

Barnaby Bear's World Tour!

Like us, Barnaby likes going on holiday! He visits some amazing places and sometimes sends us postcards.? The pictures help us learn how to talk about places and what they are like.

Year One

Observing our World

Geography and Science that runs through the year. We identify how the seasons and our daily weather change.

Year Two

Near

exploring our local world – from our village to our country! Thinking about a bird's eye view, we begin to draw our own maps, talk about geographical features and see famous landmarks around the UK.

.... and Far: continuing our journey we find out where we are in the world! We visit different locations to find out where it is hot and cold and use atlases and globes to find our way. We find out about Tanzania, travelling from the capital city to rural villages and comparing life there with life in Bledlow Ridge.

Geography in other projects: We use maps to build the context for Florence Nightingale and Mary Seacole's journey to Crimea.

What is Sustainability?

Introducing some of Earth's resources, who uses them, where and how. Asking can we as Global Citizens use them better and share them more fairly?

Geography in French: using photos to describe 4 contrasting locations where French is spoken – DR Congo, Quebec Senegal, Vanuatu, & Madagascar.

Contrasting Environments

looking at global scale climate zones and biomes – polar, temperate, desert and tropical rainforest & grassland. We can see our Science in context and think about what it is like in these different areas.

Mountains and volcanoes

– links with Science: looking how they were made, where they are and what it is like to live there. Science unit brings in different types of rocks and their properties, which helps us understand why places look like they do..

Year Three

Ancient Egypt

context for the Ancient Egyptians – locating Egypt and finding out why the River Nile was so important.

Geography in French: looking at maps of France, naming some key features & places, considering ways to get there from UK.

Year Four

The Caribbean

Our local town High Wycombe, has a significant Caribbean community, mainly from St Vincent. Getting to know this region, we can review what we already know about volcanoes and rainforests and see how people live and work there.

Year Five

Geography in French: Mali – language in a different context. Location and features, life and languages. English language roots, Latin and Germanic

Arabian Nights locating Arabia on a map, to find out key facts about the area, providing context for writing.

Rivers

Learning how rivers work, exploring landscape features and how people have used rivers, including fieldwork on our local River Wye.

What does it mean to be British?

Identifying contrasts and similarities in values, culture, landscape and lifestyle across the country.

Year Six

The Alps: looking at a specific range of mountains, with lots of opportunities to use different types of maps and compare living in the Alps with our local area, The Chilterns.

Invaders from across the Sea

Context - where did the Vikings, Angles, Saxons and Jutes come from? What was it like there? What routes did they travel? Why?

Geography in other projects: where WW2 took place on the ground; context of stories e.g. *Goodnight Mr Tom* – contrast features of city and countryside during WW2, – *Harry Potter* – physical features of landscape.

Intent: In Geography at Bledlow Ridge School, we aim to:

- **Inspire children's curiosity and a lifelong interest in the world and its people**
- **Equip them with knowledge & developing skills to find out more about the world**
- **Build their understanding of geographical processes, interactions and changes over time**

Overview of EYFS Provision

In the EYFS, children are encouraged to explore the world and environment around them through play-based, child-centred learning. The children are encouraged to discuss past and present events, usually those they have experienced first hand.

Geographical concepts taught are based upon what the children know already and how this can be developed and enhanced. This is facilitated through discussing their immediate environments. Children are encouraged to share their cultural and religious beliefs to create discussion and understanding of how families differ from each other.

Pupils are given many opportunities to explore the natural world around them. Our school field and woodland area to see first-hand the natural environment which surrounds them and compare this to other areas they might see such as the towns and villages they live in. They explore the changes in weather and seasons and how this affects their immediate location by spending time discovering outside and experiencing the physical changes around them using their scientific knowledge.

Intent: In Geography at Bledlow Ridge School, we aim to:

- **Inspire children's curiosity and a lifelong interest in the world and its people**
- **Equip them with knowledge & developing skills to find out more about the world**
- **Build their understanding of geographical processes, interactions and changes over time**

KS1: Starting with the children's own geographical experiences

- Exploring their world of home/school/holidays – introducing other places and describing them

Building up to comparison between places and introducing scale, local-national-international

