



St. Lawrence Primary School



Geography Curriculum Overview

The curriculum is based on three core themes within which there will be broad overlap and flexibility. They are coloured coded on the overview as so:

Locational Knowledge *(forms part of wider topics)*

Place Knowledge

Human and physical geography

Geographical skills and fieldwork *(forms part of wider topics). Local area topic – one for KS1, one for LKS2, one for UKS2 (i.e. St Lawrence parish fieldwork)*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Local Area: Where do we live?		The UK: what kind of place is it?		Contrasting locality: what is it like to live in Brazil? <i>(not Oak Academy)</i>
Year 1		<p>I can find my home on an aerial photograph and a large-scale plan or map.</p> <p>I can talk about the area where I live and find some features on an aerial photograph or large-scale plan.</p> <p>I can share my ideas about how I could investigate the local area and help plan</p>		<p>I can locate the UK on a globe and world map and annotate a map with key information</p> <p>I can locate the UK's capital cities and find out some information about cities</p> <p>I can locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth</p> <p>I can locate and name some of England's geographical features using atlases,</p>		<p>I can locate Brazil on a globe or atlas map and describe some ways in which the UK and the Caribbean are connected</p> <p>I can locate Rio de Janeiro on a map and describe some ways in which Brazil's climate affects what this place is like</p> <p>I can use aerial photographs and satellite images to find out about Brazil's physical and human features</p> <p>I can use digital maps and aerial photographs to investigate Rio de Janeiro</p>

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	<p>fieldwork in the street outside my school.</p> <p>I can investigate the street outside our school and do some fieldwork to observe and record what is there.</p> <p>I can investigate the street outside our school and do some fieldwork to observe and record what is there.</p> <p>I can make a map of my journey to school showing the buildings and places I pass on the route.</p>		<p>maps, photographs and Google Earth</p> <p>I can locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth</p> <p>I can locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth</p>		<p>I can talk about the favelas in Rio De Janeiro and find out about the daily lives of people who live in Rio De Janeiro. I can think of questions that I could ask children who live in Rio De Janeiro.</p> <p>I can find out about the traditions and customs associated with Brazil.</p>
Year 2	Local area: Why is (our place) special?		Cold places: What is it like at the north and South Poles?		Continents and Oceans: What can we find out about the world?



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<p>Year 2</p>		<p>I can describe where a place is and how to get there using the address, maps and geographical vocabulary</p> <p>You can describe what your local area is like and name some jobs that people do there</p> <p>You can describe and show with maps where you usually go in your local area</p> <p>You can use maps and atlases to talk about weather and climate in the UK and where you live</p> <p>You can identify and locate some personal, local and national landmarks and give some reasons why they are important</p>		<p>I can explain what affects temperatures locally and why it is cold at the North and South Poles</p> <p>I can locate the North and South Polar regions and describe some of their icy features</p> <p>I can locate and talk about the Arctic Circle using maps and globes, and describe seasonal changes</p> <p>I can use a range of geographical sources to describe Antarctica and its extreme weather and climate</p> <p>I can identify some of the wildlife found in the Arctic and explain how it is affected by seasonal change</p> <p>I can identify some of the wildlife found in the Antarctic and explain how it</p>		<p>I can use globes, satellite images and geographical vocabulary to describe the earth</p> <p>I can understand that a map is a 2D model of the world and I know what continents and oceans are</p> <p>I can explain what an ocean is and name Earth's five oceans</p> <p>I can explain what a river is and give examples of different rivers in the world</p> <p>I can explain what a mountain is and give some global examples of mountains and landmarks with the aid of maps and atlases</p> <p>I can use atlases and maps to locate the UK in the world</p>
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		You can do fieldwork to help you describe, locate and explain special features of your local area		<p>is affected by seasonal change</p> <p>I can understand how people adapt to living in the harsh environments like the Arctic and can give an example</p> <p>I can explain what the Antarctic Treaty is and can explain some reasons why people go to Antarctica</p>	
Year 3	Where do people live and why? (Settlements)			Local area: how is it changing?	Mountains and volcanoes: what, where and why?
Year 3	<p>I can name and recognise the key features of villages, towns and cities</p> <p>I can locate and identify villages, towns and cities in atlases and on Ordnance Survey maps</p> <p>I can describe and explain some of the reasons why</p>			<p>I can create enquiry questions to investigate how my local place has changed</p> <p>I can use maps to measure and investigate settlement growth over time</p> <p>I can use enquiry to find out what people think about local changes</p> <p>I can collect data to investigate current changes in my local area and</p>	<p>I can use geographical vocabulary to describe and explain how mountains are formed</p> <p>I can recognise and name the key features of a mountain landscape and describe the conditions found on Mount Everest</p> <p>I can name and locate the UK's highest peaks and use OS maps to identify major physical and human features of Yr Wyddfa</p>

