

| | Term 1 – Every Season: Seasonal Walk to Barnes Common | Term 2 | | Term 3 | |
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| Year 1 | Autumn 1 and 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Topic: Homes around the world</p> <p>Knowledge and skills: Asking and answering questions about homes around the world.</p> <p>Content:</p> <ul style="list-style-type: none"> - Looked at homes around the world and where they are on a world map. Discussion of various homes around the world. - Key questions given to develop initial understanding. <p>Knowledge and skills: Learning to express own views on geographical places and describe what they are like and where they are.</p> <p>Content:</p> <p>Developing an understanding of the type of houses in local area</p> <ul style="list-style-type: none"> - Learning walk – homes near Barnes. Drawing | | <p>Topic: Pirates, Plans and Adventures – maps and plans</p> <p>Knowledge and skills: Developing children’s understanding of maps and what they are used for</p> <p>Learning how to produce maps and 3D plans.</p> <p>Content:</p> <ul style="list-style-type: none"> - What do you already know about maps? - Created 3D maps of the playground using sweets; making birds eye views maps, a treasure hunt around Barnes following a map. Map of Barnes with symbols and local area. <p>Link to NC:</p> <p>Use simple compass directions, use locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives, devise simple maps and keys.</p> | <p>Topic Africa</p> <p>Content:</p> <ul style="list-style-type: none"> - Using maps to locate Africa. - Comparison of 3 African countries. - Name and locate 7 continents and 5 oceans (consolidating learning from homes around the world) <p>Link to NC:</p> <p>Name and locate the world’s seven continents and five oceans; understand geographical similarities and differences through studying a small area of the UK and a small area in Africa.</p> <p>Trip: The Horniman museum.</p> | <p>Topic:</p> <p>Weather =Daily weather patterns.</p> |

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| | <p>of Victorian cottages opposite school.</p> <p>Link to NC: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Knowledge and skills: What happens to rain after it has fallen? Content:</p> <ul style="list-style-type: none"> - Awareness raising – putting together weather jigsaw puzzles, learning about different types of weather, weather patterns around the world, weather forecasts, studying weather. - Children generating questions. <p>Knowledge and skills: Collecting and recording information Content:</p> | | | | |
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- Children given photographs and had to find locations and discuss what would happen to rain after it had fallen.
- Discussed predictions before returning to locations and testing.
- Shared learning outcomes and evaluating

Link to NC:

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Name and locate the world's seven continents and five oceans; name and locate the four countries and capital cities of the UK; identify seasonal and daily weather patterns in the UK; identify the location of hot and cold areas in relation to the Equator and North and South Poles; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that

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| | <p>- Children given photographs and had to find locations and discuss what would happen to rain after it had fallen.</p> <p>- Discussed predictions before returning to locations and testing.</p> <p>- Shared learning outcomes and evaluating</p> <p>Link to NC:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Name and locate the world's seven continents and five oceans; name and locate the four countries and capital cities of the UK; identify seasonal and daily weather patterns in the UK; identify the location of hot and cold areas in relation to the Equator and North and South Poles; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that</p> | | | | |
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| | deepen their understanding of geographical processes | | | | |
| Year 2 | | <p>Topic: Konichiwa, Japan</p> <p>Knowledge and skills: To name and locate the world's seven continents To use world maps and atlases to study countries To use simple compass directions To use maps and ask questions</p> <p>Content:</p> <ul style="list-style-type: none"> - Recapped Year 1 learning about each continent and where England was on the map. Use of Google Earth to learn about Japan, location of Japan, its shape, looked at different maps, asked questions about new unit. <p>Knowledge and skills:</p> | <p>Topic: Barnes and Beyond</p> <p>Knowledge and skills: To use mathematical vocabulary to describe position, direction and movement To use maps and ask questions To use simple compass directions To use locational and directional language</p> <p>Content:</p> <ul style="list-style-type: none"> - Typed up summary of what the children did. On playground-directing their friends from one position to another. -Wrote a set of directions. <p>Knowledge and skills: To identify the location of features in photos and to indicate them on a plan view to represent a route. To interpret a source of geographical information To describe and locate features on a map</p> | | |

