The Leys Primary School Subject Overview for Geography 2025-26 - to become an explorer

	Autumn	Spring	Summer
EYFS Nursery	Understanding the world	Understanding the world	Understanding the world
Key Skills	Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Talks about why things happen and how things work	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Begin to understand the effect their behaviour can have on the environment
Key subject links	Science	DT, Science	Science
Key Vocabulary	Seasons, Autumn, September, October, November Winter, December, January, February Weather, windy, snow, rain, cold	Seasons, Spring, March, April, May weather, rain, sun, cold, warm, windy,	Seasons, Summer, June, July, August Weather, Weather, hot, windy, clouds,

Global Goals and School values				
The Leys Pathways	Explore, care, communicate			
Year 1	**CIL -** Maps Aerial views Walking around school site	**Our local area/Our School** Children know about similarities and differences in relations to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	**Our Country** Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1. Use aerial photographs and plan perspectives to recognise landmarks. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	**Wonderful Weather** Recognise and label common weather conditions (e.g. sunny, rainy, windy, snowy, cloudy) Observe and record daily weather using simple tools and charts Identify patterns in weather over time Understand how weather affects daily life, clothing choices, and activities Match weather types with seasons and describe seasonal changes Interpret simple weather forecasts and symbols Present basic weather information using spoken or written formats Compare weather in the UK with that in hot and cold locations around the world

Key Skills	Location and direction	Map skills Globe and atlas work Location/direction language	Physical and Human geography
Fieldwork	Orienteering - Locate the course markers around the school. Can you find them all? Key skills - • Map skills • Using a compass	Orienteering - Simple Algorithms Complete simple calculations to take children to random markers around the school. OFFSITE Out and About - • To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. • To observe what my local area is like. Key skills - • **Observation** Looking closely at surroundings to identify key human and physical features (e.g. houses, shops, trees, postboxes). Noticing differences between natural and man-made features. • **Recording and Collecting Data** Using tick sheets, pictograms, or tally charts to collect information during the walk. Drawing or writing simple	Orienteering - What day is it? Use course markers to correctly spell the days of the week. Weather Observers- • To observe and describe weather over a series of days using appropriate vocabulary. • To record simple weather data using drawings and short written phrases. • Key skills - • **Observation** Using senses to notice changes in the environment (e.g. sun, clouds, wind, temperature). Identifying and naming types of weather (sunny, cloudy, rainy, windy, snowy). • **Recording and Representing Geographical Information** Completing a simple weather diary with drawings and/or symbols. Using weather observation

		observations (e.g. sketching a feature or labelling a picture).	sheets to record findings.
Key subject links	Science		History
Key Vocabulary	Place, town, school, materials	Left, right, below, near, far.	Weather, seasons, temperature, patterns, thermometer,

Global goals and School Values			
The Leys Pathways	Explore, care, understand, communicate		
Year 2	**What a Wonderful World** Name and locate the world's seven continents and five oceans Locate UK **Sensational Safari** Study the human and physical geography of a small area in a contrasting non-European country (Kenya)	**Magical mapping** Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Name the four points of a compass. Plan a simple route around the local area using key vocabulary. Identify map symbols. Use an atlas to locate the four countries of the UK, capital cities and other key places. Use an atlas to locate the seven continents of the world. Use an atlas to locate the five major oceans of the world. Use aerial photographs to 'view from above' and recognise basic human and physical features Ask geographical questions – Where is it? What is this place like? How near/far is it?	**Let's go to China** Understand where China is located in the world and find China on a world map or globe. Draw a map of China and locate the capital city, some main cities and oceans. Understand what some aspects of Chinese life are like. Compare key features of the capital city, Beijing with another capital city, London. Describe the differences and similarities between schools in China and the UK Begin to understand what 'culture' means and begin to describe aspects of their own culture Begin to understand some of the types of farming in China, particularly how rice is grown. Use an atlas to accurately locate places and landmarks in china. To ask geographical questions - Where is it? What is this place like? How

			far/near is it? ...most children will be able to: Describe where China is located in relation to other places in the world. Draw a map of China with some physical and human features. Describe human and physical features of China and begin to give a location of some of these features. Define 'culture' and give a range of aspects of their own culture. Understand the importance of farming in China and explain how rice is grown and produced. Ask geographical questions to find out about places and begin to give reasoning.

