



Geography Overview



Year 1 Geography Units

WINDOWS TO THE WORLD



Golcar



Antarctica



Our Coast

What is the human geography of our school and playground?
Using Golcar JIN Mini-Met Office we will observe and record our weather!
How is the Antarctic different to Golcar and our holiday destinations?
What is different about Golcar and the coast?



Year 1 - Our School

WINDOWS TO THE WORLD



Golcar



Antarctica



Our Coast

What is the human geography of our school and playground?
Using Golcar JIN Mini-Met Office we will observe and record our weather!
How is the Antarctic different to Golcar and our holiday destinations?
What is different about Golcar and the coast?

What are we doing?

Our School

In this unit we are learning about the human and physical geography of our school and its grounds, using aerial photographs, maps, simple plans, drone videos and google earth. We will learn to make simple maps and use compass directions to direct.

Why are we doing this?

This unit allows us to increase our awareness and sense of our place in the world by looking beyond our classroom. In reception we learnt to map our classroom and the KS1 corridor, now we will use these skills as we create and use simple maps of our school and its immediate surroundings. It will also help us to learn about our school and become more confident within our wider school setting. We will build on our map skills by creating and using basic OS symbols.

We will look at aerial photos, OS maps, drone footage and Google Earth to look at our school grounds and we will learn to read and devise simple OS symbols on our maps. We will become more confident in mapping. We will increase our geographical vocabulary. We will learn about our environment and using the School's Mini-met Office we will measure and record the weather. We will expand our geographical vocabulary as we share our weather reports.



Year 1 - Antarctica

WINDOWS TO THE WORLD

Golcar Antarctica Our Coast

What is the human geography of our school and playground?
Using Golcar JIN Mini-Met Office we will observe and record our weather!
How is the Antarctic different to Golcar and our holiday destinations?
What is different about Golcar and the coast?

What are we doing?

During this unit of work we will learn about life in a cold part of the world. We will go on a virtual expedition to the Antarctic and learn about the human and physical geography of Antarctica. We will compare our weather, seasons, day lengths, wildlife. We will conduct Weather Watch, measuring and recording our weather for a week using our Mini-Met office and compare it to Antarctica. We will learn about the location of hot parts of the world and we will look at where we go on holiday and the position of the equator. We will learn about how climate change is affecting Antarctica.

Why are we doing this?

In this unit we will learn about a different environment to ours and compare our place with Antarctica. We will begin to develop our geographical skills. We will make comparisons between different climates and we will observe Antarctica through virtual fieldwork. We will learn to present what we find. We will use maps, aerial photos, graphs and images of real places to research Antarctica. We will also learn about the importance of Antarctica's ice caps and begin to understand how human activity can affect our climate.

We will learn about the equator and the locations of hot countries.



Year 1 – Our Coast

WINDOWS TO THE WORLD



Golcar



Antarctica



Our Coast

What is the human geography of our school and playground?
Using Golcar JIN Mini-Met Office we will observe and record our weather!
How is the Antarctic different to Golcar and our holiday destinations?
What is different about Golcar and the coast?

What are we doing?

In this unit we will learn about the physical and human features of the coast. We will learn about coastal tourism – why do we go to the coast? - linking tourism to the physical features. We will learn about how the coast changes and how the physical geography of a place affects humans.

Why are we doing this?

This topic allows pupils to learn about the physical and human features of a different region of Yorkshire – the coast. This will help pupils to understand that places have different physical features. As many of our pupils visit the coast, it allows them to learn about coastal geography and how this can change overtime. This unit also offers an opportunity for pupils to apply skills they have learnt throughout the year, as they will use maps, aerial images, real-life images and Google Earth to identify human and physical features. Pupils will consider why the coast is popular and why the different physical features attract tourists – beaches, sand, cliffs, sea, bays, caves, rocks, fossils. They will learn about how the coast is changing and why this is happening. Pupils will begin to understand that the physical geography of a place can affect human activity – cliff erosion and settlements.

Year 2 Geography Units



WINDOWS TO THE WORLD



Golcar



Kenya

Comparing the human and physical geography of our village with a village in Kenya.

Wildlife Watch: What animals live in Golcar/Kenya?

How is Kenya's climate different to ours?



Year 2 – Golcar

WINDOWS TO THE WORLD



Golcar



Kenya

Comparing the human and physical geography of our village with a village in Kenya.

