



# Geography Learning Journey 2020-21

## Year 1

### Geography

AUTUMN

1

'Fieldwork  
- Our School Surroundings'



Key learning this half term:

- Explore and record **features** of school and its **local surroundings**.
- Study **aerial photographs** of our school and label its **key features**.
- Identify and record **human** and **physical features** of our surrounding **environment**.
- Observe and record information about the features of our **local area**.
- Suggest ideas for improving our school's **environment**.

### Geography

SPRING

1

'Continents and Oceans'



Key learning this half term:

- Using a **map**, name and locate the **seven continents**.
- Using a **map** name and locate the **five oceans**.
- Identify the **physical features** and **human features** of a continent using **geographical vocabulary**.
- Discuss which of the **seven continents** you would like to visit the most and explain why.
- Discuss how **plastic pollution** is effecting our oceans.



### Geography

SUMMER

1

'Hot and Cold places'



Key learning this half term:

- Use globes to locate the **Equator** and **North & South Poles**.
- **Explore** the features of hot and cold places.
- Recognise and describe the **geographical features** of a **hot** and a **cold place**.
- Identify animals that live in hot and cold places and recognise how they **adapt**.
- Use the **key symbols** of a map to identify the **weather patterns** around the world.



### Geography

AUTUMN

2

'The United Kingdom  
- London'



Key learning this half term:

- Using a map locate the four **countries** of the **United Kingdom**.
- Identify the four **capital cities** of the **United Kingdom**.
- Identify the surrounding **seas** of the **United Kingdom**.
- Explain the difference between **human features** and **physical features**.
- Describe the **human** and **physical** features of **London**.
- Identify important **landmarks** of **London**.



### Geography

SPRING

2

'Weather and Seasons'



Key learning this half term:

- Order the **months** of the **year**.
- Recognise the **four seasons**.
- Find clues to identify the current **season**, including **nature** and **clothing**.
- Identify types of **weather** experienced in the **United Kingdom** and record the **daily weather** in our **area**.
- Understand how weather can affect **travelling**.
- Use maps to identify **routes** and understand how some **places** are **linked**
- Use **locational** and **directional** language to describe a **route** to a specific **destination**.

### Geography

SUMMER

2

'Contrasting areas'



Key learning this half term:

- **Locate** Africa on a world map. Use the **four points of a compass** to locate Zambia.
- Learn about Zambia's **dry** and **rainy seasons** and compare with the weather in the United Kingdom.
- Describe the main physical features of Zambia, **River Zambezi** (Victoria Falls) and **Lake Tanganyika**.
- Explore the **wildlife** of Zambia and learn about Lower Zambezi National Park
- Learn how people live in **rural areas** in Zambia and how the people in the **villages** protect themselves and their homes from wild animals.



# Geography Learning Journey 2020-21

## Year 2

### Geography

'Fieldwork  
- Our Local Area'

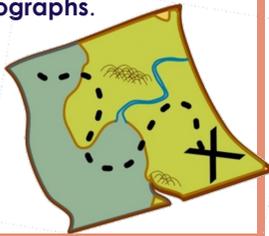
AUTUMN

1



Key learning this half term:

- Explore and record **features** of our **local area**.
- Identify **human** and **physical features**.
- Draw and label **maps** of our local area including **symbols** for a **key**.
- Compare **maps** and **aerial photographs**.
- Use basic **compass directions** and **directional language** such as, **north, south, east** and **west**.



### Geography

'Continents and Oceans'



SPRING

1

Key learning this half term:

- Name, **locate** and identify **characteristics** of the **seas** which surround the **United Kingdom**.
- Use a **map** and a **compass** to describe the **location** of each of the **seven continents**.
- Successfully use the four main **compass directions** of **North, South, East** and **West**.
- Identify and describe the **physical features** and **human features** of a chosen **continent**.
- Discuss which **continent** you would most like to visit, explain our choice using **geographical vocabulary**.
- Learn about the **voyages** of **Christopher Columbus** and identify the **routes** on a **world map**.

