

# GEOGRAPHY IN YEAR 1

## AUTUMN - THE UK

CATHLOC SOCIAL TEACHING QUESTION - CAN WE ALL WORK TOGETHER IN THE UNITED KINGDOM? (COMMON GOOD)

By the end of this journey we will:  
identify the 4 counties of the UK and find them on a map



### THE UNITED KINGDOM

We identify all countries of the UK and understand together they make up the United Kingdom. We identify the seas that surround us as a UK island on a range of maps. We use compass points to locate the different countries

1

### WHERE IS THE IOW?



2

We identify Isle of Wight on a range of UK Maps. We continue to understand compass points and using the compass point we state simple facts about the UK and the IOW i.e. the IOW is in the South.



### VISIT ENGLAND

We study the location of England and find it on a map of the UK. We look at the capital city and where this can be found. We continue to use compass points to help us with locational knowledge

3



### VISIT SCOTLAND

We study the location of Scotland and find it on a map of the UK. We look at the capital city and where this can be found. We continue to use compass points to help us with locational knowledge

4



### VISIT WALES

We study the location of Wales and find it on a map of the UK. We look at the capital city and where this can be found. We continue to use compass points to help us with locational knowledge

5



### VISIT NORTHERN IRELAND

We study the characteristics of Northern Ireland and find it on a map of the UK. We look at the capital city and where this can be found. We also look at important characteristics such as the national flag and the patron saint of the country.

6

Vocabulary taught:  
geography, city, country, town, UK, season, continent, sea, map, world, weather, equator, north pole, south pole,

# GEOGRAPHY IN YEAR 1

## SPRING - HOT & COLD PLACES

CATHLOC SOCIAL TEACHING QUESTION - CAN WE WORK TOGETHER TO SAVE THE POLAR BEARS? (COMMON GOOD)

By the end of this journey we will:  
understand different types of weather in the UK and around the world

### BECOMING METEOROLOGISTS!

We then investigate how weather is recorded over time by meteorologists and find out why they use this information. We then monitor and record our weather

1



2

### TYPES OF WEATHER IN THE UK

We learn all about the different seasons found in the UK and how weather changes during these times. We look at weather patterns for different UK places and describe the changes found.

### SCOTLAND VS IOW

what is the weather like at the top and bottom of the UK? How does this change over time? We continue to look at how weather can change over time, using graphs to help us understand.

3



4

### CLIMATE IN THE UK AND AFRICA

We look at a hot place in the world and find this on a map. We look at the Equator and state why countries near this are hot places. We then compare the weather found here at different times of the year to the weather in the UK at the same time.



### CLIMATE IN THE UK AND THE ARCTIC

We look at a cold place in the world and find this on a map. We look at the North and South poles and state why countries near this are cold places. We then compare the weather found here at different times of the year to the weather in the UK at the same time.

5



6

### CLIMATE CHANGE

We look at what is climate change and find out what we can do to help support our local area.

Vocabulary taught:  
geography, city,  
country, town, UK,  
season, continent,  
sea, map, world,  
weather, equator,  
north pole,  
south pole,

# GEOGRAPHY IN YEAR 1

## SUMMER - WHERE CAN WE FIND PEOPLE?

CATHLOC SOCIAL TEACHING QUESTION - CAN WE LIVE IN THE WORLD WITHOUT WORKING TOGETHER? (SOLIDARITY)

By the end of this journey we will: understand the Human and Physical features that affect where people live.

### WHERE DO PEOPLE LIVE?

How many people live on the planet? Using a range of maps, we learn all about where groups of people can be found around the world and compare maps showing rural and urban areas.



1

### WHERE DO WE LIVE?

We look at where we live in the world and look at towns and villages and where these can be found on maps of the Island

2

### MY SETTLEMENT

We Identify features of the settlements in Ryde through looking at street maps and aerial photographs. We develop our map skills by sketching a map of the street where we live and where the school can be found.

3

### WHAT AFFECTS WHERE PEOPLE LIVE?

What makes a good location for a settlement? What makes a bad location? We look at the physical features that affect where people live such as rivers.

4



### WHAT AFFECTS WHERE PEOPLE LIVE?

Where do people live across the globe? How is life different for people living in cities and villages? We explore further what it is like to live in different places by studying the human geography there

5



### FIELD WORK STUDY

We carry out our own fieldwork study, focusing on the human and physical features found in our locality and the different places and populations that can be found in Ryde.

