Geography Policy

Freemantle Church of England Community Academy Trust

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1. Introduction

At Freemantle Church of England Community Academy, we want to ensure that geography is taught with purpose, coherence, and ambition, to help children to become informed, curious, and responsible global citizens.

This policy outlines our approach to teaching geography.

2. Aims and Intent

At Freemantle, through the development of spatial thinking and first-hand exploration, children gain the tools to explore their environment whilst becoming aware of global issues such as climate change and sustainability.

We celebrate the rich diversity of cultures, languages, and perspectives within our school community by empowering pupils to value both local and global environments. By exploring how people, places, and ecosystems are interconnected, we foster cultural awareness, critical thinking, and responsible citizenship from an early age.

Through progressive, enquiry-based learning and first-hand experiences, pupils build a secure knowledge of places, environments, and geographical processes.

Our geography curriculum aims to:

- Develop locational knowledge and place awareness.
- Foster an understanding of physical and human processes.
- Encourage children to ask questions, think critically, and explore real-world issues.
- Promote respect for different cultures and the environment.
- Equip children with geographical vocabulary and fieldwork skills.
- Support children to make connections between geography and their everyday lives.

3. Curriculum implementation

At Freemantle, our geography curriculum is planned in line with the Early Years Foundation Stage (EYFS) statutory framework and the National Curriculum (KS1 and KS2), ensuring progression in skills, knowledge and vocabulary.

Geographical knowledge and skills are identified through:

Substantive Knowledge (*this is the content of geography — the facts and information about the world);* **Disciplinary Knowledge** *(this is about how geographers think and work, which includes interpreting data, using maps and questioning)*.

Across EYFS, staff plan, teach and assess 'in the moment' using their observations and questions to ignite curiosity, whilst also planning meaningful opportunities to develop children's early geographical knowledge and skills. Children are encouraged to make sense of their own life-story, making connections between their immediate environment and where they are in the world. Practitioners encourage children to notice and explore seasonal changes through rich learning experiences, both indoors and outdoors. Through these experiences, geography becomes **meaningful**, **playful** and **memorable**.

This continues into KS1, where children make further connections and build on their prior learning. Throughout KS1, pupils investigate the local area in depth before comparisons are made with a contrasting area abroad. They carry out geographical enquiry inside and outside the classroom, building on those rich playful first-hand experiences from EYFS.

As children progress into KS2, geography becomes **inquisitive, exploratory and dynamic**. Children will continue to have regular hands-on opportunities to investigate and explore their wider local environment, as well as deepen their understanding of global issues and diverse places. Through a growing focus on enquiry, pupils are encouraged to ask thoughtful questions, make connections, and consider how geography influences the lives of people around the world

4. Teaching and learning

At Freemantle we have developed long term planning to cater to children from nursery through to Year 6. Teachers use the long-term planning to carefully plan geography units which build on prior earning whilst also extending children's knowledge and understanding.

Geography lessons typically include some of the following:

- Whole-class teaching and modelling of geographical concepts and vocabulary
- Group and paired discussions to share ideas and reflect on global issues
- Use of maps, globes, atlases, digital mapping tools, and aerial photographs (including DigiMaps)
- Practical fieldwork in the local environment and wider community
- Observation and recording of geographical features and processes
- First-hand exploration of natural and human environments
- Investigating geographical data and using charts or graphs to draw conclusions
- Case studies of contrasting localities around the world
- Use of high-quality literature, stories, news, and multimedia to explore current geographical issues
- Visits from experts and external speakers to deepen learning
- Role play, storytelling and debate

High quality adaptive teaching ensures geography is accessible and engaging for all pupils including those with SEND and EAL.

5. Curriculum overview

The curriculum is enriched with practical experiences and cross-curricular links, fostering curiosity, critical thinking, and responsible citizenship. As children progress through the curriculum they will know more, remember more and understand more.

Children will build their geography knowledge through 5 key strands (golden threads):

- Location and Place - Where things are and what they are like
- Diversity – Celebrating differences
- Sustainability and Change – Looking after our planet
- Natural Patterns and Processes - How nature is arranged and how it changes
- Enquiry – Asking and exploring big questions

5.1 Early Years Foundation Stage (EYFS)

In EYFS geography begins with a sense of wonder about the world around us. Children explore their immediate environment—starting with their classroom, school, and local area. Our curriculum follows the natural rhythm of the year and is guided by the children's interests, questions and growing knowledge.

Through 'Understanding the World' pupils compare environments, recognise key features of familiar places, and notice similarities and differences.

Our provision supports children to build a strong sense of place and belonging, while encouraging care and respect for their surroundings. Carefully planned enhancements during Discovery Time and COOL Time (Choosing Our Own Learning) as well as carefully chosen picture books help to embed geographical concepts and vocabulary, forming strong foundations for future learning in KS1.

5.2 Key Stage 1

In KS1 pupils build on their early experiences by developing a broader understanding of the world beyond their immediate environment.

The teaching of substantive geographical knowledge—such as the names and locations of continents, oceans, countries and capital cities, as well as basic human and physical features—is a key focus and is taught explicitly and systematically. This knowledge is delivered in an active, practical and engaging way, ensuring that pupils can make meaningful connections between places, people and environments.

Fieldwork and first-hand observation are central to our approach, enabling pupils to investigate their local area and apply basic geographical skills such as following maps. This lays a strong foundation for future learning by helping children make connections between places, people, and environments in meaningful and memorable ways.