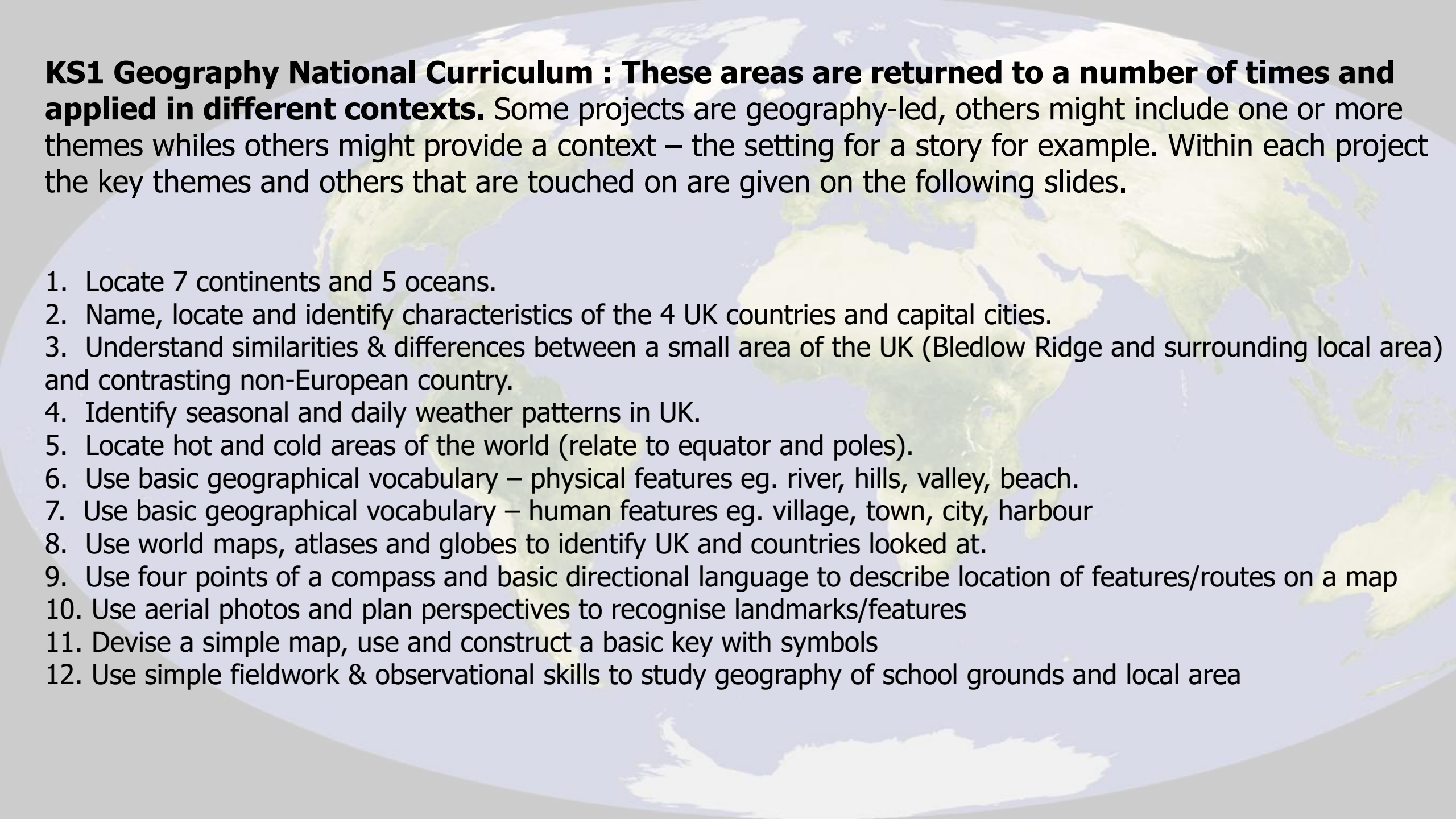
- Bledlow Ridge and surrounding area of The Chilterns, UK countries, other countries and continents
- Places in other people's stories (Florence Nightingale and characters in stories)

KS2: Introducing global processes & patterns

- **helping children see themselves and others as active global citizens who rely on the Earth's resources**
- **mountains & volcanoes, climate zones & biomes, rivers**

Discovering that what places are like matters to people in history & today – interactions and changes

- Ancient Egypt; The Caribbean (links with our local Caribbean population)
- The Alps; Islamic Golden Age
- Angles, Saxon and Viking invaders - part of the story of Britain
- UK as a diverse landscape, countries & population



KS1 Geography National Curriculum : These areas are returned to a number of times and applied in different contexts. Some projects are geography-led, others might include one or more themes while others might provide a context – the setting for a story for example. Within each project the key themes and others that are touched on are given on the following slides.

1. Locate 7 continents and 5 oceans.
2. Name, locate and identify characteristics of the 4 UK countries and capital cities.
3. Understand similarities & differences between a small area of the UK (Bledlow Ridge and surrounding local area) and contrasting non-European country.
4. Identify seasonal and daily weather patterns in UK.
5. Locate hot and cold areas of the world (relate to equator and poles).
6. Use basic geographical vocabulary – physical features eg. river, hills, valley, beach.
7. Use basic geographical vocabulary – human features eg. village, town, city, harbour
8. Use world maps, atlases and globes to identify UK and countries looked at.
9. Use four points of a compass and basic directional language to describe location of features/routes on a map
10. Use aerial photos and plan perspectives to recognise landmarks/features
11. Devise a simple map, use and construct a basic key with symbols
12. Use simple fieldwork & observational skills to study geography of school grounds and local area

A lush garden scene with a pond, trees, and a fence. The foreground is filled with green plants and flowers. In the middle ground, there is a pond with a cluster of tall green reeds. The background shows a wooden fence and large trees with dense foliage. The scene is brightly lit, suggesting a sunny day.