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| | | <p>To use geographical vocabulary to refer to the physical and human features of different parts of Japan</p> <p>Knowledge and skills:</p> <p>To use a map to locate Japan</p> <p>Develop understanding of the location and characteristics of four main islands</p> <p>To understand that Japan is a diverse country made up of four main islands.</p> <p>To use geographical vocabulary accurately</p> <p>Content:</p> <ul style="list-style-type: none"> - Named and located Japan, looked at photos and videos of photos of 4 main islands of Japan, discussed differences between landscapes. Human and physical features. Sorting activity – key features. Picture jigsaw. <p>Geographical Enquiry: To study similarities and differences between Barnes, England and Shirakawa-go, Japan</p> | <p>To use simple fieldwork to study the school and local area</p> <p>Content:</p> <p>-Typed up summary of what children learnt. Looked at plan of local area then had to find ten features using photos within the route from Barnes to Vine Park. Plotted them on map.</p> <p>Knowledge and skills:</p> <p>To develop a ‘sense of place’ and to think geographically about a place.</p> <p>To devise a sound map</p> <p>To use simple fieldwork to study the local area.</p> <p>Content: Sound map in Vine Park, typed up summary of what they learnt</p> <p>Link to NC:</p> <p>use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human</p> | | |
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| | | <p>Knowledge and skills: Develop understanding of the location and characteristics of the continent of Japan Study a locality abroad that has physical/human features that contrast to their own locality</p> <p>Content: Typed up summary of what children found out – physical and human features. Sorted images of different features in Shirakawa then images from Barnes. Venn diagram to directly compare similarities and differences between Barnes and Shirakawa-go.</p> <p>Knowledge and skills: To be able to make observations and ask questions Develop understanding of the characteristics of Tokyo Ask questions and discuss how we can find answers to these questions</p> <p>Content:</p> <ul style="list-style-type: none"> - Looking at photos of different parts of Tokyo, discussed and shared questions | <p>and physical features of its surrounding environment.</p> <p>Geography Day Knowledge and skills: Locational knowledge use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Link to NC: name and locate the world's seven continents and five oceans ☑-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | | |
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| | | <p>Link to NC: Ask geographical questions; express their own views about people, places and environments; use geographical vocabulary; use globes, maps and aerial photographs at a range of scales; use simple compass directions and locational and directional language; use secondary sources of information; identify and describe what places are like; identify and describe where places are; recognise how places compare with other places and recognise how places are linked to other places in the world.</p> | | | |
| KS1 as a whole | | <p>Link to NC: Geographical skills and fieldwork (Geography Day) ☒- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> | | | |

| | Term 1 | Term 2 | Term 3 | |
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| Year 3 | Autumn | Spring | Summer 1 | Summer 2 |
| | <p>Autumn 1 - Topic: Deer, walls and Kings</p> <p>Knowledge and skills: Use of maps to locate geographic features, understand human and physical geographic features</p> <p>Content: Used post-it notes to annotate roads, paths, lakes, car parks etc) on maps. Different Ordnance Survey maps and official map of Richmond Park.</p> <ul style="list-style-type: none"> - Use of evidence to describe similar locations- Royal Parks comparison <p>Knowledge and skills: Look at our local environment (the school) and how keys can be used in different ways; locate geographic features on maps of different scales; compare and contrast their major differences (the royal parks of London); use fieldwork skills to carry out a geographic enquiry; use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Autumn 2 – Richmond Park</p> <p>Knowledge and skills: Impact of humans and animals on natural</p> | <p>Topic: The Stone Age and beyond</p> <p>Knowledge and skills: To use geographical vocabulary To use maps</p> <p>Content Plotted cardinal directions on maps – comparison to Stone Age topic</p> <p>Topic: The country we live in day</p> <ul style="list-style-type: none"> - Labelled a sequence of pictures that show how a stack is formed by water erosion <p>Link to NC: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and to understand how these aspects have changed over time. To understand the process of coastal erosion (how caves, arches, stacks and stumps are formed). To use simple compass directions (north, south, east and west) and locational and directional language [for example, near</p> | <p>Topic: Romans</p> <p>Content : The expansion of the Roman Empire; reasons for the Roman invasion of Britain</p> <p>Knowledge and skills: atlas skills (locating countries within Europe; understanding the difference between settlements, counties and countries); understanding distribution of some natural resources.</p> <p>Trip: Richmond Park</p> | |

