

GEOGRAPHY AT LAUREL LANE

Whole School Overview

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





	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Human geography 	Know that some things in our world are made naturally and some things are made by people Discuss how people can look after and care for the environment	Discuss why the human geography is suited to a hot or cold place	Describe the key features of a place using words like city, town, village, factory, farm, house, office, port, harbour and shop Compare and contrast the environmental impact of a city, town and village	Identify how human actions have impacted upon the topography of an area	Understand how Uxbridge has changed over time- considering the human impact on this Identify and discuss the change in the use of the River Thames over time Identify and discuss how both Greece and South East England are being impacted by human forces such as climate change and tourism Explain how physical features of a landscape influence where settlements have developed and how the land is used Describe and explain the key features of different types of settlements and identify similarities and differences Explain how land is used for trade links	Identify and explain the negative and positive impact that humans can have on the environment Explain the push and pull factors involved in migration Explain the advantages and disadvantages of migration for the host and source country Understand and demonstrate some of the actions that humans around the world can take to reduce the effects of climate change Explain how land is used to support the global supply chain Explain how biomes are being damaged and protected	Describe and discuss how developments in West Drayton are supporting/ hindering sustainability Discuss whether HS2 is a help or hindrance to the local area and the environment Understand the concept of food miles and the impact that this can have on the environment Understand and explain a range of methods that can be used to promote sustainable farming 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 Identify sources of renewable and non-renewable energy Explain how resource exploitation can cause issues
							



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Physical features and processes 	Name and identify some different types of weather Explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc)	Explain how the weather changes throughout the year and name the seasons (link to science) Explain the danger and impact of extreme weather on the environment	Explain the similarities and differences between the weather in Windsor and Rajasthan with reference to the proximity to the equator Explain how the physical features of Windsor and Rajasthan impact the habitats that are found there Describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley and season	Compare and contrast the similarities and differences between Hillingdon and two other counties Understand the structure of the earth and features such as tectonic plates and molten lava Describe and understand key aspects of volcanoes Locate and name some of the world's most famous volcanoes Describe and explain the key physical features of mountains Explain the key aspects of the water cycle Describe and explain the key physical features of a river	Compare and contrast the similarities and differences between the physical features of Greece and England	Explain and describe how nature is able to clean and filter our water Explain and describe how biodiversity helps to prevent flooding	Explain the impact that seasonal eating has upon sourcing food
	 	  	   	   	    	 	  