Year 1

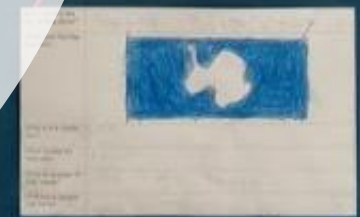
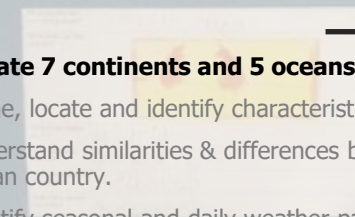
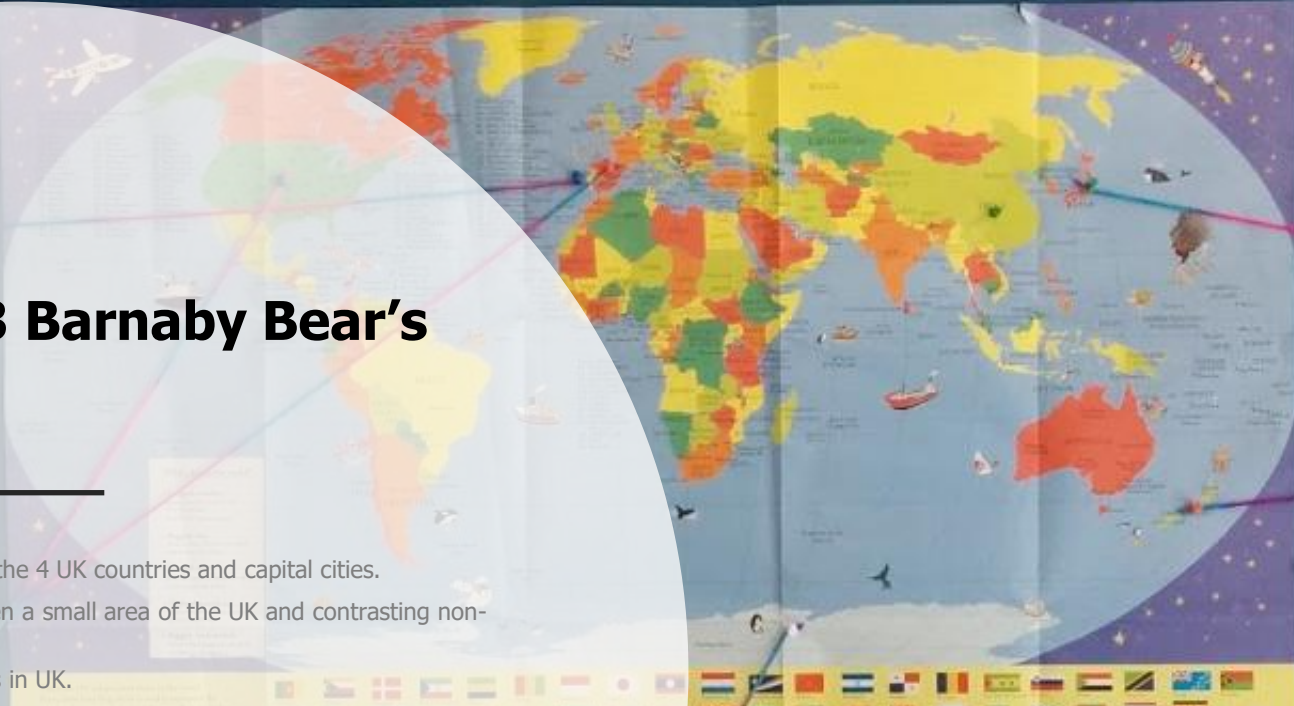
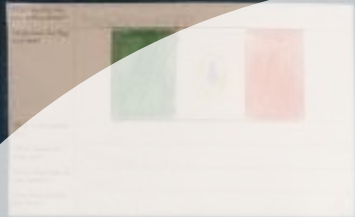
Observing Our World through the year Geography & Science

1. Locate 7 continents and 5 oceans.
2. Name, locate and identify characteristics of the 4 UK countries and capital cities.
3. Understand similarities & differences between a small area of the UK and contrasting non-European country.
- 4. Identify seasonal and daily weather patterns in UK.**
- 5. Locate hot and cold areas of the world (comparing UK weather with other places).**
6. Use basic geographical vocabulary – physical features eg. river, hills, valley, beach.
7. Use basic geographical vocabulary – human features eg. village, town, city, harbour
8. Use world maps, atlases and globes to identify UK and countries looked at.
- 9. Use four points of a compass** and basic directional language to describe location of features/routes on a map
10. Use aerial photos and plan perspectives to recognise landmarks/features
- 11. Devise a simple map**, use and construct a basic key with symbols
- 12. Use simple fieldwork & observational skills to study geography of school grounds and local area**

Barnaby's Travels

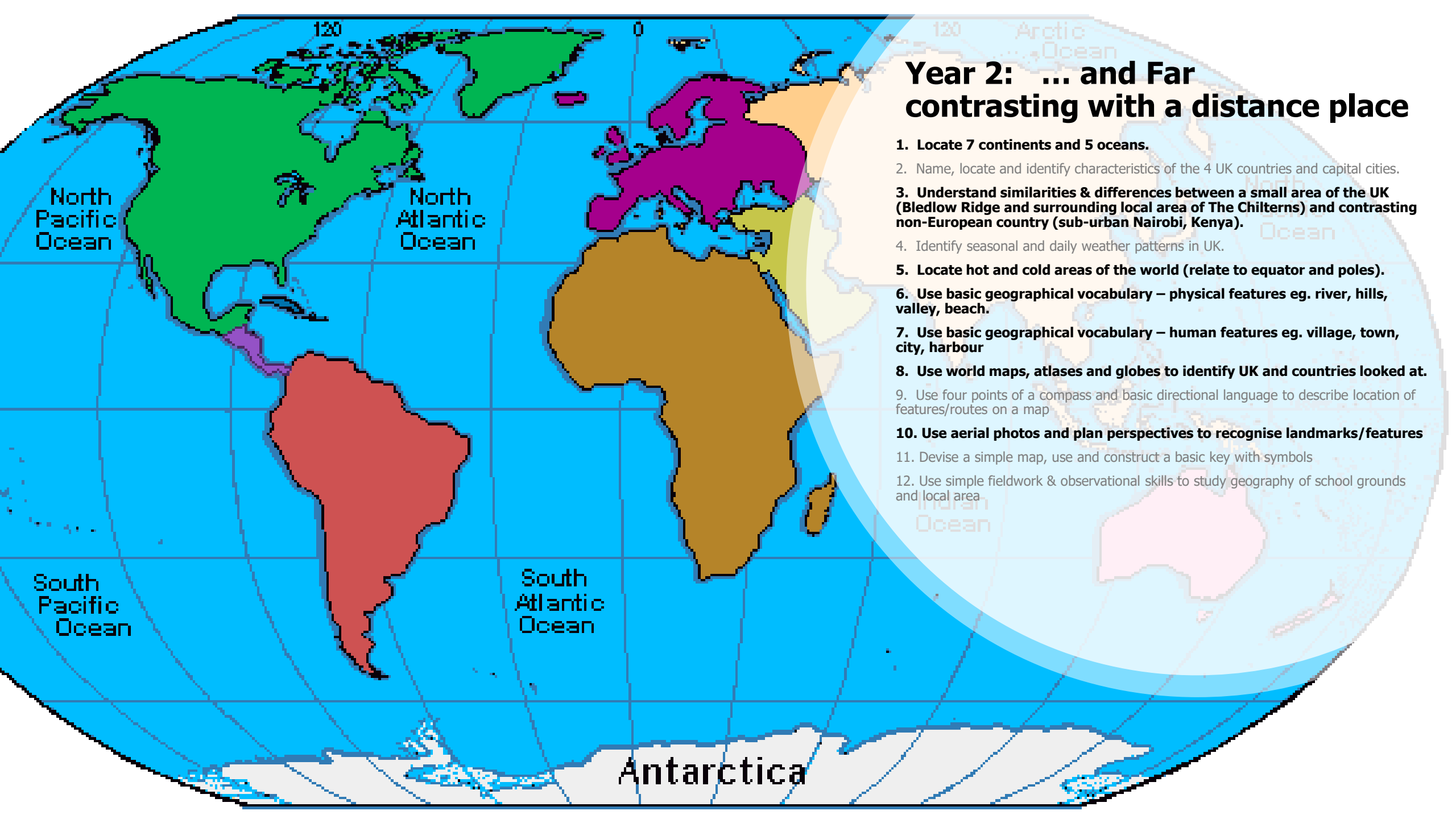
Year 1 Project 3 Barnaby Bear's World Tour!