6

Vocabulary taught:  
geography, city, country, town, village, coast, city, UK, sea, map, world, weather

# GEOGRAPHY IN YEAR 2 AUTUMN- AROUND THE WORLD!

CATHLOCSOCIAL TEACHING QUESTION - CAN HUMANS LIVE WITHOUT OCEANS?(STEWARDSHIP)

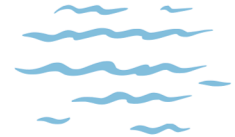
By the end of this journey we will:  
know the 7 continents  
and 5 main oceans.

## WHAT IS A CONTINENT?

We study the continents around the world, where they are and what makes them a continent and compare similarities and differences in size.



1



2

## WHAT SURROUNDS THE CONTINENTS?

We explore the seas around the world, where they are and the similarities and difference i.e. sizes through the use of a range of maps, aerial photographs and Google Earth.

## LAND VS SEA!

After identifying the continents and oceans, we develop our understanding further through studying a range of physical features that can be found on land and in the water, for example: mountains, forests and rivers.

3

4

## WHY ARE OCEANS SO IMPORTANT TO THE WORLD?

We learn that the ocean covers 70% of our earth and why this huge body of water is so important for the planet. We look at habitats of animals; the link to oxygen; food; medicine; weather patterns and transportation.



## MY FIELDWORK STUDY - BEACH CLEAN UP!

We carry out our own fieldwork study by visiting our local beach and collect rubbish and items left on the beach. We then produce data on what we have found using simple tally charts and tables.

5



6

## HUMAN IMPACT ON THE OCEANS

We develop our fieldwork skills further by using the data collected from the fieldwork trip and analyse findings. We use this to explain the local impact of humans on the environment and compare this to the global issue on pollution.

Vocabulary taught:  
geography, city,  
country, town, UK,  
continent, world, map,  
sea, ocean, weather,  
season, beach, coast,  
forest, mountain,  
environment, North,  
South, East, West,  
location

# GEOGRAPHY IN YEAR 2

## SPRING - OUR PLACE IN THE UK.

CATHLOC SOCIAL TEACHING QUESTION - DO PEOPLE ON THE ISLE OF WIGHT USE THE ROADS FAIRLY? (COMMON GOOD)

By the end of this journey we will: use a map to find things within our local area.

### TOOLS OF FIELDWORK: MAPS

Why maps are important? We take an in-depth study of a range of maps and why these are important Geography tools. We study how maps are used for a range of purposes.

1

### OUR LOCAL AREA UP CLOSE.

Using a satellite image of our local community, we explore our local environment and compare a range of maps of the area. What do these maps tell us? How can we use them? We then focus on adding annotations and symbols to show different features to the satellite images we have studied.

2

### FIELDWORK: CREATING A FIELD SKETCH OF MY COMMUNITY

Through using the maps and images studied so far, we create our own field sketches of features we have found in the local area.

3

### HOW DO GEOGRAPHERS DEVELOP AN ENQUIRY QUESTION?

We study the process for identifying a question you want to answer and the reasons behind Geographers developing enquiry questions i.e. to find out more about human or physical features of an area. We then develop our own.

4

### FIELDWORK: ROAD USE IN MY COMMUNITY

We learn how to safely collect fieldwork data and then collect our own data about road use within our local area.

5



### HOW DO GEOGRAPHERS PRESENT THEIR DATA?

We explore why data presentation is important and reflect on how data can be presented in a way that makes it effective. We then use the data collected from road use in our area to answer our enquiry questions.

6

Vocabulary taught:  
geography, city,  
country, town, UK,  
continent, world, map,  
sea, ocean, weather,  
season, beach, coast,  
forest, mountain,  
environment, North,  
South, East, West,  
location

# GEOGRAPHY IN YEAR 2

## SUMMER - PHILLIP ISLAND VS THE IOW.

*CATHLOC SOCIAL TEACHING QUESTION - SHOULD DECISIONS BE MADE WITH ONLY THE TOURISTS IN MIND? (COMMON GOOD)*

By the end of this journey we will:  
know the similarities and differences of Phillip Island and the Isle of Wight.

### IS THE ISLE OF WIGHT SIMILAR TO AUSTRALIA?

We look at the physical features of the Isle of Wight and Australia and study digital maps to make deductions about the similarities and differences..

1



2

### PHYSICAL GEOGRAPHY OF AUSTRALIA

What are the features of territories in Australia? We carry out a map work study and look at key physical features such as the Outback, mountain ranges, desert and forest regions.