5.3 Key Stage 2

In Key Stage 2, pupils build on the foundations laid in KS1 by exploring the world in greater depth and at a broader scale. Enquiry-led learning and purposeful fieldwork continue to play a central role, allowing pupils to investigate geographical questions, analyse patterns, and present findings using increasingly sophisticated vocabulary and techniques.

5.4 Curriculum overview

	Autumn term	Spring term	Summer term
Nursery	Exploring Our Nursery and School	Seasonal changes	The Great Outdoors
Reception	My World and Me	Seasonal changes	Our wonderful world
Year 1	The UK	Seasonal changes	School and Southampton
Year 2	City life	Coasts, Seas and river	Paddington goes to Peru
Year 3	Hampshire and surrounding counties	Comparison (Provence-Alpes-Côte d'Azur)	Coasts
Year 4	Mountains and Volcanos	Rivers and the Water cycle	The Amazon Basin
Year 5	Climate change	Movement of people and goods.	Natural disasters
Year 6	Race across the forest	Biomes	Our Changing World – Around the world in 80 days

6. Assessment and recording

6.1 Assessment

At Freemantle Academy, assessment is a vital and continuous element of effective geography teaching and learning. We use ipsative assessment to inform planning, tailor support, and scaffold learning appropriately.

Assessment begins at the start of each unit, where we elicit pupils' existing knowledge and skills to guide planning. Throughout the unit of work, formative assessment informs planning and teaching. At the end of each unit, teachers revisit key learning to identify progress made, address misconceptions, and inform next steps. This process ensures that teaching remains responsive and targeted.

See the academy assessment policy for further information.

6.2 Recording

EYFS and KS1: Much of the learning that takes place in these key stages is practical and therefore not always formally recorded.

KS2: As well as practical learning, some geography is formally recorded in books that follow them through KS2.

7. Roles and responsibilities

7.1 Headteacher

The headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Ensure this policy is reviewed according to the timescales set out

7.2 Subject leader

The Geography Subject Leader is responsible for:
- Supporting staff with planning and resources.
- Monitoring planning, teaching, and outcomes.
- Leading CPD where necessary.
- Auditing resources and identifying priorities for development.
- Reporting to SAT and directors on standards and progress.

7.3 Classroom teachers

Classroom teachers will:
- Teach and assess geography according to the principles laid out in this policy.
- Work effectively with the geography subject leader.
- Maintain subject knowledge and appropriate CPD.

8. Inclusion and equal opportunities

- All children have the right to access high-quality geography education.
- Activities are adapted where necessary to meet the needs of all learners.
- Geography is used to celebrate diversity and promote a global perspective.

9. Links to other policies

This subject policy links to the following policies and procedures:
- Curriculum policy
- Assessment policy
- Feedback and Marking policy
- SEND policy

10. Monitoring and review

This policy will be reviewed every two years or earlier if necessary.
This policy will be ratified by the board of directors after each review.

11. UN Convention on the Rights of the Child

Article 28: *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

Article 29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Appendix 1: Vision and Golden Strands

Every Child Interested in the World

At Freemantle, our geography curriculum is designed to ignite curiosity, nurture a lifelong love of learning, and deepen pupils' understanding of the world around them. Through the development of spatial thinking and first-hand exploration, children gain the tools to explore their environment while becoming aware of pressing global issues such as climate change and sustainability. We celebrate the rich diversity of cultures, languages, and perspectives within our school community, empowering pupils to value both local and global environments. By exploring how people, places, and ecosystems are interconnected, we foster cultural awareness, critical thinking, and responsible citizenship from an early age.

Enquiry

Asking and exploring big questions

🗒️ Looking, asking, and researching to understand the world around us.

Sustainability and Change

Looking after our planet

♻️ Using nature wisely so we have what we need now and in the future.

Diversity

Celebrating differences

👦👱‍♀️🏞️ People, places and environments are all different — and that's a good thing!

Geography at Freemantle

Natural Patterns and Processes

How nature is arranged and how it changes

🌊 Rivers, mountains, weather, and more — nature is always moving and changing.

Location and Place

Where things are and what they're like

📍 Locational knowledge = knowing where places are

🏔️ Place knowledge = knowing what places are like and what shapes them.

Substantive Knowledge: this is the content of geography — the facts and information about the world.

Disciplinary Knowledge: this is about how geographers think and work, which includes interpreting data, using maps and questioning.