1. **Locate 7 continents and 5 oceans.**
2. Name, locate and identify characteristics of the 4 UK countries and capital cities.
3. Understand similarities & differences between a small area of the UK and contrasting non-European country.
4. Identify seasonal and daily weather patterns in UK.
5. **Locate hot and cold areas of the world** (relate to equator and poles).
6. **Use basic geographical vocabulary – physical features eg. river, hills, valley, beach.**
7. **Use basic geographical vocabulary – human features eg. village, town, city, harbour.**
8. **Use world maps, atlases and globes to identify UK and countries looked at.**
9. Use four points of a compass and basic directional language to describe location of features/routes on a map
10. Use aerial photos and plan perspectives to recognise landmarks/features
11. Devise a simple map, use and construct a basic key with symbols
12. Use simple fieldwork & observational skills to study geography of school, grounds and local area



Year 2: Near... our local area

1. Locate 7 continents and 5 oceans.
2. **Name, locate and identify characteristics of the 4 UK countries and capital cities.**
3. Understand similarities & differences between a small area of the UK (**Bledlow Ridge and surrounding local area of The Chilterns**) and contrasting non-European country.
4. Identify seasonal and daily weather patterns in UK.
5. Locate hot and cold areas of the world (relate to equator and poles).
6. **Use basic geographical vocabulary – physical features eg. river, hills, valley, woodland, beach.**
7. **Use basic geographical vocabulary – human features eg. village, town, city, farm, harbour**
8. **Use world maps, atlases and globes to identify UK and countries looked at.**
9. **Use four points of a compass and basic directional language to describe location of features/routes on a map**
10. **Use aerial photos and plan perspectives to recognise landmarks/features**
11. **Devise a simple map, use and construct a basic key with symbols**
12. **Use simple fieldwork & observational skills to study geography of school, grounds and local environment**



Year 2: ... and Far contrasting with a distance place

1. Locate 7 continents and 5 oceans.
2. Name, locate and identify characteristics of the 4 UK countries and capital cities.
3. Understand similarities & differences between a small area of the UK (Bledlow Ridge and surrounding local area of The Chilterns) and contrasting non-European country (sub-urban Nairobi, Kenya).
4. Identify seasonal and daily weather patterns in UK.
5. Locate hot and cold areas of the world (relate to equator and poles).
6. Use basic geographical vocabulary – physical features eg. river, hills, valley, beach.
7. Use basic geographical vocabulary – human features eg. village, town, city, harbour
8. Use world maps, atlases and globes to identify UK and countries looked at.
9. Use four points of a compass and basic directional language to describe location of features/routes on a map
10. Use aerial photos and plan perspectives to recognise landmarks/features
11. Devise a simple map, use and construct a basic key with symbols
12. Use simple fieldwork & observational skills to study geography of school grounds and local area



KS2 Geography National Curriculum : These areas are returned to a number of times and applied in different contexts to support retrieval practice.

1. Locate countries (focus on Europe & N. and S. America), environmental regions, physical and human features, countries and cities.
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
4. Understand similarities and differences of region of UK and region of Europe or N. or S. America
5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.
6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.
8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Year 3

Extreme Earth: Making Mountains & Volcanoes

- 1. Locate countries where mountain building has taken place and volcano /earthquake zones,** environmental regions, physical and human features, countries and cities.
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
4. Understand similarities and differences of region of UK and region of Europe or N. or S. America
- 5. Describe and understand physical geography incl., climate zones, biomes, rivers mountains, volcanoes, earthquakes** and the water cycle.
- 6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**
- 7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.**
8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 9. Use fieldwork** to observe, measure and record the human and physical features in the local area using a range of methods, **including sketch maps, plans and graphs** and digital technologies.