### WHAT IS THE WEATHER LIKE IN AUSTRALIA?

Through using a range of data, we look at the weather patterns and seasons found within the continent of Australia. We then compare this to the UK and the Isle of Wight and make deductions from what we find.

3

4

### WHERE AND WHY DO PEOPLE LIVE IN AUSTRALIA?

We study the Settlements and human geography found in different parts of Australia. Are all places the same? What affects where people live?



### IS THE ISLE OF WIGHT SIMILAR TO PHILLIP ISLAND?

We Compare and contrast these two island using a range of maps, focusing on key physical and human features.

5

6



### WHERE WOULD YOU RATHER LIVE?

We look at everything we have learned so far and decide whether Australia or the Isle of Wight is the best place to live and state why, using key Geographical information and reasons.

Vocabulary taught:  
geography, city,  
country, town, UK,  
continent, world, map,  
sea, ocean, weather,  
season, beach, coast,  
forest, mountain,  
environment, North,  
South, East, West,  
location

# GEOGRAPHY IN YEAR 3

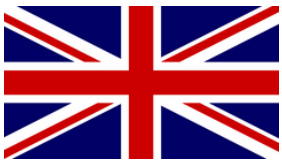
## AUTUMN - NAVIGATING THE IOW.

CATHLOC SOCIAL TEACHING QUESTION - DO YOU ALWAYS NEED TO KNOW WHICH WAY YOU ARE GOING TO HELP OTHERS? (COMMON GOOD)

By the end of this journey we will:  
use maps and compasses to locate places on the IOW.

### THE UNITED KINGDOM

Recap the countries that make up the United Kingdom and find key topographical features using a range of maps. We will also find the IOW on these maps and compare them to other places in the UK.



1



### OS MAPS

We look at a range of ordnance survey maps and study why these are different from other maps. We look at the range of common symbols and discuss why these are used. We then plot our route to school using these symbols.

2

### PLOTTING ROUTES

Continuing to use symbols and OS maps, we practice plotting a range of routes around the IOW using given symbols and a range of geographical features.



3

### GRID REFERENCES

We move on to study maps with grid references and find out how people use these. We then use a range of maps to find a list of different places and landmarks.

4

### COMPASS POINTS

We recap the points on a compass then carry out some fieldwork on school grounds to plot a route that others can follow.

5



6

### CREATING OUR OWN MAPS

We use our fieldwork skills to observe, measure, record and present the human and physical features in and around Ryde.

Vocabulary taught:  
geography, city,  
country, town, UK,  
continent, world, map,  
atlas, sea, ocean,  
settlement, region,  
environment, north,  
south, east  
west, location,  
longitude,  
latitude,  
ordnance, survey

# GEOGRAPHY IN YEAR 3

## SPRING - NORTH AMERICA.

CATHLOC SOCIAL TEACHING QUESTION - CAN NAMING SOMETHING AFTER SOMEONE INSPIRE US TO CONTINUE TO ACT AS THEY DID? (OPTIONS)

By the end of this journey we will:  
compare two contrasting regions in North America and explain their similarities and differences

### NORTH AMERICA

What are North America's countries and physical features? We research this using a range of maps, symbols and keys. We then create our own maps of different areas within North America.

1



### PHYSICAL FEATURES

We look at a range of maps with 6 figure grid references and research different key physical features that can be found in North America, such as the rocky mountains, the great plains and the Appalachian Highlands.

2



### WEATHER AND CLIMATE

What is the climate like in parts of North America? We explore climate of two regions in North America - Florida and Ontario (Canada) and identify the impact of climate on these regions.

3

### HUMAN FEATURES

We move on to study the human features of Florida and Ontario and how these impact on the people that live there.

4



Vocabulary taught:  
geography, city, country, town, UK, continent, world, map, atlas, sea, ocean, settlement, region, environment, north, south, east, west, location, longitude, latitude, ordinance, survey

# GEOGRAPHY IN YEAR 3

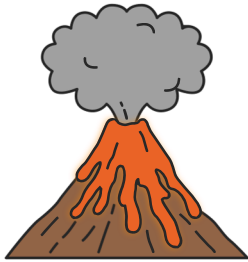
## SUMMER - EARTHQUAKES & VOLCANOES.

CATHLOC SOCIAL TEACHING QUESTION - HOW DO PEOPLE WORK TOGETHER IN EXTREME ENVIRONMENTS FOR THE BENEFIT OF ALL?  
(SOLIDARITY)

By the end of this journey we will: understand how volcanoes and earthquakes occur.