Appendix 2: Reading Spine

N Somebody swallowed Stanley - Sarah Roberts My big book of outdoors - Tim Hopgood Blown away – Rob Biddulph	Lower school supplementary books • 10 things I can do to save the world – Melanie Walsh • My green day - Melanie Walsh • The Extraordinary Gardener by Sam Boughton • The Secret Sky Garden by Linda Sarah & Fiona Lumbers • The Journey Home by Frann Preston-Gannon • Clean Up! by Nathan Bryon and Dapo Adeola • Somebody Woke Wilson - Sarah Roberts • Greta and the Giants by Zoe Tucker and Zoe Persico • A First Book of the Sea illustrated by Emily Sutton • Ben Plants a Butterfly Garden - Kate Petty • Bringing the Rain to Kapiti Plain - Verna Aardema • One Plastic Bag - Miranda Paul • Rhythm of the rain - Grahame Baker-Smith •
R Martha Maps it Out - Leigh Hodgkinson Tidy – Emily Gravett The snail and the whale – Julia Donaldson A stroll through the seasons - Kay Barnham	
1 Katie in London Martha makes Maps - Leigh Hodgkinson The Search for the Giant Arctic Jellyfish Someone Crunched Colin – Sarah Roberts	
2 The search for Carmella - Chloe Savage Polar Bear Son, An Inuit Tale - Lydia Dabcovich Someone Swallowed Stanley – Sarah Roberts The Midnight Panther - Poonam Mistry Meerkat Mail - Emily Gravett	
3 Real-life mysteries - Susan Martineau All about Indonesia - Linda Hibbs	Upper school supplementary books • One world 24 hours on planet earth – Nicola davies • A planet full of Plastic – Neal Layton • Where the Forest Meets the Sea by Jeannie Baker • Window - Jeannie Baker • I Am the Seed That Grew the Tree selected by Fiona Waters, illustrated by Frann Preston-Gannon • The Last Wild by Piers Torday • The last bear book - Hannah Gold • The Lost Whale – Hannah Gold • Wild City by Ben Hoare, illustrated by Lucy Rose • *Climate Crisis for Beginners by Andy Prentice and Eddie*
4 Lore of the land - Claire Cock-Starkey The explorer - Katherine Rundell Into the volcano – Cath Ard Who are refugees and migrant? – Michael Rosen	
5 Great women who saved the planet – Kate Pankhurst Frozen Planet 2 – Leisa Stewart-Sharpe Climate Action – Georgina Stephens Brightstorm – Vashti Hardy Rescue – David Long	
6 Shackleton's journey – William Grill Holes - Louis Sachar	

Appendix 3: Cross-curricular links

Geography shares links with the following subjects:

- English: Developing reading and comprehension through geographical texts (reading spine including texts from a range of cultures/locations and books related to climate change/geographical/global citizen references), writing non-chronological reports, explanation texts, and recounts of fieldwork experiences.
- Maths: Using coordinates, scales, direction, and data handling in map work, graphs, charts, and measuring distances.
- Science: Exploring weather, climate, seasonal changes, habitats, and natural processes such as erosion and the water cycle.
- History: Investigating the geography of historical events and settlements, such as how rivers influenced early civilizations or how physical geography shaped historical trade routes.
- Art & Design: Observational drawing and model-making of landscapes, using colour and texture to represent physical features and designing maps or symbols.
- PSHE & Citizenship: Understanding global citizenship, sustainability, environmental responsibility, and the impact of human actions on the planet.
- Computing: Using digital maps, GIS, researching geographical information, and presenting findings using digital tools.
- RE: Exploring different cultures, sacred places, and how geography shapes religious practices and traditions around the world.
- Music: Listening to music from different cultures studied in geography and understanding how environment influences cultural expression.

Appendix 4: Long term plan

EYFS – Nursery – People and Communities						
	Autumn 1 Marvelous Me – Rhyme Time	Autumn 2 Let's Celebrate!	Spring 1 Once upon a fairy tale	Spring 2 Adventurous Explorers	Summer 1 Amazing Animals	Summer 2 The Great Outdoors
People, Culture and Communities *Learn about how other people are different from them, yet share some of the same characteristics and ideas.*	Begin to make sense of their own life-story and family's history through exploration of ourselves and our families. Make connections between the features of their family and other families. Notice differences between people through exploring books and play materials that reflect diversity and challenge stereotypes.	Develop positive attitudes about the differences between people and learn that their friends might do things differently to them, such as eating different foods at home, or talking about different times that are special with our families – linked to celebrations. Joins in with routines and times that are special to them and their family.	Challenge gender stereotypes through high quality picture books – What are the characters roles? What jobs do they do? Could other people do these jobs e.g. In the three bears could someone else cook the porridge? Who does these jobs at home? Who else can do these jobs?	Show an interest in different occupations – explore the academy to talk about who works here and the different jobs they do. Explore the local area (walk around the school block). Notice interesting things on the walk e.g. post-box, bus stop, crossing etc Begin to understand that there are different countries in the world and talk about the places they have been to through sharing of photos and discussion through play.	Learn that some animals are domesticated and some are wild. Explore and respond to different natural phenomena as they explore and play – e.g. Talk about some of the jobs a famer does. Explore our role in keeping our local area clean/tidy and the impact this has on wildlife.	Begin to understand the need to respect and care for the natural environment and all living things, learning that we have to be careful with animals and plants and remember not to pick the flowers to respect others' in the community.
The Natural World *Make observations about the natural world around them, drawing pictures of animals and plants. Explore some important processes and changes e.g. changing seasons.*	Name parts of body which use our senses and use our senses to actively explore and investigate.	Talks about people and times that are special to them and their family and friends, e.g. "Remember the party when we had fireworks and big bangs" Explore Autumn as a season	Explore how things work when exploring features of fairy tales e.g. how could Rapunzel get down from the tower? Explore differences between past and present through features of fairy tales e.g. castles – do we build many now? Who lived in a castle? Discuss similarities and differences between buildings in the close environment (church and school).	Begin to talk about the differences between materials and changes they notice through hands on experiences e.g. forces in water play. Go on a hunt to search for a bear – notice differences in the environment as they explore. Explore Spring as a season	Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park. Begin to understand the key features of the life cycle of an animal. Begin to explore the idea of conservation and animals at risk of extinction in very simple terms – link to them developing an understanding of recycling and waste e.g. which bin for paper?	Begin to understand the key features of the life cycle of a plant and an animal. Knows how many legs insects and spiders have. Plant seeds and bulbs, and care for growing plants. Uses all of their senses to explore natural materials and use a wide vocabulary to describe. Explore Summer as a season