Year 3

The Ancient Egyptians

1. Locate country (Egypt), environmental regions, physical and human features, countries and cities.

2. Name & locate countries of the UK, regions, features & how some aspects have changed over time

3. Identify position & significance of latitude & longitude, Prime meridian and time zones

4. Understand similarities and differences of region of UK and region of Europe or N. or S. America

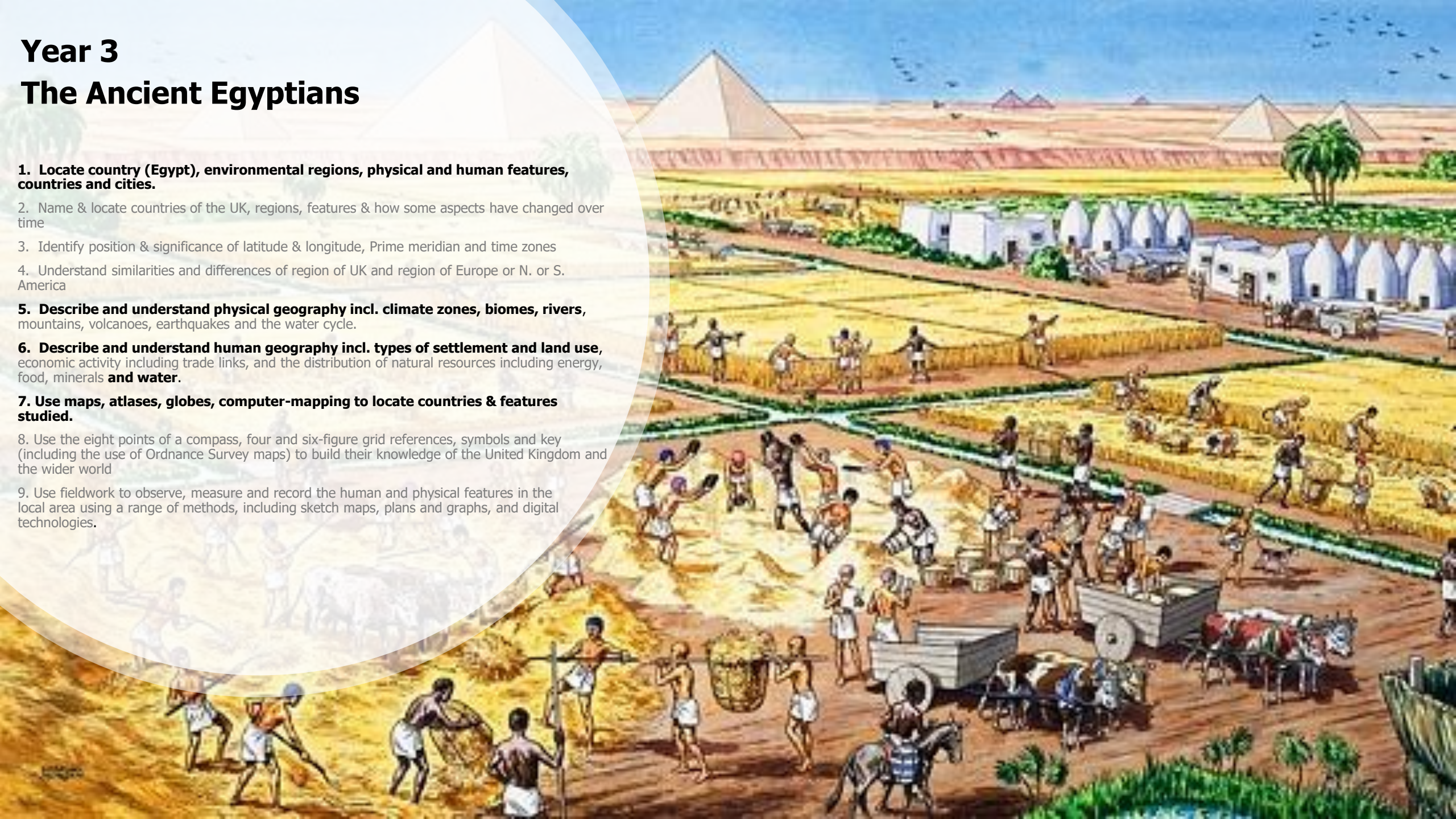
5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.

6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.

8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

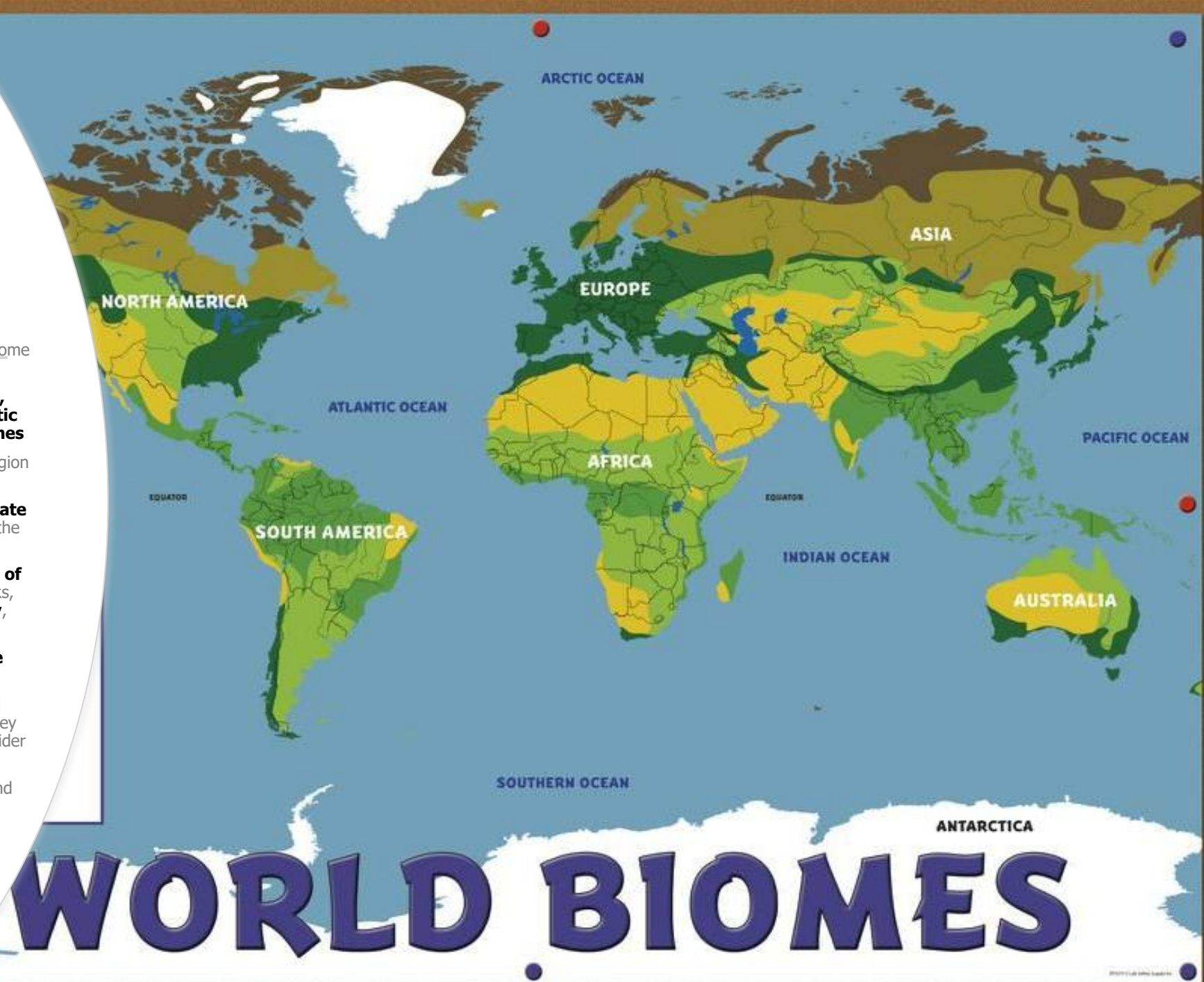
9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Year 3