Fieldwork	Orienteering - Locate the course markers around the school. Can you find them all? Key skills - • Map skills • Using a compass School safari walk - • To observe and record human and physical features of the school environment using first-hand experience • To compare the local environment with a contrasting non-European location (e.g. the Kenyan savanna), identifying similarities and differences Key skills - • **Observation:** Closely observing surroundings using the five senses. Identifying and describing geographical features • **Data Collection:** Using tick sheets, drawing, or tallying to gather information during the walk. • **Comparison** Comparing local findings to features of the Kenyan	Orienteering - Simple Algorithms Complete simple calculations to take children to random markers around the school. OFFSITE Sketch maps - • To create a simple sketch map of the local area • To observe what buildings and landmarks are in the local area Key skills - • **Observation** Carefully noticing key features of the local environment (e.g. buildings, trees, playgrounds). Distinguishing between human and physical features to decide what to include. • **Recording Geographical Information** Representing real-world features using pictures, symbols or labels on a map. • **Map Skills** Using simple keys or symbols to represent objects or places.	Orienteering - What month is it? Use course markers to correctly spell the months of the year. Buildings and Spaces - • To investigate how land and buildings are used in our school and to compare this with land use and city life in a place like Beijing, China. Key skills - • **Observation and Classification** Identifying and categorising different types of buildings and land use within the school (e.g. play spaces, classrooms, offices, nature areas). • **Comparative Thinking** Comparing their school environment with a contrasting location (e.g. an urban area in China). Recognising similarities and differences in land use, building types, and density. • **Recording Geographical Information** Representing what they find through drawings, maps, or charts

	landscape (e.g. terrain, climate, wildlife).		
Key Skills	map/atlas work	Direction, map skills, observational skills	map/atlas
Key Vocabulary	Continent, ocean, country	Key, direction, north, south, east, west	Population, climate, landmark, culture, agriculture,

Global goals and School Values			
The Leys Pathways	Explore, care and understand		
Year 3	**The UK** use the 8 compass directions to find a location on a map; name the seas that some rivers flow into; find the names of rivers on a map; name counties local to their area; use a legend to find areas of higher ground on a map; explain why London has changed since AD 43; identify the location of the Prime Meridian; explain some reasons a place may change. -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Locate mountains in the UK - features, compare with mountains in other countries.	**Extreme Earth** -Describe and understand the key aspects of Earthquakes Describe and understand key aspects of Volcanoes describe the properties of the Earth's layers; explain how a volcano is formed; describe what happens when a volcano erupts; describe some risks and benefits of living near a volcano; explain why earthquakes occur; explain how tsunamis occur; explain how to keep safe in a tsunami; explain where tornadoes happen. **Rainforests** name some countries where rainforests are found. label a map to show countries where rainforests are found. find the Equator on a map. know that rainforests are found near the Equator. describe what the weather is usually like in a tropical climate. name the four layers of a rainforest. to know about the climate in each layer. know which	**Land Use** Draw simple sketch maps using major landmarks. Identify landmarks using a key. Draw a simple sketch map to show buildings in an area. Annotate a map to show major landmarks. List land uses in urban and rural areas. Identify rural and urban areas in the UK. Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming.

		animals live in a rainforest. know some similarities between the Amazon rainforest and Sherwood Forest. recognise some differences between the Amazon rainforest and Sherwood Forest. know what deforestation means, can find the tropics of Cancer and Capricorn on a map. know that rainforests are found between the tropics of Cancer and Capricorn.	

