

Opportunities

to develop

awareness

of familiar

places and

people linked

participate on

geographical

Opportunities to

range of people

explore places

environments

and

and experiences,

within their own surroundings and close to school

geographical vocabular

earn about some of the arraphical

features in their locality and colling appropriate,

and begin to

their purpose.

contact with a

enquiry.

to them and



Learn some

geographical

vocabulary and begin to

their locality and where

appropriate, their

purpose

linked to them some of the geographical

and participate features in their locality

damage it and how decisions about learn about some of the awareness of familiar or damage it and how

Learn some

and begin to learn about

their purpose.

KS 1/2 Geography **Learning Journey**

2026

Opportunities to contact the environment or with a range of people damage it and how and experiences, explore places and environments within their_{environments} affect Trank for survival? own surroundings and

close to school

Recognise how people can improve decisions about places and the future quality of peoples lives.

What was life like in

medieval times?

places and environments affect the geographical features in

Learn some geographical vocabulary and begin to

learn about some of the geographical features in their

locality and where appropriate, their purpose.

Opportunities to Opportunities to

Recognise how people can

improve the environment or

future quality of peoples lives.

Learn some geographical vocabulary and begin to learn about some of the geographical features in their locality and where appropriate, their purpose.

How high can I travel

on Earth?

Learn some geographical vocabulary and begin to learn about some of the geographical features in their locality and where appropriate, their purpose.

Opportunities to contact with a range of people and

experiences, explore places and environments within

their own surroundings and close to school

develop their

participate on

geographical enquiry.

Opportunities to Recognise how people can

linked to them and environments affect the

Opportunities to contact with a

range of people and experiences,

explore places and environments

within their own surroundings and

close to school

Opportunities to develop their /

awareness of familiar places and

on geographical enquiry.

How do different

countries and religions

celebrate?

improve the environment

future quality of peoples

lives.

Recognise how people can improve the environment or damage awareness of familiar it and how decisions about places and environments affect the future quality of peoples geographical enquiry. explore places and lives.

Opportunities to develop their places and people linked to them and participate on

Opportunities to contact with a range of people and experiences, environments within their own surroundings and close to school

How are skills from the iron/ stone age still used today? Opportunities to

contact with a range Opportunities to of people and experiences, explore places and places and people decisions about places and their sum linked to them and surroundings and close to school

develop their awareness of familiar places and people participate on geographical enquiry.

2025

Learn some eographical vocabulary and begin to learn about some of

begin to learn about some of the

geographical features in their locality and

geographical features in their locality and where appropriate, their purpose Learn some geographical vocabulary and

2024

contact with a

range of people

explore places and

environments

within their own

close to school

How did the Romans change our world?

and experiences, familiar places geographical vocabulary

surroundings and on geographical and where appropriate,

Opportunities to contact with a range of

people and experiences, explore places

and environments within their own

surroundings and close to school

enquiry

What was life like during

the turn of BC to AD?

and people linked to them and

participate on geographical

enquiry.

develop their

awareness of

and people

How does it feel to be part of a carnival?

Could you survive in a

rainforest?

Learn some geographical

vocabulary and begin to

learn about some of the

geographical features in

their locality and where

Opportunities to develop their awareness of

familiar places and people linked to them and

participate in geographical enquiry.

Can you travel the whole way around the world?

How does it feel to be

part of a carnival?

people linked to them and participate places and people linked to

Learn some geographical

vocabulary and begin to learn

about some of the geographical

features in their locality and

where appropriate, their purpose

Are the Pyramids of Giza an important part of world history?

Learn some geographical vocabulary and begin to learn about some of the geographical features in their locality

Did the Vikings

change our

world?

Develop skills

in interpreting

geographical

resources.

Opportunities to develop

their awareness of familiar

them and participate on

geographical enquiry.

Explore their

immediate

personal

space.

Why was the year 1666

important to London?

where appropriate, their purpose. and where appropriate, their purpose. Opportunities to develop their awareness of familiar places and people linked to them and participate on geographical

enquiry.