### Geography

'Hot and Cold Places'



SUMMER

1

Key learning this half term:

- Use **globes** to locate the **Equator** and **North & South Poles**. (**Arctic & Antarctica**)
- **Explore** and learn about the hottest and coldest places on Earth.
- Describe and **compare** the physical features of three places from different **climate** areas; e.g **polar, desert, rainforest**.
- Identify animals that live in hot and cold places and recognise how they **adapt** to their **environment**
- Use the **key symbols** on a **map** to identify the **weather patterns** around the world.



### Geography

'The United Kingdom  
- London'

AUTUMN

2

Key learning this half term:

- Identify the **United Kingdom** and its four **countries** using **world maps, atlases** and **globes**.
- Use simple **compass directions** and **locational directional** language.
- Identify differences between **rural** and urban **areas**.
- Understand what type of **settlement** we live in.
- Use **aerial photos** and **plan perspectives** to recognise **landmarks, physical features** and **human features** of **London**.
- Learn about **landmarks** which were **rebuilt** after the **Great Fire of London**.



### Geography

'Weather and Seasons'



SPRING

2

Key learning this half term:

- Identify types of **weather** in the **United Kingdom**.
- Record **daily** weather in **Tottenham**.
- Use **seasonal** clues to identify the **four seasons** including **nature** and **clothing**.
- Discuss the similarities and differences in the climate of the **United Kingdom** and **Crimean Peninsula, (Russia)**.
- Identify **physical features** and **human features** of the **Crimean Peninsula/ Crimean Mountains** and **Riviera**.



### Geography

'Contrasting Areas  
- Jamaica'



SUMMER

2

Key learning this half term:

- Use a **map** to locate Jamaica, its **capital city** and the surrounding **seas** using the four points of a **compass**.
- Use a **globe** to predict the **climate** in Jamaica and compare it with the climate in the UK.
- Identify the physical features of Jamaica: **mountains, rivers** and the **tropical rainforest**.
- Learn about the different **foods** that come from the rainforest. Draw a simple **map** of a part of Jamaica (real or imaginary place) for example, freehand maps of gardens, watery places; give a title to show its purpose, **symbols** and a **key**.



# Geography Learning Journey 2020-21

## Year 3

### Geography

AUTUMN

'Rivers'

1

#### Key learning this half term:

- Major **rivers** across **England** and **Wales**.
- River processes, **landforms** and **flooding**.
- **River Severn** and the River Thames from the **source** to the **mouth**.
- **Settlements** and life by the river.
- Identify the **human features** e.g. The **Thames Barrier**
- How similar is the **River Thames** to the **River Severn**?



### Geography

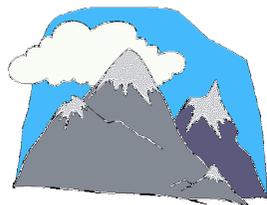
AUTUMN

'Mountain Ranges and Famous Mountains'

2

#### Key learning this half term:

- Locate the world's **Seven Summits** on a map.
- Identify **UK mountains** and including **Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines**.
- Describe the key features of **Snowdonia**.
- Describe the **climate** of the mountains.
- Explore **mountain life** in the UK.
- How do **mountains** interact with what is around them?



### Geography

SPRING

'Settlements and Cities'

1



#### Key learning this half term:

- Identify the **major cities** in the **United Kingdom**.
- Study two cities: **Cardiff** and **London**.
- Recap **rivers** and understand **settlements** by the river.
- Compare and contrast the **economy** of two **cities**.
- Learn about the **transport** links within and between **Cardiff/ London**.
- Use a **map** to locate **transport routes**.
- How much do **Cardiff** and **London** have in common?
- How are the people of **Cardiff** like us?

### Geography

SPRING

'Agriculture'

2

#### Key learning this half term:

- How has **farming** changed over **time**.
- How does **farming** impact **landscape**.
- Understand **arable land** and **pastoral land**
- Locate **arable land** and **pastoral land** on a **map**.
- Learn about **hill-sheep farming** in **Snowdonia, Wales**.
- Understand how **food consumption** has changed over time. Eg. **Local, organic, plant based diet**.
- Investigating shops and identify the **food shops/ healthy shops/ markets** in the **local area**.



