

## Geography Subject Pathway 1: Exploring Location

North Gate (N/R)	East Gate (1/2)	West Gate (3/4)	South Gate (5/6)
<p><b>Map Skills</b>  <i>ELG: - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p> <p>Understand how and why objects in a room are sited– to demonstrate an awareness of space                      Exposure to a key – understand certain shapes represent certain objects</p> <p><b>Local Area</b>                      Ask and answer geographical questions such as:                      Where do I live?                      Who do I live with? What is the area like? What or who will I see in this place?                      To understand similarities and differences between places in my local area (school, park and home)                      To describe the differences between inside and outside (classroom/playground) (i.e space, equipment, walls etc)</p>	<p><b>Map Skills</b>                      Use aerial images and plans to recognise landmarks and basic physical features of local area (school, Cathedral, docks, park, Robinswood Hill)</p> <p><b>Local Area</b>                      To identify the type of place we live in (e.g. rural, coastal, urban).                      Compare two different places – use images and maps to see similarities and differences.                      Give opinions and justify opinions about my own area and that of a contrasting area (similarities and differences) e.g. Gloucester and Forest of Dean                      To ask and answer geographical questions about physical and human features of each area</p>	<p><b>Map Skills</b>                      Use online resources, maps and atlases to identify and locate the seven continents of the world focusing on Europe and locating countries in Europe.</p>	<p><b>Map Skills</b>                      Use online resources, maps and atlases to identify and locate these terms - Latitude, longitude, tropics of Capricorn and Cancer, northern and southern hemisphere, Arctic and Antarctic circle                      Understand how these areas differ – knowledge of the equator and the environment here – how does it differ the further away from the equator you go?</p> <p><b>Local Area</b>                      Orienteering/map skills to explore the different places in our locality (including use of street maps/landmarks/woodland trails and clues – with orienteering focus and skills)                      Use of OS map to explore contours of the local area                      To identify key topographical features including hills, mountains, coasts and rivers of areas studied in the United Kingdom                      To understand locality across the United Kingdom, use knowledge to explore routes, position and direction using major roads to link</p>

<p>To recognise land (tundra, desert) and oceans (sea, lake) on a globe. Pupils to understand the different colours of the land i.e. desert is yellow and oceans are blue (link to colour awareness in Art)</p>	<p>Investigate <b>our</b> local area – canals, River Severn, urban area. (i.e. junk modelling of landmarks, artwork linked to river Severn)</p> <p><b>Focus on the UK</b>          To recognise the countries of the United Kingdom          To recognise where Gloucester is in the United Kingdom          To understand what a county is and name familiar counties (Gloucestershire, Worcestershire, Herefordshire, Somerset)          To recognise capital cities across the United Kingdom and identify on a map.</p> <p><b>Focus on the Wider World</b>          To recognise and name the continents that make up the world</p> <p>To understand geographical similarities and differences through studying the human and physical geography of Gloucester (United Kingdom) to Nairobi (Kenya)</p>	<p><b>Focus on Europe</b>          To recognise some countries that make up Europe and the corresponding flags (Poland, Czech Republic, Spain, Bulgaria, France, Romania, Italy – in line with current cohort)          To understand geographical similarities and differences through studying the human and physical geography of Gloucester compared to Paris, France          To recognise some capital cities from the corresponding countries          To identify languages spoken within different countries          To begin to explore why some countries speak different languages in different areas (people migration and groups)          To use maps, atlases, internet and globes to locate known areas</p>	<p>two cities across the United Kingdom (use Google Maps and other online sources to map and plan routes, calculating distance)</p> <p><b>Focus on Europe and the Wider World</b>          To understand and discuss the locality of countries across Europe – plot and plan travel between two areas in Europe, thinking about cost, time, and sustainability.</p> <p>How does the United Kingdom compare to a contrasting country within both North and South America?</p> <p>To identify and compare human and physical features of contrasting countries (differences to include affluence, population, food)</p> <p>Name and locate some of the countries and cities of the world and their identifying physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
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<p><b><u>Suggested visits:</u></b> Gloucester Park</p>	<p><b><u>Suggested visits:</u></b> Park, Gloucester Quays, Cathedral Trip to Docks (expectation) Trip to River Severn (expectation) Year 2 trip to the seaside (expectation)</p>	<p><b><u>Suggested visits:</u></b> Walks to different locations – Robinswood Hill vs Gloucester Centre Visit to Crickley Hill – view of landmarks and local area</p>	<p><b><u>Suggested visits:</u></b> Visit to Forest of Dean Inter school activities – links to Secondary schools</p>
<p><b><u>Continuous provision:</u></b> Local walks around our local area. Compare the different streets around St Paul's</p>	<p><b><u>Continuous provision:</u></b> Local walks to Gloucester</p> <ul style="list-style-type: none"> <li>• Matching landmarks (pictures to words) (aerial</li> </ul>	<p><b><u>Continuous provision:</u></b></p> <ul style="list-style-type: none"> <li>• Use an atlas to identify known and unknown countries in Europe and the Wider World</li> </ul>	<p><b><u>Continuous provision:</u></b> In addition to Phase 2 activities, Phase 3 could</p>

