

# GEOGRAPHY AT LAUREL LANE

## Whole School Overview

	Autumn	Spring	Summer
EYFS <b>Understanding the world</b>	In EYFS pupils are taught Geography through the strand ' <b>Understanding the world</b> '		
Year 1	What is it like to live here? Our School Grounds	What is the weather like in the UK?	What is it like to live in Kenya?
Year 2	Why is West Drayton and our world wonderful?	What is it like to live by the coast?	Would you rather live in our local area or Rajasthan?
Year 3	Are all settlements the same?	Who lives in Antarctica?	Why do people live near volcanoes?
Year 4	Where does our food come from?	What are rivers and how are they used?	Why are rainforests important to us?
Year 5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6	Can I carry out an independent enquiry?	Where does our energy come from?	Why does population change?

## GEOGRAPHY AT LAUREL LANE

### Curriculum and Concept Coverage

#### Space:

Pupils will develop an understanding of where things are located, why they are there and the significance of the location. This concept also considers location, distribution, interaction and distance. Using maps and atlases pupils will investigate interactions and processes and they will plot, represent and examine features.

#### Scale:

Pupils will meet, select and analyse a range of scales to interpret the world around them.

#### Place:

Pupils will develop an understanding about the significance of places, what they are like and be able to identify a location's unique physical and human characteristics.

#### Physical & Human Processes:





Pupils will learn to identify and reflect upon the natural processes of the earth as well the impact and behaviour of humans on our environment.

















#### Cultural awareness, understanding & diversity:

Pupils will explore the world around them to identify how people and places are represented showing an appreciation of the world's diversity.


#### Environmental interaction & sustainability:

Pupils will reflect upon the capacity of the environment to continue to meet the needs of humans and the responsibility that all citizens have to ensure that we protect it.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Locational Knowledge</b>  	<p>Name the street, city and country that I live in</p> <p>Find countries on a map or globe that are associated with where family live</p>	<p>Locate Hillingdon on a map of the United Kingdom</p> <p>Locate the UK on a world map/globe</p> <p>Name the countries in the UK</p> <p>Locate the seven continents on a map/ globe</p> <p>Name and locate the world's oceans on a map, globe and atlas</p> <p>Locate hot and cold areas of the world in relation to the equator and the North and South pole</p>	<p>Locate Windsor and Rajasthan on a map</p> <p>Name the capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Name the waters that surround the UK</p>	<p>Locate key cities across the UK using a variety of maps</p> <p>Locate rivers worldwide using a variety of maps</p> <p>Locate the Frays river in the local area</p> <p>Plot the journey of the River Thames</p>	<p>Name and locate countries and cities in Europe</p> <p>Identify the Equator, Northern hemisphere, Southern hemisphere and the tropic of Cancer and Capricorn</p> <p>Know what longitude and latitude means</p>	<p>Understand how longitude and latitude relates to time zones around the world including Prime/ Greenwich Meridian</p> <p>Locate the earth's biomes</p> <p>Locate the tundra and taiga</p>	<p>Locate counties in the UK that are well known for producing/ growing produce</p> <p>Locate Florida on a range of maps, identifying other bordering states</p>
		 	 	 	 	 	 
<b>Place knowledge</b>  	<p>Explore, notice and describe things in my local environment</p> <p>Name animals that live in different countries</p>	<p>Describe physical and human features of the school environment and local environment (West Drayton)</p> <p>Identify different types of houses and homes in the local area</p> <p>Identify different jobs available in the local area</p> <p>Identify similarities and differences in the human and physical features found in the UK and Kenya</p>	<p>Identify similarities and differences between Windsor and Rajasthan</p>	<p>Describe the similarities and differences between the topography of the school grounds and Coney Green</p>	<p>Identify and discuss how Uxbridge has changed and developed over time</p> <p>Identify and discuss how London has changed and developed over time</p> <p>Use maps to identify the key topographical features and land use patterns in Greece</p>	<p>Describe how the school grounds and Ruislip woods are similar and dissimilar in relation to their human and physical features</p> <p>List the flora and fauna found in the biomes</p>	<p>Identify and discuss how developments in West Drayton have impacted the environment</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features (Florida and UK)</p> <p>Comparing the natural resources found in the UK and Chile</p>
		  	  	  	  	  	   

