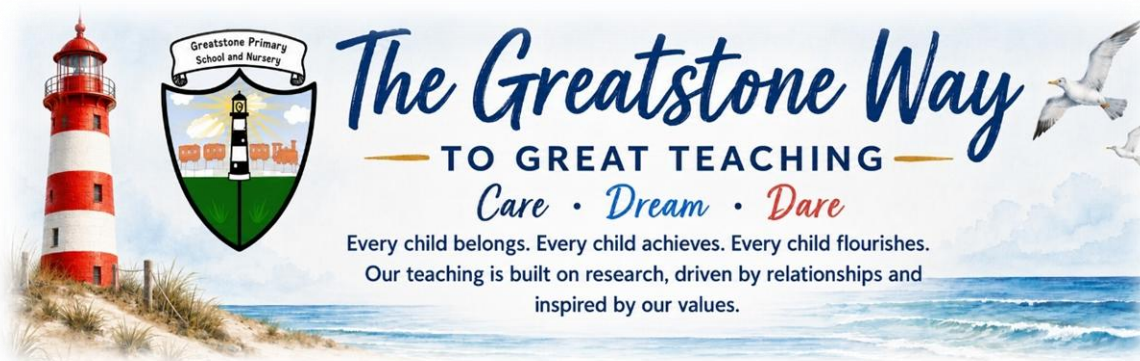




GEOGRAPHY: THE GREATSTONE WAY CURRICULUM

Curriculum Intent

This document sets out the curriculum spine for EYFS–Year 6, bringing together the Greatstone Way themes, whole-school enquiry questions, Cornerstones humanities projects, Developing Experts science, Beach School, local enhancement and authentic outcomes into one coherent curriculum.

Curriculum Design Principles for Humanities

The curriculum has been designed around six key principles.

1. Full National Curriculum Coverage

The sequence provides comprehensive coverage of all statutory National Curriculum requirements for Key Stage 2.

History

Pupils study:

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England
- Ancient Civilisations
- Ancient Greece
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- a study extending chronological knowledge beyond 1066
- local history throughout each year

Geography

Pupils progressively develop:

- locational knowledge
- place knowledge
- human geography
- physical geography
- geographical skills and fieldwork

2. A Chronologically Coherent History Curriculum

History has been deliberately sequenced so pupils develop an increasingly secure understanding of chronology.

Rather than studying isolated historical topics, children build a connected narrative of Britain's past and its place within world history.

Year	Historical Focus
EYFS	Past and present
Year 1	Childhood and school changes
Year 2	Significant individuals and British monarchy
Year 3	Anglo-Saxons, Vikings and early kingdoms
Year 4	Ancient Civilisations and Ancient Greece
Year 5	Prehistoric Britain and the Roman Empire
Year 6	Modern world history, Maafa and Britain at War

Recurring concepts such as:

- civilisation
- migration
- settlement
- empire
- leadership
- conflict
- significance
- legacy

are revisited and explored with increasing sophistication.

This enables pupils to make meaningful connections between historical periods rather than viewing them as isolated events.

3. Progressive Geographical Knowledge and Skills

Geography has been sequenced to move pupils from understanding their immediate environment towards increasingly complex global concepts.

Year	Geography Focus
EYFS	Local environment, seasons and weather
Year 1	Comparing London with Greatstone and understanding UK capital cities.
Year 2	Comparing globally to Greatstone, continents and oceans
Year 3	Comparing coastlines, rivers and mountains
Year 4	Mapping the world, agriculture and land use
Year 5	Global systems and natural hazards
Year 6	Environmental change and contrasting biomes

Knowledge develops progressively across the National Curriculum strands:

- locational knowledge
- place knowledge
- human geography
- physical geography
- geographical enquiry
- fieldwork

Children gradually become increasingly confident in:

- interpreting maps
- analysing data
- conducting fieldwork
- asking geographical questions
- evaluating evidence
- explaining geographical patterns and processes.

4. Developing Geographical Enquiry

The curriculum has been designed so pupils increasingly think and work as **geographers**.

Geographical enquiry progresses throughout the primary years by developing children's ability to:

EYFS

- talk about their immediate environment and familiar places
- observe and describe the natural world using simple vocabulary
- notice similarities and differences between places, people and environments
- explore maps, photographs and first-hand experiences to talk about where they live
- ask simple questions about the world around them

Year 1–2

- ask geographical questions about familiar and contrasting places
- identify and describe human and physical features
- use simple maps, atlases, globes and aerial photographs to locate places
- use simple fieldwork to observe, record and compare environments
- use geographical vocabulary to describe and compare places
- recognise how places are similar and different and explain simple reasons why

Year 3–4

- ask increasingly thoughtful geographical questions about places, environments and processes
- develop secure locational knowledge using maps, atlases, globes and digital mapping
- identify, compare and explain human and physical features across different regions
- observe, measure, record and interpret geographical information through fieldwork
- explain how physical and human processes shape places, settlements and environments
- recognise connections between people, places and the environment

Year 5–6

- analyse geographical patterns, relationships and processes
- evaluate geographical evidence collected from a range of primary and secondary sources
- understand interconnection, sustainability and environmental change at local, national and global scales
- draw conclusions and justify opinions using geographical evidence
- construct well-reasoned geographical explanations using maps, data, fieldwork, digital technologies and other geographical sources
- evaluate how geographical processes influence communities and consider how places may change in the future

Longer enquiries in Upper Key Stage 2 provide opportunities for deeper geographical investigation, increasingly independent fieldwork and more sophisticated analysis of human and physical geography. Pupils develop confidence in using a wide range of geographical sources and evidence to understand the relationships between people, places and environments, preparing them effectively for secondary geography.

5. Curriculum Design and Project Sequencing

The Greatstone Humanities Curriculum has been carefully sequenced to ensure that pupils build knowledge, skills and understanding progressively from the Early Years to the end of Key Stage 2. Each history and geography project has been deliberately positioned to build on prior learning, deepen disciplinary thinking and prepare pupils for future study.

The curriculum has been redesigned for Greatstone's current single-form entry structure. Historically, the school operated mixed-age Key Stage 2 classes, and the sequence of projects has been reviewed and refined to remove unnecessary repetition, strengthen progression and provide a clear year-on-year journey through the National Curriculum. This ensures that every year group follows a coherent programme of study with increasingly ambitious knowledge and skills.

Projects have been arranged so that pupils move logically through historical periods and geographical concepts. In history, pupils develop a secure chronological understanding by studying periods in sequence where appropriate, while making meaningful connections between civilisations, significant events and themes such as settlement, invasion, power, trade, migration and legacy. In geography, pupils begin by exploring their immediate locality before extending their understanding to the United Kingdom, Europe and the wider world, revisiting key geographical concepts through increasingly complex enquiries.

Throughout the curriculum, substantive knowledge and disciplinary thinking are deliberately interwoven. Pupils revisit the key concepts of place, settlement, environment, civilisation, trade, power, change, sustainability, migration and legacy in different contexts, enabling them to make connections between projects and deepen their understanding over time. Rather than repeating content, each project extends previous learning by introducing greater complexity, broader contexts and increasingly sophisticated disciplinary knowledge.

The curriculum has also been designed to reflect the distinctive context of Greatstone Primary and its coastal location. Local history, Kent heritage, coastal geography, Beach School and regular fieldwork are embedded throughout the curriculum to ensure that learning is meaningful, relevant and connected to pupils' own experiences. These opportunities enable pupils to apply classroom knowledge in authentic contexts while developing a strong sense of place and belonging.

As pupils move through the school, enquiries become increasingly challenging. Younger pupils develop secure foundations by asking questions, making observations and interpreting simple evidence. Older pupils analyse patterns, evaluate sources, identify continuity and change, consider multiple viewpoints and construct well-reasoned historical and geographical explanations. This carefully sequenced progression supports pupils' cognitive development while preparing them successfully for the demands of secondary humanities.

Finally, the curriculum is unified through The Greatstone Way. Every project is linked to one of the six whole-school themes—Roots, Survivors, Explorers, Inventors, Protectors and Legacy—creating a shared narrative that develops pupils' understanding of themselves, their community and the wider world. Memorable hooks, Beach School, local fieldwork, high-quality texts, purposeful collaboration, authentic showcases and regular opportunities for reflection ensure that learning is ambitious, engaging and memorable.

6. Designed for Greatstone's Context

The curriculum has been carefully adapted to meet the needs of Greatstone Primary.

Unlike many published curriculum sequences, this curriculum has been designed to support:

- long-term curriculum sustainability;
- reduced repetition between year groups;
- clear progression of knowledge and skills.

Several Cornerstones projects have therefore been adapted and reordered to remove unnecessary duplication whilst maintaining full National Curriculum coverage.

For example:

- **Blue Abyss** has been adapted into *Blue Abyss: Comparing the World's Coasts*, using Greatstone as a familiar reference point rather than the sole focus of study.
- geographical knowledge has been carefully sequenced to avoid repetition between projects.
- historical studies have been arranged to support coherent progression across mixed-age classes.

This ensures pupils encounter new knowledge each year whilst allowing teachers to plan effectively within split-class structures.

A Distinctive Greatstone Curriculum

What makes the Greatstone Humanities Curriculum distinctive is not simply the choice of projects, but how they are enriched through the local context. Beach School, the coastline and the local community are vehicles for enquiry, rather than the curriculum itself.

Every project includes opportunities for pupils to:

- undertake meaningful fieldwork;
- compare Greatstone with contrasting places and periods;
- apply disciplinary knowledge within authentic contexts;
- investigate local history and geography;
- work with primary evidence;
- contribute to their community through purposeful outcomes.

Importantly, local learning enhances the National Curriculum rather than replacing it. Pupils first secure the statutory knowledge and skills before applying them within their own environment, ensuring that local context deepens understanding without narrowing the curriculum.

Greatstone Way Themes - Humanities is planned around the six Greatstone Way themes, ensuring every project contributes towards our wider curriculum vision.

Term	Theme	Whole-School Big Question	Geography Focus
Autumn 1	ROOTS	Who are we and where do we belong?	Understanding our place in the world through local geography, settlement, landscapes and the relationship between people and their environment.
Autumn 2	SURVIVORS	How do people overcome challenges and adapt?	Exploring how people and environments respond to natural processes, changing landscapes, climate, natural hazards and environmental challenges.
Spring 1	EXPLORERS	How does curiosity help us discover more?	Investigating places, environments and the wider world through geographical enquiry, mapping, fieldwork and the study of physical and human geography.
Spring 2	INVENTORS	How do ideas change the world?	Examining how people shape environments through agriculture, engineering, technology, sustainability and innovative solutions to geographical challenges.
Summer 1	PROTECTORS	How can we care for people, places and our planet?	Understanding sustainability, conservation, climate change and our responsibility to protect diverse environments and communities locally and globally.
Summer 2	LEGACY	What difference will we leave behind?	Reflecting on how human actions shape the world, considering environmental stewardship, global citizenship and the sustainable legacy we leave for future generations.

Primary Humanities Sequence

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roots	Survivors	Explorers	Inventors	Protectors	Legacy
Year 1	History: Childhood	History: Continue Childhood	Geography: Bright Lights, Big City	Geography: Continue Bright Lights, Big City	History: School Days	History: Continue School Days
Year 2	History: Movers and Shakers	History: Movers and Shakers	Geography: Let's Explore the World	Geography: Continue Let's Explore the World compare to Coastline	History: Magnificent Monarchs	History: Continue Magnificent Monarchs
Year 3	History: Invasion	History: Continue Invasion	Geography: Blue Abyss: Comparing the World's Coasts	Geography: Misty Mountain, Winding River	History: Dynamic Dynasties	History: Continue Dynamic Dynasties
Year 4	History: Ancient Civilisations	History: Continue Ancient Civilisations	Geography: Interconnected World	Geography: Sow, Grow and Farm	History: Ground breaking Greeks	History: Continue Ground breaking Greeks
Year 5	History: Through the Ages	History: Continue Through the Ages	Geography: One Planet, Our World	Geography: Rocks, Relics & Rumbles	History: Emperors & Empires	History: Continue Emperors & Empires
Year 6	History: Maafa	History: Continue Maafa	Geography: Our Changing World	Geography: Near and Far	History: Britain at War	History: Continue Britain at War

Curriculum Design Principles

- Every half-term is driven by a Greatstone Way whole-school enquiry question.
- Every unit includes a memorable hook.
- Beach School and outdoor learning are planned as part of the curriculum rather than as enrichment.
- Every unit includes an authentic Kent/Greatstone context.
- Science follows the Developing Experts progression.
- Art and DT follow the existing Greatstone long-term plans.
- Every unit includes a high-quality text, structured collaboration, pupil reflection and an authentic showcase.

Geography at Greatstone is designed around the following principles:

Knowledge Rich

Children develop secure geographical knowledge through carefully sequenced learning that builds over time. Key concepts, places, processes and vocabulary are revisited regularly, enabling pupils to make meaningful connections between physical and human geography and retain knowledge in their long-term memory.

Geographically Curious

Pupils ask meaningful geographical questions about the world around them, investigate places and environments through enquiry, interpret a range of sources and consider how people interact with and shape the world. They develop curiosity about local, national and global issues and understand that geography helps explain the changing world.

Understanding Place, Space and Scale

Children develop a secure understanding of place, location and spatial relationships. They compare places across different scales—from Greatstone and Romney Marsh to the United Kingdom and the wider world—recognising similarities, differences and the interconnectedness of people, environments and global systems.

Disciplinary Thinking

Children learn to work like geographers by collecting, analysing and interpreting geographical information. They develop fieldwork, mapping and enquiry skills through observation, data collection, interpretation of maps, aerial photographs, GIS and digital technologies. Pupils identify patterns, explain geographical processes, evaluate evidence and communicate informed conclusions using appropriate geographical vocabulary. These disciplinary approaches are drawn directly from the Cornerstones progression framework and built progressively across Years 3–6.

Local Geography

Our curriculum makes explicit links to Greatstone, Romney Marsh, Dungeness and the Kent coastline so pupils develop a deep understanding of the unique physical and human geography of the place in which they live. Local fieldwork enables children to explore coastal processes, settlements, tourism, conservation, biodiversity, climate and land use within their own community.

Diversity & Inclusion

Children explore a diverse range of places, cultures, environments and communities across the world. They develop an understanding of how geography influences lives and livelihoods while recognising both similarities and differences between people. Through geographical enquiry, pupils

develop empathy, challenge stereotypes and explore issues of sustainability, inequality, migration, climate change and global responsibility, becoming informed and responsible global citizens.

Beach School and Outdoor Learning

Beach School is an integral part of the geography curriculum rather than an additional enrichment activity. Children investigate geographical concepts through practical fieldwork by:

- exploring coastal landforms and physical processes;
- investigating weather, climate and seasonal change;
- carrying out beach and dune surveys;
- studying habitats, biodiversity and ecosystems;
- mapping local landscapes using field sketches, compasses and digital technology;
- investigating settlement patterns, tourism and land use;
- collecting, analysing and presenting environmental data;
- exploring sustainability, conservation and human impact on the coastal environment.

These experiences enable children to connect classroom learning with the distinctive geography of Greatstone and the Kent coastline while developing authentic geographical enquiry skills.

Cultural Capital

Geography provides rich opportunities for children to develop cultural capital through:

- fieldwork within the local community and coastal environment;
- visits to contrasting localities and geographical landmarks;
- engagement with environmental organisations, rangers and local experts;
- use of maps, GIS technology and digital fieldwork equipment;
- participation in conservation and sustainability projects;
- learning from diverse cultures and communities across the world;
- high-quality literature linked to geographical enquiry;
- authentic investigations, exhibitions and community showcases.

This approach ensures every child leaves Greatstone as a confident, knowledgeable and responsible geographer, equipped with the understanding, skills and curiosity to interpret the world around them and make informed decisions about the future of our planet.

Progression of Geographical Thinking

Year Group	Spring 1 – Explorers	Spring 2 – Inventors	National Curriculum Focus	Greatstone Beach School & Local Enhancement
EYFS	Exploring Our World Where do we live and what makes Greatstone special?	Our Coast Through the Seasons How does our environment change?	Explore the natural world, describe environments, recognise seasonal changes and compare places.	Beach walks, weather observations, simple maps, seasonal change, habitats, collecting natural materials.
Year 1	Bright Lights, Big City How is London different from Greatstone?	Bright Lights, Big City Comparing London with our coastal community	Name and locate the four UK countries and capitals; identify human and physical features; simple maps and aerial photographs.	Compare London streets with Greatstone beach; local mapping; transport survey; settlement comparison.
Year 2	Let's Explore the World What makes places around the world unique?	Let's Explore the World Comparing global locations with the Kent coast	Continents, oceans, hot and cold places, simple human and physical geography, world maps and globes.	Compare coastlines around the world with Greatstone; beach habitats; simple fieldwork and mapping.
Year 3	Blue Abyss How are the world's coastlines shaped and why do they matter?	Misty Mountain, Winding River How does water shape our world?	Physical geography including coasts, rivers and mountains; geographical similarities and differences; maps and fieldwork.	Coastal erosion studies, beach profiling, river investigations, Dungeness comparisons, OS maps and field sketches.
Year 4	Interconnected World How are people and places connected?	Sow, Grow and Farm How does geography influence food production?	Latitude, longitude, hemispheres, settlements, trade, land use, climate, human geography, mapping and fieldwork.	Food miles investigation, Romney Marsh farming, local agriculture, GIS mapping, sustainability studies.
Year 5	One Planet, Our World Why must we protect our changing planet?	Rocks, Relics & Rumbles How does the Earth constantly change?	Climate zones, biomes, natural resources, environmental issues, volcanoes, earthquakes and tectonic processes.	Climate monitoring, renewable energy study, coastal resilience, erosion management, Dungeness power station study.
Year 6	Our Changing World How is our world changing and what is our responsibility?	Near and Far How do global connections shape our future?	Globalisation, sustainability, climate change, population, trade, migration, GIS, advanced fieldwork and geographical enquiry.	Coastal management project, community geography, climate action, biodiversity surveys, presenting recommendations to local stakeholders.

Progression across Key Stages

Project	Greatstone Way Theme	Sticky Knowledge	Core Geographical Vocabulary	Substantive Concepts	Disciplinary Concepts	Geographical Skills	Local Enhancement
EYFS – Understanding Our World	ROOTS → SURVIVORS → EXPLORERS → INVENTORS → PROTECTORS → LEGACY	I live in Greatstone, a coastal community in Kent. Places have different human and physical features. The weather and seasons change throughout the year. Maps help us find places. Living things depend on different habitats. We all have a responsibility to care for our local environment and the wider world.	world, place, map, home, school, beach, sea, coast, weather, season, hot, cold, tree, plant, animal, habitat, road, building, village, town, environment, community, country, Earth, care, protect	Place • Environment • Weather • Seasons • Community • Nature • Belonging	Observation • Comparison • Enquiry • Description	Observe seasonal changes; explore the local environment; use simple maps; identify natural and built features; compare places; ask geographical questions.	Weekly Beach School; Greatstone beach; school grounds; local habitats; weather observations; simple mapping of the school and coastline.
Bright Lights, Big City	EXPLORERS → INVENTORS	London is the capital city of England. Greatstone is a coastal village in Kent. Cities and coastal communities have different human and physical features. Maps and aerial photographs help us understand places. People travel using different forms of transport.	city, village, capital city, London, Greatstone, England, United Kingdom, map, aerial photograph, atlas, human feature, physical feature, transport, road, railway, river, coast, building, landmark, direction, route, compare	Place • Settlement • Coast • City • Human Features • Physical Features	Observation • Comparison • Map Interpretation • Enquiry	Use simple maps, aerial photographs and directional language; identify and compare human and physical features; draw simple maps.	Compare Greatstone with London; investigate local transport and land use; Beach School mapping activities.
Let's Explore the World	EXPLORERS → INVENTORS	The world is divided into continents and oceans. Different places have different climates and environments. People live in many different ways around the world. Greatstone is part of a much wider world.	continent, ocean, equator, North Pole, South Pole, country, globe, atlas, map, climate, weather, tropical, polar, desert, rainforest, mountain, river, coast, human feature, physical feature, environment	Place • Climate • Environment • Continents • Oceans • Diversity	Comparison • Observation • Classification • Enquiry	Locate continents and oceans; use globes and atlases; compare places; identify physical features.	Compare world coastlines with Greatstone; investigate local wildlife and habitats; global Beach School links.
Blue Abyss	EXPLORERS	Coastlines are constantly changing. Waves, tides and weather shape coastal landscapes. People use coasts for tourism, transport and recreation. Coastal environments need protecting.	coast, coastline, beach, cliff, dune, wave, tide, erosion, deposition, sediment, shingle, sand, sea defence, habitat, biodiversity, conservation, tourism, marine, physical process, environment, sustainability	Coast • Erosion • Deposition • Environment • Sustainability	Fieldwork • Observation • Data Collection • Interpretation	Conduct coastal fieldwork; observe erosion and deposition; use field sketches; collect and present data.	Greatstone beach profiling; Dungeness comparison; coastal conservation projects; Environment Agency links.
Misty Mountain, Winding River	INVENTORS	Rivers begin at a source and end at a mouth. Rivers shape landscapes through erosion and deposition. Mountains and rivers influence settlement and land use. Water is an essential natural resource.	river, source, mouth, tributary, meander, estuary, waterfall, floodplain, valley, mountain, hill, contour, erosion, transportation, deposition, water cycle, drainage basin, channel, current, physical geography	Rivers • Mountains • Water Cycle • Landscape • Settlement	Investigation • Interpretation • Mapping • Analysis	Use OS maps; identify river features; carry out fieldwork; use compasses and grid references.	Compare local drainage and coastal water systems; investigate Romney Marsh waterways.

Interconnected World	EXPLORERS	Latitude, longitude and the Equator help us locate places. Climate varies across the world. Trade and transport connect countries. Our actions can affect people across the globe.	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, time zone, climate zone, biome, vegetation belt, trade, globalisation, settlement, natural resource	Location • Climate • Trade • Connectivity • Globalisation	Mapping • Interpretation • Analysis • Enquiry	Use atlases, globes and digital maps; locate countries; interpret climate data; identify patterns.	Study Greatstone's links to ports, tourism and trade; GIS mapping of Kent.
Sow, Grow and Farm	INVENTORS	Farming depends on climate, soil and water. Food comes from different places around the world. Farming changes landscapes. Sustainable farming protects the environment.	agriculture, farming, arable, pastoral, livestock, crop, soil, irrigation, land use, rural, urban, sustainability, renewable, food production, food miles, distribution, import, export, economy, conservation	Agriculture • Land Use • Sustainability • Food Production	Investigation • Comparison • Data Collection • Decision Making	Compare land use; interpret aerial photographs; carry out surveys; evaluate sustainability.	Romney Marsh farming; local food production; Beach School growing projects.
One Planet, Our World	EXPLORERS	Earth's resources are limited. Climate and biomes vary across the world. Human activity affects the environment. Everyone has a responsibility to care for the planet.		Sustainability • Climate • Biomes • Resources • Environment	Analysis • Interpretation • Evaluation	Interpret maps and climate graphs; compare biomes; investigate environmental issues.	Climate monitoring; beach biodiversity; renewable energy at Dungeness.
Rocks, Relics & Rumbles	INVENTORS	The Earth is made of layers. Rocks are formed in different ways. Volcanoes and earthquakes happen because tectonic plates move. Geological processes constantly change our planet.		Geology • Rocks • Earth Processes • Natural Hazards	Investigation • Interpretation • Explanation	Identify rock types; interpret geological maps; investigate natural hazards.	Compare local geology with other UK coastlines; investigate coastal rock formations.
Our Changing World	EXPLORERS	Climate change is affecting people and environments worldwide. Landscapes change naturally and through human activity. Sustainable choices help protect the future.		Climate Change • Sustainability • Environment • Human Impact	Analysis • Evaluation • Enquiry	Analyse environmental evidence; interpret data; conduct independent fieldwork.	Coastal erosion monitoring; biodiversity surveys; community environmental projects.
Near and Far	INVENTORS	Places are connected through trade, migration and technology. Different communities experience geography in different ways. Responsible citizens can make positive changes locally and globally.		Globalisation • Migration • Settlement • Community • Sustainability	Evaluation • Independent Enquiry • Decision Making	Plan and carry out independent geographical enquiries; analyse evidence; communicate conclusions.	Investigate Greatstone's connections with the wider world; community geography project; present recommendations for improving the local environment.