### WHAT IS THE EARTH MADE UP OF?

We Look at the structure of the earth and why this is different around the world



1

### HOW ARE VOLCANOES MADE?

We look at how volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards through the Earth through a long shaft. When the magma travels through the Earth's crust, it emerges as lava. Once this lava has erupted onto the Earth's surface, it cools and hardens into a pile of rock

2

### WHAT HAPPENS WHEN A VOLCANO ERUPTS?

We investigate the physical aspects of an eruption as well as the effect on settlements.



3



### HOW DOES AN EARTHQUAKE OCCUR?

We study how plates move in different directions over long periods of time and how friction causes energy to build up. We learn that it becomes so great that the energy is released, which creates a shock wave - an earthquake.

4

### WHAT HAPPENS WHEN AN EARTHQUAKE OCCURS?

We investigate the physical aspects of an earthquake as well as the effect on settlements.

5

Vocabulary taught:  
geography, city,  
country, town, UK,  
continent, world, map,  
atlas, sea, ocean,  
settlement, region,  
environment, north,  
south, east  
west, location,  
longitude,  
latitude,  
ordinance, survey

6

### HOW CAN WE PROTECT AGAINST EARTHQUAKES?

We learn about how people predict when earthquakes will happen using seismometers, how people construct buildings so they will not collapse in earthquake prone areas and how people prepare for earthquakes by practicing emergency procedures.

# GEOGRAPHY IN YEAR 4

## AUTUMN - EXPLORING EUROPE

**CATHLOCSOCIAL TEACHING QUESTION - CAN A COMMUNITY ALL WORK TOGETHER FOR THE GREATER GOOD? (SOLIDARITY)**

By the end of this journey we will: explain the human and physical features of places in Europe.

### WHAT ARE THE COUNTRIES OF EUROPE?

We Identify the location of the United Kingdom on a map and explore where other countries in Europe can be found.



1

### WHAT ARE THE PHYSICAL FEATURES OF ITALY?

We explore the physical features of one particular area of Europe (Italy) with a focus on digital maps and images to explore the regions.

2

### WHAT ARE THE HUMAN FEATURES OF ITALY?

We Identify the human features of place in Italy, with a focus on tourism and famous landmarks.



3

### EUROPEAN FOCUS STUDY - ROME.

We identify important physical characteristics of Rome. We explore physical features and how they are different/similar to London.



4

### EUROPEAN FOCUS STUDY - ROME.

We identify important human characteristics of Rome. We explore human features and how they are different/similar to London



5

6

Vocabulary taught:  
Vocabulary taught: settlement, region, environment, north, south, east west, location, longitude, latitude, ordinance, survey, Europe, city,

# GEOGRAPHY IN YEAR 4

## SPRING - BIOMES

CATHLOCSOCIAL TEACHING QUESTION - HOW CAN OUR ACTIONS CARE FOR GOD'S CREATION? (STEWARDSHIP)

By the end of this journey we will:  
understand  
how location  
can affect a  
biome

### WHAT ARE THE EARTH'S BIOMES

We explore the world's many different biomes and gain an understanding that biomes are large ecosystems. We explore how biomes have distinct climatic conditions and study flora and fauna and look at them from space!



1

### WHERE ARE THE EARTH'S BIOMES?

We review the location of different biomes around the world and examine which biomes occur at different latitudes. We explore which continents are most diverse in terms of biomes and examine countries with particularly diverse biomes in them.

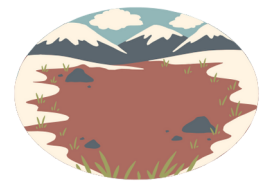
2

### WHAT AFFECTS AN ECOSYSTEM?

We examine the different factors that affect an ecosystem, including rainfall, temperature and sunlight. We then explore how human activity affects an ecosystem.



3



4

### WHAT IS THE TUNDRA?

We identify the characteristics of the tundra and review where the tundra is found. We explore the flora and fauna that inhabit this biome.

### WHAT IS THE TAIGA?

We identify the characteristics of the taiga and examine where the taiga is found. We explore the flora and fauna that inhabit this biome.

5



6

### WHAT ARE THE GRASSLANDS?

We identify the characteristics of the savannah and examine where the savanna is found. We explore the flora and fauna that inhabit this biome.