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	<p>settlements are established and grow</p> <p>I can use Ordnance Survey maps and photographs to identify some changes in my local area</p> <p>I can use Ordnance Survey maps to identify some reasons my local town grew and compare it to another town I know</p> <p>I can design a new settlement that would be good for the future</p>			<p>evaluate the impact of these changes</p> <p>I can interpret fieldwork data to find out more about where I live and how it is changing</p> <p>I can collect data over a school day to investigate changes in the school grounds during a single day</p>		<p>I can recognise the key features of a volcano and can use geographical vocabulary to name and explain them</p> <p>I can recognise and name the key features of a mountain landscape and describe the conditions found on Mount Everest.</p> <p>I can describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes</p>
Year 4	India: Compare and contrast human and physical features <i>(not Oak Academy)</i>			Europe: what is it like to live in northern Italy?		Local area: what needs changing?
Year 4	<p>I can locate India on a world map and name some of the bordering countries.</p> <p>I can use an atlas and digital maps to locate the main geographical features of India and</p>			<p>I can locate northern Italy on a map and describe how far it is from where I live</p> <p>I can use maps to identify key physical and human geographical features of northern Italy</p> <p>I can use different sources of information to</p>		<p>I can use past and current sources of evidence to identify how I could investigate change in our local area</p> <p>I can identify and adapt appropriate techniques to support a fieldwork enquiry</p>

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	<p>create a key to represent them.</p> <p>I can compare human and physical geography of the Himalayas to Jersey.</p> <p>I can describe what life is like in the Himalayas.</p> <p>I can explore Indian cuisine, investigating which products grow in specific areas.</p> <p>I can sample Indian cuisine first-hand.</p> <p>I can explore weather patterns in India and know what a monsoon is and the effects it can have.</p>			<p>investigate and compare different villages in northern Italy</p> <p>I can use multiple sources of information to investigate what a town in northern Italy is like</p> <p>I can describe the location and features of Venice and explain how it is affected by tourism</p> <p>I can reflect on what I have learned about northern Italy and compare this area with the region of the UK where I live</p>		<p>I can help plan a fieldwork visit and know how to keep myself safe</p> <p>I can gather data and record it accurately through fieldwork</p> <p>I can analyse, interpret and reflect on geographical data gathered through fieldwork</p> <p>I can suggest and argue for preferred change in the local area using sources of evidence</p>
Year 5	The Americas: how diverse are its places and landscapes?			Local and global: why are trees and forests important? <i>(Link to Acorn visitor plus St Lawrence resident open garden invite)</i>	South America: Why does the Amazon matter?	
Year 5	I can locate selected countries in North and South America on a map, identify			I can identify some common British trees, and map some in the local area	You can explain what a rainforest is, describe the distribution of tropical and	

