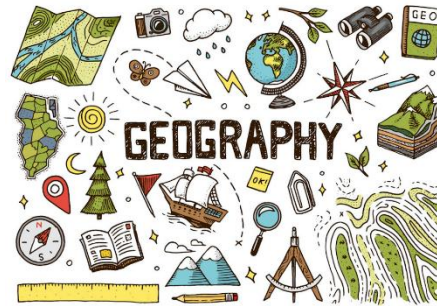




Geography Learning Journey





Geography

Learning Journey

Our Vision:

The intent of the Geography curriculum at Grove Park is...

- To develop our pupils' understanding in three key aspects of Geography:

1) Geographical Knowledge

For our pupils to develop the locational knowledge of globally significant places while drawing on comparisons between the area within which they live and other that of other countries, cultures, lifestyles and landscapes of the world.

- To develop pupils' knowledge of their locality, the UK and the wider world, through learning about the following key geographical concepts: **boundaries, cartography, change, climate, interdependence, movement, physical geography, resources and settlements.**
- To name, locate and remember the different continents, oceans, countries, and capital cities on a map.
- To make comparisons between Chiswick and other places in the UK, as well as other localities around the world.
- To know about and identify local topographical features, such as the River Thames, and global topographical features, such as earthquakes and volcanoes.

2) Geographical Skills

For our pupils to be able to understand and apply geographical skills, such as how maps and symbols are used in order to navigate landscapes. To apply geographical skills in order to recognise differences in physical and human characteristics of places.

- To learn and apply the knowledge and skills of how to use of a map, atlas and globe for geographical purposes.
- To be able use a map and compass in order to locate and navigate the physical features of the local area.
- To make observations and studies of both human and physical features of the local area and the wider world.
- To provide children with the tools to critically evaluate geographical sources and observe how they have changed over time.

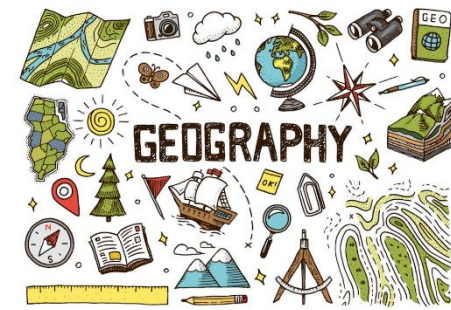
3) Geographical Experiences

To provide experiences that go beyond the classroom, such as outdoor learning, as well as local and regional trips, which enrich the children's cultural capital and create opportunities for them to explore our Geographical history and how this has changed over time in an exciting and interesting way.

- For our pupils to make meaningful geographical connections with the local area.
- For our pupils to see how geography may contribute to the culture of people from around the world, including its link to people's history and religion.
- For our pupils to have unique, enriching and exciting experiences of our locality through geography.

- Through a considered, sequential approach, to enable our pupils to apply and retain geographical knowledge in order to facilitate connections between current and previous learning.

- By the time pupils leave Grove Park, for our pupils to leave with a desire and interest in learning about the world around them; instilling in them a thirst to continue exploring the subject in the next stage of their education.



EYFS - Understanding the World

Half term

Autumn 2: Geography

Cycle 1: My school
Cycle 2: Animals in Africa

Cycle 1: Animals in the UK
Cycle 2: Animals in the UK

Christmas

Half term

Spring 2: Geography

Cycle 1: Transport
Cycle 2: People in our community

Easter

Half term

Summer 2: Geography

Cycle 1: Food from around the world
Cycle 2: Map making

End of the Year

Year 1

Half term

Autumn 2: Geography

EQ: Where do people live in Chiswick?

Local field study

LO: To learn about where Chiswick is in the world.

LO: To observe what my local area is like.

LO: To describe where things are in our local area on a map.

LO: To understand and identify the different types of housing in our local area.

LO: To learn about the different types of jobs people have in our local area.

LO: To demonstrate my understanding of where people live in Chiswick.

Christmas

Half term

Spring 2: Geography

EQ: Where does our food come from?

LO: To explore where our favourite foods come from.

