Geography Subject Journey

EYFS - Geographical beginnings

Geography	Nursery		Reception
Past and present	• Able to say who they are and who they live with and talk about any pets they have. • Shows an interest in different occupations (nurse, doctor, police, fire…) • Comments on fictional characters in stories	• Can talk about members of immediate family in more detail • Can talk about past and upcoming events with their immediate family • Talk about different jobs and the roles people have in society. • Share likes and dislikes • Shares some similarities between • Understand that events/celebrations take place at specific points of the year.	• Discuss similarities and differences between people they know. • Can identify similarities and differences between jobs. • Talk about and compare events, objects and characters/people in stories and non-fiction texts. • Use books to distinguish between fact and fiction. • Understand that time passes in a sequential order (days of the week, seasons, times of the day). • Sequence events that are close together in time. • Understand that the passage of time changes us all and the world around us. • Use words associated with the passage of time (first, next, after that, in the end, tomorrow, yesterday).
People, culture and communities	• Knows what a map is used for. • Know that we live in Hull • Talk about their daily life. • Talk about features of their environment (home/school).	• Explore different types of maps. Identify simple features on a map e.g. building, road, river. • Know that Hull is in England and that there are different places in the world. • Talk about their experiences of visiting different places. • Talk about local/familiar environments (their street, the park, Hull town centre). • To show care for their own environment.	• Use maps to locate objects. • Name some countries. • Talk about some similarities and differences between places e.g. climate, animals, homes, celebrations. • Compare their own life and home to those of people in different countries. • Find out information from stories, non-fiction books, videos, maps, photographs. • To begin to understand some of the challenges faced by our planet (pollution, deforestation). • To begin to understand ways we can help look after the planet(reduce, reuse, recycle).
The natural world	• Explore collections of materials. • Use senses in hands on exploration. • Explore how things work. • Understand that the weather changes and name types of weather. Identify plants and animals.	• Explore collections of materials, identifying similar and • different properties. • Talks about changes they notice. • Try out their ideas and develop an understanding of cause and effect. • Sort objects by given criteria. • Talk about what plants need to survive.	• Demonstrate curiosity about the world around them; exploring, observing, describing and asking questions. • Make predictions of what might happen based on their own experiences. Talk about what they have noticed/found out and explain why some things occur. • Talk about the features/properties of: seasons, places, objects, materials and living things and compare these. • Talk about changes in the natural world including lifecycles and changing states of matter. • Talk about scientific concepts such as floating and sinking.

Geography Subject Journey

Year 1 -3

Horizon Academy Trust

Autumn Year 1

What do I know about my locality?

Children will explore and discuss the local environment surrounding Hedon. In this unit children will explore: key geographical features, local shops and facilities, and journeys and routes.

Spring Year 1

Where in the World do I live?

In this unit children will learn that the United Kingdom is made up of four countries (England, Scotland, Wales and Northern Ireland). They will explore the seas that surround the United Kingdom and identify each country's capital. Children identify Seasonal and daily weather patterns in the UK and identify the hottest and coldest season of the year.

Summer Year 1

Where do penguins and polar bears live?

Using the four points on a compass, children will be able to identify the locations of cold places on a world map/atlas/globes and the features of cold places in the world. Children will know where the South and North Pole are on a globe. They will identify what animals can inhabit cold climates and make comparisons.

Autumn Year 2

What is special about the United Kingdom

In this unit children will explore landscapes of the UK from mountains, farmland, forests, valleys and coasts . Comparison of physical and human features of different UK localities and explore the advantages and disadvantages of living in a city or village. Opportunity to visit the countryside (Wolds way, Seaside)

Spring Year 2

How does living in England compare to Kenya?

In this unit children will recall their prior knowledge of the seven continents and expand on this by studying a country on the equator. Children will identify how all countries located on the equator are much hotter than the UK. Children will complete a seasonal weather comparisonChildren will also compare and discuss the similarities and differences between living in Kenya (Non-European Country) and England.

Summer Year 2

How much of our planet is covered in water?