	<p>view to go in with the key work)</p> <ul style="list-style-type: none"><li>• Compare different places – look at pictures and sort into rural or urban</li></ul>	<ul style="list-style-type: none"><li>• Large map to be displayed – identify where families are from, where they've been, where they are interested in</li></ul>	<ul style="list-style-type: none"><li>• Investigate weather station and create own weather report for Radio Gloucester</li><li>• Data analysis from weather station results</li><li>• Write explanations of the rainforest (write and present an explanation to an audience – make props, practical science connection)</li></ul>
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## Geography Subject Pathway 1a: Water

North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
<p><b>Water</b> To discover where water comes from such as a tap, the rain, oceans and rivers.</p> <p>To investigate ways to move water from one place to another.</p> <p>To explore what happens to different materials in water.</p> <p>To be able to name animals which live in water.</p>	<p><b>Water</b> Name and locate the oceans of the world.</p> <p>Identify bodies of water – start with the source (river/canal) and then lead to the seaside and oceans</p> <p>Identify what a river is – go out and explore local rivers (field trip)</p> <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>Identify different bodies of water – puddle, pond, lake, river, stream, canal, ocean</p> <p>To be able to talk about where water in a pond might come from – understanding of rain. Experiment to investigate catching water</p>	<p><b>Water</b> Find and locate different coastal regions across the UK and the wider world.</p> <p>To understand the different phases of the water cycle and how this affects the environment</p> <p>To explore how extreme weather may impact the local area</p>	<p><b>Water</b> Gain a deeper understanding of how the water cycle affects the environment Understand the environmental issues in the UK based on the movement of water. How is water erosion being delayed/stopped?</p> <p>Study of local area and how water might affect compared to a contrasting country (Bangladesh) Understanding of the effect of a monsoon compared to flooding in Gloucestershire.</p> <p>Coastal areas and their features – compare and contrast to a city area (Physical and human eg tourism, transient population)</p>
<p><b><u>Suggested visits:</u></b></p>	<p><b><u>Suggested visits:</u></b> Trip to Docks (expectation) Trip to River Severn (expectation) Year 2 trip to the seaside (expectation)</p>	<p><b><u>Suggested visits:</u></b> Trip to Docks Trip to River Severn</p>	<p><b><u>Suggested visits:</u></b> Visit to Forest of Dean</p>
<p><b><u>Continuous provision:</u></b></p>	<p><b><u>Continuous provision:</u></b></p> <ul style="list-style-type: none"> <li>• Explore the weather station</li> <li>• Make rain gauges</li> </ul>	<p><b><u>Continuous provision:</u></b></p> <ul style="list-style-type: none"> <li>• Explore weather station focusing on rain fall</li> </ul>	<p><b><u>Continuous provision:</u></b></p> <ul style="list-style-type: none"> <li>• Create own weather report</li> </ul>