Wildlife Watch: What animals live in Golcar/Kenya?

How is Kenya's climate different to ours?

What are we doing?

Learning about the human and physical geography of Golcar and the Colne Valley.

Why are we doing this?

In Reception class we learnt about our classroom environment and learnt to map it. We became familiar with our immediate environment.

In Year 1 we learnt about the human and physical features of our school and its extensive grounds and we used basic OS symbols as we mapped it.

Now, in Year 2 we will extend our geographical awareness and understanding by looking at our village within the Colne Valley. We will use aerial photos, Google Earth, drone footage and maps to identify the human and physical features surrounding us. We are in a unique location as on our doorstep we have the Colne Valley, River Colne, Huddersfield Narrow Canal, hills, woodlands, reservoirs, streams, ponds, farmland, houses, shops, factories, rural and urban areas to explore.



Year 2 - Kenya

WINDOWS TO THE WORLD



Golcar



Kenya

Comparing the human and physical geography of our village with a village in Kenya.

Wildlife Watch: What animals live in Golcar/Kenya?

How is Kenya's climate different to ours?

What are we doing?

In this unit we will study a hot country – we will study the human and physical geography of Kenya, a country close to the Equator. We will compare Golcar with Kenya and we will compare the wildlife, weather and landscapes and daily life in both places.

Why are we doing this?

This unit will allow us to consolidate our learning. We will use our knowledge of what human and physical geography is as we identify and compare the human and physical features of a village in Kenya with Golcar. We will now be more confident when we use aerial footage, maps and google earth. We will be able to list the differences and similarities of the two contrasting places. We will also apply our understanding of what the Equator (and poles) are, as we learn about the Kenya's climate. We will use temperature maps to learn about hot countries and use atlases to name countries we visit.

Our virtual visit to Kenya, using drone footage will allow us to apply our understanding of human and physical geography. We will also become more confident as geographers as we conduct surveys of our local wildlife – Wildlife Watch and Birdwatch, we will watch videos of wildlife captured on our school grounds and compare this to the wildlife in a very different part of the world – Kenya.

Year 3 Geography Units



WINDOWS TO THE WORLD



Golcar /UK



Manarola/Italy

How is the human and physical geography of the UK and Italy similar/different?

What are volcanoes and how are they formed?

What is inside our planet? Exploring the world beneath our feet.



Year 3 – Golcar/UK

WINDOWS TO THE WORLD



Golcar /UK



Manarola/Italy

How is the human and physical geography of the UK and Italy similar/different?
What are volcanoes and how are they formed?
What is inside our planet? Exploring the world beneath our feet.

What are we doing?

We will study the human and physical geography of the UK and Europe, before comparing the physical geography of the UK with Italy. We will also learn about the tropics of Cancer, Capricorn and the purpose of the Prime Meridian and time zones.

Why are we doing this?

In Reception class we learnt about our classroom environment and learnt to map it. We became familiar with our immediate environment.

In Year 1 we learnt about the human and physical features of our school and its extensive grounds and we used basic OS symbols as we mapped it.

During Year 2 we studied our village within the Colne Valley. We used aerial photos, Google Earth, drone footage and maps to identify the human and physical features.

Now in Year 3 we will study the physical Geography of Golcar, the Colne Valley and our surrounding villages and countryside, we also learn about the physical geography of the UK – we will compare the UK's physical geography to European regions including Italy, looking for similarities and differences.

We will learn about natural resources and conduct a survey of our local allotment, to learn about the food resources available our local area.



Year 3 – Manarola /Italy

WINDOWS TO THE WORLD



Golcar /UK



Manarola/Italy

How is the human and physical geography of the UK and Italy similar/different?
What are volcanoes and how are they formed?
What is inside our planet? Exploring the world beneath our feet.

What are we doing?

We will be learning about the human and physical geography of Italy – particularly Manarola. We will compare Manarola to Golcar and we will learn about a cultural festival celebrated there. We will study the structure of our planet and learn about how volcanoes and earthquakes are formed. We will also learn about lines of latitude and longitude and how these are used to create time zones for our planet.

Why are we doing this?