In this unit children will study maps of the world to identify the world's oceans and continents. This builds on prior knowledge of the North and South pole as children will learn that the North Pole is made up of ice (water). This will allow children to begin to think about environmental issues and how the ice is melting.

Autumn Year 3

What makes the Earth angry?

In this unit children will explore and discuss physical geography: earthquakes, volcanoes and the Earth. Children will uncover how natural disasters such as earthquakes, floods and volcanic eruptions occur. Using a map/atlas, children will be able to locate these physical features in their continents.

Spring Year 3

Which county do I live in and how does it compare to other counties in the UK?

In this unit children will learn about the counties of the UK and some of the cities within them. They will be able to contrast Yorkshire against Cornwall. Through this they will be able to compare temperatures, landscape, population/ towns/ cities.

Summer Year 3

How much do I know about Europe?

n this unit children will know the names of and locate the largest eight European countries (including Russia)and capitals on a map. Children will know the differences between living in the UK and Spain and identify the key physical and human characteristics of the Mediterranean.

Geography Subject Journey

Year 4 -6

Autumn Year 4

Where are the sources of the River Humber?

In this unit children will learn about the River Humber and its tributaries, including the River Ouse and the River Hull. They will explore the features of the river and learn how to map the journey of the river on a map. They will also locate places on the River Hull using 4 figure grid references. Children will investigate how the people of Hull have adapted to living near the river e.g. tidal barriers

Spring Year 4

What is the land surrounding Hull used for?

In this unit children will consider the surrounding landscape around Hull, and focus predominantly on farmland looking into the process of Farm to Fork.
They will compare arable and livestock use and how farms provide the UK supermarkets, restaurants and homes with the food that they need.

Summer Year 4

Where does the UK import its goods from?

In this unit children will build on their knowledge of food production and economic activity to look at trade links around the world. Children will investigate where some of the products they buy in the supermarket come from, such as bananas/ chocolate. Pupils will find out about supply chains, air miles and fair trade systems.
Children will also find out what are the UK's main exports and find out where these go in the world.

Autumn Year 5

How are mountains formed?

In this unit children will learn how mountains are formed, discover the names of some of the world's highest mountains and explore where the main mountain regions are in the UK and the World - including the Himalayas and the Andes. Children will use maps and globes to locate mountains and identify the five basic types of mountains: Fold, Fault-block, Dome, Volcanic and Plateau.

Spring Year 5

Why should the rainforest matter to me?

In this unit children discover where many of the world's rainforests are situated with an understanding of the Tropic of Cancer, Capricorn. Children will explore the features of a rainforest focussing on the country of Brazil. They will learn what a biome is and how wildlife and vegetation has adapted to the climate.
They will also consider the diminishing rainforest and the impact this could have on the World.

Summer Year 5

How is our coastline changing?

In this unit children will explore coastlines in the UK and the water bodies that surround Hull. Children will learn the features of a coastline and be able to identify cities in the Uk (on maps) that have ports.
Children will focus on their local area and investigate coastal erosion in Hornsea, and Flamborough.

Autumn Year 6

What is renewable energy?

In this unit children will be taught to describe economic activity including the distribution of natural resources including energy, food, minerals and water. Children will consider renewable energy sources and find out about the wind farms located off our coast and why they are located there.

Spring Year 6

Where are the largest rivers in the World?

Children will expand on their prior knowledge of rivers and discover what causes floods. Children will explore and learn about the different types of floods, how flooding affects local communities and discuss what preventatives can be used to minimise flood damage. Link to Flooding in Hull 2007 - also consider worldwide flooding including the Ganges Delta in Bangladesh. Look at the future flood risk to Hull.

Summer Year 6

I'm a Y6 pupil - get me out of here!

During this unit children will learn how to use a Digimap. They will use Google Earth to locate a country or place of interest. Children will develop their mapping skills and know what most of the ordnance survey symbols stand for. They will know how to use six-figure grid references and be familiar with topographical maps and know about contours, etc.

High end points in Geography

By the end of Y6 children will...

Locational and place knowledge

Can 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

Can 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

Can 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)

Human Geography

Can describe and understands key aspects of 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

Physical Geography

Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Geographical Skills (including mapping)

Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Can 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