	<ul style="list-style-type: none"><li>• Stories about night/ day and seasons</li><li>• Compare different places – look at pictures and sort into rural or urban</li></ul>	<ul style="list-style-type: none"><li>• Create models of water cycle – links to Computing, using Scratch to make a moving water cycle</li></ul>	<ul style="list-style-type: none"><li>• Data analysis from weather station results</li><li>• Write explanations of the water cycle (write and present an explanation of the water cycle to an audience – make props, practical science connection)</li></ul>
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## Geography Subject Pathway 2a: Settlements

North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
<p><b>Settlements</b>                      To be able to name the different rooms in a house.                      To be able to suggest which furniture or objects belong in each room.</p> <p>To recognise different buildings in the local area or buildings the children have visited.</p> <p>To begin to compare different buildings and suggest how they are similar and different.</p>	<p><b>Settlements</b>                      To observe and recognise the geographical terms of city, town, village, house.</p> <p>To observe and recognise features in towns and villages – factory, farm, office, shop, harbour, port (Gloucester – local area)</p> <p>Types of settlements – to identify types of houses (detached, tower block, semi-detached, thatched, bungalow, terrace, cottage).</p>	<p><b>Settlements</b>                      To understand and recognise types of settlements such as: rural/urban area in Gloucestershire, rural/urban area in country studied in Europe (see BG11), rural/urban area in wider world (see BG11).</p> <p>To investigate and compare population, types of house and density of population</p>	<p><b>Settlements</b>                      To compare and contrast a settlement in the UK to that of a non-European country (South America) through investigation of population, settlement type, population density</p> <p>To describe geographical diversity across the world (include countries studied in Phase 2 and Phase 3 to include Europe and USA and Africa)</p>

## Geography Subject Pathway 2b: Global events

(including global warming/ volcanoes/ earthquakes/ food miles)

North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
<p><b>Global</b></p> <p>To recognise different types of weather.</p> <p>To be able to match plants and animals with their habitats.</p> <p>To begin thinking about things we can do to look after our environment e.g. tidying toys away, keeping equipment tidy.</p>	<p><b>Global</b></p> <p>Using Newsround and other sources to be exposed to global news events</p> <p>To understand that the weather is changing, temperatures are increasing due to human impact.</p> <p>To know, understand and discuss how human activities are changing the weather To understand that the ice caps are melting due to climate change (The Polar Bears' home).</p> <p>To begin to understand the term 'global warming' and recognise how it is impacting our world</p> <p>To think of ways to slow down and reduce the impact of climate change (i.e. recycle, turn off lights, walk to school)</p>	<p><b>Global</b></p> <p>Using Newsround and other sources to be exposed to global news events (to include, but not limited to global flooding, forest fires)</p> <p>To understand the impact of climate change from over time – (link to History)</p> <p>To understand the Polar Biome, population, climate, how it has changed since the past</p> <p>To explore the link between human behaviours and physical changes in the UK in comparison within Asia (e.g. Bangladesh) <i>(How do populations react to extreme weather/ global disasters depending on their location)</i> <i>(Building construction, location, farming, way of living etc)</i></p> <p>To begin to explore and consider solutions for climate change (i.e. renewable power, sustainable travel, recycling, fair trade)</p>	<p><b>Global</b></p> <p>Using Newsround and other sources to be exposed to global news events (to include, but not limited to local flooding, forest fires etc)</p> <p>To know, understand and discuss reasons for differences and similarities between human behaviours, political landscape and economic activity between countries (China/ Russia (Communist/capitalist countries)) and North America.</p> <p>To continue to understand how locations around the world are changing. To compare and debate 'working for change' to create positive outcomes in an area of the world (Finland in contrast to USA)</p> <p>To debate reasons for and against instigating climate change initiatives and understand financial implications</p>