EYFS – Reception - Understanding the world						
	Autumn 1 Magical Me	Autumn 2 All that glitters	Spring 1 Once upon a time	Spring 2 Ticket to Ride	Summer 1 Our wonderful world	Summer 2 Pirate Adventure
People, Culture and Communities *Learn about how other people are different from them, yet share some of the same characteristics and ideas.*	Explore their community and the concept of belonging e.g. their family, the class etc. Participate in harvest collection for local church. Show an interest in different occupations, through exploring people who help us e.g. teacher, vet, nurse etc.	Learn about special celebrations and festivals that fall at this time of year, including Diwali, bonfire night and Christmas. Explore the lives of people around them and their roles in society.	Explore significant events/celebrations from a specific culture (Lunar New Year); knowing there are different countries in the world, linking to countries represented in class.	Continue developing positive attitudes about the differences between people. Explore significant events/celebrations: Easter Story.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Explore different occupations of people in our school community and what they do to help our environment.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Learn about people in our community who help us, through a visit from the coastguard – link to fact we live near the sea.
The Natural World *Make observations about the natural world around them, drawing pictures of animals and plants. Explore some important processes and changes e.g. changing seasons.*	Talk about their immediate environment and understand where they are in the world. Learn why it is important we recycle and why we dispose of our food waste in the appropriate bins. Develop an understanding for our environment and living things through observation.	Extend vocabulary to support discussions around their observations. Explore Autumn as a season and observe the changes in their immediate environment, Include changes in the weather.	Develop an awareness of important processes and changes in the natural world around them (melting). Develop an awareness that some environments can differ to the one in which they live. Explore changes over time e.g. seasons.	Identify features of their own immediate environment and make comparisons to alternative environments. Explore Spring as a season and observe the changes in their immediate environment, Include changes in the weather. Create very maps (Martha maps it out).	Develop an understanding of growth, decay and changes (seasons, animals, plants, lifecycle). Understand what we need to do to care for animals, plants and the environment.	Explore the natural world around them, using their five senses to describe what they see, notice and wonder. Develop an understanding of floating and sinking. Explore Summer as a season and observe the changes in their immediate environment, Include changes in the weather.

Year 1	Autumn	Spring	Summer	Across the year	
	Location and place	**Diversity**	**Sustainability and change**	**Natural patterns and processes**	**Enquiry**
Substantive	• Know the 4 countries that make up the UK. • Learn about the local weather in their own area and how it affects daily life. • Know that the weather changes for different seasons. • Explore Hot and Cold parts of the world on a globe – Show the Equator and North and South Poles. • Understand that different places have different climates (e.g., hot, cold, wet, dry). • Recognise major physical and human features such as the local parks, key buildings (school, church, houses), roads and buses, factories the train station and shops. • Know that our school is in Freemantle which is part of Southampton. • Know that we live in Southampton and that Southampton is a city. • Know that there are cities, villages and towns near us and in other parts of the country. • Know where Southampton sits within the UK.	• Explore how people in Southampton live, work and play. • Recognise that different people live in Southampton and come from different places and speak different languages. • Recognise the different way people come to school and why.	• Explore active travel, identifying which modes of transport are better for the environment and why.	• Recognise that weather affects how people live, what they wear and what they do. • Understand that weather can change and has different effects on the environment (e.g., rain helps plants grow).	**The UK** • **Questioning**: Stimulate opinions based on teacher-led research • **Researching**: Selecting and sorting information from different sources • **Observing**: Comparing and contrasting areas within the UK from given resources • **Evaluating**: Assess their personal opinions and how this may have changed. **School** • **Questioning:** Generate simple but stimulating questions. For example, where am I, What kinds of features are here? • **Observing:** Sensory observations of the environment, discus observations, collect simple data as directed by an adult, recording as a tally chart • **Analyse**: Formulate simple generalised conclusions based on research. For example, we know people live here because we have seen houses, shops and I live there **Weather and Climate** • Questioning focused on a small-scale study over a period of time. For example, when is it most likely to rain? Is the weather the same everywhere? Is it raining/ sunny everywhere in the UK? • **Observing**: Collecting data guided by a teacher, comparing data as a class https://weatherspark.com/ • **Analyse**: begin to look for and recognise relationships
Disciplinary	• Use maps to locate the UK and its four countries. • Create simple maps of the classroom and label key areas. • Use digital tools to show locational knowledge of Southampton in relation to the UK • Observe and describe physical and human features during local walks. • Record data using a tally. • Create simple maps of the school and label key areas. • Use locational and directional language (near, far, left, right) alongside simple maps to describe features and routes (e.g. the race track is right of the climbing frame). • Use simple maps and globes to identify different types of weather in parts of the world (e.g., sunny, rainy, snowy). • Observe and record daily weather conditions in Southampton. • Compare weather conditions in Southampton with other places through stories, videos, and pictures (draw on children's own cultures and countries).	• Listen to stories from various parts of the UK. • Discuss how people travel between different parts of the UK. • Explore how people dress and what activities they do in different weather conditions.	• Participate in The Big Walk and Wheel initiative- collecting data about how children travel to school. .	• Discuss how weather influences daily activities and routines (e.g. it is raining, so PE will have to be inside).	