Knowledge builds cumulatively across the curriculum. Each project revisits prior learning while introducing new substantive concepts (such as *empire*, *civilisation*, *settlement* and *justice*) alongside increasingly sophisticated disciplinary thinking (chronology, historical enquiry, evidence, interpretation, significance, cause and consequence, similarity and difference). This progression reflects the principles and expectations outlined in the History Progression of Knowledge, Skills and Vocabulary document while being sequenced to match Greatstone Primary School's curriculum design.

EYFS – Understanding the World (Geography) – Nursery

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Theme	All About Me	Sparkle and Shine	Years Gone By	Growing and Changing	Our Wider World	The Next Chapter
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
EYFS Big Question	Where is my special place?	How does our environment change?	What can we discover about the world around us?	How do plants, animals and people change?	What makes Greatstone special?	How can I care for the world as I grow?
Prior Learning	Home experiences, family routines and familiar environments.	Secure routines and growing confidence exploring indoors and outdoors.	Experiences of seasons, weather and local exploration.	Early observations of plants, animals and seasonal change.	Knowledge of familiar places through Beach School and outdoor learning.	A developing understanding of people, places and environments built throughout Nursery.
Curriculum Rationale	Develop a sense of place and belonging through exploration of the school, outdoor environment and Beach School. Children begin to recognise that they are part of a community and a wider world.	Develop children's understanding of weather, seasonal change and how environments change over time. Encourage resilience through outdoor exploration in different conditions.	Foster curiosity about the wider world through maps, stories, photographs and first-hand exploration. Encourage children to notice similarities and differences between places.	Develop children's understanding of how living things grow, habitats change and environments support life through investigation and enquiry.	Deepen children's understanding of Greatstone's unique coastal environment through Beach School, mapping, fieldwork and environmental stewardship.	Celebrate children's understanding of people, places and environments while preparing them for Reception through increasingly independent geographical exploration.
Greatstone Way Links	CARE • Belonging • Community • Ready, Respect, Safe	CARE • Resilience • Community • Curiosity	Curiosity • Exploration • Communication • Independence	Creativity • Investigation • Collaboration • Problem Solving	Stewardship • Sustainability • Community • Responsibility	Reflection • Independence • Community • Achievement
Characteristics of Effective Learning	Playing and Exploring through investigating familiar places and natural materials.	Active Learning through outdoor exploration, noticing change and persevering in different environments.	Creating and Thinking Critically by asking questions, comparing places and making observations.	Planning, predicting and investigating living things, habitats and natural processes.	Applying knowledge independently through Beach School, fieldwork and environmental exploration.	Reflecting on learning, making connections between places and confidently explaining their understanding of the world.
Key Vocabulary	home, school, beach, sea, coast, map, place, here, near, far, tree, path, safe, belong, community	weather, season, autumn, winter, rain, wind, sun, cold, warm, change, environment, explore	world, map, globe, country, land, water, river, mountain, forest, compare, different, same	grow, seed, plant, flower, tree, habitat, minibeast, life cycle, environment, observe, investigate	Greatstone, coast, beach, dunes, wildlife, habitat, protect, recycle, pollution, map, care, environment	world, journey, community, country, different, similar, explore, protect, future, Reception
Continuous Provision & Adult-Led Learning	Small world environments, local maps, sensory exploration, loose parts, construction, outdoor exploration, role play, story sharing and Beach School.	Weather station, seasonal investigations, water play, natural art, outdoor observations, collaborative exploration and storytelling.	Globes, maps, small world continents, travel role play, investigation areas, photographs, fieldwork and outdoor discovery.	Gardening, planting, habitat exploration, observational drawing, investigations, water play, science exploration and collaborative problem-solving.	Beach role play, fieldwork, mapping, wildlife investigations, environmental projects, creative construction and outdoor mathematics.	Travel role play, maps, globes, environmental projects, transition challenges, independent exploration and collaborative learning.
Beach School & Outdoor Learning	Introduce Beach School routines, explore natural materials, identify familiar places and learn to stay safe outdoors.	Observe seasonal changes, investigate weather, explore natural materials and notice environmental changes along the coastline.	Use simple maps, follow trails, compare places, investigate natural features and develop geographical language outdoors.	Plant seeds, explore habitats, investigate insects, observe wildlife and discover how environments change.	Weekly Beach School exploring habitats, wildlife, mapping, litter picking, biodiversity and caring for Greatstone beach.	Reflect on favourite places, compare environments, celebrate becoming confident explorers ready for Reception fieldwork.
Whole-School Hook	Greatstone Time Capsule Launch	Festival of Light Launch	Time Traveller Experience	Greatstone Growing Challenge	Beach Guardians Campaign	Passport Around the World
Nursery Hook	A treasure basket arrives filled with shells, maps, natural objects and a welcome letter inviting children to discover Greatstone.	A weather explorer backpack arrives containing windsocks, rain gauges and seasonal objects to investigate.	A suitcase filled with maps, globes and postcards encourages children to discover different places around the world.	A mystery seed arrives with a challenge to discover what living things need to survive and grow.	A message in a bottle asks children to become Greatstone Beach Guardians and help care for the coastline.	A passport and explorer's journal arrive, inviting children to celebrate their learning journey and prepare for Reception.
Shared Showcase	Family Stay and Play & Greatstone Community Display	Weather Watchers Exhibition	Little Explorers Geography Museum	Growing Together Exhibition	Beach Guardians Celebration	Nursery Graduation & Around Our World Celebration
Assessment Opportunities	Baseline observations, Understanding the World, Communication and Language, Characteristics of Effective Learning, parent voice and Beach School observations.	Evidence of seasonal understanding, environmental vocabulary, observation skills and resilience outdoors.	Evidence of geographical language, curiosity, questioning, map use and comparison of places.	Evidence of scientific enquiry, habitat knowledge, observation, prediction and explanation.	Geographical language, environmental awareness, fieldwork, teamwork and independent application during Beach School.	End-of-year assessment, Learning Journeys, child voice, transition evidence and confident understanding of people, places and environments.
Preparing for Reception	Children develop a strong sense of place and belonging, preparing them for Reception where they explore their local environment in greater depth.	Children understand seasonal change and weather, preparing them to investigate environments and physical geography in Reception.	Children develop curiosity about maps, places and the wider world, preparing them for Reception geographical enquiry and exploration.	Children develop observation and investigation skills through habitats and living things, preparing them for more structured geographical and scientific learning.	Children become confident exploring Greatstone through Beach School, preparing them for Reception fieldwork, mapping and environmental stewardship.	Children leave Nursery as confident young geographers who understand their local environment, care for the natural world and are ready to begin the Reception Understanding Our World geography curriculum through enquiry, exploration and fieldwork.

EYFS – Understanding the World: Geography – Reception

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Theme	All About Me	Sparkle and Shine	Long Ago	Ready, Steady, Grow	On the Beach	Around the World
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
EYFS Big Question	Where do I belong and what is special about my local area?	How do weather and seasons affect people and places?	How can maps, photographs and exploration help us discover more about places?	What do living things need from their environment to grow and survive?	What makes Greatstone's coast special and how can we care for it?	How are places, people and environments around the world similar and different?
Prior Learning	Children's experiences from home, Nursery, family life and familiar journeys. Early understanding of home, school, Beach School and the local environment.	Secure routines, growing confidence outdoors and initial observations of weather and seasonal change.	Experience of familiar places, simple maps, photographs, outdoor exploration and geographical language developed during Nursery.	Knowledge of seasonal change, plants, animals, habitats and the local environment supports deeper investigation of how living things depend on places.	Understanding of habitats, growth, weather and familiar coastal features prepares children to investigate Greatstone beach in greater depth.	Knowledge of Greatstone, maps, coastlines, habitats and environmental responsibility prepares children to compare places across the wider world.
Curriculum Rationale	Establish a secure sense of place and belonging by helping children locate themselves within their family, school, Greatstone and the wider community. Introduce simple mapping, local landmarks, journeys and Beach School routines.	Develop children's understanding of weather, seasons and environmental change. Explore how people, animals and places adapt to colder weather and changing conditions.	Develop geographical curiosity through maps, aerial photographs, local walks, stories and exploration. Children begin to identify, describe and compare human and physical features.	Encourage children to investigate how plants, animals and people depend on their environments. Develop observation, prediction and problem-solving through practical enquiry.	Deepen children's knowledge of Greatstone's coastal environment through fieldwork, mapping, habitat study and environmental stewardship. Children learn how human actions can protect or damage places.	Broaden children's understanding of the wider world by comparing countries, climates, landscapes, communities and ways of life. Encourage children to recognise connections between local and global environments.
Greatstone Way Links	CARE • Belonging • Community • Relationships • Ready, Respect, Safe	CARE • Resilience • Adaptation • Community • Respect	Curiosity • Exploration • Oracy • Independence • Observation	Creativity • Collaboration • Investigation • Problem Solving • Aspirations	Stewardship • Community • Responsibility • Sustainability • Kindness	Reflection • Global Citizenship • Community • Legacy • Leadership
Characteristics of Effective Learning	Playing and Exploring through local walks, mapping, outdoor learning and investigation of familiar places. Developing confidence to explore independently.	Active Learning through outdoor exploration in changing conditions, persevering and adapting to different weather and environments.	Creating and Thinking Critically by questioning, locating, comparing and describing places and features.	Planning, predicting, observing and evaluating through practical investigations of plants, habitats and environments.	Applying geographical knowledge independently through Beach School fieldwork, mapping, observation and environmental action.	Reflecting on learning, making connections between places and confidently communicating geographical ideas and comparisons.
Sticky Knowledge	I live in Greatstone, which is a coastal community in Kent. My home, school and beach are places within my local area. Maps and photographs can show where places are. Places have natural and built features.	Weather changes from day to day and across the seasons. Autumn and winter bring changes to temperature, daylight, plants, animals and the coastline. People and animals adapt to different weather conditions.	Maps, globes, photographs and aerial images help us find out about places. Human features are made or changed by people. Physical features occur naturally. Places can change over time.	Plants and animals need water, food, light, shelter and suitable habitats. Different environments support different living things. People can design and create ways to help living things grow.	Greatstone has a beach, sea, shingle, dunes and coastal habitats. Tides and weather change the coastline. Litter and pollution can harm wildlife. People can protect beaches and habitats.	The world has many countries, continents and oceans. Places have different climates, landscapes, homes and communities. People around the world have similarities as well as differences. Our actions can affect places near and far.
Substantive Concepts	Place • Location • Community • Settlement • Human Features • Physical Features	Weather • Seasons • Climate • Environment • Adaptation	Place • Space • Scale • Location • Human Features • Physical Features • Change	Environment • Habitat • Interdependence • Sustainability • Natural Resources	Coast • Habitat • Environment • Sustainability • Human Impact • Stewardship	Place • Scale • Climate • Culture • Diversity • Interconnection • Global Citizenship
Disciplinary Concepts	Observe • Identify • Locate • Describe	Observe • Record • Compare • Explain	Question • Locate • Compare • Interpret • Enquire	Predict • Investigate • Observe • Explain	Collect • Record • Map • Compare • Evaluate	Compare • Interpret • Explain • Reflect • Communicate
Geographical Skills and Fieldwork	Explore the school grounds and local area; follow simple routes; use positional language; identify familiar landmarks; create simple maps and representations; distinguish between natural and built features.	Observe and record daily weather; identify seasonal patterns; use simple weather symbols; compare indoor and outdoor conditions; discuss how weather affects clothing, travel, plants and animals.	Use simple maps, globes, aerial photographs and picture maps; locate land and water; identify human and physical features; ask questions about places; compare familiar locations.	Observe plants and habitats over time; collect simple information; draw and label observations; compare environments; explain what living things need; suggest improvements to habitats.	Undertake simple coastal fieldwork; use maps and photographs; identify beach features; observe tides and weather; collect and sort natural materials; record litter and wildlife; communicate findings.	Use globes, atlases, maps, photographs and stories to explore the wider world; identify continents and oceans at an introductory level; compare climates, landscapes, homes and communities.
Key Geographical Vocabulary	place, home, school, Greatstone, Kent, community, village, beach, coast, sea, map, route, near, far, human feature, physical feature, landmark	weather, season, autumn, winter, temperature, rain, wind, frost, cloud, sunlight, change, adapt, environment, observe, record	map, globe, aerial photograph, land, water, country, location, direction, route, human feature, physical feature, compare, same, different, explore	grow, plant, seed, root, stem, leaf, habitat, shelter, food, water, sunlight, environment, observe, predict, investigate, survive	coast, coastline, beach, sea, shingle, sand, dune, tide, wave, habitat, wildlife, pollution, litter, recycle, protect, environment, fieldwork	world, Earth, country, continent, ocean, globe, climate, landscape, culture, community, compare, similar, different, travel, environment, protect
Continuous Provision and Adult-Led Learning	Local small-world play, family and community role play, simple maps, construction of familiar buildings, route making, treasure maps, aerial photographs, community walks and Beach School exploration.	Weather station, seasonal collections, daily weather charts, water and ice investigations, natural artwork, shelter building, clothing sorting and discussion of how people and animals respond to weather.	Maps, globes, atlases, travel role play, aerial photographs, local landmark matching, small-world landscapes, directional games, route planning and outdoor geographical enquiry.	Gardening, planting, habitat creation, minibeast observation, water investigations, model shelters, observational drawing, measuring growth and collaborative environmental problem-solving.	Beach role play, coastal maps, habitat investigations, natural-material classification, tide observations, litter surveys, beach art, outdoor mathematics and practical conservation activities.	Travel role play, maps and globes, world stories, landscape construction, cultural exploration, food and music experiences, climate sorting, comparative discussion and transition activities.
Beach School and Outdoor Learning	Introduce and revisit Beach School routines; identify familiar coastal features; follow routes; collect and describe natural materials; recognise safe boundaries and local landmarks.	Observe seasonal and weather changes on the beach; record wind, temperature, rain and cloud; investigate how the coastline, plants and animals respond to changing conditions.	Use simple maps and photographs to locate features; follow trails; identify human and physical features; compare different parts of Greatstone and notice how places change.	Grow plants, investigate coastal habitats, observe minibeast and wildlife, create shelters and consider what living things need from their environment.	Undertake regular Beach School fieldwork focused on habitats, coastal features, tides, mapping, litter, pollution, biodiversity and practical stewardship of Greatstone beach.	Compare Greatstone with beaches, coastlines and environments around the world; consider how people care for different places and reflect on children's role as responsible global citizens.
Whole-School Hook	Greatstone Time Capsule Launch	Festival of Light Launch	Time Traveller Experience	Greatstone Growing Challenge	Beach Guardians Campaign	Passport Around the World
Reception Hook	A mystery suitcase containing a local map, shells, photographs and a welcome letter	A weather explorer station appears with thermometers, windsocks, rain gauges, seasonal clothing and a	A set of mystery maps, aerial photographs and explorer tools arrives, inviting children to discover	A mystery seed and habitat challenge ask children to investigate what plants and animals need and design an	A message in a bottle asks Reception to become Greatstone Beach Guardians by investigating the	Children receive passports, boarding passes, globes and postcards inviting them to compare countries, climates,

	invites children to locate and explore their new school and coastal community.	challenge to investigate how Greatstone changes through autumn and winter.	human and physical features in Greatstone and beyond.	environment where living things can thrive.	coastline and finding ways to protect local habitats.	landscapes and communities around the world.
Shared Showcase	Greatstone Community Map and Local Area Exhibition	Greatstone Weather Watchers Showcase	Reception Explorers' Geography Gallery	Greatstone Growing and Habitats Exhibition	Beach Guardians Celebration	Greatstone World Expo and Reception Graduation Celebration
Assessment Opportunities	Baseline observations; use of positional and place vocabulary; recognition of familiar landmarks; simple map-making; child voice; Learning Journeys; Beach School observations.	Evidence of weather and seasonal vocabulary; observation and recording; recognition of change; comparison of conditions; independent application in provision.	Evidence of map and globe use; identification of human and physical features; questioning; comparison; route-following; communication of geographical observations.	Evidence of prediction, investigation, observation, habitat knowledge, explanation and ability to suggest ways to support living things.	Evidence of geographical language, fieldwork skills, map use, environmental awareness, data collection, teamwork and independent stewardship.	End-of-Reception assessment; use of comparative language; recognition of countries, continents and oceans at an introductory level; pupil reflection; transition evidence and independent application of geographical learning.
End Point	Children can describe where they live, identify familiar local features and use a simple map or representation to show a known place or route.	Children can describe common weather and seasonal changes and explain simply how these affect people, animals and environments.	Children can use maps, globes and photographs to identify and compare places and distinguish between some human and physical features.	Children can explain what plants and animals need from their habitats and use observations to suggest how environments can support living things.	Children can describe key features of Greatstone's coast, undertake simple fieldwork and explain practical ways to care for the beach and local wildlife.	Children can compare familiar and unfamiliar places, describe some similarities and differences, and explain why people should care for environments locally and globally.
Next Learning	Sparkle and Shine: observing weather, seasonal change and adaptation in the local environment.	Long Ago: using photographs, maps and evidence to explore how familiar places can change over time.	Ready, Steady, Grow: investigating habitats, environmental conditions and what living things need.	On the Beach: applying enquiry skills through coastal fieldwork, mapping and environmental action.	Around the World: comparing Greatstone with other countries, coastlines, climates and communities.	Year 1 – Bright Lights, Big City: children apply their understanding of place, location, maps, local features and comparison to study Greatstone alongside London and develop more formal geographical knowledge and skills.

	Bright Lights, Big City Year 1 – Spring Term How are cities different from where we live?
Section	Curriculum Overview
Curriculum Rationale	This project broadens pupils' understanding from their immediate locality to England's capital city. Children compare the coastal community of Greatstone with London, exploring how places differ in size, location, transport, landmarks, homes and daily life. They investigate human and physical features using maps, aerial photographs, digital mapping and first-hand observations. Pupils begin to understand that every place has unique characteristics and that places are connected through transport, people and communities. Throughout the project they develop geographical enquiry skills by asking questions, making observations, comparing places and communicating their findings using appropriate geographical vocabulary.
The Greatstone Way	EXPLORERS – What will we discover as we explore the world? Pupils become young geographers, asking questions about unfamiliar places and using maps, photographs and observations to investigate London and Greatstone. They develop curiosity, confidence and resilience while learning that every place has its own identity. INVENTORS – How can we use our ideas to invent the future? Pupils think creatively about designing transport, improving communities and solving geographical challenges. They consider how places continue to develop and how thoughtful planning helps communities thrive.
National Curriculum Coverage	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom; understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting locality; identify seasonal and daily weather patterns; use world maps, atlases and globes; use simple compass directions and locational language; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps and undertake simple fieldwork.
Curriculum Journey	Previous Learning: Children have explored familiar places through EYFS learning about homes, families and their local environment. Current Learning: Pupils compare Greatstone with London, developing understanding of place, settlement and community through geographical enquiry. Future Learning: Year 2 Geography explores the wider world, continents, oceans and contrasting coastal environments before progressing into increasingly complex geographical comparisons throughout KS2.
Sticky Knowledge	• London is the capital city of England. • Greatstone is a coastal village in Kent beside the English Channel. • Cities usually have more people, buildings and transport than villages. • Human features are built by people. • Physical features occur naturally. • Maps, globes and aerial photographs help us locate and compare places. • Every place has unique physical and human characteristics.
Geographical Skills	Use maps, atlases and globes to locate Greatstone, Kent, London and England. Use aerial photographs to identify human and physical features. Draw and interpret simple sketch maps. Use simple compass directions and positional language. Compare two places using geographical vocabulary. Carry out simple fieldwork observations and present findings using drawings, photographs and labelled diagrams.
Substantive Concepts	Place • Location • Settlement • Human Features • Physical Features • Environment • Community
Disciplinary Concepts	Place • Scale • Similarity and Difference • Geographical Enquiry • Fieldwork • Spatial Pattern
Core Vocabulary	city, village, capital, settlement, location, landmark, route, journey, transport, map, atlas, globe, aerial photograph, human feature, physical feature, River Thames, English Channel, coast, urban, rural, environment, compare
Reading Spine	Core Text: <i>Katie in London</i> – James Mayhew Supporting Texts: <i>A Walk in London</i> – Salvatore Rubbino; <i>Topsy and Tim Visit London</i> ; high-quality atlases; aerial photographs; Ordnance Survey maps; non-fiction texts about London and Greatstone.
Cross-Curricular Links	English: Postcards, travel guides, descriptive writing and reports. Art: Skyline silhouettes, observational drawings and collage. DT: Bridge construction and transport design. Maths: Position, direction, simple coordinates and map scales. Computing: Digital maps and aerial imagery. PSHE: Communities, belonging and respecting different places.
Beach School & Outdoor Learning	Explore Greatstone beach and identify physical and human features. Create sketch maps of the local environment. Compare coastal and urban environments using first-hand observations. Build models of London landmarks using natural materials. Investigate how transport connects coastal communities with cities.
Greatstone & Kent Links	Compare Greatstone Beach, Romney Marsh and the English Channel with the River Thames and central London. Explore local transport links connecting Kent with London. Investigate how Greatstone has changed through tourism and coastal development. Use local fieldwork to compare the geography of Greatstone with London's urban landscape.
Memorable Hook	Passport to London – Pupils discover a mystery suitcase containing train tickets, maps, postcards, photographs, souvenirs and a passport. Working as travel investigators, they use clues to identify their destination before launching their geographical enquiry into England's capital city.
Authentic Outcome / Showcase	Greatstone Travel Expo – Pupils create an interactive travel exhibition comparing Greatstone and London. Families explore maps, landmark models, travel guides, photographs, sketch maps and pupil presentations explaining why both places are special and how they are connected.