Fieldwork	Orienteering - UK Geography Answer key questions about UK Geography with clues leading to the next marker. ENQUIRY Where have we been? - • To collect and analyse information from others in the school community about places they have lived in, visited, or have family connections to across the UK. • To use fieldwork skills to understand the diversity of UK locations and develop geographical awareness of human connections to different regions. Key skills - • **Planning a Fieldwork Enquiry** Developing questions for a survey or interview (e.g. "Have you ever been to Scotland?" or "Where in the UK do your family come from?"). Understanding how to gather relevant and respectful information from others. • **Data Collection Through Primary Sources** Conducting simple interviews or	Orienteering - Natural Disasters Answer key questions about volcanoes and earthquakes to move to the next marker. Microclimates and Mini Environments - • To explore how different parts of the school environment vary in temperature, shelter, sunlight, and moisture, and compare them to conditions found in rainforests • To collect and record data about small-scale environmental features and begin to explain how physical factors affect living things. Key skills - • **Observation** Closely observing physical features (e.g. sunlight, shade, wind, soil moisture). Describing small differences between locations using sensory language and geographical vocabulary. • **Recording Geographical Information** Using simple tools (e.g. thermometers, moisture testers, compasses) to collect	Orienteering - Using an atlas/Google maps to match capital cities to countries. OFFSITE What's Our Land Used For? - • To observe, identify, and classify different types of land • use in the local area, and understand how land use varies within a community. Key skills - • **Observation** Carefully noticing different types of land use (residential, commercial, industrial, recreational, agricultural). Distinguishing between these categories based on features seen on site. • **Data Collection** Using tick sheets, tally charts, or field notes to systematically record findings. • **Interpretation and Explanation** Discussing and explaining why different land uses might be located where they are. Recognising patterns such as clustering of commercial areas or distribution of green spaces.

	surveys with classmates, teachers, or staff. Using tick boxes, open questions, or maps to collect responses. • **Recording and Organising Information** Creating simple charts, tables, or maps to record where people have connections in the UK. Using a UK map to plot or colour in locations mentioned by participants. • **Interpreting and Presenting Data** Identifying patterns (e.g. "Lots of people have been to Wales for holidays"). Summarising findings through discussion, graphs, or a display.	data. Recording temperature, light, shelter, or wind across different locations. • **Map Skills** Marking data points on the map for comparison. • **Comparison and Analysis** Comparing microclimate zones (e.g. shaded vs. open areas). Linking findings to bigger environments (e.g. "The rainforest is humid like our garden corner" or "This dry, open spot is more like a desert").	
Key Skills	Map and atlas work	map/atlas work	map/atlas work
Key Vocabulary	Earthquakes, volcano, natural disasters,	City, town, river, sea, human and physical feature	Urban, rural, key, landmark

Global goals and school values			
The Leys Pathways	Explore, understand and care		
Year 4	**Somewhere to Settle** explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map. **Water** Explain how to change a solid into a liquid. Describe how to turn a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. Explain that the water cycle keeps going. Use the	**All Around the world** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world	**What's it like in Sicily?** **Identify** key physical and human features of Sicily. **Compare** these with your own local region to highlight similarities (e.g., coastal features) and differences (e.g., climate, land use) **Recognise** Sicily's distinctive physical landscapes—volcanoes (e.g., Etna), mountains, coastline, climate zones. **Describe** how these features shape the environment and human activity (like farming or tourism). **Explore** how land is used in Sicily: agriculture (olive groves, vineyards), urban areas, and tourism. **Compare** land-use patterns with local practices—what grows locally, the role of towns, differences in geography & infrastructure . **Use** enquiry-based fieldwork to gather

	words condensation and precipitation to explain why it rains. Use the words evaporation and condensation to explain why clouds form. Explain some of the steps involved in cleaning water. Suggest ways to remove dirt from water. Explain what causes flooding.		and analyse data (e.g., map reading, data recording, observational surveys), both at home and through Sicilian case studies. **Apply** geographical skills: mapwork, data interpretation, comparative analysis between the two regions Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.