Year 2	Autumn Spring Summer Across the year				
	Location and place	**Diversity**	**Sustainability and change**	**Natural patterns and processes**	**Enquiry**
Substantive	• Recap that the United Kingdom (UK) consists of four countries: England, Scotland, Wales, and Northern Ireland. • Review the location of the UK • Know the names of the main seas that surround the UK (North Sea, Irish Sea, Atlantic Ocean and English Channel). • (recap) London (England), and know the capital cities of the UK: Edinburgh (Scotland), Cardiff (Wales), and Belfast (Northern Ireland). • Explore the specific characteristics of each capital city, including key landmarks, cultural attractions, and geographical features. • Learn about Southampton, its location on the south coast of England, and its significance as a port city and harbour. • Identify the River Itchen as a major local river and its connection to the sea. • Recall the seas surrounding the UK (English Channel, North Sea, Irish Sea, Atlantic Ocean). • Know and recognise coastal features: sea, river, port, beach, cliff, harbour, and coast. • Identify the location of Peru in South America on the world map. • Know the location of the New Forest on a map. • Identify some of the physical characteristics of Peru, including its landscapes, climate, and major geographical features. • Identify the five oceans (Arctic, Atlantic, Indian, Pacific, Southern). • Identify the 7 continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America).	• Understand that people in different parts of the UK have unique traditions, languages, and ways of life. • Understand that people use and experience coastal areas in different ways – e.g. for work (port workers, fishermen), for leisure (families at the beach), and for tourism. • Learn about the cultural and historical significance of the coast to Southampton (e.g. migration, maritime history, The Titanic). • Recognise that people living in different coastal areas of the UK may have different lifestyles, traditions, and local environments. • Identify the diverse buildings, cultures, languages, and traditions of people living in Peru. • Know that there are a range of ethnicities and cultures in Southampton- draw on the children's diversity and that of the school and its community.	• Explore that the weather changes and some places are windier and some are sheltered. • Understand what can cause water pollution • Recognise ways we can save and protect water. • Understand that the coastline changes over time, due to natural processes (erosion, weather) and human activity. • Learn about the environmental challenges faced by Peru, such as wildlife conservation, deforestation, and climate change.	• Understand basic weather patterns and climate differences in the UK's countries, cities and Southampton. • Explore how the coast line has changed over time. • Understand that weather and seasons affect the coast (e.g. winter storms vs. calm summer days). • Understand the difference between natural coastal features (cliffs, rocks) and human-made features (sea walls, harbours). • Explore the climate of The Amazon Rainforest/Peru and how it is different to the New Forest.	**City life** • **Questioning**: Clear an interesting question to describe the local area, notice distinctive human and physical features in their local area, stimulate opinions on our local area and the wider world. • **Investigate** and research: Discuss observations during an activity, record and reflect on their emotional responses, compare and contrast their data with others and make simple sketches and annotate key landmarks using accurate vocabulary. • **Evaluate**: transition from I to they (early demographics) statements, consider why people may travel to different places. **Coasts, Cliffs and Beaches** • **Questioning**: Clear and interesting questions to explore key coastal areas and the impact water pollution has on our community. • **Investigate**: Explore the difference between a port/harbour and river/beach. • **Reflect**: Think about the key impact water pollution has on our community and ways we can help our planet. **Paddington goes to Peru** • **Questioning**: clear and interesting questions to compare and develop knowledge in the wider world. • **Researching**: Examine and interpret a range of different sources. • **Communicate**: Sharing informed opinions.
Disciplinary	• Use maps and globes to locate the UK and its capital cities. • Learn directions (north, south, east, west), and the concept of scale. (using directional vocabulary N, S, E, W to navigate on a map). • Use photographs, videos, and stories to explore the capital cities and Southampton. • Compare the physical and human features of Southampton with those of the capital cities. • Use maps, globes and simple atlases to locate the UK, Southampton, and the coast. • Use aerial photographs and simplified OS maps to identify physical and human features of the local coastline (e.g. Mayflower Park, Weston Shore, River Itchen). • Create and label simple maps showing Southampton and the coast, including key features (harbour, port, beach). • Create simple maps and drawings of these places, using basic symbols in a key. • Begin to use directional language (e.g. next to, near, above, to the east of) when describing coastal locations. • Compare Southampton with Peru (using aerial photographs). • Use globes, maps and atlases to locate Southampton and Peru. • Draw and label simple maps showing the Peru and the UK. • Use globes, maps and atlases to identify the five oceans and 7 continents.	• Exploring different cultural festivals, languages (like Welsh and Gaelic), and traditions through stories and activities of countries in the UK. • Use stories, images, and videos to compare how people use and live near the coast in Southampton and another UK coastal location (e.g. seaside town such as Bournemouth). • Ask and answer questions about how people experience the coast differently. • Reflect on personal experiences and those of peers when visiting the coast (fieldwork or class discussion).	• Spot signs of water pollution in rivers and seas. • Discuss and draw conclusions about how and why buildings have changed over time	• Make simple observations of the coastal environment (through video, photographs or local visits). • Begin to identify cause and effect in natural processes (e.g. "Waves crash against the cliffs and cause them to wear away").	