Vocabulary taught:

settlement, region, environment, north, south, east west, location, longitude, latitude, ordnance, survey, Europe, city, biome, flora, fauna, ecosystem,



# GEOGRAPHY IN YEAR 4

## SUMMER - RIVERS & THE WATER CYCLE

CATHLOC SOCIAL TEACHING QUESTION - HOW DOES WATER KEEP OUR COMMUNITIES STRONG? (STEWARDSHIP)

By the end of this journey we will:  
name and describe the different stages of a river

### WHAT IS A RIVER?

We learn what a river is and how they can be different. We focus on understanding how a river meanders and how rivers are formed. We also make our own model river!

1



2

### HOW DO RIVERS SHAPE THE LAND?

We learn about the four types of erosion and deposition within a river. We also carry out an experiment to find out how soil moves in real time.

### THE WATER CYCLE

We describe and understand the key aspects of the water cycle and why this geographical occurrence is vital to life on Earth.

3



4

### STAGES OF THE RIVER

We learn all about the three stages of a river; the upper, middle and lower courses and how these all connect.



### SETTLEMENTS NEAR RIVERS

We research why cities are found close to rivers and what this means for the economy.

5

### FIELDWORK - THE RIVER MEDINA

We carry out some fieldwork and collect data by visiting our local river.

6

Vocabulary taught:  
Settlement, region, environment, north, south, east, west, location, longitude, latitude, ordnance, region, Economy, zones, climate, source, mouth, deposit, erosion, transportation.

# GEOGRAPHY IN YEAR 5

## AUTUMN - SOUTH AMERICA

**CATHLOCSOCIAL TEACHING QUESTION - CAN A COMMUNITY ALL WORK TOGETHER FOR THE GREATER GOOD? (SOLIDARITY)**

By the end of this journey we will:  
describe the human and physical features of Brazil

### WHICH COUNTRIES ARE IN SOUTH AMERICA?

We identify South America on a world map and then identify and label the countries found in South America



1

### THE PHYSICAL FEATURES OF BRAZIL

Using a range of maps and aerial photographs, we identify different landscapes in Brazil.

2

### HUMAN GEOGRAPHY OF BRAZIL.

We find out about the human features of Brazil and explain how access to natural resources has an impact on it's people

3

### HOW ARE BRAZIL AND THE UK SIMILAR AND DIFFERENT?

We compare the human physical features of Brazil and the UK.

4

5



6

Vocabulary taught:

physical, human, resource, trade, region, area, access, impact, economy, community

# GEOGRAPHY IN YEAR 5

## SPRING - EXTREME ENVIRONMENTS

CATHLOC SOCIAL TEACHING QUESTION - HOW DO PEOPLE WORK TOGETHER IN EXTREME ENVIRONMENTS FOR THE BENEFIT OF ALL? (SOLIDARITY)

By the end of this journey we will:  
compare and contrast the human and physical features of the polar regions

### THE HEMISPHERES

We identify the position and significance of the Northern and Southern Hemispheres and the tropics of Cancer and Capricorn.



1



2

### DIGITAL MAPPING

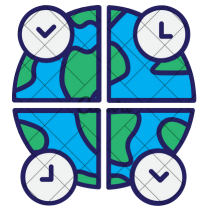
We use a range of digital maps to locate and describe the Arctic and Antarctic and the environments that can be found there. We then create our own maps of the areas.

### PHYSICAL FEATURES AT THE POLES.

We compare the key physical features of the Arctic and Antarctic regions and create an OS map with key symbols.



3



4

### CLIMATE AND TIME ZONES

We describe and understand the climate zones and time zones located in the Arctic and Antarctic regions and compare these to what is found in the UK.

### HUMAN GEOGRAPHY OF THE POLES.

We describe and understand the types of settlement and land use within the polar regions.

5



6

### HUMAN IMPACT

We learn all about the impact that Humans have had on the polar regions and explore the affect of climate change.

Vocabulary taught: inhospitable, extreme, impact, consequence, polar, settlement, climate, zone, tropics, hemisphere

# GEOGRAPHY IN YEAR 5

## SUMMER - MOUNTAINS

**CATHLOC SOCIAL TEACHING QUESTION - COULD HILARY HAVE MADE THE ASCENT WITHOUT HIS SHERPA? (SOLIDARITY)**

By the end of this journey we will:  
locate the Himalayas and state what human and physical features can be found there.

### WHAT ARE MOUNTAINS AND HOW ARE THEY FORMED?

We identify mountains around the world using a range of maps and google Earth and then explore how mountain ranges are formed.



1

### LOCATION, LOCATION, LOCATION!

We identify using digimaps, the position and significance of Latitude, Longitude and Equator in connection to mountain ranges and try to answer the question - where can mountains be found and why?