Fieldwork	Orienteering - Using an atlas/Google maps to match capital cities to countries. OFFSITE Settlement Study Walk - • To explore a local area and identify the characteristics of a settlement. • To recognise how the location and features of the settlement meet people's needs. Key skills - • **Observation** Identifying key features of a settlement such as housing, shops, roads, places of worship, green spaces, and public services. Noticing patterns in how buildings and spaces are arranged (e.g. clustered housing, main roads, near water or transport). • **Data Collection** Using a tally chart, checklist or notes to record observed features. Taking photographs or sketching selected areas of interest (e.g. the town centre or a residential street).	Orienteering - Water Cycle Answer key questions about the water cycle to move to the next marker. ENQUIRY Global Clues in Our School: How Are We Connected to the World? - • To investigate and record evidence of global links in our school setting — including food, languages, technology, and cultural influences. • To understand how everyday objects, people, and experiences in school are connected to different parts of the world. Key skills - • **Observation** Spotting world connections in: • School lunches (e.g. pasta, rice, tropical fruit). • Displays (e.g. multicultural art, world flags, maps). • Classroom resources (e.g. atlases, globes, storybooks from other countries). • Technology (e.g. devices made abroad). • Languages spoken in the school community. • **Recording Geographical Information**	Orienteering - Grid References Follow grid references to move from marker to marker. Comparing Our School to Sicily - • To investigate what physical and human features are present in our school environment. • To compare these features with what we have learned about Sicily. Key skills - • **Observation and Data Collection** Noticing and recording features within the school grounds such as buildings, fences, green areas, paved surfaces, and signs. Discussing whether any features are similar to or different from those found in Sicily. • **Recording Geographical Information** Using a table or checklist to record findings. Sketching a selected view (e.g. playground, field, or entrance area) and annotating with labels. • **Comparison and Analysis** Discussing: Access to water (e.g. harbour

	• **Mapping and Spatial Understanding** Following a simple map of the area and marking key features on it. Using symbols to represent different types of buildings or services.	Completing a checklist, tally, or sketch of each item found. Recording the country of origin where known (e.g. bananas from Colombia, a globe showing Africa). • **Map Skills** Using terms such as: continent, country, import, culture, connection, origin. Linking findings to countries or continents on a class world map. • **Comparison and Analysis** Reflecting on: "Which parts of the world are most represented in our school?" "Why do we have items from these places?" "What does this tell us about the UK's place in the world?"	vs. none) Types of buildings (e.g. cottages vs. modern classrooms) Land use (tourism, vineyards vs. education) Terrain and setting (vineyards vs. flat school site)
Key Skills	Map skills Locational language	Map skills Grid references Compass work	Enquiry skills, physical geography
Key subject links	History - Anglo Saxons Science- Water cycle		

Key Vocabulary	Agriculture, settlement, industrial, Dam, reservoir, water vapour, fertiliser	North, east, south and west, equator, latitude, longitude	landscape, human and physical features, tourist, retail, industrial, coastal
Global goals and school values			
The Leys Pathways	Explore, care, understand		

Year 5	**Geography in the Real World: Global Issues That Shape Our Planet** Explore the causes and effects of global urbanisation, with a focus on Bucharest, Romania. Investigate how climate change is affecting people and environments, particularly in polar regions. Understand how earthquakes happen and examine the human impact using the Turkey–Syria earthquake. Examine the issue of plastic pollution in the oceans. Where does it come from? What are the global consequences? Learn about global water scarcity. Why is clean water unevenly distributed? How does this affect communities? Investigate the causes and impacts of wildfires. What role does climate and land use play? Use maps, satellite images, and data to explore global issues. Discuss solutions. What can individuals, governments, and organisations do to help? Develop empathy and critical thinking by reflecting on each issue through the Geographer's Journal. Use maps, atlases, globes	**Enough for Everyone** Discuss the difference between natural and man made. Importance of natural resources with a focus on land use and economic activity. Oils, metals, minerals, energy, water- Why do these materials need to be protected and used responsibly? How do the discovery of these resources impact society (types of settlements) Threats to natural resources. What would happen without these? What are these resources used for? Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.	**Marvellous Maps** Use an index to find a place name. Find the correct page in an atlas by using the index. Explain why maps have symbols on them. Recognise some map symbols on an Ordnance Survey map. Give coordinates by going across first and then up. Find a location from four-figure coordinates. Find differences between photographs of the same location. Find similarities between photographs of the same location. Find differences between maps of the same location. Find a location on a page by using simple coordinates. Identify physical features on a map. Use a key to find out what a symbol means. Give four-figure coordinates for a location. Find similarities between maps of the same location