2023

Opportunities to contact

with a range of people

and experiences.

explore places and

environments within

their own surroundings

and close to school

Opportunities to contact with a range of people and experiences, explore places and environments within

their own surroundings and close to school

Learn some geographical

vocabulary

some of the

features in

their locality

and where

appropriate,

their purpose.

ر geographical

and begin

to learn

Recognise how people can improve the environment or

damage it and how decisions about places and environments affect the future quality of Opportunities to develop their awareness of familiar places

peoples lives.

Experience, explore and investigate a variety of people, places and environments near the school and in the contrasting areas

Learn some geographical vocabu-

lary and begin to learn

about some of the

geographical features

in their locality and

where appropriate,

their purpose.

Explore their

immediate

space.

personal

2022

Opportunities to develop

their awareness of familiar

places and people linked to

them and participate on

geographical enquiry.

How have significant people changed our

appropriate, their purpose. How has history changed the way we

celebrate?

Opportunities to develop their awareness of familiar them and participate on

> places and people linked to them and participate on geographical enquiry.

Would you like to live in Kenya?

Opportunities to develop their awareness of familiar places and places and people linked to people linked to them and participate on geographical enquiry.

> Opportunities to develop their awareness of familiar places and people linked to them and participate on geographical enquiry.

Opportunities to contact with a range of people and experiences, explore places and environments within their own surroundings and close to school

Opportunities to develop their awareness of familiar places and people linked to them and participate on geographical

enquiry.

2021

How was life different when Queen Victoria ruled?

their awareness of familiar places and people linked to them and participate on ge-

Explore their space.

Learn some geographical vocabulary and begin to learn about some of the geographical features in their locality and where appropriate, their purpose.

Explore their immediate personal space.

What makes a

person significant?

Opportunities to contact with a range of people and experiences, explore places and environments within their own surroundings and close to school

e of the list be and climate? Opportunities to develop ographical enquiry.

immediate personal

How has history changed the way we celebrate?

Explore their immediate

personal space

Opportunities to develop their awareness of familiar places and people linked to them and participate on geographical enquiry.

geographical enquiry.

geographical enquiry. Opportunities to develop their awareness of familiar places and people linked to them and participate on

Where in the world are

you?

Opportunities to develop their awareness of familiar



2026

exploration and

information.

They identify

similarities and

differences between

contrasting places

skills and resources to explain the geography,

such as maps, atlases and ICT to support

and develop their learning.

geographical sources.

2024

Opportunities to

contact with a

range of people

and experiences,

environments

within their own

surroundings and

close to school

2022

They participate in geographical They participate in

enquiry inside and outside the geographical enquiry

Life in 1939 – 45 Experiences a range of contrasting local sites by gaining experience of different clothes, Respond to and use a music, range of resources for

food and language Rivers flood disaster how people cope:

Tant for survival? Recognise some patterns and processes of the physical/ natural and human/made

features.

Study a range of scales, (regional, national and global). They will be aware if some geographical Journ

issues that affect them and others. **Explore**

investigate at a local scale, a wide range of people, places and environments in different parts of the world and experience contrasting environments.

They participate in geographical enquiry inside and outside the classroom and access some geographical sources

Coastal features: Explore and investigate at a local scale, a wide range of people, places environments

in different parts of the world and

experience contrasting

environments.

and climate? Weather patterns over Europe: Explore and investigate at a local scale, a wide range of people, places and environments in different parts of the world and experience contrasting environments.

Experience, be aware of, recognise and communicate their understanding of and feelings about changes in their environment

They identify geographical questions, collect,

analyse and present evidence to help them

draw conclusions and develop their opinions

Study a range of scales, (regional,

national and global). They will be

aware if some geographical issues

that affect them and others

How was life different

when Queen Victoria

ruled?



KS 3/4 Geography

Experiences a range of contrasting local sites by gaining experience of different clothes, music, food and

language.

classroom and access

some geographical

sources.

How did the

Romans change

our world?

Explore recognise and

and views about places

What was life like in

medieval times?

They participate in geographical enquiry inside and outside the classroom and access some geographical sources.

