in our community through discussions and fieldwork trips. Children will gain knowledge of different types of home and be able name features within the school grounds and local environment. Children will start to develop their map skills and will be able to follow a simple map within a known location. In Foundation Stage, children will begin to gain an understanding of seasons and weather which will form their understanding about climate within Key Stage One <u>Fieldwork- What is my local community like?</u> Children will experience a number of local walks in the school and local area and start to recognise the features of these as well as naming where they live. Over the course of the year, they will begin to identify the difference seasons and the different wildlife associated with this. Children will use this knowledge to identify where they live and that the school that they attend is in the town of Snodland. Children will also be able to interpret a simple map of a known area such as the classroom. This will help children create a foundation for their learning within Year One, whereby they learn about the difference between village, town and city and complete a local fieldwork study. Within the latter part of the year, children will be able to use this knowledge to being to compare this with wildlife and events in other countries. This will form the foundation for children to establish a 'sense of place' in their local environment enabling them to build upon this within their study of the school grounds in Key Stage One. <u>Understanding the Wider World- ' What are other places in the world like compared with where I live?</u> Through the context of the studied books, children will begin to recognise the similarities and differences between lives of children around the world and their own. Children will begin to understand their own culture and compare this to others and gain an awareness of extreme environments. This will form the foundations of knowledge for children to learn about the features of hot and cold places within Year One and the basis of understanding the relationship between weather and climate alongside an understanding of different cultures. They will further develop their understanding of maps and will be draw a simple map of the classroom which will form the basis of them drawing a map of the school ground within Year One.
Year 1	<u>UK Place Knowledge</u> Children will name and locate the four countries within the UK on a map and the four main surrounding seas. This will build upon children's prior understanding that they live in Snodland and that Snodland is within England. <u>Fieldwork - Exploring the school ground- How can the school grounds be improved?'</u> Children will then conduct fieldwork answering the enquiry question 'How can the school grounds be improved?' to help them gain a sense of place of their locality and will enable them to speak confidently about where they live (focusing on human and physical features) and tell someone their address. Children's prior knowledge from EYFS will help children recognise key features within their locality and children will then be able to relate their experiences from EYFS to recognise seasonal and daily weather patterns within the UK.

	<u>Continent Case Study - Africa – Kenya- How is life different in Kenya compared to the UK?</u> Children will study a case study of Nairobi considering the human and physical features and compare with own life- this helps them to develop their knowledge of a different country and a specific place (Nairobi) considering the need for conservation within regions of Kenya. Children will be able build upon their knowledge gained from EYFS that they have similarities and differences between the lives of children around the world. This will help to develop their understanding of geographic locations, human and physical features and knowledge of hot and cold places.
Year 2	<u>UK Place Knowledge</u> Children will name, locate and identify the characteristics of the four countries and capital cities of the UK. This will then build upon their knowledge of identifying and locating the four countries and four main surrounding seas within the UK. <u>Fieldwork - Local Area Case Study- How can the high street in Snodland be improved?</u> Children will focus on scale and mapping through experiences within the local area. Through analysing maps and fieldwork trips children will be able to answer the enquiry question 'How can the high street in Snodland be improved?'. Children will be able to build upon their sense of place within the school grounds to help extend this to the immediate local area as well as build upon fieldwork techniques practised within Year One. Children will build upon their knowledge from Year One by applying their knowledge of a town to the land use within a high street and consider ways that this can be further improved. Children will build upon their fieldwork techniques acquired in Year One and begin to understand how scales differ locationally and start to draw object to scale when drawing a map of their locality. <u>Continent Case Study - South America – Brazil- What is life like in Brazil compared to where I live?</u> Children will study a case study of Brazil considering the human and physical features and compare with own life- this will help them to develop their knowledge of a different country and how people lived are different and similar within two contrasting locations within Brazil (Amazon Rainforest and Rio De Janiero). Children will also build upon their knowledge of environmental and sustainability when learning about the effects of deforestation within the Amazon Rainforest.
Year 3	<u>UK Place Knowledge</u> Children will name and locate some cities in the UK and some of the main islands that surround the UK, helping to build on their geographical understanding of the seas that surround the UK and countries that form the UK. <u>Fieldwork – River Study of the River Medway-</u> <u>Why was the River Medway important to the development of Snodland as a town?</u> Children will conduct fieldwork answering the enquiry question 'Why was the River Medway important to the development of Snodland as a town?' this allows the children to build upon their Year Two knowledge of what a town is and the land use that is associated with this. Children will then be able to use this knowledge and their new knowledge acquired from the formation of a river to help them gain a detailed understanding of how the River Medway has been central to the development of Snodland. Children will develop their fieldwork techniques and be able to use their map knowledge acquired in Year Two to help them to produce a map of the local area using a scale whilst understanding some basic OS symbols to help them interpret maps of the local area. <u>Continent Case Study - Australia – Gold Coast- is the Gold Coast geographically similar to Minster Leas?</u>