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| | <p>environment – comparison of negative and positive impacts</p> <p>Content: Diamond 9 activity: 9 different ways that humans and animals impact Richmond park and sorted them based on how they affect organisms in the park (greatest to least impact).</p> <p>Link to NC: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>and far, left and right], to describe the location of features and routes on a map</p> | | |
| <p>Year 4</p> | <p>Topic: Conflict</p> <p>Content:</p> <ul style="list-style-type: none"> - Use of maps to identify key bombing locations - Located countries involved in WW2 using different maps <p>Knowledge and skills: identifying urban areas in the UK; identifying countries in Europe and the wider world using an atlas; plotting a history walk on a map of the local area</p> <p>Trip: HMS Belfast</p> | <p>Topic: The country we live in day</p> <p>Knowledge and skills: I can name and locate countries of UK. I can name and locate capital cities of UK. I can name and locate key topographical features (hills, mountains, coasts, rivers)</p> <p>Content:</p> <ul style="list-style-type: none"> - Created maps of the United Kingdom and labelled key geographical features (rivers, mountains, borders) <p>Topic: Ancient Greece</p> <p>Knowledge and skills: I can gather key information and impressions of Greece</p> | <p>Topic: Change</p> <p>Knowledge and skills: I can define 'sustainability' and 'being sustainable' I can recognise how people can improve or damage an environment</p> <p>Content:</p> <ul style="list-style-type: none"> - Use of geographical vocabulary, looking at 'The Window' and how environment has changed over time with increased population/pollution (interdependent physical and human factors) - Defined sustainability and being sustainable - Recognised how people can improve or damage an | <p>Topic: Rivers</p> <p>Enquiry: How does the River Thames change from source to mouth?</p> <p>Knowledge and skills: I can understand how a river is formed. I can explain how the River Thames changes from its source to mouth</p> <p>Field work on the Thames looking at the condition of the river's water and the affect it has on wildlife. Interpreting sources to understand how the river has been used through history. Understanding effects of our actions on nature.</p> |

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| | | <p>the Mediterranean region from looking at photographs and maps</p> <p>I can identify countries on a map with coastlines on the Mediterranean</p> <p>I can describe the location and the key geographical features of a place</p> <p>Content:</p> <ul style="list-style-type: none"> - Gathered key information and impressions of Greece and the Mediterranean region from looking at photographs and maps - Typed up class ideas as children researched on maps Identify countries on a map with coastlines on the Mediterranean - Use of maps to identify different countries - Use of key geography vocabulary - Sorting activity matching key words and definitions (e.g hemisphere, ocean, north, south, sea, continent, equator) - Describe the location of a place Describe Greece using cardinal directions and key geographic words e.g Greece is north of the equator <p>Link to NC: Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, | <p>environment – comparison between early in a settlement to 20 years later</p> <p>Link to NC:</p> <p>human geography, including: types of settlement and land use, distribution of natural resources including energy, food, minerals and water</p> | <p>Content: -Identified key features of the course of a river</p> <ul style="list-style-type: none"> - Watched videos to help gain information, acted out water cycle - Plotted pictures onto a map of the Thames to show change of river from source to mouth - Analysed evidence to conclude if River Thames is polluted – videos and school trip to support <p>- Review of trip – investigating rocks and soils, water survey of Thames to draw results from trip and make conclusions</p> <p>- Named and located major rivers locally and internationally (home learning presentations, use of a range of maps on different scales) (as homework)</p> <p>Trip: Teddington Lock</p> <p>Link to NC:</p> <p>Human and physical geography</p> |
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| | | key physical and human characteristics, countries, and major cities | | - describe and understand key aspects of: physical geography, including rivers, and the water cycle -Human geography, including: types of settlement and land use, economic activity the distribution of natural resources including energy, food, minerals and water, |
| LKS2 as a whole | <p>Link to NC: = name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (The country we live in day)</p> <p>Geographical skills and fieldwork ☑- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Trips: <i>Are we evidencing trips enough?</i></p> | | | |

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| Year 5 | Autumn | Spring | Summer 1 | Summer 2 |
| | <p>Autumn 2: Topic: Barnes Past and Present</p> <p>Knowledge and skills: I can use my map reading skills to decipher symbols on a map.</p> <p>Content: Stuck in map of Barnes, labelled with key and symbols.</p> <p>Knowledge and skills: I can plot on a map key sites to investigate.</p> <p>Content: -Used the map to plot and label key historical sites around Barnes. -Reviewed map symbols. Use of 3 different maps to locate our school – children looked at maps from 1700s, 1800s and 1900s. Identified changes in features- e.g. railway, more housing and discussed what this showed. Led up to discussion about the Industrial Revolution. -Learning walk around Barnes, focusing on features of the Victorian period in the streets around the school.</p> <p>Link to NC: Use OS maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>Topic: The country we live in day</p> <p>Knowledge and skills: I can name the countries of the United Kingdom, locate their capitals and recognise the flags</p> <ul style="list-style-type: none"> - Plotted counties and capital cities on a map of the UK <p>Topic: (linked with India) Climate and climate zones</p> <p>Content: activity that splits map of world into different climate zones and represented using a key. Research key biomes – desert, located some deserts and its climate / plants / adaptation / animals, Oceans, water, marine and its locations, climate, plants, animals that live in it</p> <p>Link to NC: Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones and biomes <p>Topic: Time zones</p> <p>Content: Children watched videos to learn what a time zone was, used globes to find different countries with different time zones, plotted a range of cities with different time zones on a maps using atlases and time zone maps, used small clocks to show different time zones. Discussion about time zones throughout to develop knowledge and understanding.</p> | <p>Topic: Journeys</p> <p>Knowledge and skills: Investigate the impact of air pollution on our locality Plot aircraft routes to Heathrow on world map Analyse and present data collected and review impact of air travel Investigate how schools cope with air pollution Debate the pros and cons of building a third runway and the impact on the locality</p> | |