### Geography

SUMMER

'Volcanoes'

1

#### Key learning this half term:

- Learn about the **structure** of the **Earth**.
- Describe features of a **volcano** (**magma chamber, vent, crater, lava**).
- Explain why and how **volcanic eruptions** happen.
- Learn about **Mount Etna** and the surrounding **human settlements**.
- Why do people choose to live near **volcanoes**.



### Geography

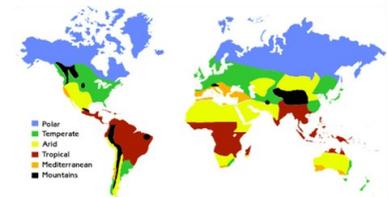
SUMMER

'Climate and Biomes'

2

#### Key Learning this half term:

- **Climate** in **Europe (Mediterranean and Temperate)**.
- **Climate** and the relationship with **oceans**.
- **Mediterranean Climate** and **seasons**.
- Benefits or disadvantages of the **climate**. Eg. **Wildfire**.
- Use a map to identify **countries** in **Europe** with a **Mediterranean Climate**.
- Use a map to identify **Temperate climate**.
- Study the **Rhine** and **climate** in the **UK**.
- **Longitude** and **latitude** and reference the **Arctic** and the **Antarctic** briefly.





# Geography Learning Journey 2020-21

## Year 4

### Geography

AUTUMN

'Rhine and Mediterranean Regions' 1

#### Key learning this half term:

- Identify the **Rhine Basin** and **Mediterranean Region** (**Central Europe** and **Western Europe**) on a map.
- Locate **countries** and **major cities** in the **Rhine Basin**.
- Locate countries in the **Mediterranean Region**.
- Learn about **resources**, **settlements** and **land**, factors that influence the growth of **settlements** and **cities**.
- Understand the word **peninsula** (**Iberian Peninsula**, **Balkan Peninsula**).



### Geography

SPRING

'Coasts' 1

#### Key learning this half term:

- Learn about **coastal processes** and **landforms: erosion, transportation** and **deposition**.
- Identify the **Jurassic Coast** on a map.
- Learn about the significance of **rocks, fossils** and **landforms**.
- Contrast **coastal habitats: Coasts of the Indian Ocean** and the **West Wales Coast**.



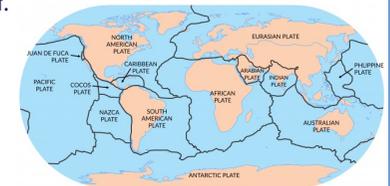
### Geography

SUMMER

'Earthquakes' 1

#### Key learning this half term:

- When and why do **earthquakes** occur.
- Locate the **tectonic plates** on a map and how they link to **earthquakes**.
- Study **California** region and the **San Andreas Fault**.
- Revisit knowledge on **volcanoes**.



### Geography

AUTUMN

'Human Geography' 2

#### Key learning this half term:

- Learn about **population characteristics**, including **distribution** and **diversity**.
- Understand the concept of **migration**.
- Multicultural London** and **multicultural Cardiff**.
- Welsh language** and **culture**.
- National identity **Welsh** or **British**?
- Understand **geographical data: the census**.
- What kind of questions do **geographers** ask and what are their tools?



### Geography

SPRING

'Tourism' 2

#### Key learning this half term:

- Depth study on the **Rhine** and the **Mediterranean Regions**.
- Why has **tourism** grown in these areas/generally in the world?
- Patterns of **tourism: eco-friendly** and **non-eco-friendly**.
- Learn about **National Parks**.
- National Park in **Wales - Snowdonia**.