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	<p>lines of latitude and longitude and start to appreciate the size of these continents</p> <p>I can use climate data to investigate and describe different climates in North and South America</p> <p>I can describe the key features of the physical geography of the Americas, including a range of landscapes and biomes</p> <p>I can describe key features of the human geography of the Americas, including population distribution and major cities</p> <p>I can describe economic activities in the Americas and make comparisons between countries</p> <p>I can use research to design a trip covering six geographical</p>			<p>I can use map information to decide whether a woodland is semi ancient woodland, replanted ancient woodland, or a recent plantation</p> <p>I can use maps and data sources to identify changes in the UK's woodlands and forests</p> <p>I can identify and locate forests globally using atlases</p> <p>I can research the significance of forests to local communities</p> <p>I can consider evidence from fieldwork and other sources to find a suitable location to plant trees in a local area</p>	<p>temperate rainforests, and make comparisons</p> <p>You can locate the Amazon rainforest on a world map, describe some of its geographical characteristics</p> <p>You can use geographical and scientific vocabulary to describe key features of the rainforest</p> <p>You can list some tropical rainforest food products, describe the conditions necessary to grow them and explain how these products are exported around the world</p> <p>You can describe how Brazil nuts are grown, harvested, and exported, and identify threats to their production and trade</p> <p>You can compare different types of settlement and traditional lifestyles of indigenous peoples living in the Amazon rainforest</p> <p>You can explain factors which inform the deforestation debate and recognise that</p>	
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	highlights of North and South America				<p>some people have more opportunity than others to influence decision making</p> <p>You can explain why rainforests are important, identify some of the threats to rainforests, and describe some ways in which people are taking action to protect rainforests</p>	
Year 6	Locational skills	Locational skills	Place knowledge	Locational skills	Time Zones	Country presentations
Year 6	<p>Mapping</p> <p>Grid references – 4 figure</p> <p>Atlas work</p> <p>Sheppard Software Seterra Software</p>	<p>Mapping</p> <p>Grid references – 6 figure</p> <p>Sheppard Software Seterra Software</p>	<p>British cities</p> <p>World Mountain ranges and waterways</p> <p>Capitals of Europe</p> <p>Sheppard Software Seterra Software</p>	<p>Sheppard Software Seterra Software</p>	<p>Time Zones</p> <p>I can explain why we have day and night and what lines of longitude are.</p> <p>I can identify the Prime Meridian and understand time zones.</p> <p>I can use time and date maps and the International Date</p>	<p>Children choose a country to research for a presentation:</p> <p>Child choose a country to research, they use subject specific vocabulary such as time zones, coast, land-locked, prime meridian, IDL, climate, borders. I'll attach the research sheet and you can see what they need to find out and the sort of</p>

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					<p>Line to explore time zones around the world.</p> <p>I can understand that time zones can have an effect on travel.</p> <p>Sheppard Software Seterra Software</p>	<p>vocabulary they need to be able to use around the research of a country they select. This then becomes their Oracy Presentation.</p> <p>I can reflect on geography as a subject and discuss the value of learning geography.</p> <p>I can reflect on and discuss how geography helps us to understand the world and how it works.</p> <p>I can use maps and geographical skills to investigate the geography of the UK.</p> <p>I can use geographical knowledge, skills and data to investigate different places.</p> <p>I can apply my knowledge and skills to explain some of the geographical differences between Asia and Antarctica.</p> <p>I can describe what a coast is and how people's lives are affected by it.</p> <p>I can use maps and other sources to recognise, locate and</p>
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						describe a range of coastal features in the UK.
						I can explain why the sea erodes the land.
						I can use geographical vocabulary to describe coastal processes.
						I can find information about a country's coastline or surrounding countries.

Key Stage 1

Pupils should

develop knowledge about the world, the United Kingdom, the Channel Islands and Jersey and their locality

understand basic subject-specific vocabulary relating to human and physical geography

begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

name and locate the world's seven continents and five oceans

name, locate and identify characteristics of Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of Jersey, and of a small area in a contrasting

country.

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Human and physical geography

identify seasonal and daily weather patterns in the United Kingdom and Jersey. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour, reservoir and shop.

Geographical skills and fieldwork

use world maps, atlases and globes to identify Jersey and the Channel Islands together with their position in relation to the United Kingdom and its countries, France, and the countries, continents and oceans studied at this Key Stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe

the location of features and routes on a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Pupils should

extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include

the location and characteristics of a range of the world's most significant human and physical features

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develop their use of geographical knowledge, understanding and skills to enhance their locational and environmental knowledge.

Pupils should be taught to:

Locational knowledge

locate the world's countries, using maps to focus on the United Kingdom and the Channel Islands, Europe (including the location of Russia) and North and

South America, concentrating on their 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 (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed

over time

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).

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of Jersey, a region of the United Kingdom, a region in a European country, and a region within one other continent

Human and physical geography

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, coasts including tides, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources

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including energy, food, minerals and water.



Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

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

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