Contrasting Environments – World Biomes

1. **Locate countries, environmental regions,** physical and human features, countries and cities.
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. **Identify position & significance of latitude & longitude, equator, Tropics of Cancer & Capricorn, Arctic and Antarctic Circles, North & South Poles, Prime meridian and time zones**
4. Understand similarities and differences of region of UK and region of Europe or N. or S. America
5. **Describe and understand physical geography incl. climate zones, biomes,** rivers, mountains, volcanoes, earthquakes and the water cycle.
6. **Describe and understand human geography incl. types of settlement and land use,** economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
7. **Use maps, atlases, globes, computer-mapping to locate countries & features studied.**
8. **Use the eight points of a compass,** four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. **Use fieldwork** to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Year 4

The Caribbean – Where is it? What's it like? What's it like to live there?

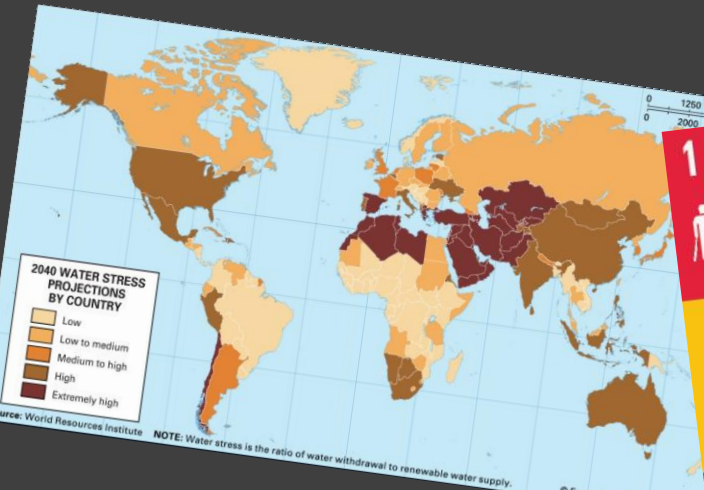
- 1. Locate countries (focus on N. and S. America), environmental regions, physical and human features, countries and cities.**
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
- 4. Understand similarities and differences of region of UK and region of N. or S. America**
- 5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.**
- 6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**
- 7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.**
- 8. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world**
- 9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**



Y4: What is Sustainability?

As Global citizens, children need to understand what it means to use resources so they will last into the future and investigate how fairly resources are shared by the people of the world. Looking at how we can save water, reduce waste & be environmentally-friendly and see how we can make the world better by sharing those resources through fair-trade and the Sustainable Development Goals

1. Locate countries (focus on Europe & N. and S. America), environmental regions, physical and human features, countries and cities.
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
4. Understand similarities and differences of region of UK and region of Europe or N. or S. America
5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.
6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.
8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS

OUR RIGHTS OUR FREEDOMS ALWAYS

We can Touch the world

Reduce

- turn off lights
- reduce how much water you use
- donate clothes

Reuse

- reuse seeds from plants
- use 2 liters to grow vegetables
- walk home

Recycle

- recycle paper goods and plastics
- use washable containers to drink water
- recycle books and newspapers

Year 5

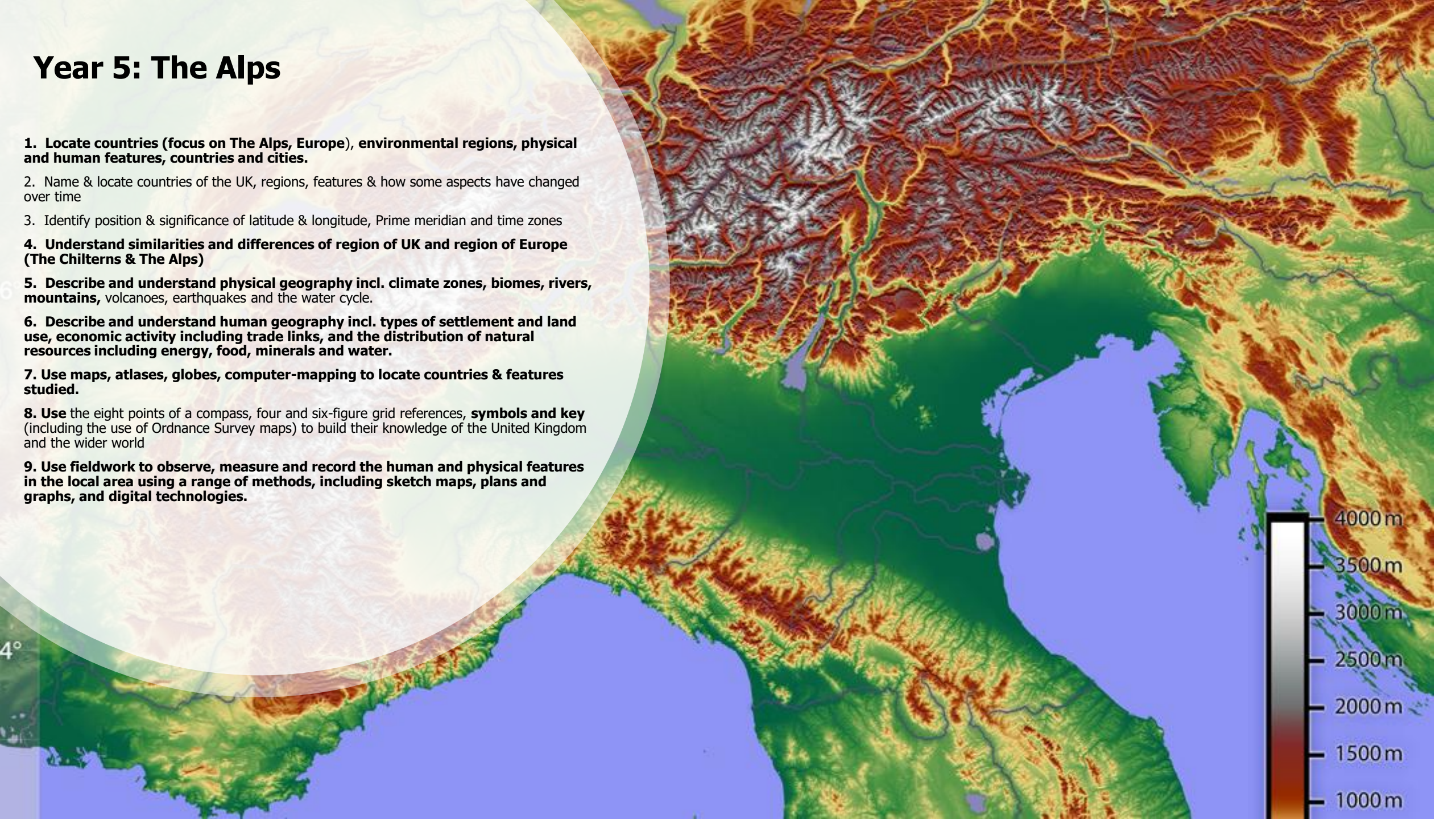
Invaders from Across the Sea geography links