Assessment End Point	Pupils locate London and Greatstone on maps, identify and compare their human and physical features, explain similarities and differences between an urban and coastal settlement, use simple geographical vocabulary accurately and communicate their findings through maps, drawings, discussion and independent writing.
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Teaching Sequence

Spring 1 – EXPLORERS

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Launching the enquiry – Where is London?	London is England's capital city. Greatstone is a coastal village in Kent. Maps help us locate places.	Where is London and how can we find it?	Open the mystery suitcase and investigate clues. Locate Greatstone, Kent, London and England using globes, atlases and digital maps. Create a class enquiry wall and discuss what pupils already know. Use aerial photographs to compare both locations.	Can pupils locate London and Greatstone and explain the difference between a city and a village?
Week 2	Exploring London's human and physical features	Cities contain human and physical features that make them unique.	What makes London a city?	Identify rivers, parks, roads, bridges, buildings and landmarks. Sort photographs into human and physical features. Label simple maps and create observational drawings.	Can pupils identify and classify human and physical features?
Week 3	Famous landmarks	Landmarks help people recognise places and support tourism.	Why are London's landmarks important?	Explore Big Ben, Tower Bridge, Buckingham Palace, the London Eye and the River Thames. Use photographs, videos and maps to locate each landmark. Build simple models and discuss why visitors travel to London.	Can pupils locate and describe London's main landmarks?
Week 4	Transport in London	Cities need transport systems to help people travel.	How do people travel around London?	Investigate buses, taxis, trains, Underground and river boats. Compare journeys in London with journeys around Greatstone. Design a transport map using symbols and simple routes.	Can pupils explain different ways people travel in London?
Week 5	Using maps	Maps help us understand and compare places.	How can maps help us explore places?	Explore simple maps, keys, symbols and aerial photographs. Create sketch maps of London using key landmarks. Introduce compass directions through practical games.	Can pupils use maps, symbols and directional language confidently?
Week 6	Reflection and EXPLORERS Showcase	Cities have distinctive features that can be identified through geographical enquiry.	What have we discovered about London?	Produce a class travel guide, create labelled maps and present favourite discoveries. Complete retrieval activities before reflecting on the enquiry question.	Independent geographical comparison of London using maps and vocabulary.

Spring 2 – INVENTORS

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 7	Exploring Greatstone	Greatstone has unique coastal human and physical features.	What makes Greatstone special?	Carry out local fieldwork identifying beaches, dunes, roads, homes and community buildings. Produce annotated photographs and field sketches.	Can pupils identify local human and physical features?
Week 8	Comparing places	Every place has similarities and differences.	How is Greatstone different from London?	Compare maps, aerial photographs, populations, transport, buildings and environments. Complete comparison charts and Venn diagrams.	Can pupils compare two settlements using geographical vocabulary?
Week 9	Why do people visit different places?	Different places attract visitors for different reasons.	Why do people visit London and Greatstone?	Investigate tourism using postcards, brochures and websites. Create persuasive travel leaflets promoting Greatstone.	Can pupils explain why people visit different places?
Week 10	Designing a better place	Communities continue to develop and change.	How could we improve our community?	Discuss local improvements. Design a new playground, transport link or visitor attraction for Greatstone. Explain choices using maps and labelled diagrams.	Can pupils explain how geographical features influence design decisions?
Week 11	Preparing the exhibition	Maps and geographical evidence help us communicate information.	How can we share our geographical knowledge?	Create final maps, models, posters, travel guides and presentations for families. Practise explaining similarities and differences confidently.	Teacher assessment through presentations and discussion.
Week 12	Greatstone Travel Expo	Places can be compared using geographical knowledge and fieldwork evidence.	How are cities different from where we live?	Present the Greatstone Travel Expo. Guide visitors through maps, landmark models, travel guides and fieldwork evidence. Complete independent assessment and reflect on learning across the project.	Final assessment of locational knowledge, geographical vocabulary, fieldwork and comparison skills.

Reflection Questions	Purpose
What makes London different from Greatstone?	To assess whether pupils can compare two contrasting places and identify differences in settlement size, location, land use, transport, landmarks and human and physical features.
How can maps help us learn about places?	To check that pupils understand maps as geographical tools used to locate places, follow routes, identify features and represent an area from above.
What human and physical features did you discover?	To assess whether pupils can accurately distinguish between features created or changed by people and features that occur naturally.
Why do people choose to live in different places?	To encourage pupils to consider how homes, employment, transport, services, family, environment and personal preference can influence where people live.
What makes Greatstone a special place to live?	To develop pupils' sense of place, belonging and local identity by reflecting on Greatstone's coastal location, community, habitats, landmarks and amenities.
How can geographers compare places fairly?	To develop disciplinary thinking by encouraging pupils to use the same criteria, reliable evidence and a balanced range of human and physical features when comparing places.

Teacher Notes

Common Misconceptions

- London is the only city in England.
- Cities only contain buildings.
- Beaches are found everywhere.
- Human and physical features are the same.
- Maps always look the same.

Adaptive Teaching

- Use photographs and aerial imagery alongside maps throughout.
- Revisit key vocabulary daily using labelled images.
- Model comparison language orally before writing.
- Provide sentence stems and word banks.
- Reinforce map skills through practical games and continuous provision.
- Offer repeated opportunities for fieldwork and discussion.

Assessment Opportunities

- Retrieval quizzes.
- Map labelling.
- Human and physical feature sorting.
- Sketch maps.
- Vocabulary matching.
- Comparison discussions.
- Independent geographical writing.
- Fieldwork observations.
- Travel Expo presentations.
- Pupil voice and floor books.

Enrichment

- Virtual visit to London landmarks.
- Train journey enquiry from Kent to London.
- Visit to a local transport hub.
- Local fieldwork comparing different parts of Greatstone.
- Invite a visitor who regularly travels between Kent and London.
- Whole-school **Greatstone Around Britain** geography exhibition.

YEAR 2 – LET’S EXPLORE THE WORLD – Spring Term

How can maps help us explore and understand our world?

Curriculum Rationale	This project develops pupils’ understanding of the world beyond their immediate locality. Children build secure locational knowledge of the seven continents and five oceans and begin to recognise that the Earth is divided into different geographical areas, including the Northern and Southern Hemispheres, the Equator and the North and South Poles. Pupils use maps, atlases, globes, aerial photographs and digital mapping to investigate locations, identify geographical patterns and compare places. They explore human and physical features across different environments and learn that climate, landscape and location influence how people, animals and plants live. Throughout the project, pupils develop geographical enquiry skills by asking questions, locating places, making comparisons, interpreting geographical sources and communicating their findings using increasingly precise geographical vocabulary.
The Greatstone Way	EXPLORERS – What will we discover as we explore the world? Pupils become world explorers, using maps, globes, atlases, photographs and digital resources to investigate unfamiliar places. They develop curiosity about the wider world and recognise that places differ in location, climate, landscape, culture and human activity. They learn to ask geographical questions, investigate evidence and make thoughtful comparisons. INVENTORS – How can we use our ideas to invent the future? Pupils consider how maps, technology and geographical knowledge help people travel, communicate, protect environments and plan for the future. They use their learning creatively to design maps, routes and geographical exhibitions that help others understand the world.
National Curriculum Coverage	Name and locate the world’s seven continents and five oceans; identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use world maps, atlases and globes to identify countries, continents and oceans; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use simple compass directions and locational and directional language; devise simple maps and use and construct basic symbols in a key; understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European location; use simple fieldwork and observational skills to study the geography of the school, its grounds and the surrounding environment.
Curriculum Journey	Previous Learning: In Year 1, pupils explored Greatstone and London, learning to identify human and physical features, use simple maps, aerial photographs, symbols and compass directions, and compare a coastal village with a city. Current Learning: Pupils extend their geographical understanding from the United Kingdom to the wider world. They locate continents and oceans, identify hot and cold regions, use the Equator and poles as geographical reference points and compare environments in different parts of the world. Future Learning: Pupils will apply this locational knowledge when studying coastlines, climate, settlements and contrasting regions. In Key Stage 2, they will locate countries and major geographical features in greater detail and study latitude, longitude, climate zones, biomes, rivers, mountains and patterns of human and physical geography.
Sticky Knowledge	• The Earth has seven continents: Africa, Antarctica, Asia, Europe, North America, South America and Australia. • The Earth has five oceans: the Atlantic, Pacific, Indian, Arctic and Southern Oceans. • Greatstone is in Kent, in England, which is part of Europe. • A continent is a very large area of land containing many countries. • An ocean is a vast area of salt water. • The Equator is an imaginary line around the middle of the Earth. • Places near the Equator are generally hotter than places near the North and South Poles. • The Northern Hemisphere is north of the Equator and the Southern Hemisphere is south of the Equator. • Maps, atlases, globes and digital maps show geographical information in different ways. • A map key explains the symbols used on a map. • Compass directions help people describe location and movement. • Human and physical features vary between different places and environments.
Geographical Skills	Use world maps, atlases and globes to locate the seven continents and five oceans. Locate the United Kingdom, England, Kent and Greatstone within Europe. Identify the Equator, Northern Hemisphere, Southern Hemisphere, North Pole and South Pole. Use aerial photographs and satellite images to identify human and physical features. Use simple compass directions, including north, south, east and west. Use locational language such as near, far, above, below, beside and between. Interpret simple map symbols and keys. Devise simple maps and routes using symbols. Ask and answer geographical enquiry questions. Compare locations using maps, photographs, climate information and geographical vocabulary. Record findings through maps, diagrams, tables, annotated photographs and oral explanations.
Substantive Concepts	Place • Location • Continents • Oceans • Climate • Environment • Human Features • Physical Features • Settlement • Interconnection
Disciplinary Concepts	Place • Space • Scale • Spatial Pattern • Similarity and Difference • Geographical Enquiry • Map Interpretation • Evidence • Fieldwork
Core Vocabulary	continent, ocean, world, Earth, globe, atlas, map, location, country, Europe, Africa, Asia, Antarctica, North America, South America, Australia, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, climate, hot, cold, human feature, physical feature, compass, north, south, east, west, symbol, key, route, aerial photograph, satellite image, environment, compare
Reading Spine	Core Text: <i>Me on the Map</i> – Joan Sweeney. Supporting Texts: <i>Maps</i> – Aleksandra Mizielińska and Daniel Mizieliński; <i>Around the World in 80 Days</i> – DK; <i>Here We Are</i> – Oliver Jeffers; <i>The Atlas of Adventures</i> – Lucy Letherland; <i>A World Full of Journeys and Migrations</i> – Martin Howard; high-quality children’s atlases; globes; world maps; aerial photographs; satellite images; climate maps; non-fiction texts about continents, oceans and global environments.
Cross-Curricular Links	English: Travel journals, postcards, information texts, non-chronological reports, geographical descriptions and oral presentations. Art: Map-inspired artwork, observational drawing, continent collages, colour and texture studies of different environments. DT: Designing map holders, travel cases, globes, shelters suited to contrasting climates and models of geographical environments. Maths: Position and direction, patterns, sorting, data handling, simple coordinates, distance comparisons and interpreting tables. Computing: Digital mapping, satellite imagery, virtual exploration, simple route planning and presenting geographical findings digitally. PSHE: Respecting different cultures and communities, recognising global similarities and differences, caring for the environment and understanding global citizenship. Science: Seasonal change, habitats, living things and how plants and animals are suited to different environments. Music: Listening to and comparing music from different continents and cultures. PE: Movement journeys, compass-direction games and creating physical routes linked to world travel.
Beach School & Outdoor Learning	Use Greatstone Beach as a starting point for exploring the wider world. Identify the English Channel and trace how it connects with the Atlantic Ocean. Use compasses to follow routes and complete direction challenges. Create large-scale maps of the continents and oceans using natural materials. Observe the horizon and discuss what might lie beyond the visible coastline. Investigate weather, wind direction and seasonal conditions at the beach. Compare Greatstone’s coastal environment with hot, cold, tropical, desert and polar environments. Use sand, stones, shells and driftwood to create map symbols and geographical models. Explore how oceans connect people, places, wildlife and trade.
Greatstone & Kent Links	Locate Greatstone, Kent, England, the United Kingdom and Europe on maps at different scales. Identify the English Channel and explain that it connects to the Atlantic Ocean. Explore how Greatstone’s coastal location links the local community to other parts of Britain, Europe and the wider world. Investigate nearby transport connections, including roads, railways, ports, ferries and the

	Channel Tunnel. Compare Greatstone's beach, dunes and marshland with contrasting environments around the world. Discuss how coastal birds and marine animals migrate between continents. Explore how goods, visitors and ideas travel to and from Kent through ports such as Dover and Folkestone.
Memorable Hook	The Greatstone Explorer Mission – Pupils arrive to find an explorer's trunk containing a globe, compass, binoculars, passport, world map, postcards, luggage labels and objects from different continents. A message explains that the explorer's map has become damaged and the continents and oceans have been lost. Pupils must become world geographers, use clues to identify each location and reconstruct the map of the world.
Authentic Outcome / Showcase	Greatstone Around the World Exhibition – Pupils create an interactive world geography exhibition for families and the school community. The showcase includes a giant world map, labelled continents and oceans, climate zones, pupil-made globes, compass trails, travel journals, comparison studies, models of contrasting environments and digital presentations. Pupils act as Greatstone World Guides, explaining where places are located, how environments differ and how Greatstone is connected to the wider world.
Assessment End Point	Pupils name and locate the seven continents and five oceans, identify the United Kingdom and Greatstone within Europe and locate the Equator, Northern Hemisphere, Southern Hemisphere and North and South Poles. They explain that places near the Equator are generally hotter and places near the poles are generally colder. Pupils use maps, atlases, globes, aerial photographs, symbols, keys and compass directions accurately. They identify and compare human and physical features in contrasting environments and communicate their geographical understanding through maps, discussion, labelled diagrams and independent writing.

Teaching Sequence

Spring 1 – EXPLORERS

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Launching the enquiry – What is our world like?	Earth is a planet made up of land and water. Globes and maps represent the world in different ways.	How can we find out about the world?	Open the explorer's trunk and investigate the objects and clues. Compare a globe, world map, atlas and digital map. Locate Greatstone, Kent, England and the United Kingdom. Discuss what pupils already know and create a class enquiry wall.	Can pupils explain the difference between a globe, map and atlas and locate the United Kingdom?
Week 2	The seven continents	A continent is a large area of land. There are seven continents.	What are the seven continents and where are they?	Locate and name the continents using globes, atlases, songs and large-scale floor maps. Match photographs, landmarks, animals and environments to continents. Create labelled world maps.	Can pupils name and locate the seven continents?
Week 3	The five oceans	Oceans are vast areas of salt water that separate and connect continents.	Where are the world's oceans?	Locate and name the five oceans. Explore their position in relation to the continents. Use blue fabric, maps and outdoor chalk drawings to create a giant world map. Trace the English Channel towards the Atlantic Ocean.	Can pupils name and locate the five oceans and explain the difference between an ocean and a continent?
Week 4	Using maps, symbols and keys	Maps use symbols, colours and keys to represent geographical information.	How do maps communicate information?	Investigate symbols and keys on atlases, road maps and simple world maps. Match symbols to features. Create a simple explorer map using a key. Compare physical and political maps.	Can pupils interpret and create simple map symbols and keys?
Week 5	Compass directions and routes	North, south, east and west describe direction and location.	How can compass directions help us explore?	Use compasses in the school grounds and at Beach School. Follow directional trails, describe routes and locate features. Add compass points to maps. Create routes between continents and oceans.	Can pupils use north, south, east and west to describe a route?
Week 6	Reflection and EXPLORERS showcase	Geographers use maps, globes, atlases, symbols and directions to investigate the world.	What have we discovered about the world so far?	Complete retrieval activities, continent and ocean challenges and map games. Produce a labelled map and oral explanation. Share discoveries through a mini explorer exhibition.	Independent assessment of continents, oceans, maps, symbols and compass directions.

Spring 2 – INVENTORS

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 7	The Equator and hemispheres	The Equator divides Earth into the Northern and Southern Hemispheres.	What is the Equator and why is it important?	Identify the Equator on globes and maps. Use string around globes to represent it. Sort continents according to whether they are north, south or across the Equator. Locate Greatstone within the Northern Hemisphere.	Can pupils locate the Equator and identify the Northern and Southern Hemispheres?
Week 8	Hot and cold places	Places near the Equator are generally hotter, while places near the poles are generally colder.	Why are some parts of the world hotter than others?	Compare climate photographs and simple temperature information. Locate hot and cold regions. Investigate deserts, rainforests and polar environments. Create a temperature colour map.	Can pupils explain the general pattern of hotter and colder places?
Week 9	Comparing world environments	Physical features, climate, plants, animals and human activity vary between environments.	How are environments around the world different?	Compare Greatstone with a contrasting hot or cold environment. Examine homes, clothing, landscapes, wildlife, weather and transport. Complete comparison charts and Venn diagrams.	Can pupils compare two environments using geographical evidence and vocabulary?
Week 10	How oceans connect the world	Oceans connect continents and support travel, trade, wildlife and communication.	How do oceans connect people and places?	Trace journeys across oceans. Explore shipping, ferries, migration and marine wildlife. Investigate how Kent's coast connects with Europe and the Atlantic. Create journey maps using arrows and symbols.	Can pupils explain at least two ways oceans connect different places?
Week 11	Creating the Greatstone world exhibition	Geographical information can be communicated through maps, models, diagrams and presentations.	How can we help others understand the world?	Create giant maps, globes, climate diagrams, compass trails, comparison displays and travel journals. Rehearse geographical explanations and guide scripts.	Teacher assessment through questioning, presentations and application of vocabulary.
Week 12	Greatstone Around the World Exhibition	The world can be explored and explained using locational knowledge, maps and geographical evidence.	How can maps help us explore and understand our world?	Present the exhibition to families and other classes. Pupils guide visitors through continents, oceans, climate regions and comparison displays. Complete an independent final task and reflect on the project.	Final assessment of locational knowledge, map skills, comparison skills and geographical communication.

Reflection Questions	Purpose
How can maps help us explore and understand our world?	To revisit and answer the project Big Question, encouraging pupils to synthesise their locational knowledge and explain how maps, atlases, globes and digital resources support geographical enquiry.
Can you name and locate the seven continents and five oceans?	To assess whether pupils have secured the essential locational knowledge required by the National Curriculum.
What did you discover about the world that surprised you?	To promote curiosity and encourage pupils to reflect on new geographical knowledge gained during the project.
How are globes, atlases and maps similar and different?	To help pupils recognise that geographical sources represent the world in different ways and are useful for different purposes.
Why are places near the Equator usually hotter than places near the poles?	To assess pupils’ understanding of global temperature patterns and the geographical significance of the Equator and poles.
How is Greatstone connected to other parts of the world?	To strengthen pupils’ understanding of interconnection through oceans, transport, migration, trade and Kent’s coastal location.
How is Greatstone different from a hot or cold environment you studied?	To develop comparative geographical thinking using evidence about climate, physical features, homes, wildlife and human activity.
How do symbols, keys and compass directions make maps easier to use?	To assess pupils’ understanding of practical map-reading conventions and directional language.
Which geographical skill did you improve most during this project?	To promote metacognition by encouraging pupils to reflect on their development in mapping, locating, comparing, questioning or presenting.
How has this project helped you become a better geographer?	To encourage pupils to identify how their knowledge, vocabulary, enquiry skills and confidence have developed across the project.

Teacher Notes

Common Misconceptions

- Countries and continents are the same thing.
- England, the United Kingdom and Europe are interchangeable.
- The world has four or six continents.
- Seas and oceans are the same size.
- The Equator is a physical line that can be seen on Earth.
- The Northern Hemisphere is always cold.
- Every country in Africa is hot.
- Antarctica and the Arctic are the same place.
- North is always at the top when physically moving around.
- Maps are exact photographs of places.
- All maps use the same symbols.
- Greatstone is directly beside the Atlantic Ocean rather than beside the English Channel.

Adaptive Teaching

- Use large, clear maps, floor maps, globes and labelled visual prompts throughout.
- Revisit the continents and oceans daily using songs, actions and retrieval games.
- Colour-code continents, oceans, hemispheres and climate areas consistently.
- Use tactile globes, raised maps and physical objects where appropriate.
- Model geographical vocabulary orally before expecting written responses.
- Provide sentence stems such as “Greatstone is located...”, “This place is hotter because...” and “The two environments are different because...”.
- Use paired oral rehearsal before independent explanations.
- Provide pre-labelled maps for pupils who need reduced recording demands.
- Challenge confident pupils to locate additional countries, seas and geographical features.
- Use photographs and satellite images to support pupils who find abstract maps difficult.
- Revisit the distinction between country, continent, city, sea and ocean frequently.
- Use practical compass activities before transferring directional understanding to paper maps.
- Offer repeated opportunities to handle atlases and globes through continuous provision and independent learning.

Assessment Opportunities

- Retrieval quizzes.
- Continents and oceans labelling.
- Globe and atlas navigation.
- Map symbol and key matching.
- Compass-direction challenges.
- Equator and hemisphere identification.
- Hot and cold place sorting.
- Human and physical feature classification.
- Annotated aerial photographs.
- Comparison charts and Venn diagrams.

- Oral geographical explanations.
- Independent map creation.
- Beach School fieldwork observations.
- Travel journals and non-chronological reports.
- Greatstone Around the World presentations.
- Pupil voice and floor-book evidence.
- Final independent response to the project Big Question.

Enrichment Opportunities

- Virtual exploration of each continent using digital maps and satellite imagery.
- Visit from a traveller, pilot, sailor, geographer or member of the local coastguard.
- Create a whole-school continent trail around the school grounds.
- Investigate journeys from Greatstone to different world destinations.
- Explore ferry routes and shipping routes from Kent.
- Visit a local port, harbour, railway station or transport hub.
- Track migrating birds that visit Romney Marsh and travel between continents.
- Explore world music, food, stories and artwork linked to each continent.
- Create messages or postcards to a partner school in another country.
- Hold a Greatstone Around the World geography day.
- Build a giant outdoor map using natural and recycled materials.
- Use weather data to compare Greatstone with locations near the Equator and poles.

YEAR 3 – BLUE ABYSS: COMPARING THE WORLD'S COASTS – Spring 1

Why are coastlines around the world similar and different?

Curriculum Rationale	This project develops pupils' understanding of coastal environments by comparing Greatstone with contrasting coastlines in the United Kingdom and around the world. Pupils investigate how physical processes shape coastlines and how people use, protect and adapt coastal environments. They develop secure locational knowledge by identifying significant coastal regions using maps, atlases, globes and digital mapping. Through geographical enquiry they investigate beaches, cliffs, dunes, harbours, estuaries and coastal settlements, considering how climate, geology and human activity influence each environment. Fieldwork along Greatstone Beach allows pupils to observe first-hand the interaction between physical and human geography while developing increasingly sophisticated geographical vocabulary and enquiry skills.
The Greatstone Way	EXPLORERS – What will we discover as we explore the world? Pupils investigate coastlines using maps, aerial photographs, satellite imagery and fieldwork. They compare familiar and unfamiliar places, ask geographical questions and collect evidence to explain similarities and differences. They develop curiosity about the world's coastlines while recognising the unique characteristics of their own coastal community.
National Curriculum Coverage	Locate the world's countries using maps focusing on Europe and North and South America; identify environmental regions, physical and human characteristics and major cities; understand geographical similarities and differences through studying regions of the UK and contrasting regions overseas; describe and understand key aspects of physical geography including coasts and coastal processes; describe aspects of human geography including settlement, land use and tourism; use maps, atlases, globes and digital mapping; use the eight points of a compass, four-figure grid references, symbols and keys; use fieldwork to observe, measure, record and present geographical information.
Curriculum Journey	Previous Learning: Pupils explored the seven continents, oceans and climate patterns and compared locations around the world. They used maps, globes and simple compass directions. Current Learning: Pupils compare coastal environments, investigate coastal landforms and understand how people interact with coastal landscapes. They develop fieldwork and mapping skills through investigations in Greatstone. Future Learning: In Year 4 pupils will investigate rivers, mountains and water systems in <i>Misty Mountain</i> , <i>Winding River</i> , applying their understanding of physical processes to increasingly complex landscapes.
Sticky Knowledge	• Greatstone is a coastal settlement in Kent beside the English Channel. • Coastlines are shaped by physical processes including erosion, transportation and deposition. • Physical coastal features include beaches, cliffs, dunes, headlands, bays and estuaries. • Human coastal features include harbours, sea defences, promenades, lighthouses and piers. • Different coastlines have different characteristics because of geology, climate and human activity. • Coastal environments support wildlife, tourism, transport and recreation. • Maps, aerial photographs and fieldwork help geographers investigate coastal environments.
Geographical Skills	Locate significant coastlines using atlases, globes and digital maps. Use four-figure grid references and the eight points of a compass. Compare aerial photographs and satellite imagery. Carry out coastal fieldwork using observation, annotated sketches, maps, photographs and surveys. Interpret OS symbols and keys. Compare coastal environments using geographical evidence. Present findings through maps, diagrams, charts and presentations.
Substantive Concepts	Place • Location • Coast • Environment • Physical Features • Human Features • Settlement • Land Use • Tourism • Interconnection
Disciplinary Concepts	Geographical Enquiry • Place • Scale • Spatial Pattern • Similarity and Difference • Cause and Effect • Fieldwork • Evidence
Core Vocabulary	coast, coastline, beach, cliff, bay, headland, dune, estuary, harbour, pier, lighthouse, sea defence, erosion, transportation, deposition, tourism, settlement, environment, physical feature, human feature, grid reference, Ordnance Survey, aerial photograph, satellite image, compass, survey, evidence, compare
Reading Spine	Core Text: <i>The Storm Whale</i> – Benji Davies. Supporting Texts: <i>The Secret of Black Rock</i> – Joe Todd-Stanton; <i>Ocean Meets Sky</i> – Terry Fan; <i>The Big Book of the Blue</i> – Yuval Zommer; DK <i>Children's Atlas</i> ; Ordnance Survey maps; aerial photographs; Environment Agency coastal information.
Cross-Curricular Links	English: Persuasive visitor guides, fieldwork reports, explanation texts and comparative writing. Art: Coastal landscapes, observational sketches and mixed-media seascapes. DT: Designing sea defences and model coastal settlements. Maths: Measuring distances, interpreting graphs and tally charts.