This unit will allow us to make comparisons between places - Golcar and Manarola. We will compare the physical and human geography of the different places. This will allow us to develop an understanding of how and why the physical geography of a place is important. We will begin to understand how physical geography affects humans, as we look at land use, natural resources, climate and transport in both places. We will also have the opportunity to learn about the volcanoes and earthquakes within Italy, this will link well to our history work on the Romans and Pompeii later in the year.



Year 4 Geography Units

SATELLITES ON THE WORLD



EUROPE FROM ABOVE

NILE RIVER – LIFE GIVER

How have Europe and Egypt been shaped by physical geography and human history?

Why did early settlers choose certain locations to live?

Why are rivers so important? What are the features of a river?



Year 4 – Europe from Above

SATELLITES ON THE WORLD



EUROPE FROM ABOVE

How have Europe and Egypt been shaped by physical geography and human history?

Why did early settlers choose certain locations to live?

Why are rivers so important? What are the features of a river?



NILE RIVER – LIFE GIVER

What are we doing?

This unit will allow pupils to develop an understanding of how human activity (throughout history) and physical geography has shaped the Colne Valley and Europe. We will learn about the importance of rivers and how they influence human settlements. We will learn about the features of a river as part of this unit. We will make use of Nasa night images to help us identify major cities within the UK and Europe and we will learn about different geographical regions within Europe.

Why are we doing this?

In Reception class we learnt about our classroom and playground environment. In Year 1 we built on this as we learnt about the human and physical features of our school and its grounds, in Year 2 we extended our geographical awareness and understanding by looking at our village and the geography within the Colne Valley. In year 3 we compared the geography of the UK with Italy. Now we will look at the influence the local River, (the River Colne) has had on development within the Colne Valley, we will also look at the influence of rivers on settlements across Europe as study the location of European cities. This will prepare us for our next unit – Nile River Life Giver – in which we will learn about the River Nile and how its existence has brought life to Egypt.



Year 4 – Nile River – Life Giver

SATELLITES ON THE WORLD



EUROPE FROM ABOVE



NILE RIVER – LIFE GIVER

How have Europe and Egypt been shaped by physical geography and human history?

Why did early settlers choose certain locations to live?

Why are rivers so important? What are the features of a river?

What are we doing?

This unit allows pupils to learn about how the River Nile has brought life to Egypt. We will use aerial photography, drone footage and google earth- day and night images to see clearly how the river allows humans to survive in this arid, desert environment. We will also look at trade routes and natural resources within Egypt. We will consider the use affects of using oil and gas and we will learn about pollution and climate change.

Why are we doing this?

This will be an ideal case study to demonstrate the importance of rivers as the River Nile demonstrates how some parts of the world depend upon rivers entirely for their existence. We will look at how the physical geography of this place – the river - has enabled a major civilization to develop and then influence the world. We will learn about other natural resources available here – oil and gas, we will learn about how this affects the environment and we will develop an understanding of how natural resources, transport and trade, can cause major environmental issues such as pollution and climate change.



Year 5 Geography Units

WINDOWS TO THE WORLD



Brazil



Yorkshire

How and why do humans change landscapes?
Why is the Amazon rainforest known as the lungs of our planet?
What is deforestation? What is the water cycle?
How has Yorkshire changed overtime?



Year 5 – Brazil

WINDOWS TO THE WORLD



Brazil



Yorkshire

How and why do humans change landscapes?
Why is the Amazon rainforest known as the lungs of our planet?
What is deforestation? What is the water cycle?
How has Yorkshire changed overtime?

What are we doing?

In this unit pupils will study the human and physical geography of Brazil. They will study a different biome – the tropical rainforest and learn about the rainforest layers and deforestation. Pupils will then be ready to move on to comparing the Amazon region with Yorkshire as in the following unit they will learn about the disappearance of Yorkshire's woodlands.

Why are we doing this?

This unit will help pupils to develop a sense of global awareness along with a respect and appreciation for the natural world. Pupils will extend their geographical knowledge and understanding as they learn about a different biome. The unit will help them to develop an awareness and understanding of the affects of deforestation on our planet. This topic is also an ideal opportunity to learn about the water cycle. During this unit, pupils will have the opportunity to independently apply skills learnt in previous years – identifying key human and physical features,, finding the coordinates for given cities, directing planes from one location to another using 8 point compass directions, calculating the time in Brazil and confidently using maps and atlases and google earth to locate and label cities and countries within South America.