Fieldwork	Orienteering - Using an atlas/Google maps to match capital cities to countries. ENQUIRY How are global issues—like pollution, climate change, and water waste—visible or important in our school environment? - • To explore how global geographical issues can be observed at a local level and consider ways to make small, positive changes. Key skills - Step 1: Pre-Fieldwork Introduction (15 mins): Revisit prior lessons (e.g. plastic pollution, wildfires, water scarcity). Ask: "Do these issues only affect other countries, or do we see signs of them here too?" Show pupils an "issues observation checklist" and explain today they are geographers collecting evidence. Step 2:Fieldwork Activity (30–40 mins): Pupils move around the school grounds in small groups to observe, record, and photograph signs of: Plastic pollution - Single-use plastics, snack wrappers, playground litter	Orienteering - Global Issues Answer key questions about global issues to move onto the next marker. Mission: Resource Rangers – Investigate, Evaluate, Present!- • To explore and map how different resources are used and shared in the school. • To evaluate fairness and sustainability in resource distribution. • To develop recommendations to improve fairness and reduce waste. Key skills - • **Observation** Carefully noticing where and how different resources are used around the school. Recognising signs of sustainable or wasteful resource use (e.g. recycling bins, lights left on). • **Recording Geographical Information** Using tally charts, checklists, or notes to record the location and types of resource use. Using simple diagrams or annotations to show key features of resource use around	Orienteering - Grid References Follow grid references to move from marker to marker. OFFSITE Map Reading Trail - • To use OS maps and symbols to follow a simple trail in the local area. • To identify and describe physical and human features using a variety of mapping techniques. Key skills - • **Map Reading** Using Ordnance Survey (OS) maps to follow a planned route. Recognising and interpreting standard OS symbols, keys, and contour lines. Understanding 4- and 6-figure grid references to locate features. • **Field Observation** Identifying and describing human and physical features along the route (e.g. houses, footpaths, woodland, rivers, hills). Comparing map features with real-world observations. • **Navigation and Direction**

	Water use - Leaking taps, puddles near drains, water butts Energy use - Outdoor lights on during the day, open doors with heating on Climate resilience - Shade areas, planting, bare soil, areas prone to flooding Land use - How space is used (play, nature, learning, waste) Pupils use a simple data collection sheet (tick boxes, sketch space, and notes) or photo diary using school tablets. Step 3: **Back in Class: Discussion & Reflection (20 mins):** • What evidence did we find of global issues in our local space? • Are there areas where we are doing well? • What could we improve? • Optional: Create a **"Geography Action Wall"** with findings and pupil pledges. *Outcome Task:* *Each pupil writes a short action plan, leaflet, or campaign poster suggesting one change the school could make (e.g. composting bins, tap monitors, eco*	the school. • **Data Representation** Displaying findings using tables, pictograms, or bar charts to show how different resources are used in different areas of the school. • **Mapping** Creating a clear, annotated map of resource locations and usage. • **Critical Thinking & Evaluation** Considering fairness and sustainability when interpreting data. • **Communication & Presentation** Preparing and delivering a clear, persuasive presentation with evidence. • **Geographical Vocabulary** Using terms like: *resource, sustainability, fairness, waste, distribution, recycling, energy, consumption, conservation.*	Using a compass to follow cardinal and intercardinal directions. Using a route map and compass together to navigate a planned trail. • **Recording Geographical Information** Taking notes or photographs of features along the route. Completing a checklist or table to match map symbols with actual features seen on the walk.

	patrol). *Optional: Add a Geographer's Journal entry with a photo, sketch, or reflection.*		
Key Skills	Map skills	Physical geography	Atlas work
Key Vocabulary	Climate, human and physical features,	Oil, mineral, man-made, resources, renewable, non-renewable	Ordnance survey, co-ordinates, Survey map