Year 3	Autumn Spring Summer Across the year				
	Location and place	**Diversity**	**Sustainability and change**	**Natural patterns and processes**	**Enquiry**
Substantive	• Understand the location of the UK within Europe and the world. • Recap and recognise the four countries that make up the UK (England, Scotland, Wales, Northern Ireland), their capital cities and the surrounding seas. • Understand what is a county. • Identify the county we live in (Hampshire) and its neighbouring counties (Dorset, Sussex, Surrey, Berkshire, Wiltshire, gateway to Isle of Wight). • Understand the location of South East England and Provence-Alpes-Côte d'Azur (France). • Recognise Frances position in in western Europe and England's position in northwest Europe. • Identify major cities in Provence-Alpes-Côte d'Azur (e.g. Nice, Cannes, and Saint-Tropez) and in South East England (e.g. Southampton, Portsmouth and Winchester). • Recognise significant landmarks in Provence-Alpes-Côte d'Azur (e.g. French Riviera, Roman Theatre of Orange) and in South East England (e.g. Windsor Castle, Winchester Cathedral, Portsmouth Historic Dockyard). • Recall the location of Southampton and its significance as a port city and harbour. • Recap the seas surrounding the UK (English Channel, North Sea, Irish Sea, Atlantic Ocean). • Recall coastal features: sea, river, port, beach, cliff, harbour, and coast. • Understand the location of Southampton and the Jurassic Coast on a map.	• Identify the diverse cultures, languages, and traditions of France and England. • Understand the variety of lifestyles in urban and rural areas of both Provence-Alpes-Côte d'Azur and South East England. • Identify the different uses of coastal areas (e.g., tourism, fishing, shipping, conservation). • Identify the diverse cultures and traditions found within the different counties of the UK (celebrations, religious festivals etc.).	• Learn about the environmental challenges facing coastal areas (e.g., erosion, pollution, habitat loss). • Understand the importance of protecting coastal environments for future generations.	• Learn about the physical and human characteristics of different counties in the UK (Hampshire, Dorset, Sussex, Surrey, Berkshire, Wiltshire) • Recognise significant landmarks (Tudor House, Ferry port, Seacity museum), cities (Southampton, Portsmouth, Winchester, Basingstoke) and geographical features (New Forest, River Itchen) within Hampshire. • Understand the physical characteristics of the Provence-Alpes-Côte d'Azur, including its mountainous terrain (the Alps), the Mediterranean Coastline (French Riviera) and River Valley. • Understand the key physical features of South East England, including its rolling hills, rivers, and coastline. • Understand the natural processes that shape the landscapes of Provence-Alpes-Côte d'Azur and England (e.g., weathering, erosion, tectonic activity). • Learn about the different climate zones in Provence-Alpes-Côte d'Azur (Mediterranean) and England (temperate maritime).	**The UK** • **Questioning**: Recognise connections, compare and contrast place, space and scale. • **Investigating/observing**: Record findings with accuracy, design investigations that consider the effects of a change in perspective or an aspect of the environment annotate simple observational sketches of human and physical environment. • **Analysing**: Interpret information and offer explanations and inferences, weigh up and critique findings. **Provence-Alpes-Côte d'Azur** • **Questioning**: Widen knowledge of a range of places, recognise connections, compare and contrast place, space and scale. • **Researching**: Expand geographical vocabulary, refine note taking – key word based. • **Communicating**: record and present findings and conclusions using a variety of methods spoken, pictorial etc. Retell central ideas in own words and construct arguments in support of viewpoints. **Coasts** • **Questioning**: Clear and interesting questions to notice distinctive human and physical features, recognise change over time and explore human and physical processes. • **Observing**: Annotate simple observational sketches of human and physical features and processes in the environment and photos. • **Measuring**: use appropriate digital instruments (DigiMaps) to collect data. • **Analyse**: Interpret information and offer simple explanations and assemble conclusions from evidence.
Disciplinary	• Introduce how to use four figure grid references. • Use maps, atlases, and globes to locate the UK, its countries, and counties (Hampshire, Dorset, Sussex, Surrey, Berkshire, Wiltshire). • Draw simple maps of the UK, highlighting major counties (Hampshire, Dorset, Sussex, Surrey, Berkshire, Wiltshire) and their locations. • Compare and contrast the landscapes in different counties (Hampshire, Dorset, Sussex, Surrey, Berkshire, Wiltshire). • Use maps and atlases to locate Southampton and the Jurassic Coast, Provence-Alpes-Côte d'Azur, England, and major cities. • Draw simple maps to show the coastal features of Southampton and the Jurassic Coast, Provence-Alpes-Côte d'Azur and England. • Compare and contrast the coastal landscapes of Southampton and the Jurassic Coast.	• Explore the different ways people use the coast and why they visit the coasts of Southampton and the Jurassic Coast. • Discuss how cultural diversity is reflected in daily life across the UK.	• Investigate measures to protect and preserve the coast (e.g., coastal defences, conservation efforts).	• Using a map, explore which of Hampshire's neighbouring counties have coastal regions. • Observing and recording the effects of waves and tides on the coast. • Explore how climate affects agriculture, housing, and clothing in both countries.	

