

GUARDIAN ANGELS' RCPS
SEQUENCING OF GEOGRAPHY UNITS OF WORK

NURSERY

Learning Journey One

Article 1: definition of the child

Children will develop an understanding of their immediate environment through observation, discussion, stories and maps. They will walk around their school environment and go for a walk to the local post box.

Children will use their own understanding of culture within their communities they live in during Remembrance and what that looks like across the country.

Children understand the key features of Autumn and Winter.



Learning Journey Two

Article 2: non-discrimination

Children understand similarities and differences in the world around them, looking at the environment is changing from a typical Winter to Spring

Children explore the natural world around them, making observations and drawing pictures of animals and plants including daffodils.



Learning Journey Three

Article 3: best interests of the child

Children review secondary sources to learn about the oceans and seas. The children will to stories, review globes and maps, make observations and draw simple maps.

Children understand the community of people who sail the seas and compare to their own understanding of what it means to be a sailor. (Cross curricular links)

Children continue to understand changes in seasons from Spring to Summer.



RECEPTION

Learning Journey One

Article 1: definition of the child

Children will develop an understanding of their immediate environment through observation, discussion, stories and maps. They will go for a walk to the local park.

Children will use their own understanding of culture within their communities they live in during Remembrance and what that looks like across the country.

Children understand the key features of Autumn and Winter.



Learning Journey Two

Article 2: non-discrimination

Children understand similarities and differences in the world around them, looking at contrasting environments such as our own and the polar regions and grasslands, using maps to aide their understanding.

Children understand the changes in the seasons from Winter to Spring.

Children explore the natural world around them, making observations and drawing pictures of animals and plants including daffodils and tulips.



Learning Journey Three

Article 3: best interests of the child

Children identify the similarities and differences between environments, to look at the oceans and seas.

Children can make observations, drawing pictures of animals and plants and drawing simple maps.

Children understand the community of people who sail the seas and compare to their own understanding of what it means to be a sailor. (Cross Curricular links)

Children continue to understand changes in seasons from Spring to Summer.



YEAR 1

Learning Journey One The UK

Article 7: birth registration, name, nationality, care

Children have an understanding of their locality through observation, discussion, stories and map work in EYFS.

Children develop their understanding of our place in the world by studying the countries and cities of the United Kingdom and its surrounding seas. The children develop a sense of perspective and scale when looking locally, regionally and nationally



Learning Journey Two Hot and Cold Places

Article 28: right to education

Children will have already looked at how the seasons differ and how they look in other parts of the world, particularly the polar regions. The children will develop their understanding of hot and cold parts of the world through the use of maps and simple compass points.

They will be able to identify the Equator on a map / globe and understand the positions of hot and cold areas and where animals might live that they have previously studied, contextualising it for them.



Learning Journey Three The Local Area

Article 29: goals of education

Children will have explored the school grounds and local park during their learning within EYFS.

Children in Year 1 will now expand their understanding of their locality and go for a walk to the Crostons Retail Park. They will identify what buildings are in the area and what they are used for and recognise the daily lives of the people in the community. Children will begin to interpret aerial maps and map symbols.



YEAR 2

Learning Journey One Continents and Oceans

Article 4: implementation of the Convention

Children have an understanding of where they live in the world, their local area and the country they live in and its surrounding seas as well as knowledge of capitals and major cities of the UK and some of its human and physical features. They are now ready to look further afield.

Children will have a greater perspective of the world through the study of continents and oceans and our position in the world in relation to other countries. This also develops their understanding of scale.

Children build on their map knowledge of the Equator and hot and cold areas of the world, using these as a reference points when finding continents and oceans. The children will also begin to understand similarities and differences between locations by looking at their environmental processes.



Learning Journey Two Contrasting Localities – Bury, The UK and Naro Moru, Kenya

Africa Article 27: adequate standard of living

Through understanding their place in the world and the people who live within their locality, the children have a secure understanding of their place in the world. They are now ready to look at a contrasting locality somewhere else in the world.

By focusing on the lives of people in Naro Moru, Nairobi in Kenya, they can compare the human and physical features between countries and develop a greater sense of understanding of how different communities live and what might affect those communities, ideas such as wealth, climate, food, tourism, human and physical features and access to them.



Learning Journey Three Coasts

Article 31: leisure, play and culture

Children are aware of the different human and physical processes within the world from a generic standpoint. They will have looked at the climate in hot and cold places and its impact on humans and animals that live in those regions.

They are aware, through fieldwork, what their locality looks like and they will have looked at a contrasting locality to identify similarities and differences.

The children are now ready to look at a physical environment in more detail, noting the changes over time to the environment and why certain environments are represented in different ways.

They will understand the human features that have changed the landscape and whether human intervention has had a positive or negative impact.

They will also look at the physical processes that help form coastlines, namely wind and waves, and what impact they have in shaping the environment.

YEAR 3

Learning Journey One

The UK

Article 3: best interests of the child

Children recap the countries, cities and capitals of the United Kingdom that they learned about in KS1 and build their knowledge of the UK to look in more detail at the geographical regions where certain cities and counties can be found. They understand more about the key physical features of the UK including its major mountain ranges, rivers and coastlines.

Children then look in detail at the human impact on the environment and describe key aspects of these such as the economic activity in the UK and the distribution of natural resources such as energy.



Learning Journey Two

European Region - Italy

Article 22: refugee children

Children will already have knowledge of the continents and oceans through their learning in KS1 and have some knowledge of areas outside of their own locality with a study of a contrasting locality.

The children are ready to look at an in depth study of a particular continent, in this case Europe. Children will develop their map skills, using grid references, to find certain countries within Europe using atlases and maps.

Children can use their skills and knowledge of the UK to research and identify the key environmental regions, human and physical characteristics of Italy and more specifically Rome, describe them in detail.