Global goals and school values			
The Leys pathways	Explore, care, understand		
Year 6	**Trade and Economics** Explain why countries need to import goods; describe the climate and landscape of El Salvador; list some issues facing people living in El Salvador; explain the meaning of fair trade; describe the fair trade process for some products; describe an example of a global supply chain; list some of the positive and negative effects of multinational companies on local trade; identify similarities and differences between trading today and different periods in history.	**Cultural Diversity** Explore the lives, traditions, and environments of Indigenous peoples from six continents. Recognise the rich diversity and unique adaptations of Indigenous cultures worldwide. Appreciate the value of Indigenous knowledge and perspectives in understanding human-environment relationships. Investigate how Indigenous peoples live sustainably within their specific environments (rainforest, desert, mountains, tundra, etc.). Use research skills to gather information from texts, images, and multimedia about Indigenous groups. Organise and present information clearly through creative formats such as survival guides, brochures, posters, and stories. Recognise the challenges Indigenous peoples face in preserving culture and land rights.	**The Americas (link with History)** Discover the continent of North America and all its countries, cities and landscapes. Explore the various geographical features of different areas of North America and compare them with our own locality.

Fieldwork	Orienteering - Using an atlas/Google maps to match capital cities to countries. OFFSITE Pin Green Industry Walk - • To explore how goods and services are produced and delivered in a local industrial area. • To understand the role of industrial zones in local and global trade. Key skills - • **Observation** Identifying different types of businesses from signage (e.g. distribution centres, garages, manufacturers, tech services). Spotting delivery vehicles, loading bays, staff entrances, and infrastructure that supports trade.. • **Recording Geographical Information** Using a tally or checklist to record types of businesses. Sketching or annotating features such as building types, signage, and transport links. • **Mapping and Comparison** Marking observed businesses	Orienteering - Our Changing Worlds Answer key questions about our changing worlds to move to the next marker. ENQUIRY Extreme Weather Resilience Survey- • To investigate how well our school environment is prepared for different types of extreme weather. • To identify vulnerable and resilient areas of the site in relation to heatwaves, heavy rainfall, and high winds. Key skills - • **Observation** Looking for features that could help or hinder the school's ability to cope with extreme weather, such as: – Areas with good drainage or water pooling – Shade vs. exposed areas – Tree cover and windbreaks – Roof types, gutters, and surface materials • **Data Collection** Using a checklist or survey sheet to rate different parts of the school site for risk and	Orienteering - Grid References Follow grid references to move from marker to marker. Could Our School Survive in the Amazon or Great Plains?- • To investigate the features of our school environment and assess how suitable it would be for two contrasting environments in The Americas • To explore how human and physical features would need to change to adapt to a tropical rainforest (Amazon) or temperate grassland (Great Plains) climate. Key skills - • **Observation and Classification** Carefully noticing human and physical features in the school environment (e.g. shelter, shade, surface types, vegetation). Sorting features into human/physical, and assessing how they relate to land use, resilience, or vulnerability in different climates. • **Recording Geographical Information** Annotating a base map or sketch

	and trade-related features on a pre-prepared site map. Understanding the layout of an industrial estate and why certain businesses cluster together. • **Geographical Vocabulary** Using terms such as: *industrial estate, manufacture, logistics, distribution, goods, services, infrastructure, economic activity, import/export, trade link.*	resilience (e.g. shaded seating areas, flood-prone corners, strong vs. damaged fences). • **Recording Geographical Information** Taking notes or using symbols to mark features on a base map of the school. Sketching or photographing areas that demonstrate strong or weak resilience. • **Evaluation and Analysis** Comparing findings to identify areas of concern or strength. Drawing conclusions about where improvements could be made (e.g. more shade, better drainage, wind barriers). • **Geographical Vocabulary** Using key terms such as: *extreme weather, flood risk, drainage, shade, shelter, exposure, resilience, mitigation, hazard, adaptation.*	with observations and proposed changes. Taking notes on specific risks (e.g. puddles = flood risk in Amazon setting). • **Comparative Analysis** Comparing the school's environment with climates/landscapes in the Americas. Discussing how climate affects land use and building design. • **Problem Solving & Design Thinking** Suggesting realistic changes to improve the site's suitability in a new environment.
Key Skills	Enquiry skills	Physical geography	Map skills, human geography
Key Vocabulary	Climate, landscape, economy	Extreme, natural disasters, climate, tsunami, volcanoes, tornados,	Continent, population, city, differences, similarities, landscapes, climate

Global goals and school values			
The Leys Pathways	Explore, care, understand		