

GEOGRAPHY AT LAUREL LANE

Whole School Overview

| | Autumn Term Local Geography | Spring Term National Geography | Summer Term Global Geography |
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| EYFS Reception | <p>Understanding the world</p> <ul style="list-style-type: none"> • Pupils will learn and talk about their school environment, investigating and exploring the school building and grounds, creating class maps to record what they saw. • Pupils will know that they live in Hillingdon and that recall that Hillingdon is in the United Kingdom. • Pupils will be able to recall their door number and street name, showing an awareness of location. | <p>Understanding the world</p> <ul style="list-style-type: none"> • Pupils will use a simple map to identify landmarks in their local area. • Pupils will plan a route to the local shop, plotting landmarks that they will pass. • Pupils will begin to consider the fruit that they eat and investigate and locate where these fruits are grown. | <p>Understanding the world</p> <ul style="list-style-type: none"> • Pupils will use maps of the United Kingdom and the world to locate places that they have visited on holiday. • Pupils will use texts that explore different cultures and countries to make comparisons between where they live and places beyond their immediate environment. |

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| Year 1 | <u>What is it like to live here?</u> <u>Our School Grounds</u> | <u>What is the weather like in the UK?</u> | <u>What is it like to live in Kenya?</u> |
| | <ul style="list-style-type: none"> ● Pupils will be able to locate where they live using a map of England and the United Kingdom. ● Pupils will be able to understand, use and apply simple compass directions and locational and directional language (North, East, South, West, near, far, left & right). ● Pupils will use a variety of aerial photographs to plan perspectives and recognise landmarks. ● Pupils will explore the school grounds and use a simple key to create a map of the school grounds highlighting key landmarks. ● Pupils will understand the difference between human and physical features and identify examples of both in the school environment. ● Pupils will investigate and discuss the variety of houses and homes present in the local area. ● Pupils will investigate and discuss the variety of jobs in the local area and consider how these reflect the environment. | <ul style="list-style-type: none"> ● Pupils will investigate and be able to discuss daily weather patterns in the United Kingdom. ● Pupils will be able to recognise seasonal weather patterns and explain changes that commonly occur throughout the year. ● Pupils will be able to use world maps to locate hot and cold areas of the world, identifying the North and South poles and the equator. ● Pupils will understand and be able to discuss the human and physical geography of a cold area of the world in comparison to the United Kingdom. | <ul style="list-style-type: none"> ● Pupils will be able to identify and discuss the differences between a town and a country and make comparative links to West Drayton. ● Pupils will be able to name and locate the countries of the United Kingdom on a variety of maps. ● Pupils will investigate and be able to describe the key characteristics of the countries in the United Kingdom, using sources including aerial view photographs of human and physical features. ● Pupils will be able to name and locate the seven continents and five oceans of the world. ● Pupils will be able to locate Kenya on a map and investigate the human and physical features, making comparisons with England. |

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| Year 2 | <u>Why is West Drayton and our world wonderful?</u> | <u>What is it like to live by the coast?</u> | <u>Would you rather live in our local area or Rajasthan?</u> |
| | <ul style="list-style-type: none"> • Pupils will be able to explain what a canal is and discuss their human and physical features. • Pupils will use a variety of maps to identify local canals and plot start and end points, including localities along the route. • Pupils will participate in field trips to study the local canal with reference to observing its key human and physical features, follow the route using maps and directional language and habitats that are reliant on the canal. • Pupils will be able to discuss and explain how the canal has a positive impact upon the local environment. | <ul style="list-style-type: none"> • Pupils will review and revise locational knowledge taught in year 1. They will be able to name and locate the countries of the United Kingdom and their capital cities as well as the oceans of the world. • Pupils will be able to define and explain urban and rural areas as well as identify their human and physical features. • Pupils will be able to identify, define and discuss the differences between a range of settlements: town, village and city. • Pupils will explore and investigate the environmental impact of different settlements and consider how this has changed over time. • Pupils will use a variety of maps to identify coastlines and coastal areas in England. • Pupils will be able to make comparisons between two coastal areas. | <ul style="list-style-type: none"> • Pupils will use and explore a range of aerial photographs and maps to plot human and physical features of Windsor, referencing compass points and directional language. • Pupils will be able to locate Windsor and Rajasthan on a map and create a journey line, making reference to oceans and continents. • Pupils will use and explore a range of aerial photographs and maps to plot human and physical features of Rajasthan. • Pupils will use their knowledge of the two locations and their human and physical features to make comparisons. • Pupils will explore the weather and climate experienced in the two locations whilst revising and making reference to the proximity to the equator. • Pupils will explore and investigate how the physical features of these places impacts the habitats that are found. |