	Children will build upon their understanding of geographical differences and similarities as well as contrasting locations to help them understand the geographical similarities and differences of the Gold Coast within Australia compared with Minster Leas. Children will further develop their understanding of environmental impact and sustainability to enable them to understand what Climate Change is and the effects that this is having on the Gold Coast considering the strategies that people are putting in place to mitigate these effects. Children will be able to understand the environmental and human impact of tourism and pollution on the Coral Reef, recognising conflicts of interest. <u>Fieldwork – Coastal comparison- Why do people visit Minster Leas?</u> Children will then conduct fieldwork coastal study focussed on the enquiry question ‘‘Why do people visit Minster Leas?’’ this allows children to develop their understanding of what physical features make a coast relating to their knowledge of rivers. Children will develop their fieldwork skills and will be able to use their prior knowledge or simple recording techniques to conduct land use surveys, footfall counts, quadrant survey and fieldwork sketches. Children will then be able to use their primary data collected on this fieldwork trip to support their geographical comparison between The Gold Coast and Minster Leas.
Year 4	<u>European Place Knowledge- Is Athens geographically similar to London?</u> Children will be able to name and locate some countries (and their capital cities) in Europe. This will then build upon their UK and world place knowledge acquired within KS1 to support this knowledge. Children will be able to transfer their knowledge of hot and cold places as well as differences between contrasting locations to support their understanding of Athens and the geographical similarities and differences within this city compared to London. Children will use their acquired knowledge of what a capital city is to help children gain a sense of place of the UK’s capital city in comparison to Athens. Children will consider tourism, topography, trade and population. <u>Fieldwork – City comparison- What challenges do people face living in Canterbury?</u> Children will then conduct fieldwork coastal study focussed on the enquiry question ‘‘What challenges do people face living in Canterbury?’’ this enables children to build upon their understand of what a town is from their previous fieldwork study and helps them understand what a city will be. Children will be able to build upon their fieldwork techniques taught within KS1, children will be able to confidently use land use surveys, footfall and traffic counts to collect primary information and use a bar graph to present their findings. Children will use their prior information based on learning about California to enable them to identify similarities and differences between the challenges for people living in both Canterbury and Los Angeles. <u>Continent Case Study - North American – California-What challenges do people face living in Los Angeles?</u> Children will build upon their previous study of Australia to consider how life would be different in California (Los Angeles), they will use their knowledge of the formation of volcanos, mountains and earthquakes to enable them to understand how tectonic movement creates challenges for people living in Los Angeles. To further develop children’s understanding of environmental impact and sustainability, children will focus on how Climate Change has impacted Los Angeles. Children will consider the success of the strategies used to mitigate these effects.
Year 5	<u>World Trade Case Study- How do biomes influence trade?</u> Children will build upon their understanding of locations and hot and cold places and make links between weather and how this impacts climate. Enabling children to build their understanding of a biome focussed on the specific climate, flora and fauna found within a specific area. Children will then use their biome and vegetation belt knowledge to inform their understanding why trade happens based on the distribution of natural resources recognising the benefits of Fair Trade. Children will also be introduced to the concept of globalisation. <u>Fieldwork – Map Skills- What evidence is there to suggest that the local area is part of a temperature deciduous forest?</u>

	Children will then conduct fieldwork focussed on the enquiry question ‘‘What evidence is there to suggest that the local area is part of a temperature deciduous forest?’’ this enables children to build upon their understand of what a town is from their previous fieldwork study and helps them understand what a city will be. Children will be able to build upon their fieldwork techniques taught within KS1, children will be able to confidently use land use surveys, footfall and traffic counts to collect primary information and use a bar graph to present their findings. Children will use their prior information based on learning about California to enable them to identify similarities and differences between the challenges for people living in both Canterbury and Los Angeles. <u>Continent Case Study - Antarctica - Polar Regions-What challenges do the Polar Regions face?</u> Children will build upon their previous case studies to help inform their knowledge as to the challenges that people can face living in areas across the world. Children will be introduced to the locational knowledge of the Polar Regions considering how specific biomes have shapes these regions and the human and physical features in both the Arctic and Antarctica. Children will build upon this knowledge as well as their knowledge of trade and globalisation to enable them to understand how Antarctica is being used for commercial profit and the impact of this. Children will also explore the significance of the Antarctica Treaty and its environmental impact building upon their understanding of Climate Change.
Year 6	<u>Fieldwork – Changes over time- How has the land use in Snodland changed over time and why has this happened?</u> Children will use their prior knowledge from Year Three and build upon their knowledge of why land use has changed over a long period of time. Children will use their prior knowledge of Snodland as a town and a range of secondary data to explain the reasons as to why the land use has changed using both primary and secondary data to support their understanding of this. Children will use four and six figure grid references on an OS Map to locate significant places within the local area and from the primary and secondary data present this in a thematic map detailing the population changes in Snodland. Children will the use their prior knowledge of human and physical processes to suggest what Snodland will look like in the future. <u>Continent Case Study - Asia - Hong Kong- What challenges do people face living in Hong Kong?</u> Children will build upon their knowledge of challenges faced within many other countries and relate this knowledge to the challenges that Hong Kong faces. Children will be able to further build upon their knowledge of extreme weather patterns, climate changes, migration, population and land use changes to help them to understand the range of different challenges Hong Kong faces. Children will consider the environmental and human challenges this might pose, considering fishing trawlers, extreme rainfall, pollution and litter, temperature and waste management Children will learn through this the human and physical features of Hong Kong and be able to compare this with previously studied places concentrating how the government prioritise the most serious challenges faced by citizens of Hong Kong.