Year 4	Autumn	Spring	Summer	Across the year	
	Location and place	**Diversity**	**Sustainability and change**	**Natural patterns and processes**	**Enquiry**
Substantive	• Understand that a mountain range is a series of mountains or hills connected by high ground. • Explore the location of the Himalayas, Andes, Alps and Rocky Mountains. • To understand what the equator and the prime meridian are. • Recall that the River Itchen is our local river. • Understand the global distribution of major rivers and their locations on different continents. • Understand the location of the Amazon Basin in South America, spanning countries like Brazil, Peru, Colombia, and others. • Recap where Peru is on the map and its characteristics. • Recognise the extent and scale of the Amazon Rainforest and River, which form the core of the Amazon Basin. • Understand the human geography of the region, including indigenous populations, settlements, and economic activities	• Understand that people live near mountains and volcanoes for a range of economic, cultural, and environmental reasons (e.g. farming, tourism, fertile soil, tradition, religion). • Identify the diverse ways in which rivers are used by different cultures and communities around the world. • Identify the vast biodiversity of the Amazon Basin. • Understand the cultural diversity of the indigenous peoples and other communities living in the region.	• Learn about the environmental threats facing the Amazon Basin, such as deforestation, habitat loss, and climate change. • Understand the importance of conservation efforts to protect the Amazon's biodiversity	• Know that a mountain is a natural landform with steep sides. • Recognise that all mountains are formed by movement of tectonic plates. • Explore how fold mountains are formed by tectonic activity when two plates collide. • Identify that Volcanoes are a type of mountain with a specific internal structure (magma chamber, vent, crater, etc.). • Know the physical characteristics and features of rivers, including their sources, courses, and mouths • Understand the role of rivers within the Earth's systems, particularly their contribution to the water cycle. • Learn about the physical geography of the Amazon Basin, including its climate, vegetation, and river systems	**Mountains and Volcanos** • **Questioning:** Widen knowledge of a range of places and the features and patterns that link them, compare and contrast place, space and scale and recognise cause and effect. • **Researching**: Self-regulated independent research, evaluate a range of resources including maps and graphics. • **Communicating:** Record and present findings and conclusions using a variety of methods spoken, pictorial, photographic etc, assemble clear, logical and accurate representation **Rivers and the Water cycle** • **Questioning**: Appraise multiple scales and locations, describe and explain processes and patterns • **Investigating**: Collect information from a variety of sources in response to enquiry questions, annotate sketches with explanations of interactions and connections, use and apply standard field sampling techniques appropriately • **Analysing**: Evaluate information to answer enquiry questions, develop detailed interpretations, reasoned conclusions. **The Amazon Basin** • **Questioning**: Describe and explain processes and patterns, explain interdependence and impact, enable multiple perspectives • **Researching**: Self-regulated independent research, evaluate a range of resources including maps and graphics • **Analysing**: Evaluate information to answer enquiry questions, develop detailed interpretations, reasoned conclusions
Disciplinary	• Recap and explore four figure grid references. • Locate Himalayas, Andes, Alps and Rocky Mountains using latitude and longitude on a world map. • Identify the equator and the prime meridian on a world map. • Using maps and atlases to locate and label major rivers such as the Nile, Amazon, Mississippi, Yangtze, and Thames. • Identifying the concept of a river basin and how it influences the flow of water across a region • Use maps and atlases to identify the Amazon Basin and its major geographical features. • Describe the unique characteristics of the Amazon Rainforest and River through case studies. • Using photographs, videos, and satellite imagery to explore the landscapes and communities within the Amazon Basin.	• Compare how people live in mountainous and volcanic regions across the world using case studies, stories, and media. • Use maps, photos and digital tools to explore differences in housing, land use, transport, jobs, and traditions. • Explore how different communities rely on rivers for transportation, agriculture, industry, and recreation. • Explore how different species and ecosystems coexist and thrive in the Amazon. • Discuss the diverse ways of life, traditions, and knowledge systems of the Amazon's indigenous populations	• Discuss how rivers act as natural corridors connecting various ecosystems and human communities • Investigate sustainable practices and conservation strategies being implemented in the Amazon.	• Use geographical vocabulary to describe and compare physical features (fold vs. volcanic). • Use research skills to investigate and classify mountains based on their formation (fold or volcanic). • Explore the processes of the water cycle, including evaporation, condensation, precipitation, and runoff. • Observe and record data on river flow, weather patterns, and the stages of the water cycle. • Explore how physical processes like erosion, transportation, and deposition shape river landscapes	