1. Locate countries (UK, Germany, Denmark, Norway, Netherlands), environmental regions, physical and human features, countries and cities.
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
4. Understand similarities and differences of region of UK and region of Europe or N. or S. America
5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.
6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.
8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Year 5: The Alps

- 1. Locate countries (focus on The Alps, Europe), environmental regions, physical and human features, countries and cities.**
2. Name & locate countries of the UK, regions, features & how some aspects have changed over time
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
- 4. Understand similarities and differences of region of UK and region of Europe (The Chilterns & The Alps)**
- 5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.**
- 6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**
- 7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.**
- 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world**
- 9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**



Year 6: Arabian Nights

1. Locate countries (Arabian Peninsula), environmental regions, physical and human features, countries and cities (ancient trade routes converging on Baghdad).

2. Name & locate countries of the UK, regions, features & how some aspects have changed over time

3. Identify position & significance of latitude & longitude, Prime meridian and time zones

4. Understand similarities and differences of region of UK and region of Europe or N. or S. America

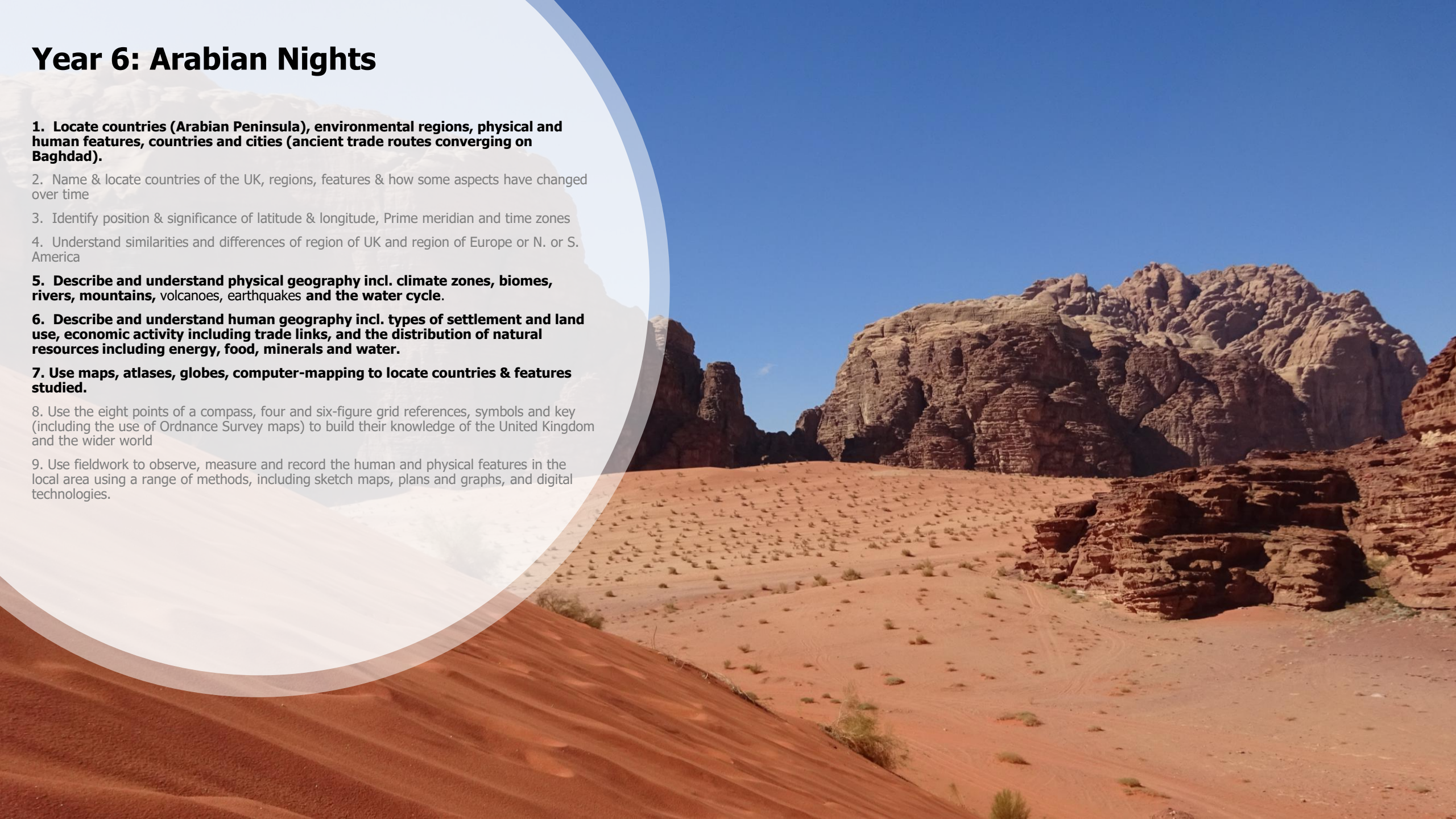
5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.