Explore and investigate at a local scale, a wide range of people, places and environments in different parts of the world and experience contrasting environments.

> How do different countries and religions celebrate?

Use symbols, artwork, modelling. drawing and writing to record.

> They participate in geographical enquiry inside and outside the classroom and access some geographical sources.

Can you travel the whole way around the world?

of people and experiences, explore places and environments within their own surroundings and

modelling,

writing to

record.

How are skills

from the iron/

stone age still

used today?

Opportunities to

contact with a range

close to school

Are the Pyramids of Giza an important part of world history?

range of people, places and environments in different parts of the world and experience contrasting environments.

Did the Vikings

change our

world?

Experiences a range of links between contrasting local sites by people, gaining experience of diffunctions and ferent clothes, music, food places.

Recognise

How does it feel to be part of a carnival?

and language.

They identify geographical

questions, collect, analyse and

present evidence to help them

draw conclusions and develop

their pinions.

Would you like to live in

Kenya?

African and Caribbean Culture:

respond in different ways to people

places and environments by

expressing their own views about

their surroundings.

They participate in geographical enquiry inside and outside the classroom and access some geographical sources.

They participate in geographical enquiry inside and outside the classroom and access some geographical sources.

> Why was the year 1666 important to London?

They participate in geographical Use symbols, enquiry inside and outside the artwork.

classroom and access some drawing and geographical sources

2025

places and

They identify geographical

their opinions

2023

Respond in different ways to people places and environments by expressing their own views about their surroundings.

> They will be aware of some geographical issues that affect them and others.

Respond in different ways to people Participate in geographical environments by enquiry expressing their own inside and views about their outside the surroundings. classroom and access some

geographical

sources

Explore recognise and communicate information and views about places and people

Shopping past questions, collect, analyse and present and future: present evidence to help them Study a range of draw conclusions and develop scales, (regional, national and global). They will be aware if some geographical issues that affect them and others.

Coastal features: They participate **Explore** in geographical enquiry inside and investigate outside the a wid a wid range of people, places and s. places and environment range of people, places and of range of people, places and of people, at a local scale, classroom and access some geographical sources.

experience contrasting environments.

Investigating Kenya: Explore recognise and communicate Study a range of scales, (regional, national and information and views about global). They will be aware if some geographical places and people. issues that affect them and others.

Experiences a range of contrasting local sites by gaining experience of different communicate information clothes, music, food and language. and views about people

What makes a person significant?



Learning Journey

How high can I travel on Earth?

They use a range of geographical vocabulary, Recognise some patterns and processes of the physical/natural and human/made features.

> Experiences a range of contrasting local sites by gaining experience of

classroom and access some inside and outside the different clothes, music, food and language.

places and environments by

How does it feel to be part of a carnival?

African and Caribbean Environment: Explore and investigate at a local scale, a wide communicate information respond in different ways to people

expressing their own views about and people their surroundings. explore places and Explore recognise They participate in geographical enquiry inside and outside the classroom

and communicate information and views about places and access some and people geographical sources.

Could you survive in a What was life like during the turn of BC to AD? rainforest?

Explore and investigate at a local scale, a wide range of people, places and environments in different parts of the world and experience contrasting environments.

How have

significant people

changed our

Luther King: Learn about the

diversity of people's lives.

Extend their knowledge of the lives and religious beliefs of Explore, recognise and people and appreciate the communicate information diversity of views and experiences.

and views about people and places.

How has history

changed the way we celebrate?

> celebrations: Experience, be aware of, recognise and communicate their understanding of and feelings about

Study a range of scales, (regional, national and global). They will be aware if some geographical

you?

How has history changed the way we celebrate?

Explore and investigate at a local aware of, recognise scale, a wide range of people, places and environments in different parts of the world and experience

Experiences a range of contrasting local sites by gaining experience of different clothes, music, food and language.

Explore recognise and

and places

Explore recognise and communicate information and views about people and places.

Anne Frank/Gandhi/Martin

Customs, traditions and changes in their environment

issues that affect them and others.

environment

Where in the world are

Experience, be

and communicate their understanding of and feelings about contrasting environments. changes in their