Year 5	Autumn	Spring	Summer	Across the year	
	Location and place	**Diversity**	**Sustainability and change**	**Natural patterns and processes**	**Enquiry**
Substantive	• Learn about specific places that are significantly affected by climate change, such as polar regions, low-lying islands, and coastal cities, Southampton. • Understand how local environments and communities are experiencing and responding to climate change. • Understanding of where natural resources are around the world. • Develop an understanding that Different types of resources are found in different climates and landscapes (e.g. oil in deserts, timber in forests). • Recognise that Some countries are rich in natural resources, while others have fewer. • Discover human settlements and economic activity often develop near natural resources. • Understand the global distribution of natural disasters such as earthquakes, volcanoes, tsunamis, hurricanes, tornadoes, and floods. • Recognise the locations of major tectonic plates and their boundaries, which are often associated with earthquakes and volcanic activity. • Learn about specific examples of natural disasters in different parts of the world (e.g., the 2011 Japan earthquake and tsunami and volcanic eruptions in Iceland).	• Understand countries and communities around the world use natural resources differently. • Know there is unequal access to food, water, and energy and that people's needs, cultures, and economies shape how they use resources. • Identify how natural disasters impact different communities and environments. • Understand the varied responses and adaptations of people living in disaster prone areas.	• Learn about the importance of sustainable practices to mitigate and adapt to climate change. • Find out that renewable resources can replenish; non-renewable resources will eventually run out. • Sustainable practices aim to protect resources for the future. • The way humans use natural resources has changed over time (e.g. shift from coal to wind power). • Understand the natural processes that cause different types of natural disasters (e.g., tectonic activity for earthquakes and volcanoes).	• Understand the scientific principles behind climate change, including the greenhouse effect and carbon cycle. • Learn about the natural processes and human activities that contribute to climate change. • Climate, vegetation zones and geology all influence where resources are found.	**Climate change** • **Questioning:** Describe and explain processes and patterns, explain interdependence and impact • **Researching:** self-regulated independent research, identify and evaluate credible and relevant sources • **Communicating:** Record and present findings and conclusions using a variety of methods spoken, pictorial, photographic etc, assemble clear, logical and accurate representation **Natural resources** • **Questioning:** Describe and explain processes and patterns, explain interdependence and impact, enable multiple perspectives and consider bias • **Researching:** Identify and evaluate credible and relevant sources, evaluate a range of resources, structured and organised note taking • **Analysing:** Evaluate and synthesise information to answer enquiry question, develop detailed interpretations, reasoned conclusions and pose questions to broaden and deepen understanding. **Natural disasters** • **Questioning**: Widen knowledge of a range of places and the features and patterns that link them, compare and contrast place, space and scale and recognise cause and effect. • **Researching**: Expand geographical vocabulary, narrow and modify research focus as necessary, refine note taking – key word based. • **Analysing**: Look for and recognise patterns and relationships, interpret information and offer explanations and inferences, classify and categorise information and distinguish between relevant and irrelevant.
Disciplinary	• Recap how to use four figure grid references and introduce six figure grid references. • Conduct case studies of places like the Arctic, Maldives, and major coastal cities to explore the impacts of climate change. • Use maps, atlases and globes to locate countries and resource-rich regions. • Compare regions and countries based on the natural resources they have. • Make connections between place, climate and resource type. • Interpret distribution maps to identify global patterns. • Use maps and atlases to locate regions prone to different types of natural disasters. • Compare the spatial distribution of natural disasters and understanding the reasons behind their locations (e.g., Ring of Fire for earthquakes and volcanoes). • Describe the impact of natural disasters on specific places through case studies	• Compare and contrast resource use in different parts of the world. • Explore the different ways communities prepare for, respond to, and recover from natural disasters. • Discuss how cultural, economic, and social factors influence the impact and response to natural disasters.	• Explore strategies for reducing greenhouse gas emissions, such as renewable energy, energy efficiency, and sustainable agriculture. • Participate in activities that promote sustainability, like energy-saving projects and awareness campaigns. • Discuss and justify sustainable solutions to real-world problems. • Investigate measures to mitigate the effects of natural disasters, such as improved building codes, reforestation, and sustainable agriculture		

Year 6	Autumn / Spring / Summer / Across the year				
	Location and place	**Diversity**	**Sustainability and change**	**Natural patterns and processes**	**Enquiry**
Substantive	• Recap the location of The New Forest and Southampton. • Recall that Southampton is a city with distinct human and physical features. • Understand the concept of biomes as large ecological areas on the Earth's surface, with distinct climate, plants, and animals. • Recognise the global distribution of major biomes: tropical rainforest, desert, temperate forest. • Recall counties that have Rainforests e.g. Peru. • Learn about the specific characteristics of each biome. • Recap the location of the world's contents, oceans and major biomes. • Recall key cities, countries and regions previously explored (e.g. Peru, Provence-Alpes-Côte d'Azur, Amazon Rainforest). • Demonstrate an understanding of human and physical features of key cities, countries and regions previously explored	• Explore People use and value different environments (city/forest) for different reasons. • Identify the biodiversity within each biome, focusing on the variety of plant and animal species. • Understand how people live differently in each continent, shaped by environment and culture.	• Understand human actions (pollution, conservation efforts, footfall) can affect local environments. • Understand the threats facing various biomes, such as habitat destruction, climate change, and invasive species • Recognise threats to different environments (e.g. deforestation, ice melt).	• Explore the natural world (forests, plant life) varies in different locations and changes over time (e.g. seasonally). • Recap the water cycle. • Learn about the climate and weather patterns characteristic of each biome. • Recap climate zones, weather systems, biomes, and natural disasters.	**Race across the forest** • **Questioning**: Clear and interesting questions to notice distinctive human and physical features for The New Forest and Southampton. • **Researching and investigating**: To apply compass and map skills to successfully reach a destination. • **Communicating**: Record and present findings and conclusions using a variety of methods spoken, pictorial, photographic etc, assemble clear, logical and accurate representation **Biomes** • **Questioning**: Explore human and physical processes, compare and contrast place, space and scale and recognise cause and effect • **Researching and investigating**: Narrow and modify research focus as necessary, refine note taking, design investigations that consider the effects of a change in perspective or an aspect of the environment • **Communicating**: Retell central ideas in own words, select graphic organisers most appropriate **Our Changing World – Around the world in 80 days** • **Questioning**: Widen knowledge of a range of places. • **Researching and investigating**: independent research, identify and evaluate credible and relevant sources • **Communicating**: Record and present findings and conclusions using a variety of methods spoken, pictorial, photographic
Disciplinary	• Use OS maps to locate The New Forest and Southampton. • Use six figure grid references and OS maps to develop understanding of the human and physical features of Southampton and the surrounding areas. • Use world maps to locate and label different biomes. • Compare the spatial distribution of biomes and understand how latitude, altitude, and climate influence their locations • Describe the physical and biological features of specific biomes • Compare and contrast different biomes by examining case studies of specific locations (e.g., Amazon Rainforest, Sahara Desert, Great Plains) • Use world maps, atlases and digital resources to plan routes and explore key features	• Evaluate how different environments are used and experienced by people (e.g. tourists, residents). • Explore the range of life forms in different biomes and discussing how biodiversity varies from one biome to another. • Use a range of media to research and describe how people live in contrasting regions.	• Observe and record human features using sketch maps. • Investigate conservation efforts and sustainable practices aimed at protecting biomes (e.g., national parks, wildlife reserves, sustainable agriculture)		