LO: To explore the role farms play in making our food.

LO: To understand the different types of food that can come from a farm.

LO: To explore the processes of how we make bread and cheese.

LO: To investigate the different countries our food might come from.

LO: To demonstrate my understanding of where our food comes from.

Easter

Half term

Summer 2

EQ: What does the discovery of dinosaur fossils inform us about the world?

LO: To learn about what a fossils is and how they are formed.

LO: To identify features of a map and relate it to dinosaurs.

LO: To locate continents on a map.

LO: To learn about Mary Anning and her discoveries

LO: To understand how dinosaurs became extinct.

LO: To demonstrate my understanding of what the discovery of dinosaur fossils informs us about the world.

End of the Year

Year 2

Half term

Autumn 2

EQ: What's special about the geography of London?

LO: To explore London on a map and describe it's location in the world.

LO: To identify the key physical geographical features of London.

LO: To identify significant landmarks in London on a map.

To learn how to use compass points to navigate between significant landmarks in London.

LO: To explore how the geography of London makes it a special place to live.

LO: To demonstrate my understanding of what's special about the geography of London.

Christmas

Half term

Spring 2

EQ: Where do other people live in the world and what types of geography are found there?

LO: To identify features of physical geography in London on a map

LO: To identify features of human geography in London on a map.

LO: To compare features of physical geography in London and Costa Rica

LO: To compare features of human geography in London and Costa Rica.

LO: To explain the differences in physical and human geography between London and Costa Rica.

LO: To demonstrate my understanding of where other people live in the world, and what types of geography are found there.

Easter

Half term

Summer 2

EQ: How does the geography of London compare to the geography of our coasts?

LO: To be able to locate areas of our coast on a map and compare these areas to a map of London.

LO: To compare the physical and human geographical features of Brighton to London.

LO: To compare the physical geographical features of our coastline from four different parts of the UK.

LO: To compare the human geographical features of our coastline from four different parts of the UK.

LO: To explore how we are protecting the geography of our coastline.

LO: To demonstrate my understanding of how the geography of London compares to the geography of the coast.

Year 3

Half term

Autumn 2

EQ: What are the geographical similarities and differences of the different parts of the UK?

LO: To locate the different countries, counties and cities that make up the UK using a compass.

LO: To identify the main rivers and seas of the UK, and explore their similarities and differences.

LO: To identify the different counties of the UK, and explore their similarities and differences.

LO: To identify the key hill and mountain ranges of the UK, exploring their similarities and differences.

LO: To compare the geography of London, Edinburgh, Cardiff and Belfast.

LO: To demonstrate my understanding of the geographical similarities and differences of the different parts of the UK.

Christmas

Half term

Spring 2

What makes Mexico a unique place to live?

LO: To locate the major geographical features of Mexico.

LO: To understand the different climate zones within Mexico, and compare this to the UK.

LO: To explore differences in Mexico's physical geography.

LO: To explore what makes Mexican culture so unique.

LO: To compare differences in the cultures of Mexico and the UK.

LO: To demonstrate my understanding of what makes Mexico a unique place to live.

Easter

Half term

Summer 2

Why should the Amazon Rainforest be protected?

LO: To locate the Amazon Rainforest in the world.

LO: To explore the layers of the tropical Amazon Rainforest, and understand why they are important.

LO: To explore the biodiversity of the Amazon Rainforest, and understand why it is so unique in the world.

LO: To learn about the lives of people who live in the Amazon Rainforest.

LO: To explore the risks that the Amazon Rainforest faces, and to understand how they impact us in the UK.

LO: To demonstrate my understanding of why the Amazon River and Rainforest should be protected.