Year 5 – Yorkshire

WINDOWS TO THE WORLD



Brazil



Yorkshire

How and why do humans change landscapes?
Why is the Amazon rainforest known as the lungs of our planet?
What is deforestation? What is the water cycle?
How has Yorkshire changed overtime?

What are we doing?

We are learning about the history of our local geography. We will learn about how the Celts, Danes and Anglo-Saxons cleared woods for settlements and farm land. We will use OS maps to identify areas of woodland and we will compare historic maps of the UKs woodland . We will conduct a biodiversity survey of our school grounds before developing plans aiming to increase biodiversity. We will also learn about local government initiatives to help increase the amount of woodlands in Kirklees.

Why are we doing this?

This unit will allow us to make comparisons between the Amazon and Yorkshire. We will look at similarities and differences between the places – particularly land use and tree cover. This unit will make us aware that our county has been changed by human activity over time and it will help us to understand why this has happened - why this causes environmental issues and it will hopefully encourage us to think about solutions to big problems. We will develop an awareness of the need to stop and think carefully about our actions and it will give us the incentive to try to make a positive difference in our local area. We will further develop our geographical fieldwork and mapping skills during this study; reading and analysing OS maps, conducting surveys of our woodland and school grounds all this will give us an opportunity to measure, record and present our findings. Finally, we will use our extensive geographical vocabulary as we write to our headteacher persuading her to implement our plans as we attempt to increase biodiversity within our school.



Year 6 Geography Units

WINDOWS TO THE WORLD



Mexico City

London

Colne Valley

How and why have these places changed overtime?

How important is the physical geography of a place?

How do natural disasters affect Mexico? Earthquakes, flooding, drought. How do high populations affect places?

What lessons can we learn from the past? What is sustainable development?



Year 6 – Mexico City

WINDOWS TO THE WORLD



Mexico City

How and why have these places changed overtime?

How important is the physical geography of a place?

How do natural disasters affect Mexico? Earthquakes, flooding, drought. How do high populations affect places?

What lessons can we learn from the past? What is sustainable development?



London



Colne Valley

What are we doing?

This unit focusses on Mexico City. Pupils will study the human and physical geography of Mexico City and learn about how the City has changed overtime. Pupils will learn about the affects of over-development and how this can cause major local and global environmental problems.

Why are we doing this?

Pupils will learn about how the physical and human geography of a place interact and they will develop an understanding of the importance of careful and considerate city/town planning - respecting the natural environment. During KS2 pupils will have previously studied the features of rivers, volcanoes, earthquakes and the water cycle, this unit will give them the opportunity to apply this knowledge as they study how Mexico City is affected by the rivers, volcanoes and tectonic plates that surround this mega-city. Pupils will also learn about how water resources below this city have been exploited – leading to gradual sinking of this city!

Pupils will have the opportunity to apply the geographical skills they have developed during KS1 and Ks2 as they work on this case study.



Year 6 -London

WINDOWS TO THE WORLD



Mexico City

London

Colne Valley

How and why have these places changed overtime?
How important is the physical geography of a place?
How do natural disasters affect Mexico? Earthquakes, flooding, drought. How do high populations affect places?
What lessons can we learn from the past? What is sustainable development?

What are we doing?

This topic will give us the opportunity to study the development of our own capital city London. It will also be an opportunity for us to compare London's development with the development of Mexico City. It will help us to understand how geography has played an important role throughout history, and it will make pupils aware of the need for considerate city planning.

Why are we doing this?

Studying the development of London will allow us to apply what we have learnt from the Mexico City case study. Pupils will begin by studying the history of the city, and they can then compare reasons for human settlements in both areas. Pupils will be able to compare the physical geography of the two cities and consider how this has affected the cities growth. Pupils will also be able to use data to compare the populations of the two cities, comparing the rate of population growth overtime. By studying the development of London over-time pupils will be able to compare historical maps, looking at how land-use has changed overtime, pupils will also use photographs of London's streets - past and present, this will allow them to observe changes at street level. Pupils will consider whether the two cities face similar or different issues. They will study the environmental issues caused by development in London – looking particularly at the use of water resources and comparing this with Mexico City. Pupils will look at different cities around the world, using 'before and after' images they will consider the impact human development in different locations around the world. By the end of this unit pupils should have developed an understanding of the importance of controlled and sustainable development. They should be developing an awareness of environmental issues created and made worse by human activity.