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Navigation</b> 	Talk about where I live and how I travel to school  	Name and use the four main directions on a compass  Create a simple map of the school grounds  Use simple directional language- forwards, backwards, left and right  	Use directional language and the four main compass points to locate landmarks of Windsor and Rajasthan on a map  	Create maps of Coney Green using the 8 points of the compass  Observe a map of West Drayton/ Hillingdon identifying and interpreting the key and contour lines  	Use ordnance survey maps to explore the local area and identify key features- using four figure grid reference  Use 8 point compass to locate, plot and identify changes in Uxbridge over time  	Use ordnance survey symbols and 6 figure grid references  Begin to understand scale factor to sketch maps of the school grounds and Ruislip woods  	Use ordnance survey symbols and 6 figure grid references  Read and calculate distances from a scale  
<b>Fieldwork</b> 	To make and record observations in the school grounds  	Use aerial photographs to identify key features and landmarks on the school grounds  Use aerial photographs to identify key characteristics of the countries in the UK  	Use aerial photographs of Windsor to plot human and physical features  Use aerial photographs of Rajasthan to plot human and physical features  	Follow a structure for presenting fieldwork investigations and findings  Present findings from fieldwork using graphs/charts to explain findings  	Use different types of fieldwork to observe, measure and record the human and physical features in the local area  Explain trends or patterns observed by making comparisons or by noting cause and consequence  	Use different types of fieldwork to observe, measure and record the human and physical features  To use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge  	Use different types of fieldwork to observe, measure and record the human and physical features  Present findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence  

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<p><b>Human geography</b></p> 	<p>Know that some things in our world are made naturally and some things are made by people</p> <p>Discuss how people can look after and care for the environment</p>	<p>Discuss why the human geography is suited to a hot or cold place</p>	<p>Describe the key features of a place using words like: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Compare and contrast the environmental impact of a city, town and village</p>	<p>Identify how human actions have impacted upon the topography of an area</p>	<p>Understand how Uxbridge has changed over time- considering the human impact on this</p> <p>Identify and discuss the change in the use of the River Thames over time</p> <p>Identify and discuss how both Greece and South East England are being impacted by human forces such as climate change and tourism</p> <p>Explain how physical features of a landscape influence where settlements have developed and how the land is used</p> <p>Describe and explain the key features of different types of settlements and identify similarities and differences</p> <p>Explain how land is used for trade links</p>	<p>Identify and explain the negative and positive impact that humans can have on the environment</p> <p>Explain the push and pull factors involved in migration</p> <p>Explain the advantages and disadvantages of migration for the host and source country</p> <p>Understand and demonstrate some of the actions that humans around the world can take to reduce the effects of climate change</p> <p>Explain how land is used to support the global supply chain</p> <p>Explain how biomes are being damaged and protected</p>	<p>Describe and discuss how developments in West Drayton are supporting/ hindering sustainability</p> <p>Discuss whether HS2 is a help or hindrance to the local area and the environment</p> <p>Understand the concept of food miles and the impact that this can have on the environment</p> <p>Understand and explain a range of methods that can be used to promote sustainable farming</p> <p>Understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade</p> <p>Identify sources of renewable and non-renewable energy</p> <p>Explain how resource exploitation can cause issues</p>
							

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<p><b>Physical features and processes</b></p> 	<p>Name and identify some different types of weather</p> <p>Explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc)</p>	<p>Explain how the weather changes throughout the year and name the seasons (link to science)</p> <p>Explain the danger and impact of extreme weather on the environment</p>	<p>Explain the similarities and differences between the weather in Windsor and Rajasthan with reference to the proximity to the equator</p> <p>Explain how the physical features of Windsor and Rajasthan impact the habitats that are found there</p> <p>Describe the key physical features of a place using words like: beach, coast, forest, hill, mountain, ocean, valley and season</p>	<p>Compare and contrast the similarities and differences between Hillingdon and two other counties</p> <p>Understand the structure of the earth and features such as tectonic plates and molten lava</p> <p>Describe and understand key aspects of volcanoes</p> <p>Locate and name some of the world's most famous volcanoes</p> <p>Describe and explain the key physical features of mountains</p> <p>Explain the key aspects of the water cycle</p> <p>Describe and explain the key physical features of a river</p>	<p>Compare and contrast the similarities and differences between the physical features of Greece and England</p>	<p>Explain and describe how nature is able to clean and filter our water</p> <p>Explain and describe how biodiversity helps to prevent flooding</p>	<p>Explain the impact that seasonal eating has upon sourcing food</p>
	