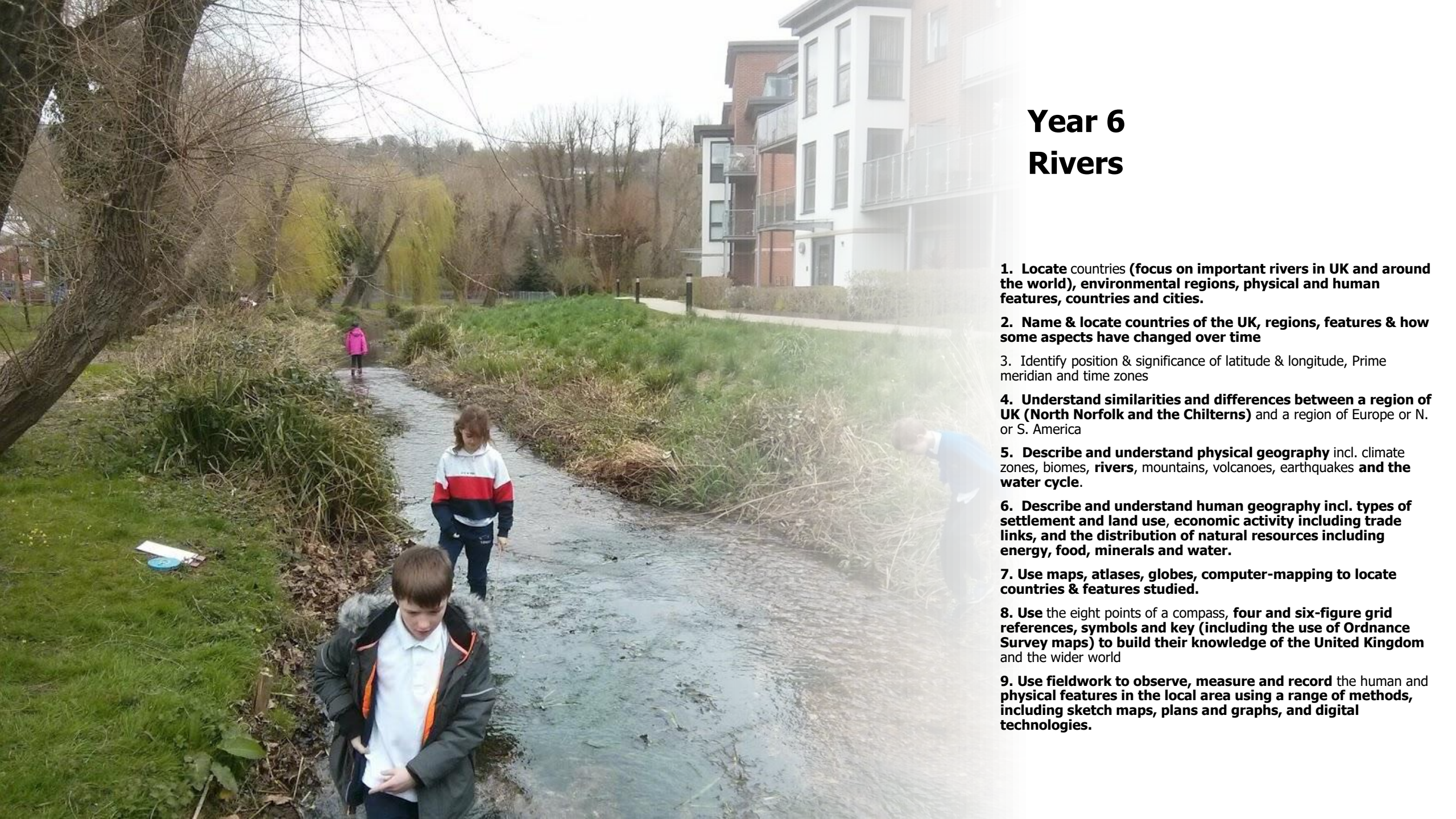
6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.

8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.





Year 6 Rivers

- 1. Locate countries (focus on important rivers in UK and around the world), environmental regions, physical and human features, countries and cities.**
- 2. Name & locate countries of the UK, regions, features & how some aspects have changed over time**
3. Identify position & significance of latitude & longitude, Prime meridian and time zones
- 4. Understand similarities and differences between a region of UK (North Norfolk and the Chilterns) and a region of Europe or N. or S. America**
- 5. Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.**
- 6. Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**
- 7. Use maps, atlases, globes, computer-mapping to locate countries & features studied.**
- 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world**
- 9. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**

Year 6

What does it mean to be British?

1. Locate countries (focus on Europe & N. and S. America), environmental regions, physical and human features, countries and cities

2. **Name & locate countries of the UK, regions, features & how some aspects have changed over time**

3. Identify position & significance of latitude & longitude, Prime meridian and time zones

4. Understand similarities and differences of region of UK and region of Europe or N. or S. America

5. **Describe and understand physical geography incl. climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle**

6. **Describe and understand human geography incl. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**

7. **Use maps, atlases, globes, computer-mapping to locate countries & features studied.**

8. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

9. use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