<p>To begin to understand where food comes from and that some foods grow from a plant or tree.</p>	<p>To be aware of influential members of society that are striving to make a change e.g. Greta Thunberg (Link to History-people of influence)</p> <p>To begin to understand where my food comes from (i.e. food that comes from the land, from animals, from another country)</p>	<p>To know about influential members of society and understand how they are striving for change. To understand reasons for change i.e. Greta Thunberg &amp; David Attenborough) Evaluate the impact of these individuals.</p> <p>To know, understand and discuss trade links across the world. To have an understanding of the importance of trade across the world</p> <p>To understand and discuss how the distance food travels might impact climate change. To recognise differences between intensive and sustainable farming.</p> <p>To understand the structural composition of the Earth (core, mantle, crust) and how this contributes to where populations settle</p> <p>To describe and understand key aspects of volcanoes (active, dormant and extinct) and understand the relationship between population and areas</p>	<p>for the Government – link to current influential members of society.</p> <p>To recognise and understand the distribution of natural resources worldwide and how this influences the wealth/ power of a country (oil, coal, precious metals)</p> <p>To explore and research how a country's economic growth is attributed to natural resources (The Middle East)</p> <p>Understand that natural resources are not always positive – explore and compare to diamond trade in Africa</p> <p>To know and understand how a country's natural resources may be depleted and the consequent impact on the country - human, animal, vegetation, physical effects, financial i.e. Palm Oil. (Iceland advert Say Hello to Rang Tan) Study of Amazon Rainforest</p> <p>To describe and understand key aspects of earthquakes and their consequence on the population in an area (study USA)</p>
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## Geography Subject Pathway 2c: Weather and Seasons

North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
<p><b>Weather and Seasons</b> Name the four seasons (spring, summer, autumn, winter)</p> <p>To understand different types of weather.</p> <p><i>ELG: - Describe <b>their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></i> What is the weather like today? Explore the language used around the weather.</p> <p>To be able to explain what clothes we should wear in different types of weather.</p>	<p><b>Weather and Seasons</b> Identify different types of weather (link to BGI1) – go and explore outside in different weathers (what is it like when it is raining, where does the water go?) Investigate the clothing worn – link to Science and waterproof material</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To discuss what hot and cold temperature feel like for individuals in hot/ cold countries? Recap on countries already studied</p>	<p><b>Weather and Seasons</b> To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To identify different biomes across the world</p> <p>To begin to think about the relationship between biomes and climate zones.</p> <p>How does the weather affect vegetation and growth in United Kingdom?</p> <p>To research and explore extreme weather across the world (hurricanes, tornadoes, tsunamis)</p>	<p><b>Weather and Seasons</b> To identify different climate zones around the world</p> <p>To discuss the differences between the climate zone in Europe and the Amazon rainforest in South America (Brazil)</p> <p>Identify how climate affect the environment and population in the area</p> <p>To describe and understand how weather systems can lead to erosion in coastal areas and inland.</p>
<p><b><u>Suggested Visits:</u></b> Local walks in Gloucester Trip to a local farm (Over Farm)</p>	<p><b><u>Suggested Visits:</u></b> Local walks in Gloucester Trip to a local farm (Over Farm) Visit to Weston Super Mare</p>	<p><b><u>Suggested Visits:</u></b> Visit a local water plant Visit to wind/ solar farm Local supermarket visit for where our food comes from.</p>	<p><b><u>Suggested Visits:</u></b> Speak to members of Government (Local MP) Visit coastal area</p>
<p><b><u>Continuous Provision:</u></b> Stories about the seasons Pictures for seasons – match to the correct one</p>	<p><b><u>Continuous Provision:</u></b> Stories about the seasons Maths – sequencing seasons Explore the weather station</p>	<p><b><u>Continuous provision:</u></b> Computing – use of online resources to research different extreme weather</p>	<p><b><u>Continuous provision:</u></b> Green screen weather forecast Report the weather for local radio</p>