	Computing: Digital mapping, satellite imagery and presenting fieldwork data. Science: Rocks, habitats, living things and adaptation. PSHE: Caring for coastal environments and responsible tourism.
Beach School & Outdoor Learning	Conduct coastal fieldwork on Greatstone Beach. Identify physical and human features. Complete beach profiles, environmental quality surveys and annotated sketches. Investigate coastal habitats and wildlife. Explore how weather influences the coastline. Use natural materials to model coastal landforms and sea defences.
Greatstone & Kent Links	Compare Greatstone with Dungeness, Camber Sands, the White Cliffs of Dover and the Jurassic Coast. Investigate Romney Marsh and the English Channel. Explore tourism, conservation and coastal management in Kent. Study local sea defences and consider why they are needed.
Memorable Hook	Message in a Bottle – Pupils discover a bottle washed ashore containing maps, photographs, shells and clues from coastlines around the world. They must identify where each clue originated before beginning their enquiry into how coastlines compare.
Authentic Outcome / Showcase	Greatstone Coastal Discovery Centre – Pupils create an interactive exhibition for families showcasing world coastlines. Visitors explore maps, fieldwork findings, coastal models, comparison displays and presentations explaining why Greatstone is both unique and connected to coastlines around the world.
Assessment End Point	Pupils compare coastlines using geographical vocabulary and evidence from maps, photographs and fieldwork. They identify physical and human coastal features, explain how people use and protect coastal environments and communicate findings through maps, diagrams, discussion and independent geographical writing.

Teaching Sequence

Spring 1 – EXPLORERS (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Launching the enquiry – What is a coastline?	Coastlines are where land meets the sea. Greatstone is located on the English Channel.	What makes a coastline?	Launch with the Message in a Bottle. Locate Greatstone, Kent and the English Channel. Identify coastlines on world maps and begin an enquiry wall.	Can pupils locate Greatstone and identify a coastline on a map?
Week 2	Comparing coastal landscapes	Coastlines contain different physical features.	Why do coastlines look different?	Compare Greatstone with Dungeness, the White Cliffs of Dover and Bondi Beach using photographs, maps and satellite imagery. Classify coastal landforms.	Can pupils identify and compare coastal landforms?
Week 3	Human and physical geography of coasts	People adapt coastlines for different purposes.	How do people use coastlines?	Explore tourism, fishing, transport and conservation. Compare coastal settlements. Map human and physical features.	Can pupils distinguish between human and physical coastal features?
Week 4	Beach School Fieldwork	Geographers use fieldwork to collect evidence.	What can fieldwork tell us about Greatstone?	Conduct fieldwork identifying coastal features, land use and environmental quality. Record using sketches, photographs and tally charts.	Can pupils collect and record reliable geographical evidence?
Week 5	Protecting our coasts	Coastlines continually change and sometimes need protecting.	How can we protect coastal environments?	Investigate erosion, sea defences, conservation and responsible tourism. Design an improvement or protection plan for Greatstone Beach.	Can pupils explain why some coastlines need protection?
Week 6	Greatstone Coastal Discovery Centre	Geographical evidence helps us compare places.	Why are coastlines around the world similar and different?	Create maps, models, displays and presentations for the exhibition. Complete independent assessment and reflect on the enquiry.	Final assessment of locational knowledge, comparison skills, fieldwork and geographical communication.

Reflection Questions	Purpose
Why are coastlines around the world similar and different?	To revisit and answer the project's Big Question by encouraging pupils to synthesise their understanding of physical and human geography using evidence from maps, fieldwork, photographs and comparisons.
What makes Greatstone a unique coastline?	To deepen pupils' appreciation of their local environment while reinforcing their understanding of the distinctive physical and human characteristics of Greatstone.
How did fieldwork help us become better geographers?	To encourage pupils to reflect on how geographers gather, record and interpret evidence through first-hand observations and investigations.
How do physical processes shape coastlines?	To assess pupils' understanding that erosion, transportation and deposition continually change coastal landscapes over time.
Why do people choose to live, work and visit different coastlines?	To develop pupils' understanding of how physical geography influences settlement, tourism, transport, conservation and recreation.
How can people protect coastlines while still enjoying them?	To encourage pupils to consider sustainability, conservation and responsible use of coastal environments, linking human actions with environmental impact.
What similarities and differences did you find between Greatstone and another coastline?	To develop comparative geographical thinking by encouraging pupils to justify comparisons using accurate geographical vocabulary and evidence.
How has this project helped you become a better geographer?	To promote metacognition by encouraging pupils to reflect on the geographical knowledge, vocabulary, fieldwork skills and enquiry approaches they have developed throughout the project.

Teacher Notes

Common Misconceptions

- All coastlines look the same.
- Beaches are only made of sand.
- Erosion is always caused by people.
- Human and physical features are the same thing.
- Every coastal settlement exists because of tourism.

- Sea defences completely stop coastal erosion.
- Dunes are simply piles of sand with no environmental importance.
- Maps and aerial photographs show exactly the same information.
- Fieldwork is only about observing rather than collecting evidence.
- Greatstone's coastline is the same as every other coastline in Kent.

Adaptive Teaching

- Begin each lesson by revisiting prior learning through retrieval activities and map quizzes.
- Use high-quality photographs, satellite imagery, videos and drone footage before introducing geographical terminology.
- Teach new vocabulary explicitly using visuals, actions and oral rehearsal.
- Compare unfamiliar coastlines with Greatstone throughout the project to strengthen understanding.
- Use practical sorting activities to distinguish between physical and human features.
- Model geographical comparison language before independent writing.
- Provide sentence stems such as "*Both coastlines have...*", "*Unlike Greatstone...*" and "*The evidence suggests...*".
- Scaffold fieldwork recording using annotated photographs, pre-labelled sketch maps and structured recording sheets where appropriate.
- Challenge higher-attaining pupils to explain *why* similarities and differences exist rather than simply identifying them.
- Regularly use aerial photographs alongside OS maps to develop spatial understanding.
- Ensure Beach School visits revisit previous vocabulary and geographical concepts.
- Encourage collaborative discussion before independent geographical conclusions are written.

Assessment Opportunities

- Retrieval quizzes.
- Locational knowledge recall.
- Human and physical feature sorting.
- Annotated aerial photographs.
- Map and atlas challenges.
- Four-figure grid reference activities.
- Coastal comparison tables.
- Vocabulary matching.
- Beach School fieldwork observations.
- Environmental quality surveys.
- Field sketches.
- Annotated maps.
- Oral geographical explanations.
- Independent comparison writing.
- Greatstone Coastal Discovery Centre presentations.
- Independent response to the Big Question.
- Pupil voice and Geography Floor Books.

Enrichment Opportunities

- Visit **Dungeness National Nature Reserve** to compare contrasting coastal environments.
- Greatstone Beach fieldwork investigating land use, habitats and environmental quality.
- Explore coastal erosion through Environment Agency resources.
- Invite a representative from the **RNLI**, Environment Agency or Romney Marsh Countryside Partnership to discuss coastal management.
- Compare historical and modern aerial photographs of Greatstone to identify coastal change.
- Conduct a beach litter survey linked to marine conservation.
- Participate in the **Great British Beach Clean**.
- Create a virtual comparison with a contrasting international coastline such as Bondi Beach (Australia), the Amalfi Coast (Italy) or Cape Cod (USA).
- Design and test simple sea-defence models using natural and recycled materials.
- Hold a **Greatstone Coastal Discovery Centre** exhibition for parents and the local community.
- Create a Year 3 coastal guidebook promoting Greatstone as a place to visit while encouraging responsible tourism.

Greatstone Way Theme

EXPLORERS

Whole-School Big Question

What will we discover as we explore the world?

Project Big Question

Curriculum Overview

YEAR 3 – MISTY MOUNTAIN, WINDING RIVER – Spring 2 How do rivers and mountains shape the world around us?	
Curriculum Rationale	This project develops pupils' understanding of rivers and mountains as powerful physical features that shape landscapes, influence settlements and support life. Building on prior learning about coastlines, pupils investigate how rivers are formed, how they change from source to mouth and how mountains are created and influence climate, habitats and human activity. Through maps, aerial photographs, digital mapping and fieldwork, pupils compare river and mountain environments locally, nationally and globally. They learn how physical processes such as erosion, transportation and deposition shape river landscapes and begin to understand the interdependence between physical geography, human geography and environmental sustainability. Throughout the project pupils work as geographers by asking questions, collecting evidence, interpreting maps and communicating conclusions using accurate geographical vocabulary.
The Greatstone Way	EXPLORERS – What will we discover as we explore the world? Pupils become landscape explorers, investigating how rivers and mountains influence where people live, travel and work. They use maps, aerial photographs, fieldwork and digital technologies to ask geographical questions, identify patterns and compare environments. They develop curiosity about the natural world while recognising the importance of rivers and mountains within local, national and global environments.
National Curriculum Coverage	Locate the world's countries using maps focusing on Europe and North and South America; identify key physical features including mountains and rivers; describe and understand key aspects of physical geography including mountains, rivers and the water cycle; understand geographical similarities and differences through studying regions of the United Kingdom and contrasting regions overseas; use maps, atlases, globes and digital mapping; use the eight points of a compass, four-figure grid references, symbols and keys; use fieldwork to observe, measure, record and present human and physical features using maps, plans, graphs and digital technologies.
Curriculum Journey	Previous Learning: Pupils have located continents, oceans and climate zones and compared coastlines through the Blue Abyss project. They can identify human and physical features and use maps, atlases and fieldwork to investigate places. Current Learning: Pupils investigate how rivers and mountains are formed, identify their key features and understand how they influence landscapes, wildlife and settlements. They develop mapping and fieldwork skills while comparing local rivers and mountain environments with those elsewhere in the UK and the world. Future Learning: In Year 4 pupils will build on this knowledge through Interconnected World by exploring how rivers, mountains, climate, settlements and trade are linked across different regions and how physical and human geography influence one another.
Sticky Knowledge	• Rivers begin at a source and end at a mouth. • Rivers flow downhill because of gravity. • Tributaries join larger rivers. • Rivers can form meanders, floodplains and estuaries. • Mountains are areas of high land formed over millions of years. • Mountains influence weather, climate and habitats. • The water cycle continually moves water around the Earth. • Physical processes including erosion, transportation and deposition shape river landscapes. • Rivers provide water, transport, habitats, farming and recreation. • Maps, aerial photographs and fieldwork help geographers investigate landscapes.
Geographical Skills	Locate major rivers and mountain ranges using atlases, globes and digital mapping. Use four-figure grid references, symbols and the eight points of a compass. Interpret OS maps and aerial photographs. Compare physical landscapes using photographs and maps. Carry out river or drainage fieldwork through observation, sketching, photography and data collection. Present geographical findings using maps, annotated diagrams, graphs and digital presentations.
Substantive Concepts	Place • Location • Physical Geography • Rivers • Mountains • Water Cycle • Environment • Settlement • Landscape • Interdependence
Disciplinary Concepts	Geographical Enquiry • Place • Scale • Pattern • Similarity and Difference • Cause and Effect • Fieldwork • Evidence
Core Vocabulary	river, source, tributary, channel, riverbank, meander, floodplain, estuary, mouth, erosion, transportation, deposition, mountain, hill, summit, valley, peak, ridge, slope, contour, water cycle, evaporation, condensation, precipitation, compass, grid reference, atlas, Ordnance Survey, physical feature, settlement, landscape, evidence
Reading Spine	Core Text: <i>The Rhythm of the Rain</i> – Grahame Baker-Smith. Supporting Texts: <i>A River</i> – Marc Martin; <i>River Story</i> – Meredith Hooper; <i>The Big Book of the Blue</i> – Yuval Zommer (river connections); DK Children's Atlas; Ordnance Survey maps; aerial photographs; Environment Agency resources; high-quality non-fiction texts about rivers, mountains and the water cycle.
Cross-Curricular Links	English: Explanation texts, fieldwork reports, persuasive visitor guides and descriptive writing. Art: Mountain landscapes, river studies and observational drawing. DT: Designing bridges and river crossings. Maths: Measuring distance, interpreting graphs, coordinates and data handling. Computing: Digital mapping, satellite imagery and presenting geographical findings digitally. Science: Rocks, soils, habitats, the water cycle and states of matter. PSHE: Caring for natural environments and responsible use of waterways.
Beach School & Outdoor Learning	Explore drainage channels, streams and water movement around Greatstone and Romney Marsh. Observe how water travels through different surfaces. Create river models using sand and natural materials. Investigate habitats associated with freshwater environments. Use compasses and OS maps during navigation activities. Build models showing river formation and mountain landscapes using natural resources.

Greatstone & Kent Links	Study the River Rother, Royal Military Canal and Romney Marsh drainage network. Compare these with the River Stour and the River Thames. Explore why Romney Marsh relies on drainage channels and pumps. Compare local lowland landscapes with the North Downs and the South Downs. Investigate how rivers have influenced settlement, farming and transport within Kent.
Memorable Hook	River Explorer Mission – Pupils discover an explorer's backpack containing an Ordnance Survey map, river samples, photographs, field notebook, compass and mystery clues from rivers and mountains around Britain. They work together to identify where the explorer has travelled before beginning their geographical investigation.
Authentic Outcome / Showcase	Greatstone River and Mountain Discovery Museum – Pupils create an interactive exhibition featuring working river models, water cycle investigations, annotated OS maps, mountain relief models, fieldwork evidence and geographical presentations explaining how rivers and mountains shape landscapes and communities.
Assessment End Point	Pupils locate major rivers and mountain ranges using maps and atlases, explain the journey of a river from source to mouth, identify key river and mountain features, describe the water cycle and explain how physical processes shape landscapes. They communicate geographical understanding using accurate vocabulary, fieldwork evidence, maps, diagrams and independent writing.

Teaching Sequence

Spring 2 – EXPLORERS (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Introducing Rivers and Mountains	Rivers and mountains are major physical features that shape landscapes. Rivers flow from a source to a mouth and mountains are areas of high land formed over millions of years.	How do rivers and mountains shape our world?	Launch with the <i>River Explorer Mission</i> . Locate famous rivers and mountain ranges on maps and globes. Compare photographs of contrasting landscapes. Create a class enquiry wall and begin a vocabulary display.	Can pupils identify rivers and mountains as physical features and locate examples on a map?
Week 2	The Journey of a River	Rivers have different features including the source, tributaries, meanders, floodplains, estuaries and mouth. Water always flows downhill due to gravity.	How does a river change on its journey?	Build a large collaborative river model using sand and water. Label river features. Follow the journey of the River Thames and compare it with the River Rother. Create annotated diagrams.	Can pupils correctly identify and explain the main features of a river?
Week 3	Mountains and the Water Cycle	Mountains influence climate and weather. Water moves continuously through the water cycle by evaporation, condensation and precipitation.	Why are mountains important for rivers?	Investigate the water cycle through practical science. Build mountain models to demonstrate rainfall. Locate mountain ranges in the UK and around the world using atlases and digital maps.	Can pupils explain how the water cycle links mountains and rivers?
Week 4	Mapping Landscapes	Geographers use maps, aerial photographs and fieldwork to investigate landscapes and identify physical features.	How do geographers investigate landscapes?	Use Ordnance Survey maps, aerial photographs and digital mapping. Practise four-figure grid references and compass directions. Complete field sketches and interpret contour patterns.	Can pupils accurately use maps and identify geographical features?
Week 5	Local Fieldwork – Rivers and Waterways	Water shapes local landscapes and influences settlements. Geographers collect evidence through observation and measurement.	How has water shaped our local area?	Investigate Romney Marsh drainage channels, the Royal Military Canal or the River Rother. Complete environmental quality surveys, annotated sketches, photography and simple measurements. Compare findings with larger rivers studied.	Can pupils collect, record and interpret geographical evidence using appropriate vocabulary?
Week 6	Greatstone River and Mountain Discovery Museum	Rivers and mountains influence where people live, travel, farm and work. Physical geography affects human geography.	How do rivers and mountains shape the world around us?	Produce river models, mountain relief maps, fieldwork displays, digital presentations and water cycle demonstrations for the exhibition. Complete the end-point assessment and answer the Big Question independently.	Can pupils explain how rivers and mountains shape landscapes using geographical vocabulary and evidence?

Reflection Questions	Purpose
How do rivers and mountains shape the world around us?	To answer the project's Big Question by bringing together pupils' understanding of physical geography and how landscapes influence people and places.
How does a river change between its source and its mouth?	To consolidate understanding of river processes and the sequence of river features using accurate geographical vocabulary.
Why are mountains important to people and the environment?	To encourage pupils to consider the influence of mountains on climate, habitats, water supply, tourism and settlements.
How does the water cycle keep rivers flowing?	To reinforce understanding of the continuous movement of water and the links between geography and science.
What did our fieldwork teach us about our local environment?	To encourage pupils to reflect on how evidence gathered through observation helps geographers understand landscapes.
How are local rivers different from famous rivers around the world?	To develop comparative geographical thinking and encourage pupils to justify similarities and differences using evidence.
Why do people choose to build settlements near rivers?	To develop understanding of the relationship between physical geography and human geography, including transport, farming and trade.
How have your geographical skills improved during this project?	To promote metacognition by encouraging pupils to reflect on the mapping, fieldwork, enquiry and communication skills they have developed.

Teacher Notes

Common Misconceptions

- Rivers only contain flowing water after rainfall.
- Every river is the same width and depth.
- Rivers always flow north to south.
- Mountains are simply very large hills.
- Mountains and volcanoes are the same thing.

- Rivers begin in lakes.
- A river's mouth is always located at the sea.
- The water cycle has a beginning and an end.
- Flooding only happens because of heavy rain.
- Maps show exactly what places look like from the ground.

Adaptive Teaching

- Begin each lesson with retrieval practice using maps, diagrams and key vocabulary from previous learning.
- Introduce geographical vocabulary through photographs, practical demonstrations and oral rehearsal before expecting independent use.
- Use large physical models of rivers and mountains to support pupils who benefit from concrete learning.
- Compare unfamiliar landscapes with local examples from Romney Marsh and the River Rother to strengthen conceptual understanding.
- Provide labelled diagrams and scaffolded note-taking where appropriate.
- Model geographical explanations using sentence stems such as "*The evidence suggests...*", "*This river feature formed because...*" and "*Compared with...*".
- Use aerial photographs alongside Ordnance Survey maps to develop spatial awareness.
- Support pupils during fieldwork with structured recording sheets, annotated photographs and guided observation prompts.
- Challenge higher-attaining pupils to explain why physical processes create different landscapes rather than simply describing them.
- Encourage collaborative discussion before independent writing to develop confidence in geographical reasoning.
- Revisit the enquiry question throughout the unit to reinforce disciplinary thinking.

Assessment Opportunities

- Retrieval quizzes using key vocabulary.
- Atlas and globe challenges.
- Locating rivers and mountain ranges.
- Annotated river diagrams.
- Water cycle sequencing.
- Physical and human geography sorting activities.
- Four-figure grid reference tasks.
- Interpretation of OS maps and aerial photographs.
- Fieldwork observations and annotated sketches.
- Environmental quality surveys.
- Use of geographical vocabulary in discussion.
- Independent explanation writing.
- Comparative geography tasks.
- End-point assessment linked to the Big Question.
- River and mountain models presented during the showcase.
- Geography Floor Book and pupil voice reflections.

Enrichment Opportunities

- Visit the **Royal Military Canal**, **River Rother** or a local drainage channel to investigate waterways and flood management.
- Aqualab sessions Hallie.Rounthwaite@kent.gov.uk wccp@doover.gov.uk
- Explore **Romney Marsh** to understand how water shapes landscapes and supports farming.
- Compare local waterways with the **River Thames**, **River Severn** and major world rivers using digital mapping.
- Build working river models to demonstrate erosion, transportation and deposition.
- Invite an **Environment Agency** representative or local flood warden to explain river management and flood prevention.
- Investigate how pumps and drainage systems protect Romney Marsh from flooding.
- Complete a Beach School enquiry exploring how water moves through different materials and landscapes.
- Create relief maps showing mountain ranges using clay, salt dough or natural materials.
- Compare mountain environments such as **Snowdonia**, **Ben Nevis** and the **Himalayas** using photographs and digital resources.
- Hold the **Greatstone River and Mountain Discovery Museum**, inviting families to explore pupils' fieldwork, river models, water cycle investigations and geographical presentations.

YEAR 4 – INTERCONNECTED WORLD - Spring 1

How are places around the world connected?