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| | Describe and understand aspects of economic activity | <p>Link to NC: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Topic: India Knowledge and skills</p> <ul style="list-style-type: none"> - Research human and physical geography of India using books, film and ipads. - World population table of Hindus and countries where Hindus live to identify where it began, then labelled on a world map. - Describe where India is using a range of different maps and photographs - Key facts about India's geography – main geographical features, climate, daily life, religion, food - Use of geographical vocabulary to describe India's location e.g tropical, continent climate, hemisphere, equator (picture included too) Add in Tropics of Cancer and Capricorn. - Use climate data to draw conclusions about mystery locations in India - <p>Link to NC: use of geographical vocabulary; interpreting variety of maps; understanding of physical and human geography including: climate zones</p> | |
| Year 6 | Autumn | Spring | Summer |
| | Topic: Dangerous Earth | <p>The country we live in day: - counties home learning and test. Knowledge and skills: To identify the key processes involved in Content: activity to match up diagram / process / definition</p> | <p>Topic: Ancient Egyptians Knowledge and skills</p> |

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| | <p>Knowledge and skills: To recognise and describe a key geological process Content: Labelled diagram of plate boundaries, earthquakes and volcanoes. - Detailed paragraph to explain how earthquakes are found, supported with range of labelled diagrams.</p> <p>Knowledge and skills: To understand a geographical process: mountain formation - How are mountains formed? – Types of mountains – detailed paragraph to explain how mountains are formed. Supported with diagrams.</p> <p>Geographical enquiry: Is San Francisco a safe place to live? Content: Labelled diagram of San Francisco to help answer this hypothesis. Types of settlement, economy, population, landscape features.</p> <p>Knowledge and skills: To use a range of sources to inform our opinion on the safety of an earthquake prone area. Content: research using sources (websites etc)</p> <p>Knowledge and skills: To collect data using secondary sources Content: data handling to provide evidence and prove the hypothesis. Scatter graph.</p> | <p>Knowledge and skills To label and explain the features of a glacial landscape Content: annotated picture with features</p> <p>Knowledge and skills To understand what a glacier is and how they have shaped landscapes in UK Content: photos of 4 different activities during the day. Self-evaluation – what I enjoyed the most, what I have learnt about glaciers.</p> | <p>To use secondary sources to find out about the landscape (linked to history topic of Egyptians) Content: civilisation, using sources to analyse why life might be easy/hard</p> <p><i>Anicent Mayans TBC</i></p> |
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| | <p>Knowledge and skills: To research and compare geographical data Content: analysis of largest earthquakes to hit San Francisco and comparison to other major earthquakes in the last 100 years</p> <p>Geographical enquiry: Even though San Francisco is an earthquake prone area, why do people choose to live there? Is it a safe place to live? Content: Detailed explanation with key geographical vocabulary used to answer hypothesis</p> <p>Knowledge and skills: To obtain evidence from a range of sources to inform us about a key historical events.</p> <p>Link to NC: Place knowledge ☒=understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Topic: The country we live in day: - counties home learning and test. Knowledge and skills: To identify the key processes involved in glaciation Content: activity to match up diagram / process / definition</p> | | |
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| | <p>To label and explain the features of a glacial landscape</p> <p>Content: annotated picture with features</p> <p>To understand what a glacier is and how they have shaped landscapes in UK</p> <p>Content: photos of 4 different activities during the day. Self-evaluation – what I enjoyed the most, what I have learnt about glaciers.</p> | | |
| UKS2 as a whole | <p>Link to NC:</p> <p>Geographical skills and fieldwork</p> <p>☑- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Geography Day</p> | | |