Year 6 – Colne Valley

WINDOWS TO THE WORLD



Mexico City

How and why have these places changed overtime?

How important is the physical geography of a place?

How do natural disasters affect Mexico? Earthquakes, flooding, drought. How do high populations affect places?

What lessons can we learn from the past? What is sustainable development?



London



Colne Valley

What are we doing?

In this unit we will study the relationship between the physical and human geography of our local area, and how this has changed overtime. During our history topic – the Luddites, we will look at the geography of the area the Luddites were active within. We will learn to use ordnance survey maps to plan our fieldtrip as we walk in the footsteps of the Luddites we will learn about the unique physical features in our area (soft water) that led to the growth of the woollen industry here.

Why are we doing this?

This topic will allow us to look at the history of our local area and how the geography of the Colne Valley has influenced human activity. We will learn about the importance of our local water resources – the fact that the woollen industry was incredibly successful in Golcar due to the existence of soft water in the area. Pupils will be able to make comparisons of our relationship with water resources with the use of water London and Mexico.

It will also give us the opportunity to apply many of the geographical skills we have developed throughout KS2 – reading maps, creating maps and using digital mapping.

It will also help us to understand that we need to respect the physical geography that we live in to avoid environmental issues. As we study development in our local area we can consider what lessons we can learn from Mexico City and London. We will have the opportunity to apply all that we have learnt as we plan a 'perfect place' and consider what we would like the Colne Valley to look like in the future?

STICKY KNOWLEDGE EYFS

Martha Maps it out

- I know what a map is
- I can use a simple map to gain information and directions
- I can describe a familiar journey using prepositional language
- I can use photographs to make a simple map of familiar journeys
- I can use geographical language to describe where things are

Animals and their habitats

- I know that different places exist other than Golcar and the UK
- I can talk about other places I have visited or photos and videos of other places using geographical terms (eg seaside, hot/cold, city, town, village, forest, lake)
- I can compare and talk about the differences between animals, places and life in different places
- I can listen to stories and look at non-fiction books to find out about life in other places

Autumn and spring

- I can observe and talk about how seasons change in Golcar

Brrrrrr

- I know what weather is and I can talk about the climate in different places around the world

STICKY KNOWLEDGE YEAR 1

Our School

- I can name some of the oceans and continents.
- I can name some of the countries of the UK.
- I can name some human features around my school.
- I can name some physical features around my school.
- I know the 4 compass directions.
- I know some basic OS symbols – buildings, woods, field, pond
- I can describe some ways we can record the weather.



Antarctica

- I can locate the continent of Antarctica on a world map.
- I can name and describe some of the key physical features of Antarctica.
- I can name and describe some of the key human features of Antarctica.
- I can describe how the weather in Antarctica is different to Golcar.
- I can locate the equator line.
- I can explain why it is hot at the equator and cold at the poles.



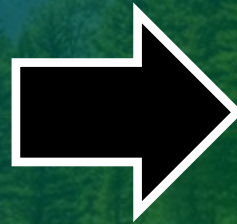
Our Coast

- I can name the 4 countries of the UK.
- I can name the 7 continents and 5 oceans.
- I know how Golcar is similar/different to the coast.
- I know and can describe physical features of a coast.
- I know why tourists visit the coast.
- I can explain how the coast is changing.

STICKY KNOWLEDGE YEAR 2

Golcar

- I can name the 4 countries and capital cities of the UK and surrounding seas.
- I know the names of the 7 continents and 5 oceans and I can locate them on a map.
- I know the main (human and physical) features of Golcar.
- I can recognise OS symbols – church, woodland, school, river, road, footpath
- I can use vocabulary to describe location and to give directions – N,S,E,W, right, left, next to, below, opposite, near, far



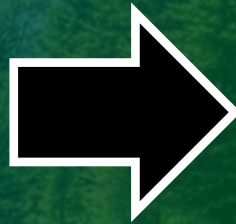
Kenya

- I know that Kenya is a country on the continent of Africa.
- I know that Kenya is located on the Equator.
- I know what the Equator line is and how it affects climate.
- I know the main (human and physical) differences between Golcar and a village in Kenya.
- I can explain why some countries are hot or colder than others in relation to the equator

STICKY KNOWLEDGE YEAR 3

Golcar/UK

- I can name major cities of the UK.
- I know the names of some European countries.
- I can use digital maps to identify human and physical features in Golcar
- I can describe the physical geography of the UK.
- I can describe the physical geography of Italy.
- I can identify similarities and differences between Italy and the UK'Ss physical geography
- I know what natural resources are.