Curriculum Rationale	This project develops pupils' understanding of how the world's physical and human features are interconnected. Pupils explore how climate, trade, transport, natural resources, population, culture and technology link communities across continents. They investigate how geographical processes in one place can influence people and environments elsewhere, developing a deeper understanding of global interdependence. Using maps, atlases, GIS, satellite imagery and fieldwork, pupils investigate patterns across the world while continually relating their learning back to Greatstone and Kent. Through enquiry-based learning, pupils begin to appreciate the responsibilities that come with living in an increasingly connected world.
The Greatstone Way	INVENTORS – How can understanding the world help us shape a better future? Pupils investigate how people, places and environments are connected across the globe. They think critically about the impact of human decisions and use geographical enquiry to explore how innovation, sustainability and cooperation can improve our world.
National Curriculum Coverage	Locate the world's countries using maps, concentrating on Europe (including Russia), North and South America; identify environmental regions, key physical and human characteristics, countries and major cities; understand geographical similarities and differences through studying regions of the United Kingdom, Europe and North or South America; describe and understand climate zones, biomes, vegetation belts and human geography including trade, economic activity and land use; use maps, atlases, globes and digital mapping; use the eight points of a compass, four and six-figure grid references, symbols and keys; interpret thematic maps and geographical data; carry out fieldwork to observe, measure, record and present geographical information.
Curriculum Journey	Previous Learning: Pupils have explored continents, oceans, coastlines, rivers, mountains and the water cycle. They can identify physical and human features and use maps, atlases and fieldwork to investigate places. Current Learning: Pupils investigate how physical geography influences human geography and how countries are connected through trade, transport, migration, climate and resources. They develop increasingly sophisticated mapping and enquiry skills while exploring global patterns. Future Learning: In Year 5 pupils will apply this understanding through <i>One Planet, Our World</i>, investigating latitude, longitude, climate zones and global positioning before exploring tectonic processes in <i>Rocks, Relics and Rumbles</i>.
Sticky Knowledge	• Countries are connected through trade, transport, communication and migration. • Physical geography influences where people live and work. • Climate affects farming, settlement and economic activity. • Natural resources are unevenly distributed around the world. • Imports and exports connect countries. • Time zones exist because the Earth rotates. • Maps can show many different types of geographical information. • Human actions can positively and negatively affect environments across the world. • Greatstone is connected to global communities through trade, tourism and transport.
Geographical Skills	Use atlases, globes, GIS and digital mapping to identify global patterns. Interpret thematic maps showing climate, population and trade. Use four and six-figure grid references. Analyse aerial photographs and satellite imagery. Compare regions using geographical evidence. Collect and interpret local fieldwork data. Present geographical findings through maps, graphs, digital presentations and annotated diagrams.
Substantive Concepts	Place • Location • Interconnection • Climate • Trade • Settlement • Resources • Population • Environment • Sustainability
Disciplinary Concepts	Geographical Enquiry • Scale • Pattern • Place • Similarity and Difference • Interdependence • Cause and Effect • Evidence
Core Vocabulary	interconnection, trade, import, export, economy, resource, sustainability, climate, biome, vegetation belt, settlement, population, distribution, migration, transport, infrastructure, hemisphere, continent, renewable, non-renewable, globalisation, environment, GIS, satellite imagery, thematic map, evidence
Reading Spine	Core Text: <i>The Journey</i> – Francesca Sanna. Supporting Texts: <i>One Plastic Bag</i> – Miranda Paul; <i>The Great Kapok Tree</i> – Lynne Cherry; <i>Atlas of Adventures</i> – Lucy Letherland; <i>DK Children's Illustrated Atlas</i>; National Geographic Kids resources; Newsround world reports; high-quality non-fiction exploring global trade, climate and sustainability.
Cross-Curricular Links	English: Balanced arguments, persuasive writing, explanation texts and debate. Maths: Interpreting population data, graphs and scale. Science: Living things, habitats, environmental change and renewable resources. Computing: GIS, digital mapping, databases and presenting geographical data. DT: Sustainable product design. Art: Cultural art inspired by different regions of the world. History: Trade routes and historical exploration. PSHE: Global citizenship, diversity, fairness and environmental responsibility.
Beach School & Outdoor Learning	Investigate how local habitats are connected to wider ecosystems. Explore the movement of water, people and materials along the coast. Carry out environmental quality surveys. Investigate sustainable use of coastal resources. Use fieldwork to compare local land use with global examples. Develop orienteering and digital mapping skills outdoors.
Greatstone & Kent Links	Explore how Greatstone is connected through tourism, fishing, agriculture and international trade via the English Channel. Investigate Dover Port as the UK's gateway to Europe. Compare local farming with agriculture around the world. Study renewable energy including nearby offshore wind farms and Dungeness power generation. Investigate Romney Marsh food production and distribution networks.
Memorable Hook	The Mystery Parcel Challenge – Pupils receive a parcel containing everyday objects from around the world. They investigate where each item came from, how it travelled to Greatstone and what this reveals about our interconnected world, using maps, shipping routes and trade data.
Authentic Outcome / Showcase	Greatstone Global Connections Expo – Pupils create an interactive exhibition exploring how Greatstone is connected to the wider world through trade, transport, food, technology, tourism, climate and sustainability. Visitors explore maps, digital presentations, trade investigations, sustainability projects and geographical enquiry displays.
Assessment End Point	Pupils explain how places around the world are interconnected through physical and human geography. They use maps, data, fieldwork and geographical vocabulary to explain how climate, trade, transport, resources and human activity influence communities locally and globally. They justify conclusions using evidence gathered throughout the project.

Teaching Sequence

Spring 1 – INVENTORS (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	What does it mean to live in an interconnected world?	Countries are connected through trade, transport, communication, migration and technology. Geography helps us understand these links.	How is Greatstone connected to the rest of the world?	Launch with the Mystery Parcel Challenge . Investigate the origins of everyday objects found in school and home. Locate source countries on world maps. Create a class concept map showing how Greatstone is connected globally.	Can pupils identify different ways places are connected and locate countries on a world map?
Week 2	Global Trade and Transport	Goods travel across the world by sea, air, rail and road. Ports and transport networks connect countries and economies.	How do products travel from one country to another?	Trace the journey of common products such as bananas, chocolate, trainers and mobile phones. Explore shipping routes through the English Channel and the Port of Dover. Create flow diagrams of global supply chains.	Can pupils explain how trade connects countries using geographical vocabulary?
Week 3	Climate, Biomes and Natural Resources	Climate influences where people live, farm and work. Natural resources are unevenly distributed across the world.	Why do different places produce different things?	Compare climate zones and biomes. Investigate where foods and natural resources originate. Explore why Kent produces certain crops while tropical countries grow others.	Can pupils explain how climate affects human activity and trade?
Week 4	Population, Settlement and Sustainability	Physical geography influences settlement patterns. Human activity affects environments locally and globally.	How do people change the places they live?	Compare densely and sparsely populated regions using population maps. Investigate sustainable communities. Examine how tourism and development affect Greatstone and other locations.	Can pupils explain how physical and human geography influence settlements?
Week 5	Local Fieldwork – Greatstone's Global Connections	Local communities are linked to wider national and international networks. Fieldwork provides evidence to answer geographical questions.	How is Greatstone connected to the wider world?	Conduct fieldwork around Greatstone investigating tourism, transport, coastal industries and land use. Survey local businesses to identify products imported from other countries. Use digital mapping to present findings.	Can pupils collect and interpret fieldwork evidence to explain local-global connections?
Week 6	Greatstone Global Connections Expo	Human and physical geography work together to create an interconnected world. Geography helps us make informed decisions about sustainability.	How are places around the world connected?	Produce maps, digital presentations, trade investigations and sustainability displays. Present findings during the Greatstone Global Connections Expo . Complete independent end-point assessment and answer the Big Question.	Can pupils explain global interconnections using geographical evidence, accurate vocabulary and fieldwork findings?

Reflection Questions	Purpose
How are places around the world connected?	To answer the project's Big Question by bringing together pupils' understanding of trade, transport, climate, settlement and global interdependence.
How does Greatstone connect with other countries?	To help pupils appreciate that their local community is part of a wider global network through tourism, trade, transport and communication.
Why do different countries produce different products?	To reinforce understanding of how climate, natural resources and physical geography influence economic activity.
How does trade affect our everyday lives?	To encourage pupils to recognise the geographical journeys made by everyday products and understand global supply chains.
How can maps help us understand the world?	To develop pupils' understanding of thematic maps, GIS, atlases and digital mapping as geographical tools for identifying patterns and connections.
What did our fieldwork teach us about Greatstone?	To encourage reflection on how geographical enquiry provides evidence about local communities and their wider connections.
Why is sustainability important in an interconnected world?	To encourage pupils to think critically about the environmental impact of human activity and how responsible choices can protect people and places.
How have your geographical skills developed during this project?	To promote metacognition by encouraging pupils to reflect on the mapping, enquiry, fieldwork and analytical skills they have developed throughout the project.

Teacher Notes

Common Misconceptions

- Globalisation means every country is becoming the same.
- Products are made in only one country.
- Imports are "bad" and exports are "good".
- Climate and weather mean the same thing.
- Population size and population density are the same.
- Maps only show where places are located.
- Natural resources are unlimited.
- Greatstone has little connection with the rest of the world.
- Sustainability only means recycling.
- Technology has removed the need for geography.

Adaptive Teaching

- Begin each lesson with retrieval activities revisiting Year 3 learning about rivers, mountains, maps and physical geography.

- Use real objects from around the world to introduce lessons and make abstract concepts concrete.
- Introduce new vocabulary using photographs, maps, symbols and practical examples before expecting independent application.
- Model how to interpret thematic maps, trade maps and population maps step by step.
- Use comparison tables to support pupils in identifying similarities and differences between regions.
- Provide sentence stems such as *"This place is connected to..."*, *"The evidence suggests..."* and *"One consequence is..."* to scaffold geographical reasoning.
- Support pupils with colour-coded maps and simplified datasets before progressing to more complex geographical information.
- Encourage collaborative discussion and debate before independent writing.
- Challenge higher-attaining pupils to explain why geographical patterns exist and evaluate the impact of human decisions.
- Regularly revisit the enquiry question to maintain focus on geographical thinking.
- Use GIS, satellite imagery and aerial photography to strengthen spatial awareness and digital mapping skills.

Assessment Opportunities

- Retrieval quizzes.
- Atlas and globe challenges.
- Country and continent location tasks.
- Trade route mapping.
- Interpretation of thematic maps.
- Population and climate data analysis.
- Import and export investigations.
- Geographical vocabulary quizzes.
- Annotated maps.
- Fieldwork observations and surveys.
- Digital mapping activities.
- Oral geographical explanations.
- Independent balanced argument.
- End-point assessment linked to the Big Question.
- Greatstone Global Connections Expo presentations.
- Geography Floor Book and pupil voice reflections.

Enrichment Opportunities

- Visit the **Port of Dover** or undertake a virtual port tour to investigate international trade.
- Investigate products sold in local shops and identify their countries of origin.
- Invite a representative from a local business involved in imports or exports.
- Explore how Greatstone's tourism industry contributes to the local economy.
- Compare Greatstone with a contrasting European coastal community.
- Participate in a **Fairtrade** project exploring ethical trade.
- Use GIS software to map journeys of everyday products from source to consumer.
- Investigate renewable energy at **Kentish Flats Offshore Wind Farm** and discuss how energy networks connect communities.
- Carry out a sustainability audit of the school, considering links to global environmental issues.
- Host the **Greatstone Global Connections Expo**, inviting families and governors to explore pupils' investigations into trade, sustainability, climate and global interdependence.

YEAR 4 – SOW, GROW AND FARM – Spring 2 How does farming shape the land, our communities and the food we eat?	
Curriculum Rationale	This project develops pupils' understanding of how farming has shaped landscapes, economies and communities throughout history and continues to influence life today. Pupils investigate different types of farming, land use, climate, soils and food production while exploring how physical geography affects agriculture. They compare farming in Kent with contrasting regions of the United Kingdom and around the world, considering how environmental conditions determine what can be grown or reared. Through geographical enquiry, maps, fieldwork and outdoor learning, pupils investigate sustainable farming and the importance of balancing food production with environmental protection.
The Greatstone Way	INVENTORS – How can understanding the world help us shape a better future? Pupils investigate how innovation, science and environmental stewardship help farmers produce food sustainably. They consider how geographical knowledge supports better decisions about land use, food production and protecting natural environments for future generations.
National Curriculum Coverage	Describe and understand key aspects of physical geography including climate zones, vegetation belts and land use. Describe and understand aspects of human geography including types of settlement, economic activity and the distribution of natural resources. Understand geographical similarities and differences through studying regions of the UK, Europe and North or South America. Use maps, atlases, globes, digital mapping and fieldwork to investigate land use, agriculture and environmental change.
Curriculum Journey	Previous Learning: Pupils have studied rivers, mountains, coastlines and global interconnections. They understand that physical geography influences human activity. Current Learning: Pupils investigate how climate, soil, landforms and weather influence farming and how agriculture shapes landscapes and communities. They compare farming systems locally, nationally and globally while considering sustainability. Future Learning: In Year 5, pupils build on this understanding by exploring global climate zones, latitude and longitude in One Planet, Our World , before investigating tectonic processes in Rocks, Relics and Rumbles .

Sticky Knowledge	• Farming depends on climate, soil, water and landforms. • Different regions specialise in different types of farming. • Agriculture changes landscapes and settlements. • Farmers produce food, fibres and other natural resources. • Kent is known as the 'Garden of England' because of its fertile soils and fruit production. • Technology has changed farming over time. • Sustainable farming protects wildlife, soil and water while producing food. • Consumers rely on local, national and international farming.
Geographical Skills	Interpret land-use maps, satellite images and aerial photographs. Compare farming regions using maps and climate data. Use fieldwork to investigate local land use. Collect, record and analyse environmental data. Present findings using annotated maps, graphs, photographs and digital mapping technologies. Use four and six-figure grid references and OS maps confidently.
Substantive Concepts	Place • Land Use • Agriculture • Farming • Climate • Resources • Sustainability • Settlement • Environment • Economy
Disciplinary Concepts	Geographical Enquiry • Pattern • Scale • Place • Interdependence • Cause and Effect • Evidence • Sustainability
Core Vocabulary	agriculture, arable, livestock, mixed farming, horticulture, pasture, crop, harvest, irrigation, fertiliser, greenhouse, orchard, climate, soil, land use, sustainability, biodiversity, conservation, imports, exports, rural, urban, economy, renewable, environment
Reading Spine	Core Text: <i>Farmer Duck</i> – Martin Waddell (discussion of farming roles). Supporting Texts: <i>A Year on the Farm</i> – Sue Unstead; <i>The Little Red Hen</i> ; <i>DK Children's Farm Atlas</i> ; NFU educational resources; National Geographic Kids; local farming publications; high-quality non-fiction exploring food production, agriculture and sustainability.
Cross-Curricular Links	Science: Living things, plants, soils, habitats and food chains. English: Explanation texts, persuasive writing and balanced arguments about sustainable farming. Maths: Data handling, graphs, measuring rainfall and interpreting climate data. DT: Designing sustainable farming solutions and irrigation systems. Computing: GIS, digital mapping, spreadsheets and data logging. Art: Landscape drawing and botanical illustration. PSHE: Healthy lifestyles, food choices and environmental responsibility.
Beach School & Outdoor Learning	Investigate soil types, habitats and plant growth through Beach School. Compare coastal habitats with farmland. Explore composting, seed planting and biodiversity. Carry out environmental surveys and investigate how land is managed sustainably. Grow vegetables and herbs in the school grounds.
Greatstone & Kent Links	Investigate Romney Marsh sheep farming, local arable farming, orchards, vineyards and horticulture across Kent. Explore why Kent is known as the Garden of England . Compare local agriculture with farming in East Anglia and overseas. Investigate local farm shops and food supply chains. Explore how farming and tourism work together across Romney Marsh.
Memorable Hook	The Mystery Harvest Box – Pupils receive a box containing fresh produce, grains, wool, seeds, maps and farming tools. They investigate where each item came from, how it was produced and why it grows successfully in different parts of the world before beginning their enquiry.
Authentic Outcome / Showcase	Greatstone Food and Farming Festival – Pupils design an interactive exhibition showcasing farming around the world, sustainable agriculture, local produce, land use maps, crop investigations and environmental solutions. Families sample local produce, explore pupils' fieldwork and learn how geography influences food production.
Assessment End Point	Pupils explain how physical geography influences farming and land use. They compare farming systems using geographical evidence, identify how agriculture shapes landscapes and settlements, and explain why sustainable farming is important. Pupils communicate their understanding through maps, fieldwork, diagrams, presentations and independent geographical writing.

Teaching Sequence

Spring 2 – INVENTORS (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Why do people farm?	Farming provides food, clothing and natural resources. Different types of farming meet different human needs.	Why is farming important to our lives?	Launch with the Mystery Harvest Box . Sort farm products into crops, livestock and horticulture. Locate farming regions across the UK. Discuss where pupils' lunches come from.	Can pupils explain why farming is important and identify different farming products?
Week 2	Physical Geography and Farming	Climate, rainfall, soil and landforms determine what farmers can grow or rear.	Why can different places grow different crops?	Compare maps showing rainfall, climate and soil across the UK. Investigate why Kent is known as the Garden of England. Match crops to suitable environments.	Can pupils explain how physical geography affects farming?
Week 3	Types of Farming Around the World	Farming varies according to climate, culture and available resources.	How is farming different around the world?	Compare arable, livestock, mixed and horticultural farming in Kent, East Anglia, Brazil and Kenya. Interpret satellite images and land-use maps.	Can pupils compare farming systems using geographical evidence?
Week 4	Sustainable Farming	Farming can protect or damage the environment depending on how land is managed.	How can farmers protect the environment while producing food?	Investigate biodiversity, crop rotation, organic farming, renewable energy and conservation. Design a sustainable farm using maps and diagrams.	Can pupils explain how farming can become more sustainable?
Week 5	Local Fieldwork – Farming Around Greatstone	Fieldwork helps geographers investigate land use and farming.	How does farming shape the landscape around Greatstone?	Visit local farmland, orchards or Romney Marsh (or use virtual fieldwork). Conduct land-use surveys, soil investigations and habitat observations. Produce annotated maps and photographs.	Can pupils collect and interpret fieldwork evidence about local farming?
Week 6	Greatstone Food and Farming Festival	Farming depends on physical geography and affects people, places and environments.	How does farming shape the land, our communities and the food we eat?	Prepare displays, sustainable farm models, digital presentations, food maps and fieldwork evidence for the Greatstone Food and Farming Festival . Complete the end-point assessment and answer the Big Question.	Can pupils explain how farming shapes landscapes using accurate geographical vocabulary and evidence?

Reflection Questions	Purpose
How does farming shape the land, our communities and the food we eat?	To answer the project's Big Question by bringing together pupils' understanding of physical geography, farming, land use and sustainability.
Why is Kent known as the Garden of England?	To encourage pupils to connect local geography with farming, climate, soil and agricultural traditions.
How does climate affect the way people farm?	To reinforce understanding of how physical geography influences human activity and land use.
Why do different countries grow different crops?	To develop pupils' understanding of global patterns in agriculture and encourage geographical comparison.
What did our fieldwork teach us about farming around Greatstone?	To encourage reflection on how geographers gather evidence through observation and enquiry.

How can farming protect wildlife and the environment?	To develop pupils' understanding of sustainability and responsible land management.
Why is it important to buy food from different places?	To encourage pupils to consider how trade, climate and farming connect communities around the world.
How have your geographical skills improved during this project?	To promote metacognition by encouraging pupils to reflect on the fieldwork, mapping, enquiry and analytical skills they have developed.

Teacher Notes

Common Misconceptions

- Food only comes from supermarkets rather than farms.
- All farms produce the same types of crops and animals.
- Crops can be grown anywhere regardless of climate or soil.
- Farming is only about growing food.
- Organic farming means farms do not affect the environment.
- Sustainable farming means farmers stop producing food.
- Every farm uses the same machinery and technology.
- Wildlife and farming cannot exist together.
- All farming takes place in rural areas.
- Kent is called the Garden of England simply because it has lots of gardens.

Adaptive Teaching

- Begin each lesson with retrieval practice revisiting Year 4 learning about climate, trade and interdependence from **Interconnected World**.
- Use real food, seeds, grains, wool and farming equipment to make learning concrete.
- Introduce geographical vocabulary using photographs, maps, videos and practical investigations before expecting pupils to use new terminology independently.
- Compare local farming around Romney Marsh with contrasting farming regions using maps, climate data and satellite imagery.
- Model geographical explanations using sentence stems such as *"This crop grows here because..."*, *"The evidence suggests..."* and *"Compared with..."*.
- Use colour-coded climate, rainfall and land-use maps to support interpretation of geographical information.
- Scaffold fieldwork using observation sheets, annotated photographs and guided recording frames where appropriate.
- Encourage collaborative discussion before independent geographical writing.
- Challenge higher-attaining pupils to explain relationships between climate, farming methods, sustainability and food security rather than simply describing farming.
- Regularly revisit the enquiry question to strengthen disciplinary geographical thinking.
- Integrate Beach School sessions to reinforce learning through practical investigation of soils, habitats and biodiversity.

Assessment Opportunities

- Retrieval quizzes.
- Identification of farming types.
- Climate and land-use map interpretation.
- Atlas and globe activities.
- Soil comparison investigations.
- Crop matching tasks.
- Geographical vocabulary quizzes.
- Satellite image interpretation.
- Annotated land-use maps.
- Fieldwork observations and environmental surveys.
- Oral geographical explanations.
- Sustainable farm design challenge.
- Independent explanation writing.
- End-point assessment linked to the Big Question.
- Greatstone Food and Farming Festival presentations.
- Geography Floor Book entries and pupil voice reflections.

Enrichment

- Visit a **Romney Marsh sheep farm**, orchard or local vineyard.
- Invite a local farmer or member of the **National Farmers' Union (NFU)** to explain modern farming and sustainable agriculture.
- Visit a local farm shop to investigate food provenance and seasonal produce.
- Grow vegetables, herbs or wildflowers in the school grounds and monitor their development.
- Carry out a Beach School biodiversity survey comparing farmland and coastal habitats.
- Compare satellite images showing farmland across Kent, East Anglia and other parts of the world.
- Investigate sustainable technologies including precision farming, solar-powered irrigation and renewable energy used on farms.
- Hold a **Farm to Fork Day**, tracing the journey of local produce from field to plate.
- Compare local produce with imported foods to explore global food miles and trade.
- Celebrate learning through the **Greatstone Food and Farming Festival**, inviting families, governors and local farming partners to explore pupils' investigations, sustainable farm designs and fieldwork findings.