2

### UNDERSTANDING ALTITUDE

We learn about the effect of altitude on climate and people.



3

### PHYSICAL FEATURES OF MOUNTAIN RANGES

We develop an understanding of the physical geography of the Himalayas and everest and explore why this is a significant mountain range.

4



### HUMAN GEOGRAPHY OF MOUNTAIN RANGES.

We describe and understand the types of settlement and land use within the Himalayas.

5

### HUMAN IMPACT

We learn about and understand the impact of tourism on the economy and the environment of the Himalayas.

6

Vocabulary taught: range, altitude, latitude, longitude, economy, tourism, environment,

# GEOGRAPHY IN YEAR 6

## AUTUMN - FAIR TRADE & NATURAL RESOURCES

**CATHLOC SOCIAL TEACHING QUESTION - ARE THE BIG OIL INDUSTRIES RESPONSIBLE FOR MAKING MORE THAN PROFITS? (COMMON GOOD)**

By the end of this journey we will:  
know what natural resources can be found in the UK and how they are used to produce energy.

### WHAT ARE THE WORLD'S NATURAL RESOURCES?

We explain what natural resources are and review what the world's most important natural resources are. We examine which countries have the most natural resources.

1

### HOW HAS THE USE OF NATURAL RESOURCES CHANGED?

We set out how the world's population has changed over time and explore how the use of natural resources has increased. We examine why the use of natural resources has increased around the world.

2

### WHAT RESOURCES DOES THE UK HAVE?

We review which natural resources the UK has. We then learn and understand how coal, oil and gas form.

3



### HOW DOES THE U.K USE THESE RESOURCES?

We find out how the UK uses these natural resources to produce and use energy.

4

5



Vocabulary taught: economy, resource, exploitation, natural, mining,

# GEOGRAPHY IN YEAR 6

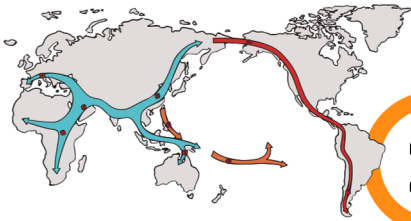
SPRING - Caribbean Comparison

CATHLOCSOCIAL TEACHING QUESTION - WHY DID GOD MAKE ISLANDS THAT PEOPLE LIVE ON?(STEWARDSHIP)

By the end of this journey we will:  
explain the similarities and differences of the Caribbean and the Isle of Wight.

## THE CARIBBEAN

To know where the Caribbean is and what islands it consists of in terms of its relation to the rest of the world and different geographical regions and other islands.



1

## PHYSICAL GEOGRAPHY

We explore the physical Geography of the Islands with a focus on Jamaica (linked to English text)

2

## ISLAND CLIMATE

To compare the climate of Jamaica and explore the similarities and differences to the Isle of Wight.

3

## IMPACT OF ADVERSE WEATHER

we research the adverse impact that Hurricane have on the Jamaica and how this affects the people that live there.

4



Vocabulary taught:  
climate, impact,  
result, global



# GEOGRAPHY IN YEAR 6

SUMMER - CARTOGRAPHY

CATHLOCSOCIAL TEACHING QUESTION - SHOULD WE CHANGE OUR BEHAVIOUR TO SUPPORT FUTURE GENERATIONS? (STEWARDSHIP)

By the end of this journey we will:  
use a range of maps to find places of interest around the world.

## WHAT IS DIGIMAPPING?

we learn all about digimapping and how this can be used to help find out more about our local area.



1

## GOOGLE EARTH

We learn to explore the world using Google Earth and to generate our own research questions about a range of places around the world.



2

## WHAT ARE ORDNANCE SURVEY MAPS?

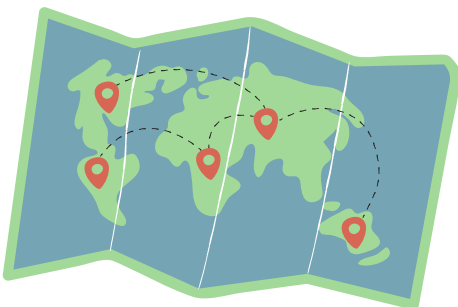
We research OS maps and the symbols that are used and make comparisons from a range of sources - which ones are the most useful and why?

3

## SIX FIGURE GRID REFERENCES

We explore using six-figure grid references to find different places around the globe - can you really find anything on a map?

4



Vocabulary taught: Map, globe, atlas, earth, ordnance survey, location,