	<p>Pictures for seasons – match to the correct one</p> <p>Recycle within the classroom and in school</p> <p>Seasonal collages with natural objects</p> <p>Grow seasonal plants eg. Daffodils</p>	<p>Writing to and about local and global influencers on climate change</p> <p>Use maps/ atlases to trace food journeys across the world</p> <p>Create model volcano</p> <p>Create model of the world showing tectonic plates and fault lines</p>	<p>Writing to and about local and global influencers on climate change</p> <p>Use maps/ atlases to trace food journeys across the world</p> <p>Create travel brochures for different regions displaying weather/ climate/ population/ landmarks etc</p> <p>Create coastal model to show erosion and rock types</p>
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### Geography Subject Pathway 3: Geographical Skills

Teaching and reinforcement of Geographical Skills should be active, physical and outdoors where possible. These skills are reinforced and consolidated through Continuous Provision in Big Idea One and Two

North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
<p><b>Maps</b>  <i>ELG: - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p> <p>To describe where things are within a room using prepositional language.</p> <p>Exploring and group work, pupils to observe what their classroom looks like</p> <p>To use observational skills to discuss our school and its location.</p>	<p><b>Maps</b>            Using walks, exploring and group work, pupils to observe what our school looks like            Using junk modelling skills, pupils to create a simple plan of the school</p> <p>To identify North, South, East and West on a map</p> <p>To identify the UK using a world map and globe</p> <p>Using fieldwork skills, including local walks, exploration of the local area and outdoor activities, pupils to create a simple map of the local area using a simple key.</p> <p>To use observational skills to discuss our local area (use vocabulary taught previously)</p> <p>To use an Atlas and a globe to identify the continents of the world and the surrounding oceans.</p>	<p><b>Maps</b>            Using outdoor games, links to Computing, team work and outdoor spaces, pupils to use the language of North East, North West, South East and South West (8 points of a compass)</p> <p>Using fieldwork skills, outdoor, giant, not to scale maps, pupils to use 4 and 6 figure grid references</p> <p>Using giant maps, fieldwork and outdoor activities, pupils to recognise the terms longitude and latitude and spot, locate/identify the northern and southern hemispheres on a globe and map.</p> <p>Begin to make comparisons between two contrasting areas (countries discussed in Big Idea 2)</p>	<p><b>Maps</b>            To use fieldwork skills and sampling, to include but not limited to sketching maps, creating plans, plotting graphs and exploring digital technology (Google Maps) to observe, measure and record human and physical features of the local area (clarity, velocity of water, soil types of local area)</p> <p>Pupils to explore using DigiMaps to find, read and create maps for the local area and beyond.</p> <p>Using fieldwork, outdoor opportunities and physical exploration, pupils should become confident using Ordnance Survey maps and symbols – practical learning opportunity exploring the local area</p> <p>To use geographical equipment (compass, landmarks when orienteering)</p> <p>Create physical, 3D and 2D accurate maps of locations that</p>

			<p>are being studied and identify patterns such as: land use, climate zones, population densities, height of land.</p> <p>To compare and contrast countries based on their human and physical features using a range of digital mapping and atlases.</p>
<p><b><u>Suggested Visits:</u></b>          Another school for comparison          Local walk in the area our school is in.</p>	<p><b><u>Suggested Visits:</u></b>          Another school for comparison          Drone to view the school from the air – link with Gloscat          Local walk in Gloucester city centre to notice landmarks</p>	<p><b><u>Suggested Visits:</u></b>          Local walk in Gloucester          Fieldwork skills and map work in Crickley Hill</p>	<p><b><u>Suggested Visits:</u></b>          Fieldwork skills – trip to Forest of Dean          Local walk in Gloucester          Visit to local river to measure water and velocity</p>
<p><b><u>Continuous Provision:</u></b>          Maps for role play</p>	<p><b><u>Continuous Provision:</u></b>          Create a map of the classroom          Use BeeBots to program a sequence of movements          Maths – position and direction          Use a globe to find different places          Virtual tour</p>	<p><b><u>Continuous Provision:</u></b>          Create a map of the school and local area          Use maps, atlases and a globe to identify countries across the world          Use BeeBots to plan, program and evaluate a sequence of movements, move to Scratch</p>	<p><b><u>Continuous Provision:</u></b>          Create 2D and 3D maps with corresponding key          Plan and organise trip for fieldwork skills</p>