YEAR 5 – ONE PLANET, OUR WORLD – Spring 1 How does Greatstone’s location connect us to the wider world?	
Curriculum Rationale	This project develops pupils’ increasingly sophisticated understanding of the Earth as an interconnected physical and human system. Pupils extend their locational knowledge by identifying countries, capital cities, major geographical regions and significant physical features across Europe and the wider world. They use latitude, longitude, the Prime Meridian, time zones, six-figure grid references, compass points, scale, symbols and digital mapping to locate and analyse places accurately. Pupils investigate the internal structure of the Earth and develop an age-appropriate understanding of plate tectonics, earthquakes, volcanoes and the formation and continued change of landscapes. They study the distribution and characteristics of climate zones, considering how latitude, altitude, distance from the sea and other geographical factors influence climate. Pupils examine the physical and human characteristics of the United Kingdom before conducting a detailed land-use enquiry in Greatstone and the surrounding Romney Marsh area. Throughout the project, pupils formulate geographical questions and hypotheses, select appropriate methods of investigation, collect quantitative and qualitative evidence, identify spatial patterns, evaluate geographical sources and communicate substantiated conclusions.
The Greatstone Way	EXPLORERS – What will we discover as we explore the world? Pupils work as increasingly independent geographers, investigating the physical processes and human decisions that shape places. They use maps, fieldwork, data, photographs, satellite imagery and digital technologies to explore patterns, connections and change. They develop the confidence to ask challenging geographical questions and recognise that reliable conclusions must be supported by evidence. INVENTORS – How can we use our ideas to invent the future? Pupils apply their geographical understanding to real questions about development, land use, sustainability, climate resilience and environmental protection. They consider competing viewpoints and create informed proposals that balance the needs of residents, visitors, businesses, wildlife and future generations.
National Curriculum Coverage	Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time; identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime Meridian and time zones; understand geographical similarities and differences through the study of human and physical geography; describe and understand key aspects of physical geography, including climate zones, biomes, volcanoes and earthquakes; describe and understand key aspects of human geography, including settlement, land use, economic activity and the distribution of natural resources; use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied; use the eight points of a compass, four- and six-figure grid references, symbols and keys, including the use of Ordnance Survey maps; and use fieldwork to observe, measure, record and present human and physical features using plans, graphs, digital technologies and a range of methods.
Curriculum Journey	Previous Learning: Pupils have named and located continents, oceans, countries, UK regions and significant physical features. They have used atlases, digital maps, compass points, map symbols and four-figure grid references. They have studied climate, settlements, rivers, mountains and the ways physical and human geography are interconnected. Current Learning: Pupils develop greater precision by using latitude, longitude, time zones and six-figure grid references. They investigate Earth’s internal structure, plate tectonics, earthquakes, volcanoes and global climate patterns. Pupils conduct a systematic local land-use enquiry, gathering and analysing evidence before reaching a substantiated conclusion. Future Learning: In Year 6, pupils will apply this secure locational, physical and disciplinary knowledge to complex studies of polar regions, natural resources, environmental change and sustainability. They will evaluate evidence from multiple sources, consider global interdependence and assess how human activity affects vulnerable environments.
Sticky Knowledge	• Latitude lines run parallel to the Equator and measure distance north or south in degrees. • Longitude lines run from pole to pole and measure distance east or west of the Prime Meridian. • The Prime Meridian passes through Greenwich and is the reference point for longitude and world time zones. • The Earth rotates once approximately every 24 hours, creating differences in local time around the world. • Six-figure grid references identify a more precise location within a map square than four-figure references. • Eastings are always read before northings. • Map scale shows the relationship between a distance on a map and the corresponding distance on the ground. • The Earth consists of the crust, mantle, outer core and inner core. • The lithosphere is divided into tectonic plates that move slowly over the mantle. • Plate movement at constructive, destructive and conservative boundaries can cause earthquakes, volcanic activity and mountain building. • The distribution of earthquakes and volcanoes is strongly associated with tectonic plate boundaries. • Weather describes short-term atmospheric conditions, while climate describes average conditions over a long period. • Major climate zones include polar, temperate, Mediterranean, desert and tropical zones. • Latitude strongly influences climate, but altitude, prevailing winds, ocean currents and distance from the sea also affect local conditions. • The United Kingdom has varied physical landscapes, including mountains, uplands, lowlands, rivers, coastlines and wetlands. • Physical geography influences patterns of settlement, transport, farming, tourism and economic activity. • Land use can be residential, commercial, industrial, agricultural, recreational, transport-related or used for conservation. • Land-use decisions can create benefits, costs and conflicts for different groups. • Geographical conclusions should be based on evidence gathered from more than one source.
Geographical Skills	Use maps, atlases, globes and digital mapping to locate countries, capital cities, environmental regions and significant human and physical features. Use latitude and longitude coordinates to identify and describe global locations. Explain the significance of the Equator, hemispheres, tropics, polar circles and Prime Meridian. Calculate and compare approximate time differences between selected world locations. Use the eight points of a compass accurately when describing routes and spatial relationships. Read and construct four- and six-figure grid references. Interpret Ordnance Survey symbols, contour information, scale and relief. Measure straight-line and route distances using map scale. Compare topographical, political, physical, climate and land-use maps. Interpret satellite imagery, aerial photographs, climate graphs, thematic maps and geographical data. Formulate geographical questions and testable hypotheses. Select suitable fieldwork methods, including environmental quality assessments, land-use surveys, pedestrian counts, questionnaires, bipolar surveys and annotated field sketches. Gather quantitative and qualitative data systematically. Present data using tables, bar charts, line graphs, proportional symbols, thematic maps and digital presentations. Identify spatial patterns, anomalies and possible relationships. Evaluate the reliability and limitations of evidence. Draw conclusions supported by data and communicate recommendations using precise geographical vocabulary.
Substantive Concepts	Place • Location • Space • Scale • Earth Systems • Tectonic Processes • Climate • Biome • Environment • Settlement • Land Use • Economic Activity • Natural Resources • Sustainability • Interconnection • Change
Disciplinary Concepts	Place • Space • Scale • Spatial Pattern • Similarity and Difference • Cause and Consequence • Interconnection • Change • Geographical Enquiry • Fieldwork • Evidence • Interpretation • Reliability • Decision-Making
Core Vocabulary	continent, country, nation, county, region, city, capital city, settlement, environmental region, location, distribution, pattern, connection, interdependence, map scale, ratio, distance, relief, contour, elevation, topography, Ordnance Survey, symbol, key, grid square, easting, northing, four-figure grid reference, six-figure grid reference, latitude, longitude, degree, coordinate, Equator, Prime Meridian, Greenwich Mean Time, time zone, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, climate, weather, climate zone, tropical, desert, Mediterranean, temperate, polar, biome, altitude, prevailing wind, ocean current, crust, mantle, outer core, inner core, lithosphere, tectonic plate, plate boundary, constructive boundary, destructive boundary, conservative boundary, earthquake, volcano, magma, lava, epicentre, settlement, land use, residential, commercial, industrial, agricultural, recreational, transport, conservation, economic activity, fieldwork, hypothesis, quantitative, qualitative, survey, data, spatial pattern, anomaly, reliability, conclusion, sustainability

Reading Spine	Core Text: <i>The Boy Who Biked the World</i> – Alastair Humphreys. Supporting Texts: <i>Earth Shattering Events!</i> – Robin Jacobs; <i>The Street Beneath My Feet</i> – Charlotte Guillain; <i>Atlas of Adventures</i> – Lucy Letherland; <i>Maps</i> – Aleksandra Mizielińska and Daniel Mizieliński; <i>Prisoners of Geography: Our World Explained in 12 Simple Maps</i> – Tim Marshall; <i>The Atlas of Monsters</i> – Sandra Lawrence; high-quality atlases; Ordnance Survey maps; geological diagrams; climate graphs; satellite imagery; digital mapping; land-use maps; local planning documents; and non-fiction texts about plate tectonics, climate and global interconnection.
Cross-Curricular Links	English: Geographical reports, explanatory writing, balanced arguments, persuasive proposals, fieldwork reports, comparative writing, formal presentations and evaluating sources. Art: Relief maps, contour-inspired artwork, landscape studies, geological patterns, aerial perspectives and visual representations of climate data. DT: Designing earthquake-resistant structures, creating accurate three-dimensional relief models and developing sustainable proposals for a local site. Maths: Coordinates, scale, ratio, distance, negative numbers, data collection, averages, percentages, tables, line graphs, bar charts and interpreting trends. Computing: Digital mapping, spreadsheets, databases, satellite imagery, data logging, graph creation, multimedia presentations and evaluating the reliability of online information. PSHE: Global citizenship, community responsibility, respectful debate, sustainability, competing needs and participation in local decision-making. Science: Earth and space, rocks and soils, forces, properties of materials, states of matter and environmental change. History: Changes in settlement and land use over time and how geography has influenced migration, trade, industry and conflict. PE: Orienteering, route planning, navigation and collaborative outdoor problem-solving. MFL: Locating French-speaking countries, comparing time zones and using geographical language to describe location and climate.
Beach School & Outdoor Learning	Use Greatstone Beach, the dunes, promenade and surrounding settlement as a sustained geographical fieldwork site. Use Ordnance Survey maps, compasses, six-figure grid references and digital mapping to plan and follow routes. Investigate changing land use along a transect from the beach towards the residential area. Conduct land-use surveys, environmental quality assessments, pedestrian counts and annotated field sketches. Compare field observations with historic maps, aerial photographs and satellite imagery. Investigate the influence of coastal processes, flood risk, tourism, access and habitat protection on local decision-making. Record weather data and compare short-term weather with long-term climate information. Model tectonic processes using sand and natural materials while explicitly evaluating the limitations of each model. Develop evidence-informed proposals for improving accessibility, environmental quality or sustainability along the Greatstone coastline.
Greatstone & Kent Links	Locate Greatstone within Romney Marsh, Kent, south-east England, the United Kingdom and Europe using maps at multiple scales. Investigate Romney Marsh as a distinctive low-lying landscape shaped by coastal processes, drainage, land reclamation, farming and settlement. Explore connections between Greatstone, Dungeness, New Romney, Folkestone, Dover, Canterbury and Maidstone. Examine Kent's strategic location beside the English Channel and its links with Europe through shipping, ferries, ports, railways and the Channel Tunnel. Analyse how Kent's physical geography influences settlement, agriculture, transport, tourism and conservation. Compare historic and present-day maps to identify changes in Greatstone's built environment and coastline. Consider geographical challenges including coastal flooding, erosion, housing development, tourism pressure, transport, habitat conservation and the sustainable management of coastal spaces.
Memorable Hook	The Greatstone Global Geographer Challenge – Pupils receive a locked expedition case containing fragments of maps, latitude and longitude coordinates, time-zone clues, an Ordnance Survey extract, seismic records, climate data, satellite images and a local planning proposal. Working in geographical investigation teams, pupils use the evidence to identify the mystery locations and determine how each is connected to Greatstone. The final clue reveals a disputed local site that pupils will investigate throughout the project.
Authentic Outcome / Showcase	Greatstone One Planet Geographical Enquiry Conference – Pupils present an interactive geography conference for families, governors and community representatives. Exhibits include precise world and UK maps, latitude and longitude challenges, time-zone investigations, tectonic models, climate-zone analyses, Ordnance Survey tasks, fieldwork data and digital land-use maps. Pupils present evidence-informed proposals for the future use or protection of a selected Greatstone site, respond to questions and explain how physical processes and human decisions shape interconnected places.
Assessment End Point	By the end of the project, pupils should be able to: Locate Greatstone at local, regional, national, continental and global scales and explain how its coastal location connects it to other places. Pupils locate selected countries, regions and major cities in Europe and North and South America and use latitude, longitude and significant geographical lines to describe their position. They explain how Earth's rotation creates day and night and why different places experience different local times. Pupils identify and describe major climate zones and recognise that climate is influenced by latitude and other geographical factors. They use atlases, digital maps, Ordnance Survey symbols, scale, compass points and four- and six-figure grid references with increasing accuracy. Pupils collect and present local fieldwork evidence and use it to reach a supported conclusion about Greatstone.

Teaching Sequence

Spring 1 – EXPLORERS

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Locating Greatstone in the wider world	Greatstone is a coastal settlement in Kent, south-east England. England is part of the United Kingdom and Europe. Maps at different scales provide different levels of detail. Greatstone is connected to other places through transport, tourism, trade, migration and communication.	How is Greatstone connected to the wider world?	Launch the Greatstone Global Geographer Challenge using maps, coordinates, travel clues and satellite images. Locate Greatstone using local, county, UK, European and world maps. Create a nested-location diagram and a connection map showing links through the English Channel, ports, railways, roads and the Channel Tunnel.	Can pupils locate Greatstone accurately at local, regional, national, continental and global scales and explain its connections to other places?
Week 2	Countries, capital cities and geographical regions	Countries contain cities, settlements, regions and physical features. Europe, North America and South America contain diverse countries, major cities and environmental regions. Physical and political maps show different types of information.	How do geographers describe and organise the world?	Use atlases, globes and digital mapping to locate selected countries and major cities in Europe and North and South America. Identify environmental regions and significant physical features. Compare political, physical and thematic maps. Distinguish accurately between continent, country, county, region, capital city and settlement.	Can pupils locate selected countries and cities and explain the difference between geographical units and regions?
Week 3	Latitude, longitude and significant geographical lines	Latitude measures distance north or south of the Equator. Longitude measures distance east or west of the Prime	How can invisible lines help us locate places accurately?	Identify the Equator, hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and Prime Meridian. Use latitude and longitude to locate selected cities and geographical	Can pupils use latitude and longitude and describe a place in relation to significant geographical lines?

		Meridian. The Tropics and polar circles are significant lines of latitude. Coordinates provide a precise global location.		features. Compare Greatstone's coordinates with places in contrasting parts of the world. Create and solve coordinate challenges.	
Week 4	The Prime Meridian, time zones, day and night	The Earth rotates from west to east once approximately every 24 hours. This creates day and night and differences in local time. Time zones are broadly related to longitude and measured from the Prime Meridian at Greenwich.	Why is it a different time in different parts of the world?	Model Earth's rotation using a globe and light source. Locate Greenwich and the Prime Meridian. Calculate approximate time differences between Greatstone and selected world cities. Plan an international video call or journey using time-zone information. Examine why political time-zone boundaries do not always follow longitude lines exactly.	Can pupils explain the relationship between Earth's rotation, longitude, day and night and time zones?
Week 5	Climate zones and global patterns	Climate describes typical weather conditions over a long period. Major climate zones include polar, temperate, Mediterranean, desert and tropical zones. Latitude influences climate, although altitude, prevailing winds, ocean currents and distance from the sea can create variations.	Why do different parts of the world have different climates?	Locate and map the major climate zones. Interpret photographs, thematic maps and age-appropriate climate graphs. Compare Greatstone's temperate maritime climate with contrasting world locations. Investigate why places at similar latitudes may have different climates.	Can pupils locate and describe major climate zones and explain climate using more than one geographical factor?
Week 6	Mapping and investigating Greatstone	Ordnance Survey maps use scale, symbols, compass points and grid references. Four-figure references identify a grid square, while six-figure references identify a more precise location. Fieldwork evidence can reveal patterns in local land use and environmental quality.	What can geographical evidence tell us about Greatstone?	Use an Ordnance Survey map to locate Greatstone features with four- and six-figure grid references. Plan and undertake Beach School or local fieldwork investigating land use, environmental quality, visitor movement or connections with the coast. Record evidence through annotated maps, field sketches, photographs, counts and surveys. Present findings at the Greatstone One Planet Geographical Enquiry Conference and answer the project Big Question.	Final assessment of locational knowledge, latitude and longitude, time zones, climate, OS map skills, fieldwork methods and evidence-supported conclusions.

Teacher Notes

Common Misconceptions

- Latitude and longitude are interchangeable.
- Latitude lines run from the North Pole to the South Pole.
- The Prime Meridian and Equator are the same type of geographical line.
- Time-zone boundaries follow every line of longitude exactly.
- Every country uses one time zone.
- Eastings are read after northings.
- Six-figure grid references contain six separate coordinates.
- A six-figure reference identifies an entire grid square.
- Large-scale maps show very large areas.
- Contour lines show roads or political boundaries.
- Closely spaced contours represent gentle slopes.
- The Earth's mantle is entirely liquid.
- Tectonic plates are the same as continents.
- Plates move rapidly during ordinary conditions.
- All earthquakes cause extensive destruction.
- Volcanoes occur randomly.
- Every plate boundary produces volcanoes.
- Natural hazards become disasters entirely because of their physical magnitude.
- Places on the same latitude always have identical climates.
- Weather and climate are interchangeable.
- Britain has the same climate everywhere.
- Land use is fixed and cannot change.
- A geographical hypothesis is simply a personal prediction.
- More data automatically means more reliable evidence.
- Fieldwork results are reliable because pupils collected them themselves.
- Correlation always proves that one factor caused another.
- A recommendation is strong because most pupils agree with it.

Adaptive Teaching

- Revisit continents, oceans, hemispheres and cardinal compass points before introducing more complex global referencing.
- Use globes, string, body movement and digital maps to model latitude and longitude physically.
- Provide a consistent step-by-step routine for reading six-figure grid references.
- Colour-code eastings and northings during initial modelling.
- Use enlarged OS map extracts with reduced visual clutter before moving to authentic maps.
- Teach map scale using practical measured distances in the school grounds.
- Model contour lines using layered physical objects or trays before interpreting flat maps.

- Explicitly teach the difference between a model and the real geographical process.
- Use annotated diagrams and oral rehearsal before extended explanations of plate tectonics.
- Break complex causal chains into numbered stages.
- Provide climate-graph templates with prompts for temperature range, rainfall pattern and seasonal variation.
- Pair numerical climate data with photographs and mapped location.
- Use vocabulary stems such as “The distribution suggests...”, “One possible explanation is...” and “This evidence is limited because...”.
- Allow pupils to record field observations through photographs or audio notes before formalising them in writing.
- Assign clear fieldwork roles while ensuring pupils rotate through navigation, observation, measurement and recording.
- Pilot all survey methods before the main fieldwork session.
- Use smaller datasets where calculation demands might obscure geographical interpretation.
- Provide partially constructed graphs while requiring pupils to select titles, labels and conclusions.
- Offer comparison frames that separate observation, evidence, explanation and conclusion.
- Use worked examples to distinguish correlation from causation.
- Support evaluation through prompts about sample size, timing, location, consistency and bias.
- Challenge confident pupils to combine datasets, explain anomalies and propose alternative hypotheses.
- Ensure pupils with additional needs can participate meaningfully in fieldwork through accessible routes, adapted recording methods and appropriate equipment.
- Revisit key locational knowledge through cumulative retrieval rather than isolated recall activities.

Assessment Opportunities

- Initial locational and conceptual mind map.
- Nested-location and interconnection diagrams.
- Latitude and longitude challenges.
- Time-zone calculations.
- Atlas-index and digital-map navigation.
- Four- and six-figure grid-reference tasks.
- OS symbol interpretation.
- Scale and distance calculations.
- Contour and relief analysis.
- Route-planning justification.
- Fieldwork hypothesis writing.
- Evaluation of proposed enquiry methods.
- Earth-layer diagrams and models.
- Plate-boundary explanations.
- Mapping earthquake and volcano distribution.
- Hazard case-study comparisons.
- Climate-zone maps.
- Climate-graph interpretation.
- Explanations involving multiple climate controls.
- UK physical and human geography maps.
- Local historic and contemporary map comparisons.
- Land-use classifications.
- Environmental quality assessments.
- Pedestrian or traffic counts.
- Questionnaires and interviews.
- Annotated field sketches.
- Thematic land-use maps.
- Tables, graphs and digital data presentation.
- Identification of patterns and anomalies.
- Fieldwork reliability evaluations.
- Evidence-informed recommendations.
- Oral conference presentations.
- Responses to audience questions.
- Independent answer to the project Big Question.
- Pupil voice and geography floor-book evidence.

Enrichment Opportunities

- Use full Ordnance Survey mapping to plan and complete a Greatstone or Romney Marsh route.
- Visit Dungeness to investigate contrasting land uses, including conservation, tourism, energy and residential activity.
- Work with the Romney Marsh Countryside Partnership or another local environmental organisation.
- Invite a geologist, cartographer, planner, surveyor, coastguard officer or emergency-planning professional.

- Compare historic maps of Greatstone with current satellite imagery.
- Investigate how Greatstone’s coastline and settlement pattern have changed.
- Analyse publicly available local climate or weather data.
- Compare Greatstone with another place on a similar latitude.
- Conduct a longer-term environmental quality or visitor survey across different days.
- Investigate how seasonal tourism changes pedestrian movement and land use.
- Use GIS or digital mapping software to plot fieldwork findings.
- Follow a recent earthquake or volcanic event through authoritative scientific sources.
- Explore earthquake-resistant engineering through a DT challenge.
- Create an interactive tectonic-plate demonstration.
- Investigate the role of the Channel Tunnel, Port of Dover and Kent transport networks in connecting Britain with Europe.
- Compare land-use priorities expressed by different local stakeholders.
- Analyse an age-appropriate local planning application or consultation.
- Write evidence-informed recommendations to a local organisation.
- Create a Greatstone geographical enquiry trail for another class.
- Present findings to governors or community representatives.
- Connect with a school in a contrasting climate zone to exchange local geographical data.
- Explore careers in geography, geology, meteorology, planning, GIS, conservation, surveying and environmental management.

Greatstone Way Theme

PROTECTORS

Whole-School Big Question

How can we protect people, places and our planet?

Project Big Question

YEAR 5 – ROCKS, RELICS AND RUMBLES	
How do powerful forces beneath the Earth's surface shape our planet?	
Curriculum Rationale	This project develops pupils' understanding of the powerful physical processes that continually shape the Earth's surface. Pupils investigate the structure of the Earth, tectonic plates, earthquakes, volcanoes and mountain formation, exploring how these processes create, change and sometimes destroy landscapes. They examine how natural hazards affect communities and consider how people monitor, prepare for and respond to these events. Through geographical enquiry, mapping, digital technologies and fieldwork, pupils investigate the relationship between physical geography and human geography while developing an appreciation of how scientific understanding helps protect people and environments.
The Greatstone Way	PROTECTORS – How can we protect people, places and our planet? Pupils investigate how understanding natural hazards helps communities prepare for and respond to disasters. They explore how scientific knowledge, engineering and international cooperation protect people and environments from the effects of earthquakes, volcanoes and tectonic activity.
National Curriculum Coverage	Describe and understand key aspects of physical geography including volcanoes, earthquakes and the structure of the Earth. Locate the world's countries using maps, focusing on regions with significant tectonic activity. Identify physical features and environmental regions. Use maps, atlases, globes, digital mapping and GIS. Interpret thematic maps showing tectonic plate boundaries. Use six-figure grid references where appropriate. Collect, analyse and present geographical information using maps, diagrams, satellite imagery and digital technologies.
Curriculum Journey	Previous Learning: Pupils have explored rivers, mountains, climate, farming and global interdependence. They understand that physical geography influences human activity. Current Learning: Pupils investigate tectonic processes, Earth's structure and natural hazards, explaining how physical processes create landscapes and influence where people live. Future Learning: In Year 6 pupils apply this understanding in Our Changing World , investigating climate change, environmental challenges and the long-term impact of natural and human processes on the planet.
Sticky Knowledge	• The Earth is made up of four main layers: inner core, outer core, mantle and crust. • The Earth's crust is divided into tectonic plates that move slowly over time. • Earthquakes occur when tectonic plates move suddenly. • Volcanoes are formed when magma rises through weaknesses in the Earth's crust. • Fold mountains form when tectonic plates collide. • The Pacific Ring of Fire contains many active volcanoes and earthquakes. • Natural hazards can have significant impacts on people, settlements and environments. • Scientists monitor tectonic activity to reduce risk and improve safety. • Human responses can reduce the impact of natural disasters.
Geographical Skills	Interpret tectonic and geological maps. Locate major volcanoes, earthquake zones and mountain ranges using atlases and GIS. Analyse satellite imagery and geographical data. Compare regions affected by tectonic hazards. Use digital mapping technologies. Interpret cross-sections, diagrams and hazard maps. Present findings through maps, models, graphs and geographical reports.
Substantive Concepts	Physical Geography • Tectonic Plates • Volcanoes • Earthquakes • Mountains • Natural Hazards • Environment • Settlement • Sustainability • Resilience
Disciplinary Concepts	Geographical Enquiry • Pattern • Cause and Effect • Scale • Place • Interdependence • Risk • Evidence
Core Vocabulary	tectonic plate, crust, mantle, outer core, inner core, magma, lava, volcano, vent, crater, eruption, earthquake, epicentre, focus, fault line, seismic, tsunami, fold mountain, Ring of Fire, natural hazard, disaster, resilience, monitoring, evacuation, Richter scale, GIS

Reading Spine	Core Text: <i>Escape from Pompeii</i> – Christina Balit. Supporting Texts: <i>Earth-Shattering Events</i> – Sophie Williams; <i>Volcanoes and Earthquakes</i> (DK); <i>Everything Volcanoes and Earthquakes</i> – National Geographic Kids; BBC Bitesize Geography; Geological Society resources; USGS educational materials.
Cross-Curricular Links	Science: Earth and Space, rocks, forces and materials. English: Explanation texts, news reports, balanced arguments and disaster narratives. Maths: Data handling, interpreting graphs, scale and coordinates. Computing: GIS, satellite imagery and digital presentations. DT: Designing earthquake-resistant buildings and bridges. Art: Landscape drawing, relief models and geological art. History: Pompeii, Ancient Rome and historical natural disasters. PSHE: Community resilience, emergency planning and global citizenship.
Beach School & Outdoor Learning	Explore local rock formations, coastal geology and erosion. Investigate how geological processes influence Greatstone's coastline. Build models of tectonic plate movement using natural materials. Compare coastal erosion with tectonic landscape formation. Use Beach School to investigate different rock types and geological evidence found locally.
Greatstone & Kent Links	Investigate the geology of the Kent coastline, chalk cliffs, Dungeness shingle and Romney Marsh formation. Compare local geological processes with tectonic landscapes around the world. Explore why the UK experiences relatively few earthquakes. Investigate how geology influences building materials and coastal management in Kent.
Memorable Hook	Emergency Alert! Pupils receive an emergency news broadcast reporting a major earthquake. Working as disaster response teams, they analyse maps, photographs, seismic data and eyewitness reports to determine what has happened and how communities can respond before beginning their geographical enquiry.
Authentic Outcome / Showcase	Greatstone Natural Hazards Exhibition – Pupils create an interactive science and geography exhibition featuring tectonic models, volcanic demonstrations, earthquake-resistant structures, GIS mapping, disaster response plans and geographical presentations explaining how understanding the Earth helps protect communities.
Assessment End Point	Pupils explain how tectonic plate movement creates earthquakes, volcanoes and mountain ranges. They locate major tectonic regions, describe the impacts of natural hazards and evaluate how communities prepare for and respond to disasters. Pupils communicate their understanding through maps, diagrams, models, fieldwork comparisons and independent geographical writing.