Year 4

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<u>Half term</u>						
Autumn 2 EQ: Why is it so hard to predict the weather?	LO: To explore why we have such varied types of weather on Earth.	LO: To investigate how we are able to measure the weather.	LO: To understand what air pressure is and how it affects our weather.	LO: To understand the causes and effects of a heatwave on people and the planet.	LO: To investigate what the climate is like in the UK, and how it is connected to the climate of other parts of our planet.	LO: To demonstrate my understanding of why it is so hard to predict the weather.
<u>Christmas</u>						
<u>Half term</u>						
Spring 2 EQ: What lies beneath our feet?	LO: To explore what lies beneath our feet.	LO: To learn the Earth structure and how it was formed.	LO: To learn about the Earth's tectonic plates.	LO: To investigate how earthquakes happen, and how devastating they can be.	LO: To discover how volcanoes are formed, and why they are so dangerous.	LO: To demonstrate my understanding of what lies beneath our feet.
<u>Easter</u>						
<u>Half term</u>						
Summer 2 Where does the water from our tap come from?	LO: To investigate the three states of water, and why this is important.	LO: To understand the journey of the water cycle.	LO: To be able to explain how clouds are formed, and their role in the water cycle.	LO: To explore how and why our drinking water is cleaned.	LO: To be able to identify the causes and consequences of water pollution.	LO: To demonstrate my understanding of where the water from our tap comes from.

Year 5

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Half term						
Autumn 2 EQ: Are all mountains the same around the world?	LO: To be able to locate mountains on a map.	LO: To be able to locate the key mountains and mountain ranges in the UK.	LO: To identify and describe the main features of a mountain.	LO: To understand how different types of mountain are formed.	LO: To explore the types of climate found in mountains across the world, and assess the impact tourism is having on mountain ranges.	LO: To demonstrate my understanding of whether all mountains are the same around the world.
Christmas						
Half term						
Spring 2 EQ: How has our need for energy changed over time?	LO: To understand what energy demands humans need in order to live.	LO: To understand where our power comes from.	LO: To identify renewable and non-renewable sources of energy.	LO: To understand where our food comes from, and what energy is used in this journey.	LO: To understand the significance of the scarcity of natural resources and why they need protecting.	LO: To demonstrate my understanding of how our energy needs have changed over time.
Easter						
Half term						
Summer 2 EQ: How does our local environment impact on our lives and health?	LO: To explore how the geography of our local area can impact our daily routine.	LO: To explore the impact of population growth in our local area.	LO: To explore the potential health risks from the human geography of our local area.	LO: To conduct an investigation into the amount of traffic near to our school.	LO: To investigate the impact of air pollution on our health, and what is being done in our local area to tackle it.	LO: To demonstrate my understanding of how our local school environment might impact on our lives and health.

Year 6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Half term						
Autumn 2 EQ: Why should we protect the Earth's polar regions?	LO: To locate the world's polar regions on a map and compare the differences in their environment and climate.	LO: To compare and describe the differences in the physical geography of the polar regions to other regions of the plane.	LO: To understand who owns the polar regions, consider the significance of the natural resources that can be found there.	LO: To identify the different types of human settlement in the polar regions, and how humans have adapted to live in these extreme environments.	LO: To learn about the impact human beings have had on the polar regions.	LO: To demonstrate my understanding of why we should protect the Earth's polar regions.
Christmas						
Half term						
Spring 2 EQ: How do natural disasters impact climate change in the UK and the wider world?	LO: To analyse and compare the evidence of flooding in the UK and India.	LO: To explore and compare the impact of cyclones in the UK and Vietnam.	LO: To investigate the impact snowstorms have in the UK and the USA.	LO: To explore and compare the cause of wildfires in the UK and Canada.	LO: To understand the impact of drought in the UK and countries in Africa.	LO: To demonstrate my understanding of how natural disasters impact climate change in the UK and the wider world.
Easter						
Half term						
Summer 2 EQ: What similarities and differences exist between London, Barcelona and Beijing?	LO: To identify the similarities and differences in the physical geography of the UK, Spain and China.	LO: To identify similarities and differences in the physical geography of London, Beijing and Barcelona.	LO: To identify the similarities and differences in population and life expectancy for London, Beijing and Barcelona.	LO: To identify similarities and differences in energy and trade for London, Beijing and Barcelona.	LO: To identify similarities and differences in how the populations of London, Barcelona and Beijing are governed.	LO: To demonstrate my understanding of the similarities and differences of London, Barcelona and Beijing.