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| Year 3 | <u>Are all settlements the same?</u> | <u>Who lives in Antarctica?</u> | <u>Why do people live near volcanoes?</u> |
| | <ul style="list-style-type: none"> • Pupils will be able to read and interpret an OS map of West Drayton/ Hillingdon and interpret the key and contour lines. • Pupils will complete field work on the school grounds whilst discovering and applying the four additional compass points. • Pupils will visit and explore Coney Green and observe the topography of the area. • Pupils will develop their map drawing skills to demonstrate the topography of an area with increasing accuracy. • Pupils will use a variety of maps to identify key counties across the United Kingdom. • Pupils will be able to identify and explain similarities and differences between Hillingdon and two differing counties. | <ul style="list-style-type: none"> • Pupils will be able to understand and represent the water cycle. • Pupils will use a variety of maps to locate rivers in the local area. • Plots will use compass skills and directional language to plot the journey of the River Thames. • Pupils will be able to discuss the features of the River Thames. • Pupils will participate in fieldwork opportunities to observe the key features of the local river. • Pupils will be able to make comparisons between rivers worldwide, noticing common themes. | <ul style="list-style-type: none"> • Pupils will be able to explain and discuss the earth's structure. • Pupils will be able to describe how mountains are formed and discuss their key features. • Pupils will explore Mont Blanc, showing an awareness of its location, features and climate. • Pupils will investigate how volcanoes are formed and discuss the events that take place prior and following an eruption. • Pupils will be able to use world maps to locate volcanoes found worldwide and discuss the impact of eruptions following the event. |

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| Year 4 | <u>Where does our food come from?</u> | <u>What are rivers and how are they used?</u> | <u>Why are rainforests important to us?</u> |
| | <ul style="list-style-type: none"> • Pupils will begin to read and interpret OS maps using a 4 figure grid references. • Pupils will compare modern and past maps to identify key changes and developments in Uxbridge. • Pupils will participate in fieldwork opportunities, using 8 point compass references to locate, plot and identify clues of change over time. • Pupils will begin to consider and explore why Uxbridge has made changes over time. • Pupils will be able to make links between changes in Uxbridge and the city of London. | <ul style="list-style-type: none"> • Pupils will be able to identify types of settlements including hamlets, villages, towns and cities and their features. • Pupils will explore and observe OS maps to complete a land use survey of the local area to identify job types. • Pupils will be able to classify jobs into primary, secondary and tertiary industries. • Pupils will investigate and explore the daily life of an agricultural worker and officer worker and make comparisons. | <ul style="list-style-type: none"> • Pupils will be able to locate Greece and Athens on a map and create a journey line from London. • Pupils will explore and identify the human and physical features of Athens. • Pupils will be able to discuss the terms latitude, longitude and the tropics of cancer and Capricorn. • Pupils will be able to make comparisons between London and Athens. • Pupils will consider how both London and Athens are being impacted by human forces. |

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| Year 5 | <u>What is life like in the Alps?</u> | <u>Why do oceans matter?</u> | <u>Would you like to live in the desert?</u> |
| | <ul style="list-style-type: none"> • Pupils will be able to locate the school grounds and Ruislip Lido using an OS map and 6 figure grid reference. • Pupils will participate in fieldwork, using map and navigational skills to plot features of an area. • Pupils will be able to collect, record and analyse data about an area. • Pupils be able to create and sketch their own maps using 6 figure grid references. • Pupils will explore and investigate how nature is able to support society including how nature can clean and filter our water and how biodiversity helps to prevent flooding. | <ul style="list-style-type: none"> • Pupils will observe, record and measure weather patterns in the United Kingdom making previous links to learning about seasonal changes. • Pupils will be able to discuss the difference between weather and climate. • Pupils will be able to discuss what and where the earth's biomes are. • Pupils will show an awareness of how the position on earth impacts a biome. • Pupils will be able to explain the terms tundra and taiga and discuss features including their locations and climate. • Pupils will be able to make comparisons between a variety of tundras and taigas including the flora and fauna present. • Pupils will reflect upon how biomes are being damaged and impacted by human impact. • Pupils will investigate preventative measures being implemented to protect and preserve biomes. | <ul style="list-style-type: none"> • Pupils will explore and investigate time zones and be able to explain how the position on earth impacts this. • Pupils will explore and investigate recent events in which countries have worked together to support and aid one another. • Pupils will be able to discuss different reasons for migration and the push and pull factors involved. • Pupils will explore how migration can affect individuals and places and the advantages and disadvantages for the host and source country. • Pupils will be able to explain why trade has become global. • Pupils will explore methods and strategies that the world is using to work together to solve and improve climate change. |

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| Year 6 | <u>Can I carry out an independent enquiry?</u> | <u>Where does our energy come from?</u> | <u>Why does population change?</u> |
| | <ul style="list-style-type: none"> • Pupils will apply their developing geographical knowledge to identify concerns with the future and sustainability of the local area. • Pupils will use a range of fieldwork methods to observe and collect data in the local area to support their ideas. • Pupils will be able to discuss and justify how local developments may serve to help or hinder the local area and the impact on the environment. | <ul style="list-style-type: none"> • Pupils will be able to identify and locate the world's natural resources. • Pupils will be able to discuss the advantages and disadvantages of countries that supply the most important natural resources. • Pupils will be able to identify the difference between renewable and non-renewable energy. • Pupils will analyse the advantages and disadvantages of the world's reliance on fossil fuels. • Pupils will consider how resource exploitation is an issue worldwide and how it impacts the lives of individuals. • Pupils will compare the natural resources found in the United Kingdom and Chile. | <ul style="list-style-type: none"> • Pupils will explore the extent to which the United Kingdom produces its own food. • Pupils will be able to identify and locate particular counties that are significant for food production. • Pupils will explore methods of sustainable farming that are being trialled in the United Kingdom. • Pupils will explore the human and physical features of Florida in comparison to counties in the United Kingdom that have been studied. • Pupils will reflect upon how the human and physical features of Florida impact the ability to farm effectively. • Pupils will investigate the method of hydroponic farming in Florida and reflect upon the implications of its sustainability. |