### Geography

SUMMER

'Climate Change and Deserts' 2

#### Key learning this half term:

- Understand the concept of **climate change**.
- Identify different areas around the globe affected by the **climate change** e.g **Ghana, Wales** and **Antarctic Peninsula**.
- Learn about the interaction between the earth and the **human population** and the effect on **climate change**.
- Discuss the consequences of **global warming**.
- Learn about the **greenhouse effect** and **desertification**.
- Study the **Sahel region** underneath the **Sahara Desert** in **Africa**.
- Biodiversity** loss.





# Geography Learning Journey 2020-21

## Year 5

### Geography

AUTUMN

'Contrasting Areas  
 The United Kingdom & Europe'



Key learning this half term:

- Identify **physical characteristics** of the **United Kingdom** and key **topographical** features.
- Understand **geographical** similarities and differences between the **UK** and the **Balkan Peninsula**.
- Describe the **Balkan Peninsula** using **key geographical vocabulary** such as **mountain, river, vegetation, zone, climate**
- Understand how to **measure distance** on a map using appropriate **scale**.



### Geography

SPRING

'Asia  
 - China'



Key learning this half term:

- Use a world map to locate **Asia**, its **countries** and **capital cities** including **China**.
- Discuss the significance of **latitude** and **longitude**.
- Identify the key **human features** of **China**, its **capital city** and other **major cities**.
- Identify the **physical features** of **China**, including **climate** and its **biodiversity**.
- Identify the stages and features of **China's Yellow River** from the **source** to the **mouth**.
- Issues related to **flooding** of the **Yellow River** and understand how flooding affects **communities**.
- China's **economic activity** and **trade link**.

### Geography

SUMMER

'Scandinavia  
 - Denmark, Sweden & Norway'

Key learning this half term:

- Use a **globe** and a **map** to locate the three **kingdoms** and their **capital cities**.
- Use the **eight points of a compass** to identify and name the surrounding **seas** and **oceans**.
- Describe the **physical features** of **Scandinavian Peninsula**.
- Describe and compare the **Temperate Deciduous Forests** in the UK and the **Taiga Forest** in Sweden and Norway
- Discuss Norway's high **latitude** and the large seasonal variations in daylight.
- Compare the **climate** in the UK with the climate in the Scandinavian Peninsula.



### Geography

AUTUMN

'South America  
 - Amazon Rainforest'

2

Key learning this half term:

- Locate **South America** on the **world map**.
- Understand **Prime/Greenwich meridian** and **time zones**.
- Identify the **states** and **capital cities** of the **South America**.
- Use online maps to identify major **landmarks** around **South America**.
- Identify major **rivers, lakes** and **mountains**.
- Describe **physical geography** of the **Amazon Rainforest**.
- Discuss how **global warming** is affecting the **Amazon Rainforest**.



### Geography

SPRING

'Central America'

2

Key learning this half term:

- Locate the **countries** and **capital cities** of **Central America**.
- Describe the multiple **climate zones** in **Central America** and the **dry seasons** and **rainy seasons**.
- Learn how **world environments** have **changed** and understand how **humans** affect the **environment**.
- Learn about the significance of **ecotourism** and why it is important for the **natural environment**.
- Discover '**The Great Blue Hole**', off the coast of **Belize**.



### Geography

SUMMER

'Fieldwork  
 - Our Local Area'

2

Key learning this half term:

- Apply knowledge and observation to explore and discuss **physical** and **human** features of the **local area**.
- Use geographical terminology for directions and plan a walk in the local area; use the **scale** to measure the length of a **route**; and use four and six figure coordinates to identify the location of features (place of interest).
- Record data in the field in different ways: annotate a base map; take photographs; field sketches of different scenes; complete tally charts to record the number of certain features; e.g. types of housing, **buildings**; new buildings and changes in **land use**, how well people look after their local **environment**.
- Create a land-use map of the local area with a **key, symbols** and annotated sketches or photos to record the information from the field notes.