Teaching Sequence

Spring 2 – PROTECTORS (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	The Earth Beneath Our Feet	The Earth is made up of four layers: inner core, outer core, mantle and crust. The crust is broken into tectonic plates.	What is happening beneath our feet?	Launch with the Emergency Alert! scenario. Explore the structure of the Earth using models, videos and diagrams. Build a 3D Earth model and investigate how scientists study the Earth's interior.	Can pupils identify and explain the Earth's four main layers using appropriate vocabulary?
Week 2	Moving Tectonic Plates	Tectonic plates move slowly and interact at plate boundaries, causing earthquakes, volcanoes and mountain formation.	Why does the Earth's surface keep changing?	Investigate divergent, convergent and transform plate boundaries using practical modelling activities. Locate tectonic plates on world maps and identify the Pacific Ring of Fire.	Can pupils explain how plate movement changes the Earth's surface?
Week 3	Volcanoes and Earthquakes	Earthquakes and volcanoes occur where tectonic plates meet. Natural hazards have different impacts depending on location and preparedness.	Why do volcanoes and earthquakes happen?	Compare famous volcanoes and earthquakes. Analyse maps, photographs, GIS data and news reports. Create annotated diagrams explaining eruptions and earthquakes.	Can pupils explain how tectonic activity creates earthquakes and volcanoes?
Week 4	Living with Natural Hazards	Communities can prepare for and reduce the impact of natural hazards through monitoring, engineering and emergency planning.	How can we protect people from natural hazards?	Investigate case studies including Japan, Iceland and Italy. Design earthquake-resistant structures and create emergency response plans. Compare preparedness between countries.	Can pupils explain how communities reduce the impact of natural disasters?
Week 5	Local Fieldwork – Kent's Geological Story	Local geology influences landscapes, settlements and coastal management. Greatstone has been shaped by geological processes over thousands of years.	How has geology shaped the landscape around Greatstone?	Explore Dungeness, the shingle coastline or local geology using fieldwork, maps and photographs. Compare coastal geological processes with tectonic processes studied earlier. Investigate why the UK experiences relatively few earthquakes.	Can pupils compare local geology with tectonic landscapes elsewhere in the world?
Week 6	Greatstone Natural Hazards Exhibition	Understanding physical geography helps communities prepare for future natural hazards.	How do powerful forces beneath the Earth's surface shape our planet?	Prepare interactive models, tectonic maps, earthquake-resistant structures, volcanic demonstrations and disaster response plans for the Greatstone Natural Hazards Exhibition . Complete the end-point assessment and answer the Big Question.	Can pupils explain how tectonic processes shape landscapes and influence people's lives using accurate geographical vocabulary and evidence?

Reflection Question	Purpose
How do powerful forces beneath the Earth's surface shape our planet?	To answer the project's Big Question by bringing together pupils' understanding of tectonic processes, landscape formation and natural hazards.
Why do earthquakes and volcanoes happen in some places but not others?	To reinforce pupils' understanding of tectonic plate boundaries and global geographical patterns.
How do natural hazards affect people's lives?	To develop empathy while exploring the relationship between physical geography, settlement and community resilience.
How can science and geography help protect communities?	To encourage pupils to appreciate how monitoring, engineering and geographical knowledge reduce the risks associated with natural hazards.
What have we learnt from studying real natural disasters?	To encourage pupils to evaluate evidence from case studies and compare different responses around the world.
How is the landscape around Greatstone different from tectonic landscapes?	To reinforce comparisons between local geology and more dramatic tectonic environments while recognising the influence of geological processes everywhere.
What surprised you most about how the Earth changes?	To encourage pupils to reflect on new knowledge and challenge prior misconceptions about geological change.
How have your geographical skills developed during this project?	To promote metacognition by encouraging pupils to reflect on their enquiry, mapping, evidence analysis and geographical reasoning throughout the project.

Teacher Notes

Common Misconceptions

- The Earth's core is hollow.
- Continents move independently rather than on tectonic plates.
- Volcanoes and earthquakes happen randomly.
- Every earthquake causes a tsunami.
- All volcanoes are active.
- Mountains are only formed by volcanoes.
- Natural disasters cannot be predicted or monitored.
- The UK never experiences earthquakes.
- Lava and magma are the same thing.
- Earthquakes only happen in hot countries.

Adaptive Teaching

- Begin each lesson with retrieval practice linking Year 5 **One Planet, Our World** learning about continents, climate, latitude and longitude to the locations of tectonic plate boundaries.
- Use physical models (foam blocks, biscuits, cardboard layers or modelling clay) to demonstrate plate movement before introducing abstract terminology.
- Introduce scientific and geographical vocabulary using labelled diagrams, animations and repeated oral rehearsal.
- Sequence learning from **Earth's structure** → **plate movement** → **tectonic hazards** → **human responses**, ensuring each concept builds on the previous one.
- Model interpretation of tectonic maps, GIS images and cross-sections step by step before pupils work independently.
- Provide sentence stems such as "*This hazard occurs because...*", "*The evidence suggests...*" and "*Communities can reduce risk by...*" to scaffold geographical reasoning.
- Use case studies from countries with varying levels of development to encourage discussion about preparedness, resilience and inequality.
- Scaffold data interpretation using colour-coded maps, simplified hazard maps and guided questioning.
- Challenge higher-attaining pupils to evaluate how physical geography influences settlement patterns and why responses differ between countries.
- Encourage collaborative discussion before independent explanation writing.
- Reinforce links between geography, science and engineering throughout the project.

Assessment Opportunities

- Retrieval quizzes on Earth's structure and key vocabulary.
- Labelling the Earth's layers.
- Tectonic plate mapping.
- Pacific Ring of Fire location challenge.
- Volcano and earthquake comparison tasks.
- Interpretation of GIS and satellite imagery.
- Hazard map analysis.
- Case study comparison.
- Designing and testing earthquake-resistant structures.
- Annotated diagrams explaining tectonic processes.
- Oral geographical explanations.
- Independent explanation writing.
- End-point assessment linked to the Big Question.
- Greatstone Natural Hazards Exhibition presentations.
- Geography Floor Book entries and pupil voice reflections.

Enrichment Opportunities

- Visit the **Natural History Museum** (virtual or in person) to explore volcanoes, earthquakes and geological processes.
- Use live earthquake monitoring data from organisations such as the **British Geological Survey** to investigate recent seismic activity.
- Build and test earthquake-resistant structures using different materials and evaluate their effectiveness.
- Create working volcano models to demonstrate eruption processes safely.
- Compare geological features at **Dungeness**, the **White Cliffs of Dover** and the **Giant's Causeway** to investigate different geological formations.
- Explore local coastal geology during Beach School, identifying rocks, sediments and evidence of long-term geological change.
- Investigate how the **2011 Japan earthquake**, **Mount St Helens eruption** and **Iceland's volcanic activity** affected communities and landscapes.
- Invite a geologist, civil engineer or emergency planning officer to discuss how scientific knowledge helps protect communities.
- Use GIS to investigate global earthquake and volcano distribution and identify geographical patterns.
- Host the **Greatstone Natural Hazards Exhibition**, where pupils present tectonic models, hazard maps, engineering challenges and disaster preparedness plans to families, governors and the wider community.

YEAR 6 – OUR CHANGING WORLD – Spring 1

How is our world changing, and what can we do to protect its future?

Curriculum Rationale	This project develops pupils' understanding of how the Earth is continually changing through both natural processes and human activity. Pupils investigate climate change, biodiversity, renewable energy, population growth, urbanisation, environmental sustainability and the responsible management of natural resources. They explore how physical and human geography interact on a global scale, analysing the impact of decisions made by individuals, communities and governments. Through geographical enquiry, GIS, satellite imagery, fieldwork and data analysis, pupils evaluate evidence, identify patterns and consider how informed action can create a more sustainable future. Throughout the project they reflect on the legacy they wish to leave as responsible global citizens and future leaders.
The Greatstone Way	LEGACY – What legacy will we leave for future generations? Pupils investigate how geographical knowledge empowers people to care for communities and the environment. They explore how individual and collective actions influence the future of our planet, considering how innovation, sustainability and responsible decision-making can improve the lives of future generations.
National Curriculum Coverage	Locate and describe the world's major environmental regions using maps, atlases, globes and GIS. Describe and understand climate zones, biomes, vegetation belts, natural resources and environmental change. Understand geographical similarities and differences between regions across the world. Describe and understand human geography including population, settlement, trade, economic activity and sustainability. Interpret thematic maps, satellite imagery and geographical data. Use six-figure grid references and digital mapping. Carry out fieldwork to collect, analyse and present geographical evidence.
Curriculum Journey	Previous Learning: Pupils have studied continents, climate zones, rivers, mountains, farming, global interdependence and tectonic processes. They understand that physical geography shapes human activity and vice versa. Current Learning: Pupils investigate how natural and human processes are changing the planet. They evaluate environmental challenges, explore sustainable solutions and consider how geographical knowledge supports informed decision-making. Future Learning: This project prepares pupils for Key Stage 3 Geography by developing advanced geographical enquiry, critical thinking, data interpretation and independent evaluation of complex global issues.
Sticky Knowledge	• The Earth's climate has changed throughout history, but recent climate change is occurring much more rapidly. • Human activities, including burning fossil fuels and deforestation, increase greenhouse gases. • Climate change affects weather, ecosystems, sea levels and human populations. • Renewable energy helps reduce reliance on fossil fuels. • Population growth and urbanisation create both opportunities and challenges. • Sustainable development balances environmental, social and economic needs. • Biodiversity is essential for healthy ecosystems. • Geographical evidence helps communities make informed decisions about environmental change. • Individual actions contribute to wider global change.
Geographical Skills	Interpret climate graphs, thematic maps, GIS layers and satellite imagery. Analyse environmental data and geographical evidence. Compare regions using quantitative and qualitative information. Use six-figure grid references confidently. Plan and conduct independent fieldwork. Evaluate sources of evidence. Present conclusions through maps, reports, graphs, digital presentations and debates.
Substantive Concepts	Climate • Sustainability • Environment • Population • Urbanisation • Biodiversity • Resources • Renewable Energy • Global Citizenship • Legacy
Disciplinary Concepts	Geographical Enquiry • Interdependence • Scale • Pattern • Change • Sustainability • Cause and Effect • Evidence • Evaluation
Core Vocabulary	climate change, global warming, greenhouse gases, carbon dioxide, renewable energy, fossil fuels, biodiversity, ecosystem, sustainability, conservation, urbanisation, population, migration, carbon footprint, emissions, adaptation, mitigation, resilience, deforestation, sea-level rise, rewilding, habitat, renewable resources, environmental impact, GIS
Reading Spine	Core Text: <i>Greta and the Giants</i> – Zoë Tucker. Supporting Texts: <i>There Is No Planet B</i> (adapted extracts); <i>The Last Bear</i> – Hannah Gold; <i>Earth Heroes</i> – Lily Dyu; National Geographic Kids; WWF educational resources; Met Office climate reports (adapted); high-quality newspaper articles and environmental case studies.
Cross-Curricular Links	Science: Evolution, inheritance, electricity, environmental science and adaptation. English: Persuasive speeches, balanced arguments, reports and debates. Maths: Interpreting climate graphs, statistical analysis and data handling. Computing: GIS, spreadsheets, data modelling and digital presentations. DT: Designing sustainable communities and renewable energy solutions. Art: Environmental art and recycled sculpture. History: Industrial Revolution, environmental change and human development. PSHE: Global citizenship, ethical decision-making and community responsibility.
Beach School & Outdoor Learning	Investigate coastal change, biodiversity and habitat conservation around Greatstone. Conduct environmental quality surveys and species identification. Explore coastal erosion, sea-level rise and habitat restoration. Carry out litter and plastic pollution investigations. Use Beach School to explore sustainability through practical conservation projects, including dune protection and planting schemes where appropriate.
Greatstone & Kent Links	Investigate coastal erosion and sea-level rise along the Kent coastline. Explore flood management at Romney Marsh and Dungeness. Study offshore wind farms including Kentish Flats and London Array. Investigate local conservation projects at Dungeness National Nature Reserve. Examine tourism, biodiversity and environmental protection within Greatstone and the surrounding coastline. Consider how local communities are adapting to environmental change.
Memorable Hook	A Letter from 2050 – Pupils receive a fictional letter from a young person living in Greatstone in the year 2050 describing how the local area has changed because of environmental decisions made today. Pupils analyse evidence, maps, photographs and climate data before beginning their enquiry into how our changing world will affect future generations.
Authentic Outcome / Showcase	The Greatstone Legacy Summit – Pupils present evidence-based proposals for protecting the future of Greatstone and the wider world. Through exhibitions, debates, digital presentations, GIS mapping, sustainability projects and environmental campaigns, pupils showcase how geographical knowledge can help create positive change for future generations.
Assessment End Point	Pupils evaluate how natural and human processes are changing the world using geographical evidence, maps, climate data, GIS and fieldwork. They explain the causes and consequences of environmental change, evaluate sustainable solutions and justify informed decisions about protecting communities and the planet. They communicate their understanding confidently through independent geographical writing, presentations and enquiry-based investigations.

Teaching Sequence

Spring 1 – LEGACY (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Our Changing Planet	The Earth is constantly changing through both natural processes and human activity. Geography helps us understand these changes and make informed decisions.	How is our world changing?	Launch with A Letter from 2050 . Compare historical and modern images of Greatstone, Dungeness and global locations. Analyse maps, satellite imagery and climate data. Create a class enquiry wall identifying different types of environmental change.	Can pupils identify examples of natural and human-induced environmental change?
Week 2	Climate Change and Global Warming	Climate change is influenced by increased greenhouse gases resulting from human activity. Climate affects ecosystems, weather patterns and communities worldwide.	Why is Earth's climate changing?	Investigate evidence using climate graphs, satellite images and carbon emissions data. Explore the greenhouse effect and compare historical climate records. Interpret maps showing global temperature change.	Can pupils explain the causes of climate change using geographical evidence?
Week 3	Biodiversity and Ecosystems	Healthy ecosystems depend upon biodiversity. Human activity can damage or protect habitats.	Why does biodiversity matter?	Compare ecosystems around the world and investigate habitats at Greatstone and Dungeness National Nature Reserve. Carry out species surveys during Beach School. Explore conservation projects and food webs.	Can pupils explain why biodiversity is important and how it can be protected?
Week 4	Sustainable Communities	Sustainable development balances environmental, social and economic needs. Renewable energy and careful resource management help protect the future.	How can communities become more sustainable?	Investigate renewable energy including Kentish Flats and London Array offshore wind farms. Design a sustainable version of Greatstone using GIS, maps and planning tools. Debate local environmental issues.	Can pupils explain how sustainability can improve communities?
Week 5	Local Fieldwork – Protecting Greatstone	Fieldwork helps geographers understand environmental change and identify ways to improve local places.	What changes can we see in Greatstone and how should we respond?	Conduct coastal fieldwork investigating erosion, biodiversity, litter, tourism and habitat quality. Complete environmental quality surveys and GIS mapping. Develop evidence-based recommendations for improving the local environment.	Can pupils collect, analyse and interpret geographical evidence from their local environment?
Week 6	The Greatstone Legacy Summit	Geographical knowledge helps people make informed decisions about protecting the future of communities and the planet.	How is our world changing, and what can we do to protect its future?	Prepare sustainability proposals, environmental campaigns, GIS maps, fieldwork findings and digital presentations for the Greatstone Legacy Summit . Complete the end-point assessment and present evidence-based recommendations for Greatstone's future.	Can pupils evaluate environmental challenges and justify sustainable solutions using geographical evidence?

Reflection Question	Purpose
How is our world changing, and what can we do to protect its future?	To answer the project's Big Question by bringing together pupils' understanding of climate change, sustainability, biodiversity and responsible citizenship.
What evidence shows that our world is changing?	To encourage pupils to use geographical evidence, including maps, satellite imagery, climate graphs and fieldwork, to support their conclusions.
Why is biodiversity important for people and the planet?	To reinforce understanding of ecosystems and encourage pupils to recognise the importance of protecting habitats and wildlife.
How can communities become more sustainable?	To develop pupils' understanding of sustainable development and how geographical knowledge can inform positive environmental decisions.
What did our fieldwork tell us about Greatstone's future?	To encourage pupils to reflect on how evidence gathered locally can help improve and protect their community.
How are people around the world responding to environmental change?	To develop global awareness by comparing different approaches to conservation, renewable energy and climate adaptation.
What legacy do you want to leave for future generations?	To encourage pupils to reflect personally on their responsibilities as global citizens and how their actions can make a positive difference.
How have your geographical skills developed throughout primary school?	To promote metacognition by encouraging pupils to reflect on the progression of their enquiry, mapping, fieldwork, analysis and evaluation skills from Year 1 to Year 6.

Teacher Notes

Common Misconceptions

- Climate and weather are the same thing.
- Climate change only means warmer temperatures.
- One person cannot make a difference to the environment.
- Renewable energy has no environmental impact.
- Biodiversity only refers to endangered animals.
- Recycling alone will solve climate change.
- Environmental change only happens in distant countries.
- Sea-level rise affects only islands.
- Humans always have a negative impact on the environment.
- Sustainability means stopping development completely.

Adaptive Teaching

- Begin each lesson with retrieval practice linking previous learning about climate zones, global interdependence, farming and tectonic processes.
- Use historical photographs, GIS, satellite imagery and climate graphs to develop pupils' interpretation of geographical evidence.

- Explicitly teach and revisit complex vocabulary through visual organisers, discussion and practical examples.
- Model how to analyse geographical data and evaluate sources of evidence before pupils work independently.
- Provide structured comparison tables and scaffolded questioning to support interpretation of climate graphs, biodiversity data and sustainability case studies.
- Use sentence stems such as *"The evidence suggests..."*, *"One consequence is..."*, *"A sustainable solution would be..."* and *"This change has occurred because..."* to develop geographical reasoning.
- Encourage debate, collaborative enquiry and decision-making activities to strengthen evaluation skills.
- Support pupils during fieldwork using digital mapping, environmental survey templates and annotated recording sheets.
- Challenge higher-attaining pupils to evaluate different viewpoints and justify geographical decisions using multiple sources of evidence.
- Continually revisit the enquiry question, encouraging pupils to connect local environmental issues with global patterns.
- Promote pupil leadership by encouraging them to develop realistic environmental action plans for Greatstone.

Assessment Opportunities

- Retrieval quizzes.
- Interpretation of climate graphs.
- Analysis of satellite imagery.
- GIS mapping activities.
- Environmental quality surveys.
- Biodiversity investigations.
- Carbon footprint calculations.
- Thematic map interpretation.
- Annotated field sketches.
- Independent fieldwork reports.
- Oral debates and presentations.
- Evaluation of sustainability case studies.
- Independent geographical explanation writing.
- End-point assessment linked to the Big Question.
- Greatstone Legacy Summit presentations.
- Geography Floor Book entries and pupil voice reflections.

Enrichment Opportunities

- Visit **Dungeness National Nature Reserve** to investigate biodiversity, coastal change and conservation.
- Participate in the **Great British Beach Clean** or a local beach conservation project.
- Work with local organisations such as the **Romney Marsh Countryside Partnership**, **Kent Wildlife Trust** or **RSPB Dungeness** to explore habitat restoration and conservation.
- Investigate **Kentish Flats** and **London Array Offshore Wind Farms**, considering how renewable energy contributes to a sustainable future.
- Carry out a school sustainability audit, evaluating energy use, waste, biodiversity and travel.
- Use GIS and digital mapping to compare historical and modern aerial photographs of Greatstone, identifying evidence of environmental change.
- Design and implement a pupil-led environmental improvement project, such as creating pollinator habitats, reducing plastic use or improving biodiversity within the school grounds.
- Invite environmental scientists, conservationists or coastal engineers to discuss how geographical knowledge informs real-world decision-making.
- Collaborate with the School Council or Eco-Council to develop recommendations for improving sustainability across the school.
- Celebrate learning through the **Greatstone Legacy Summit**, where pupils present evidence-based proposals, environmental campaigns and geographical investigations to families, governors, local organisations and community leaders.

Progression to Secondary Geography

This project provides a fitting culmination to the Greatstone geography curriculum. Pupils draw upon all prior learning—from **place and location (Year 1)** through **physical geography (Years 2–5)** and **human-environment interactions (Years 4–5)**—to become independent geographers capable of analysing evidence, evaluating complex global issues and proposing informed, sustainable solutions. It leaves pupils well prepared for the analytical and enquiry-based demands of **Key Stage 3 Geography** while reinforcing the **Greatstone Way** theme of **Legacy**, encouraging them to consider the positive impact they can have on their community and the wider world.