They can expand on their knowledge of industry from the UK by looking at tourism within Italy and discuss why tourists may visit as well as looking at factors such as settlement and migration.



Learning Journey Three

Volcanoes

Article: 42: knowledge of rights

Children have had experience of looking at map work locally through fieldwork in KS1, nationally in Year 1 and Year 3 focusing on the UK, regionally looking at Europe and globally when studying the continents and oceans.

They are experienced in using atlases, aerial maps and digital maps and can use these skills to identify key physical features across the globe and begin to understand the impact these features can have locally, regionally, nationally and globally, developing their understanding of interconnectedness. They also have a greater understanding of physical borders that define countries.

Children will be able to identify the main features of a volcano, how tectonic plates work and the impact on the environment around it. They can expand on their knowledge of tourism from their studies of the Italy and why people visit volcanoes and might settle in those areas. (Cross curricular links)



YEAR 4

Learning Journey One

Rivers

Article 1: definition of the child

Children build on their knowledge and skills gained through locating and describing the key physical characteristics of a volcano by doing the same with rivers.

Children will identify the key features of a river, its main environmental features and the human impact on rivers through settlement and trade as well as the hazards posed through flooding. This will be contextualized by the impact of the River Irwell on our town, Bury.

Children now begin to look in greater detail at the key concepts of Geography, namely place, space, scale and environment as well as looking at the sustainability of such an area.



Learning Journey Two

Earthquakes

Article 39: recovery from trauma and reintegration

Children should now be secure in their understanding of what a physical feature is, how the processes influence the environment around them, how human behaviour may be influenced by the environment and the hazards posed by the physical processes themselves and human intervention.

Through the study of Earthquakes children will return to the aspect of tectonics and can link both volcanic activity and earthquakes together through the physical processes that cause both phenomena.



Learning Journey Three

The Local Area

Article 6: life, survival and development

Children use the knowledge they have gained from prior study of human and physical aspects to help them develop a greater understanding of their local area. In prior fieldwork opportunities, the children have identified what made up their environment. In learning more about human and physical processes national, regionally and globally, as well as being able to interpret maps with more fluency, the children can revisit the local area with a more nuanced approach to their fieldwork studies.

Children will identify what changes have taken place in Bury and what has caused these changes to happen. They will look at influences such as migration flow, economic impact, political influence and interpreting thematic maps of other localities to spot patterns of distribution. (referring back to the learning in LJ1)

Children will use sketching skills to identify the key areas of their locality and what measure made is needed to make positive, sustainable changes.



YEAR 5

Learning Journey One Mountains

Article 13: freedom of expression

Children continue to identify the key features of different aspects of physical geography. The children should be able to make causal links between mountains and volcanoes, understanding the similarities and differences and how plate tectonics are linked. Children develop their knowledge of climate and how higher regions impact on this.

As the children mature, they are able to look in greater detail at what land use changes develop over time and the impact tourism has on the environmental impact of the area.

They will look at Mount Kenya as part of this work, building on their knowledge from Year 2. With a focus upon the terrain in Russia, the can also look at political disagreements over borders and trade that can lead to dispute. Similarly, children can identify what natural resources, such as minerals, may be available in mountainous regions and how this might impact on settlement and territory disputes



Learning Journey Two Rainforests

Article 12: respect for the views of the child

Children expand on their understanding of physical geography by looking at other significant areas such as rainforest biomes and vegetation belts. Due to their experience at understanding physical geography and interpreting how physical geography can have an impact on place, space, scale and the environment.

This includes understanding the main features of a rainforest, how rainforest basins are changing and why they are changing (e.g., deforestation due to natural resource distribution such as logs, land use change due to farming and trade) and the impact that has on the environments flora and fauna.

The children are now well equipped to look in greater detail at sustainability when looking at deforestation, who is in charge politically and what changes have been made already. This allows them to think like a geographer in greater detail and identify what needs to further change



Learning Journey Three North America

Article 5: parental guidance and a child's evolving capacities

Children can now use their sense of scale to expand and look at another continent and region of the world. This includes understanding the human and physical features of an area in greater detail, as many have been previously studied.

It allows the children to focus on their skills to identify certain aspects of North American geography. As children are now secure in their understanding of key physical processes, they can look for patterns by using digital mapping to find key characteristics and begin to use and understand the significance of latitude and longitude in determining this.

The children will spend time looking at the Rocky Mountain Range and its influence on the weather and tourism in the area.



YEAR 6

Learning Journey One Climate Zones

Article 17: access to information from the media

Now that children understand the elements that make up physical and human geography using a variety of scales they can look at more abstract concepts such as latitude and longitude and how this affects things such as climates.

Children will interpret statistical data to spot patterns and create their own data and thematic maps to showcase what they have found.

Children will study includes key information about the temperature, precipitation and vegetation in tropical, Aric, temperate, Mediterranean, continental and polar climate zones



Learning Journey Two South America

Article 27: adequate standard of living

The final study of an environmental region to compare with the UK will be enhanced by the knowledge the children have had of physical and human processes including latitude, longitude and climate zones.

This knowledge should allow them to identify the significance of time zones more effectively and continue to analyse and report on population, precipitation and land use issues.



Learning Journey Three The Local Area

Local Area Article 41: respect for higher national standards

Children use all their knowledge of map reading and making to find key aspects of their local area. This includes using 8 points of a compass to identify direction when taking part in fieldwork and creating their own maps, as well as using 4 and 6 figure grid references and confirming them using online technology.

Children will put their map-reading abilities to practical use as they map out journeys on the Metro link and use bus routes throughout Greater Manchester. Their precision in identifying locations will empower them to draw scaled maps of their routes from their homes to their new high schools.