# Geography Learning Journey 2020-21

## Year 6

### Geography

AUTUMN

'Contrasting Areas  
 - The United Kingdom & Europe'

1



**Key learning this half term:**

- Identify **physical characteristics** of the **United Kingdom (UK)**.
- Identify key **topographical** features of the UK.
- Name and locate two **European countries**.
- Study the key **physical** and **human characteristics** of both European countries.
- Understand the key aspects of **economic activity**, including **trade link**, and distribution of **natural resources** including energy and food.
- Understand how to **measure distance** on a **map** using appropriate **scale**.



### Geography

SPRING

'Europe  
 - Russia'

1



**Key learning this half term:**

- Use a **world map** to locate **Russia**, its **capital** and **major cities**.
- Use an **eight point compass** to identify and name Russia's neighbouring countries.
- Identify the **physical features** of **Russia** including **mountains, rivers, climate** and **biomes**.
- Describe the **human geography**, including: **types of settlement** and **land use**.
- Discuss the **economic activity** including **trade links**, and the distribution of **natural resources - minerals** and **energy (Nuclear power)**.
- Compare and contrast a **region** of the **United Kingdom** and a region in **Russia**.

### Geography

SUMMER

'Global Food Market'

1



**Key learning this half term:**

- To understand the concept of **trade** (export/import/supply chain).
- Use the key on a map (p. 71) to explore how goods are **imported** and **exported** around the world.
- Locate the **ports** and identify the **shipping routes** that link the **major cities** around the world.
- Learn about **Fairtrade** and why it is important.
- To understand the concept of **economic activity** (supply and demand).
- Study and compare the **economic activity** of a country in **Europe** and a country in **Africa**.
- **Food waste** and the **impact** on the **climate**. How we could reduce food waste?

### Geography

AUTUMN

'Africa'

2



**Key learning this half term:**

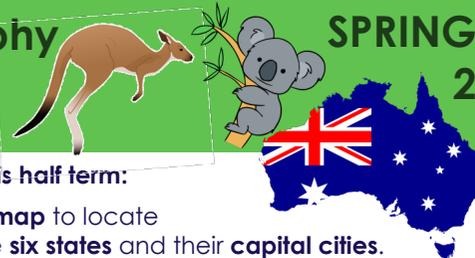
- Use maps to identify the world's **continents**.
- Identify **Africa** on the map.
- Identify the position and significance of **latitude, longitude** and the **equator**.
- Use the **eight points** of a **compass** to identify and name surrounding **oceans** and **seas**.
- Use a map to identify **physical geography** including **rivers, lakes, mountains, forests** and the **Sahara Desert**.
- Understand the consequences of **deforestation** and

### Geography

SPRING

'Australia'

2



**Key learning this half term:**

- Use a **world map** to locate **Australia**, the **six states** and their **capital cities**.
- Use an **eight point compass** to identify and name **Australia's** surrounding **oceans** and **seas**.
- Discuss the significance of the **Prime/Greenwich Meridian** and **time zones** including **day** and **night**.
- Describe the **physical features** of Australia.
- Study the **climate** and **biomes** within **Australia**.
- Research **water restriction** and **drought** in **Australia**.
- Discuss **fishing** and **tourism** and its negative impact on The **Great Barrier Reef**.
- Learn about Australia's **protected environments, National parks** and **reserves**.

### Geography

SUMMER

'Fieldwork - Our Local Area  
 -River Lea & Tottenham Marshes'

2



**Key learning this half term:**

- Learn the three stages of a river: **upper, middle** and **lower course**.
- Understand the terms of **tributary, confluence** and **meander**.
- Locate the River Lea on a map. From the **source** to the **mouth**. Identify its stages and features.
- Visit the river; draw a sketch of a part of the **river** and identify which stage of the **river system** it is.
- Record and calculate the speed of the water flow.
- Discuss how the **land** around the river is being used.
- Understand how people **altered** the natural features of the river; e.g. reinforced **river banks**, bridges, **weirs**, flood **defences** or actions to prevent **erosion**.
- Identify the **vegetation** in the area around the river, e.g. natural or planted **wetlands** (reeds, willow trees)
- Use the information collected to explore how people manage and use the river.