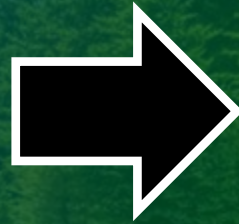
Manarola/Italy

- I can describe how volcanoes are formed.
- I can describe the causes and effects of earthquakes.
- I can describe the human geography of Manarola – land use, housing, natural resources, transport
- I can understand and explain how physical geography affects humans in Manarola – housing, food, roads, tourism.
- I know what 4 figure grid references are used for.
- I can name the 8 compass points.
- I can identify a line of latitude and longitude.
- I understand why we have time zones across the world.

STICKY KNOWLEDGE YEAR 4

Nile River – Life Giver

- I Know how to locate Egypt on a map using digital and physical maps.
- I can describe the human and physical geography of Egypt.
- I can understand how the physical geography of Egypt has affected human development
- I can explain how the climate of the UK is different to the climate of Egypt.
- I can name the biome that Egypt belongs to.
- I know how the physical geography of Egypt has affected trade links
- I can explain how natural resources and transport cause environmental problems



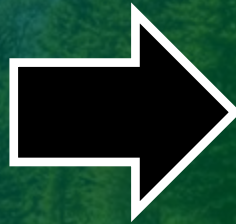
Europe from Above

- I can describe some of the key physical features of Europe.
- I can understand how rivers have influenced settlement.
- I Know and can describe some of the different topographical regions within the UK.
- I can name and describe the key features of a river.
- I can read the 4/6 grid coordinate for a location.
- I can explain how and why Europe has changed overtime

STICKY KNOWLEDGE YEAR 5

Brazil

- I know and can describe the layers of a rainforest.
- I know and can use the 8 points of the compass.
- I can locate many of the countries and capital cities of South America.
- I can describe the key features of the water cycle.
- I can describe some of the problems caused by human activity in Brazil – deforestation, climate change.
- I can describe the human geography of Brazil – settlements, land use, natural resources, economic activity, culture
- I can calculate the time in Brazil using time zones.
- I can find the 6 figure grid reference for a city in Brazil.



Yorkshire

- I can describe differences and similarities between the physical geography of Yorkshire and the Amazon.
- I can use OS maps to compare land use overtime - woodland
- I can describe how the human geography of Yorkshire is different to the Amazon.
- I can understand and explain why we need to increase tree coverage/biodiversity in the UK and across the planet.
- I can explain how we can improve the biodiversity in our school grounds.

STICKY KNOWLEDGE YEAR 6

Mexico

- I can name and locate the majority of the world's countries and capital cities.
- I can name and describe the key physical features of Mexico City – lake bed, volcanoes, mountains, climate, biome, tropics
- I can give examples of how human activity has caused environmental problems within Mexico City -water shortage, flooding, volcanoes, over-population.
- I can explain how water resources have been used in Mexico City.
- I can independently find the 6 figure coordinates for a place and calculate the time using time zones.
- I can describe how Mexico City has changed overtime.
- Know the similarities and differences between the development of London City and Mexico City
- I can use geographical data, graphs, aerial photos to describe Mexico City



London

- I can name many of the UK's counties.
- I can describe how and why land use in London has changed overtime – population growth, changes in land use, transport
- I can explain why population growth in London has caused problems – water resources, pollution
- I can describe similarities and differences between London and Mexico – water resources, climate, population, economy
- I can use geographical data, graphs, aerial photos



Colne Valley/Luddites

- I know what topography means and I can describe the topography of the Colne Valley.
- I know , how and why land use has changed in the Colne Valley overtime – using ordnance survey /historic maps.
- I know where our water comes from and how local water resources, and their properties led to the growth of the woollen industry in Golcar.
- I can use maps of the Colne Valley to identify the locations of key human features during the Luddite period
- I know how to use maps to plan a journey to visit key human features - factories/roads linked to the Luddites