YEAR 6 – NEAR AND FAR – Spring 2 How are places connected despite the distance between them?	
Curriculum Rationale	This project develops pupils' understanding of how places around the world are connected through geography, culture, trade, migration and technology despite being separated by great distances. Pupils compare contrasting regions across different continents, exploring how physical geography influences human geography and how communities adapt to different environments. They investigate global development, inequality, population distribution, transport networks and cultural diversity while considering the opportunities and challenges created by an increasingly connected world. Through geographical enquiry, GIS, fieldwork and data analysis, pupils evaluate evidence, compare places critically and develop a deeper appreciation of global citizenship. The project encourages pupils to recognise that although places may be geographically distant, they are often closely connected through human and environmental relationships.
The Greatstone Way	LEGACY – What legacy will we leave for future generations? Pupils investigate how understanding different places, cultures and communities helps create a more compassionate and sustainable future. They consider how global cooperation, respect and informed decision-making contribute to positive change both locally and internationally.
National Curriculum Coverage	Locate countries and major cities using maps, atlases, globes and GIS. Describe and understand human and physical geography including settlement, population, trade, economic activity, climate, biomes and natural resources. Understand geographical similarities and differences through studying regions in the United Kingdom, Europe and North or South America. Interpret thematic maps,

	satellite imagery and geographical datasets. Use six-figure grid references. Plan and conduct independent geographical enquiries using fieldwork, observation, measurement and digital technologies.
Curriculum Journey	Previous Learning: Pupils have investigated global interdependence, climate zones, farming, tectonic processes and environmental change. They understand how physical geography influences human activity and vice versa. Current Learning: Pupils compare contrasting regions around the world, investigating how geography influences culture, development, population, transport and sustainability. They develop increasingly sophisticated geographical enquiry skills while evaluating evidence and recognising multiple perspectives. Future Learning: This project consolidates pupils' geographical knowledge and enquiry skills, preparing them for Key Stage 3 where they will study development, globalisation, international geography and increasingly complex geographical issues.
Sticky Knowledge	- Physical geography influences how communities develop. - Climate, relief and resources affect settlement and economic activity. - Countries are connected through migration, trade, transport and technology. - Population distribution varies across the world. - Development is influenced by many geographical, historical and economic factors. - Cultures differ but communities often face similar geographical challenges. - Maps, GIS and fieldwork help geographers investigate places. - Sustainable development requires cooperation between countries. - Greatstone is connected to communities around the world through tourism, trade and communication.
Geographical Skills	Interpret GIS layers, thematic maps, satellite imagery, population data and development indicators. Compare regions using quantitative and qualitative evidence. Evaluate geographical sources. Use six-figure grid references confidently. Conduct independent fieldwork and present findings using maps, graphs, reports and digital presentations. Justify geographical conclusions using evidence.
Substantive Concepts	Place • Location • Settlement • Population • Development • Culture • Sustainability • Trade • Globalisation • Interdependence
Disciplinary Concepts	Geographical Enquiry • Place • Scale • Pattern • Similarity and Difference • Cause and Effect • Interdependence • Evaluation • Evidence
Core Vocabulary	development, inequality, migration, population density, urbanisation, infrastructure, settlement, economy, trade, imports, exports, globalisation, culture, diversity, sustainability, interdependence, resources, quality of life, GIS, hemisphere, tourism, conservation, demographic, evidence
Reading Spine	Core Text: <i>Journey to Jo'burg</i> – Beverley Naidoo. Supporting Texts: <i>The Island</i> – Armin Greder; <i>Window</i> – Jeannie Baker; <i>A Life Like Mine</i> – UNICEF; <i>Children Just Like Me</i> – DK; National Geographic Kids; Gapminder resources; current world case studies and geographical news articles.
Cross-Curricular Links	English: Comparative reports, balanced arguments, persuasive speeches and debates. Maths: Population graphs, development data, statistics and interpreting global datasets. Computing: GIS, spreadsheets, databases and digital presentations. History: Migration, trade and historical global connections. Science: Natural resources, sustainability and environmental change. Art: Cultural art inspired by different communities around the world. PSHE: Diversity, equality, global citizenship and human rights.
Beach School & Outdoor Learning	Compare Greatstone's coastal environment with contrasting landscapes around the world through fieldwork. Investigate tourism, conservation, land use and settlement. Conduct environmental quality surveys and use GIS to compare local evidence with global case studies. Explore how people adapt to different environments and climates.
Greatstone & Kent Links	Compare Greatstone with contrasting coastal communities such as Venice (Italy), Cape Town (South Africa), Vancouver (Canada) or Kerala (India). Investigate the Port of Dover and international transport links. Explore migration, tourism and trade across the English Channel. Examine how local businesses, imported goods and technology connect Greatstone with communities around the world.
Memorable Hook	The Greatstone Departure Lounge – The classroom is transformed into an international airport. Pupils receive passports, boarding passes, maps, travel documents, currencies and mystery destination clues. Working as geographers, they investigate where they are travelling, what they might discover and how these distant places are connected to Greatstone.
Authentic Outcome / Showcase	The Greatstone World Expo – Pupils create an interactive exhibition comparing contrasting places around the world through GIS mapping, cultural displays, geographical enquiries, development studies and sustainability projects. Families, governors and community members explore how places are connected despite being near or far apart.
Assessment End Point	Pupils compare contrasting regions using geographical evidence, explaining how physical and human geography influence development, settlement, culture and sustainability. They evaluate geographical information critically, justify conclusions using maps, GIS, fieldwork and data, and explain how communities around the world are connected despite geographical distance.

Teaching Sequence

Spring 2 – LEGACY (6 Weeks)

Week	Learning Focus	Knowledge to be Secured	Geographical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 1	Comparing Places Across the World	Places can be geographically distant but connected through trade, culture, migration, tourism and technology. Geographers compare places using evidence.	How can places that are far apart still be connected?	Launch with the Greatstone Departure Lounge . Pupils investigate mystery destinations using passports, maps and clues. Compare Greatstone with a contrasting global location using photographs, GIS and satellite imagery. Create a class enquiry wall.	Can pupils identify similarities and differences between two contrasting places using geographical evidence?
Week 2	Physical Geography Shapes Human Geography	Climate, relief, natural resources and location influence settlement, jobs and lifestyles.	How does where you live affect how you live?	Compare Greatstone with contrasting locations such as Cape Town, Venice or Kerala. Analyse climate graphs, land-use maps and satellite imagery. Produce comparison diagrams.	Can pupils explain how physical geography influences human geography?
Week 3	Population, Development and Quality of Life	Population, infrastructure and economic opportunities vary across the world. Development is influenced by many geographical factors.	Why do some places develop differently from others?	Interpret population density maps, development indicators and GIS data. Compare living conditions using evidence. Explore how geography affects opportunities and challenges.	Can pupils explain why development varies between places using geographical evidence?
Week 4	Global Connections Through Trade, Migration and Tourism	Countries are connected through movement of people, goods, ideas and technology.	How do people connect places across the world?	Trace journeys of imported goods, migration routes and tourism networks. Investigate how Greatstone is linked to the Port of Dover,	Can pupils explain how trade, migration and tourism connect communities?

				Europe and global trade. Debate the benefits and challenges of globalisation.	
Week 5	Local Fieldwork – Greatstone and the Wider World	Local places reflect wider geographical connections. Fieldwork helps geographers gather evidence to answer geographical questions.	How is Greatstone connected to the wider world?	Carry out fieldwork investigating tourism, imported goods, transport links and local businesses. Map evidence using GIS and compare findings with contrasting locations studied.	Can pupils collect and interpret evidence showing Greatstone's global connections?
Week 6	Greatstone World Expo	Comparing places helps geographers understand the world and make informed decisions about the future.	How are places connected despite the distance between them?	Prepare comparison displays, GIS maps, cultural exhibitions, development studies and presentations for the Greatstone World Expo . Complete the end-point assessment and independently answer the Big Question.	Can pupils compare places critically, using geographical evidence and accurate vocabulary to justify conclusions?

Reflection Question	Purpose
How are places connected despite the distance between them?	To answer the project's Big Question by bringing together pupils' understanding of physical geography, human geography and global interdependence.
How has geography influenced the lives of people in the places we studied?	To reinforce pupils' understanding that climate, landscape, resources and location shape how communities develop and live.
What similarities surprised you most between Greatstone and places around the world?	To encourage pupils to recognise that geographically distant places can share common challenges and opportunities.
Why is it important to understand different cultures and communities?	To develop empathy, global awareness and appreciation of diversity while recognising the role geography plays in shaping cultures.
What did our fieldwork teach us about Greatstone's place in the world?	To encourage pupils to reflect on how geographical enquiry helps explain the relationship between local communities and global systems.
How does trade, migration and tourism affect our everyday lives?	To reinforce understanding of how global connections influence the products we use, the people we meet and the communities we belong to.
How can geographical knowledge help create a better future?	To encourage pupils to consider how informed geographical decision-making supports sustainability, cooperation and responsible citizenship.
How have your geographical skills developed from Year 1 to Year 6?	To promote metacognition by encouraging pupils to reflect on their journey from learning about local places to independently evaluating complex global issues using evidence.

Teacher Notes

Common Misconceptions

- Places that are far apart have nothing in common.
- Wealth alone determines a country's quality of life.
- Development means all countries should become the same.
- Migration only happens because of conflict.
- Tourism always benefits local communities.
- Maps show everything there is to know about a place.
- Culture is determined only by geography.
- Globalisation affects only large cities.
- Greatstone has little connection with the rest of the world.
- One source of geographical information is enough to reach reliable conclusions.

Adaptive Teaching

- Begin each lesson with retrieval practice revisiting previous learning about climate, trade, sustainability and global interdependence from Years 4–6.
- Use high-quality photographs, GIS, satellite imagery, climate graphs and development indicators to support evidence-based geographical enquiry.
- Introduce new vocabulary through comparison activities, maps and discussion before expecting independent application.
- Model how to compare places using multiple sources of geographical evidence rather than relying on first impressions.
- Provide comparison grids, Venn diagrams and structured enquiry frameworks to support pupils' analytical thinking.
- Use sentence stems such as "*The evidence suggests...*", "*One important similarity is...*", "*This difference may be explained by...*" and "*Overall, I conclude...*" to scaffold geographical reasoning.
- Support interpretation of data through colour-coded thematic maps, population pyramids and climate graphs.
- Encourage collaborative debate before independent geographical evaluation.
- Challenge higher-attaining pupils to evaluate differing viewpoints about development, migration, sustainability and globalisation using multiple sources of evidence.
- Promote increasingly independent geographical enquiry, allowing pupils to select and justify the evidence they use.
- Continually revisit the enquiry question, encouraging pupils to connect local, national and global geography.

Assessment Opportunities

- Retrieval quizzes.
- Comparison of climate graphs.
- GIS mapping activities.
- Population density and development data analysis.
- Interpretation of thematic maps.
- Trade route investigations.
- Migration and tourism case studies.

- Annotated comparison maps.
- Fieldwork observations and surveys.
- Oral debates.
- Independent geographical reports.
- Evaluation of multiple geographical sources.
- End-point assessment linked to the Big Question.
- Greatstone World Expo presentations.
- Geography Floor Book entries and pupil voice reflections.

Enrichment Opportunities

- Compare Greatstone with a partner school or community in another country through video conferencing or digital collaboration.
- Investigate products sold in local shops and trace their journeys around the world using GIS.
- Visit the **Port of Dover** (or undertake a virtual tour) to explore international trade and transport.
- Invite visitors from different cultural backgrounds or international organisations to discuss life in contrasting places.
- Participate in **International Day**, celebrating languages, food, music and traditions from around the world.
- Use Gapminder, Google Earth and GIS software to compare population, development and environmental data.
- Carry out a local tourism study investigating how visitors contribute to the economy and community.
- Explore the work of organisations such as **UNICEF**, **Fairtrade Foundation** and **WWF** to understand global cooperation and sustainable development.
- Create a collaborative "Our Place in the World" digital atlas comparing Greatstone with contrasting locations across different continents.
- Celebrate learning through the **Greatstone World Expo**, where pupils present evidence-based geographical enquiries, cultural studies, GIS investigations and proposals demonstrating how understanding different places helps build a better future.

Culminating the Greatstone Geography Curriculum

Near and Far provides a fitting conclusion to the Greatstone geography curriculum. Rather than introducing new substantive concepts, it challenges pupils to **synthesise six years of geographical learning** by comparing places, evaluating evidence and making informed judgements.

By the end of Year 6, pupils should confidently:

- think like geographers;
- use maps, GIS, fieldwork and data critically;
- explain relationships between physical and human geography;
- understand local, national and global interdependence; and
- recognise their own role in shaping the future of both **Greatstone** and the wider world.

This provides a strong transition into Key Stage 3 while perfectly reflecting your **Greatstone Way** theme of **Legacy**—leaving pupils not only with secure geographical knowledge, but with the curiosity, empathy and responsibility to make a positive difference in the world.

Assessment, Progression and End Points for Projects

Assessment Principles

At Greatstone Primary, assessment is continuous, formative and purposeful. It is used to identify misconceptions, celebrate success and inform future teaching. Pupils are assessed against the agreed end points for geographical knowledge, disciplinary thinking, geographical skills and fieldwork rather than solely against completed tasks.

Assessment should establish whether pupils can:

- remember and apply important geographical knowledge;
- use geographical vocabulary accurately;
- locate and describe places at different scales;
- recognise and explain human and physical processes;
- use maps, atlases, globes, photographs and digital mapping;
- collect, present and interpret fieldwork data;
- compare places using appropriate and consistent criteria;
- draw conclusions from geographical evidence;
- understand connections between people, places and environments;
- consider sustainability and the impact of human actions.

End Points by Project

Project	Knowledge End Point	Geographical Skills and Fieldwork End Point	Authentic Outcome
Bright Lights, Big City	Explain the similarities and differences between London and Greatstone, including their location, settlement type and key human and physical features.	Use simple maps, aerial photographs, directional language and field observations to locate, identify and compare features.	Greatstone and London Comparative Geography Exhibition
Let's Explore the World	Name and locate the seven continents and five oceans and explain that places around the world have different climates, landscapes and environments.	Use maps, globes and atlases to locate places and compare contrasting environments and coastlines.	Greatstone World Explorers' Atlas
Blue Abyss	Explain how waves, tides, erosion and deposition shape coastlines and how people use and protect coastal environments.	Conduct coastal fieldwork, make observations, produce field sketches and collect information about coastal features, habitats and human impact.	Greatstone Coastal Fieldwork Centre
Misty Mountain, Winding River	Explain the journey of a river from source to mouth and how rivers and mountains shape landscapes, settlements and land use.	Use maps, contour information, compass directions, field sketches and geographical data to identify and explain physical features and processes.	Rivers and Mountains Discovery Exhibition
Interconnected World	Explain how latitude, longitude, climate zones, trade, transport and communication connect places around the world.	Use atlases, globes, climate data and digital mapping to identify patterns, locate places and explain global connections.	Greatstone Global Connections Conference
Sow, Grow and Farm	Explain how climate, soil, water, land use and human decisions influence farming and food production.	Compare rural land use, interpret maps and aerial photographs, undertake surveys and evaluate the sustainability of food systems.	Romney Marsh Sustainable Farming Showcase
One Planet, Our World	Explain how climate, biomes, natural resources and human activity affect environments and why sustainable choices matter.	Interpret maps, climate graphs and environmental data; compare biomes; investigate an environmental issue and communicate conclusions.	One Planet Sustainability Summit
Rocks, Relics and Rumbles	Explain the structure of the Earth, how rocks are formed and how tectonic activity causes volcanoes, earthquakes and other natural hazards.	Interpret geological maps, diagrams and data; classify rocks; identify patterns in the location of tectonic hazards and explain findings.	Earth in Action Science and Geography Centre
Our Changing World	Explain how physical processes and human activity change landscapes, climates, populations and environments over time.	Plan and undertake geographical enquiry, collect and analyse data, use GIS or digital maps and evaluate evidence of environmental change.	Greatstone Changing Coast Investigation
Near and Far	Explain how migration, trade, technology, settlement and globalisation connect Greatstone to places across the world.	Carry out an independent geographical enquiry, compare places at different scales, evaluate sources and present evidence-based recommendations.	Greatstone Global Futures Exhibition

Expected Evidence

Teachers should collect a range of evidence throughout each project rather than relying on one final assessment.

Evidence Type	Examples
Retrieval Practice	Low-stakes quizzes, flashbacks, vocabulary retrieval, map-location activities, concept matching and diagram labelling
Discussion	Partner talk, geographical debates, enquiry questions, explanation of patterns, comparison of places and pupil reflection
Written Outcomes	Place descriptions, comparative writing, explanations of processes, fieldwork reports, conclusions and recommendations
Mapping	Annotated maps, sketch maps, route maps, thematic maps, grid-reference work, atlas tasks and digital mapping
Fieldwork	Observations, surveys, measurements, tally charts, environmental quality assessments, beach profiles and field sketches
Data Handling	Tables, graphs, climate charts, questionnaires, survey results, photographs and annotated diagrams
Practical Learning	Models of rivers, coastlines, tectonic processes or settlements; habitat investigations; Beach School activities

Geographical Sources	Aerial photographs, satellite images, maps, atlases, globes, climate data, census information and first-hand observations
Vocabulary	Accurate use of geographical language in speaking, mapping, fieldwork, explanations and writing
Showcase	Exhibitions, presentations, geographical reports, campaigns, models, maps and community recommendations
Teacher Assessment	Observation, conferencing, questioning, pupil explanations and responses during lessons and fieldwork

Prior Learning and Next Learning

Project	Pupils should already know...	Pupils will be ready to...
Bright Lights, Big City	From EYFS, pupils should recognise familiar places, use simple positional language, identify some natural and built features and understand that maps represent places.	Locate continents and oceans and compare Greatstone with places and environments beyond the United Kingdom in Let's Explore the World.
Let's Explore the World	Pupils should know that Greatstone and London are different types of settlement and be able to identify simple human and physical features.	Study coastal processes, marine environments and human impact through more detailed fieldwork in Blue Abyss.
Blue Abyss	Pupils should be able to locate continents and oceans, identify coastal features and compare environments using maps and photographs.	Explain physical processes in greater depth and investigate rivers, mountains, erosion and deposition in Misty Mountain, Winding River.
Misty Mountain, Winding River	Pupils should understand that water and weather shape landscapes and should have experience of observation, maps, field sketches and simple data collection.	Use more complex maps, atlases and geographical data to investigate global location, climate and connections in Interconnected World.
Interconnected World	Pupils should be able to locate important world features, compare places and explain some physical processes and human uses of environments.	Examine how global connections influence farming, food production, trade and land use in Sow, Grow and Farm.
Sow, Grow and Farm	Pupils should understand climate, land use, trade and the ways in which people depend upon and change environments.	Explore global climate systems, biomes, natural resources and sustainability in One Planet, Our World.
One Planet, Our World	Pupils should understand global connections, climate zones, land use, resources and the environmental impact of human decisions.	Investigate geological processes, tectonic hazards and the ways physical processes shape the Earth in Rocks, Relics and Rumbles.
Rocks, Relics and Rumbles	Pupils should understand that landscapes change through physical processes and should be able to interpret maps, diagrams and geographical data.	Examine interacting physical and human changes through increasingly independent enquiry in Our Changing World.
Our Changing World	Pupils should have secure knowledge of climate, coasts, rivers, tectonic activity, settlements, resources and sustainability.	Apply their knowledge to globalisation, migration, development and independent place comparison in Near and Far.
Near and Far	Pupils should draw upon the full KS2 progression in locational knowledge, place knowledge, human and physical geography, fieldwork and sustainability.	Leave KS2 able to undertake geographical enquiry, interpret evidence, explain connections, evaluate human impact and make informed recommendations about places and environments.

Working Geographically Progression

Teachers should ensure pupils increasingly demonstrate the ability to:

- ✓ Ask geographically valid questions
- ✓ Locate places accurately at local, national and global scales
- ✓ Use geographical vocabulary confidently
- ✓ Use maps, atlases, globes and digital mapping effectively
- ✓ Recognise and describe human and physical features
- ✓ Explain geographical processes and patterns
- ✓ Compare places using consistent criteria
- ✓ Collect, record and present fieldwork data
- ✓ Interpret maps, photographs, graphs and other geographical evidence
- ✓ Draw conclusions based on evidence
- ✓ Evaluate the reliability and limitations of geographical information
- ✓ Explain connections between people, places and environments
- ✓ Understand change over time and across different scales
- ✓ Evaluate human impact and possible sustainable responses
- ✓ Communicate findings and evidence-based recommendations clearly

Disciplinary Thinking

By the end of Year 6, pupils should confidently answer questions such as:

- Where is this place and how is it connected to other places?

- What is this place like?
- How do we know?
- What geographical evidence can we use?
- Is the evidence reliable and representative?
- What human and physical features can we identify?
- Why is this feature or pattern located here?
- How and why is this place changing?
- What are the causes and consequences of this change?
- How are people and environments interdependent?
- How does scale affect what we notice and understand?
- How is this place similar to or different from another place?
- Who benefits and who may be disadvantaged?
- What impact are people having on this environment?
- What could be done to manage this place more sustainably?
- How is Greatstone connected to the wider world?

Assessment Questions

- ☐ Can pupils confidently answer the project Big Question?
- ☐ Can pupils explain the key geographical knowledge using correct vocabulary?
- ☐ Can pupils locate the places studied accurately?
- ☐ Can pupils identify and explain relevant human and physical features?
- ☐ Can pupils explain the geographical processes studied?
- ☐ Can pupils use maps, atlases, globes, photographs and digital mapping appropriately?
- ☐ Can pupils collect, record and present fieldwork information accurately?
- ☐ Can pupils interpret geographical evidence and identify patterns?
- ☐ Can pupils compare places using fair and consistent criteria?
- ☐ Can pupils explain links between people, places and environments?
- ☐ Can pupils draw evidence-based conclusions?
- ☐ Can pupils evaluate human impact and suggest sustainable responses?
- ☐ Can pupils make meaningful links to Greatstone, Romney Marsh, Kent and the wider world?
- ☐ Can pupils communicate their learning confidently through the authentic outcome or showcase?

Assessment Checklist

Teachers should be able to answer Yes to the following by the end of each project.

Assessment Check	Yes	Developing	Further Support Needed
Pupils can answer the project Big Question using secure geographical knowledge.	☐	☐	☐
Pupils can recall and explain the project’s agreed sticky knowledge.	☐	☐	☐
Pupils use the core geographical vocabulary accurately.	☐	☐	☐
Pupils can locate the places and features studied.	☐	☐	☐
Pupils can identify and explain relevant human and physical geography.	☐	☐	☐
Pupils can use appropriate maps, atlases, globes, photographs or digital tools.	☐	☐	☐
Pupils can apply the geographical skills and fieldwork methods taught.	☐	☐	☐
Pupils can collect, record and interpret geographical information.	☐	☐	☐
Pupils can compare places or environments using appropriate criteria.	☐	☐	☐
Pupils can explain geographical patterns, processes or changes.	☐	☐	☐
Pupils can make connections between people, places and environments.	☐	☐	☐
Pupils can consider environmental impact and sustainability.	☐	☐	☐
Pupils can make meaningful links to Greatstone and Beach School learning.	☐	☐	☐
Pupils can communicate their conclusions clearly through the authentic outcome.	☐	☐	☐



THE GREATSTONE WAY – OUR GEOGRAPHICAL JOURNEY

Exploring our world, understanding places, people and environments



ROOTS

Where we come from



SURVIVORS

How we have endured



EXPLORERS

What will we discover?



INVENTORS

How will we create change?



PROTECTORS

How we care for our world



LEGACY

How we leave our mark



YR

My World

Where I live
Greatstone, Kent

Y1

Coastline

The UK coastline –
Our local area

Y2

**Bright Lights,
Big City**

London, UK

Y2

**Let's Explore
the World**

The 7 continents
and 5 oceans

Y3

**Blue Abyss:
Comparing the
World's Coasts**

Y3

**Interconnected
World**

Y4

**Misty Mountain,
Winding River**

Y4

Sow, Grow and Feed

Y5

Invasion

Invasion and settlement –
how Britain has changed

Y6

**Maafa: Legacy
and Continuity**

A journey through
the Transatlantic
Slave Trade



OUR GEOGRAPHICAL CONCEPTS

Place
Where things are

Space
How things are
arranged

Scale
How big or small

Environment
The natural world

Interconnection
How people and
places are linked

Change
How places and
environments change
over time

Sustainability
Caring for our world

KEY

YR Early Years
Y1 Year 1
Y2 Year 2
Y3 Year 2
Y4 Year 4
Y5 Year 5
Y6 Year 6

OUR CLASS SEA ANIMALS



Starfish
Nursery



Turtle
Reception



Seahorse
Year 1



Dolphin
Year 2



Seal
Year 3



Penguin
Year 4



Orca
Year 5



Shark
Year 6