

## Geography Intent Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment, and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment, and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment, and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment, and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment, and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment, and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Year 1		<b>What is it like here?</b> Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. <b>Lessons 3 and 4 involve fieldwork and may take longer than one hour.</b>		<b>What is the weather like in the UK?</b> Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. <b>Lessons 3 and 4 involve fieldwork and may take longer than one hour.</b>		<b>What is it like to live in Shanghai?</b> Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. <b>Lesson 1 involves fieldwork and may take longer than one hour.</b>
Year 2		<b>Would you rather live in a hot or cold place?</b> Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents. <b>Lesson 5 involves fieldwork and may take longer than one hour.</b>		<b>Why is our world wonderful?</b> Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this. <b>Lesson 5 involves fieldwork and may take longer than one hour.</b>		<b>Why is it good to live by the coast?</b> Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Year 3	<b>Who lives in Antarctica?</b> Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far. <b>Lesson 6 involves fieldwork and may take longer than one hour.</b>		<b>Why do people live near volcanoes?</b> Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. <b>Lesson 6 involves fieldwork and may take longer than one hour.</b>		<b>Are all settlements the same?</b> Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. <b>Lesson 3 involves fieldwork and may take longer than one hour.</b>	

<p><b>Year 4</b></p>	<p><b>Why are rainforests important to us?</b> Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. <b>Lesson 3 involves fieldwork and may take longer than one hour.</b></p>		<p><b>Where does our food come from?</b> Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. <b>Lesson 5 involves fieldwork and may take longer than one hour.</b></p>		<p><b>What are rivers and how are they used?</b> Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. <b>Lesson 6 involves fieldwork and may take longer than one hour.</b></p>	
<p><b>Year 5</b></p>	<p><b>What is life like in the Alps?</b> Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings. <b>Lesson 4 involves fieldwork and may take longer than one hour.</b></p>		<p><b>Why do oceans matter?</b> Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment. <b>Lesson 5 involves fieldwork and may take longer than one hour</b></p>		<p><b>Would you like to live in the desert?</b> Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.</p>	
<p><b>Year 6</b></p>	<p><b>Why does population change?</b> Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment. <b>Lesson 5 involves fieldwork and may take longer than one hour.</b></p>		<p><b>Where does our energy come from?</b> Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds. <b>Lesson 6 involves fieldwork and may take longer than one hour</b></p>		<p><b>Independent fieldwork enquiry</b> Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. <b>Lesson 4 involves fieldwork and may take longer than one hour.</b></p>	