

Laurel Avenue Community Primary School Geography

Curriculum Plan										
Year Group	Cycle	Term	Overarching topic	Geography Key focus? √	National Curriculum Link <i>Pupils should be taught about...</i>	Geography Enquiry Question Or Statement	Links and Progression	Knowledge Categories (Substantive)	Key Vocabulary	Additional Key Vocabulary <i>Will be introduced in M1; practised and consolidated in M2 and applied in M3</i> <i>New to</i> <i>*Milestone 2</i> <i>**Milestone 3</i>
M1 1/2	A	Aut	Fire! Fire!		Geographical Skills and Fieldwork: 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	<i>What is the geography of where I live?</i> <i>Do we need new shops in our area?</i>	First of three local Geography and mapping skills units across the milestones. Allows children to explore their local area visit places they 'see' but do not necessarily 'look' at, considering them from a geographical skills perspective. Introduces the <i>mapping skills progression journey through school</i> . Children will begin to develop sense of the area in which they live/school is set. The children are then able to identify familiar surroundings to begin their introduction to the	Location Techniques Physical Features Human Features Human Processes	map satellite image aerial photograph compass rose North East South West	place investigate pertinent city town village continent rural coastal surrounding locate environment characteristic map world countries globe ocean human features physical features

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							categories of Physical and Human Geography. The key enquiry question focusing on retail allows for children's prior experience to be drawn upon before building upon other local area issues which may be outside of their sphere of experience in further local area studies in M1 and M2.			United Kingdom (UK) vegetation factory farm house office shop compass north south east west construct symbol grid reference surrounding seasonal daily weather hot cold equator North Pole South Pole beach coast hill mountain river soil valley
		Spr	Around the World	√	Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Locational knowledge: name and	<i>True or False: Maps are more detailed than globes?</i> <i>Oceans – are they important to us?</i>	This unit combines knowledge and skills which is vital to allow children to build upon both the substantive and disciplinary knowledge of location. It introduces children to the physical geography of the world and builds the foundations of substantive knowledge required when studying more in-depth units on North and South America, Volcanoes and earthquakes, Climate Zones and Biomes. Allows children the time to focus on forming links between language of places and visualisation and identification.	Techniques Location Physical Features Human Features Processes	Earth globe map satellite image compass rose North South East West ocean species enclosed seas entirely connected enclosed ports climate change natural resources endangered ports marine species drift nets tourist destinations	

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					locate the world's five oceans				atolls marine inhabitants trade beneath fuel gulf canal ice-breaker accompany shrieking furious roaring invertebrate	
		Sum	Travel	√	Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting	<i>What are the differences and similarities between polar, desert and equatorial climates?</i> <i>Australia, a country of cities, deserts and rainforests. True or False?</i>	This unit introduces children to the key concept of similarity and difference and allows them to explore places with which they will be unfamiliar, realising that the place in which they can be very different to other places. This is essential for our children who often have limited experience outside of their local area.	Location Physical Features Human Features Diversity Processes	temperatures climate weather polar equatorial tropical extremely vast thrive Commonwealth democratic urban surrounded lone indigenous descendants migrants sacred ancestors remote inland monotremes	

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					non-European country				mammals marsupials plumage nocturnal carnivorous rural reef marine vibrant species bacteria barrier recycling harbour settlement temperate plateau convicts surviving geologist rare endangered rediscovered region	
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	B	Aut	Past and Present	√	Locational knowledge: name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas	<i>Great Britain; The United Kingdom and The British Isles... same place different names. Discuss.</i>	This unit allows the children to understand their sense of place in the world and gain a cultural understanding of their country. Children often have very limited knowledge on where their local area sits Geographically and this allows children to place Durham and build upon an understanding of the UK. This unit can precede or follow Autumn Term A (due to mixed year groups) as is not progressive but complimentary and by the end of M1 children will have covered both areas of study.	Location Physical Features Human Features Diversity Human Processes	united union democratic monarchy archipelago population resembles emblem peak migrated tourism refugees rural munros legend inhabitant peak remote preserved counties Gaelic causeway conflict hexagonal columns	
		Spr	Weather Watchers	√	Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the	<i>Always, sometimes or never? It is hot in summer and cold in winter.</i>	This unit is important in continuing to develop the concept of similarity and difference and make links to the both the physical and human factors. This builds upon the foundations for climate zones and biomes and further in-depth study of specific continents and countries.	Physical Processes Techniques	frequently represented symbols atmosphere heatwave drought flood monsoon blizzard gale storm cyclone hurricane tornado twister	

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					world in relation to the Equator and the North and South Poles					
		Sum	Castles and Cathedrals		Locational knowledge: name, locate and identify characteristic s of the four capital cities of the United Kingdom	<i>Do you agree? All cities in the UK have a cathedral?</i> <i>True or False? London is the most diverse capital city in the UK?</i>	This unit allows and indeed requires children to think about their own city and compare that to others they have learnt about in prior units. Fieldwork and educational visits play a large part in this unit with essential real-life experience of castles and cathedrals, utilising valuable resources within our immediate location and also slightly further afield within County Durham.	Location Physical features Human Features Diversity Human Processes	capital city government cultural population business remnants significant ethnic backgrounds parliament Firth Gaelic extinct historic buildings industry tourism regeneration Catholic Protestant	

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M2 3/4	A	Aut	From Stone to Iron		Human geography describe and understand key aspects of: trade links, and the distribution of natural resources including energy, food, minerals and water	<i>Always, sometimes or never?</i> <i>The faster the travel, the more pollution is produced</i>	This unit of work allows for application of knowledge of countries of UK and continents from M1 alongside previous mapping skills. Pupils are able to apply these as well as develop further skills and apply knowledge of differences between countries to understanding trade and therefore transportation. Pupils can apply use skills from previous units to look at transport routes and consider various options. This unit allows pupils to gain further insight into how they are connected to the wider world.	Physical Features Human Features Diversity Human Processes Location	advantages disadvantages pollution congestion vulnerable network frequency conflict	* hemisphere Tropic of Cancer Tropic of Capricorn Arctic Antarctic time zone topographical land use water cycle volcano earthquake
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		Spr	Settlers		<p>Physical Geography describe and understand key aspects of: physical geography.</p> <p>Locational knowledge 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</p>	<i>Is weathering the same as erosion?</i>	<p>An introduction/development of further understanding of physical geographical processes and terminology. Pupils gain an understanding of erosion across different contexts including mountains and coasts and consider both natural and human factors.</p> <p>Mapping skills and knowledge of UK are applied from previous units.</p>	<p>Human Features</p> <p>Physical Processes</p> <p>Human Processes</p>	<p>constantly contributing erosion landforms pollution transportation deposition natural artificial structures advantages disadvantages</p>	
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					patterns; and understand how some of these aspects have changed over time					
		Sum	Invaders		Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<i>Europe, a densely populated landmass with a variety of physical features. Discuss.</i>	Use of previous knowledge of mapping and UK is essential to this unit and allows comparison and development to further knowledge on European countries, cities and their human and physical features such as landmarks, languages, currency, rivers and mountains. Pupils have some knowledge and experience on which to draw with European cities/countries being most visited for family holidays.	Location Diversity Human Features Physical Features	landmass city-state enclave inhabitants population primary traverse source numerous remote delta commercial mountain range peak boundary summit extend	

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	B	Aut	Romans Rock		Physical Geography describe and understand key aspects of physical geography, including: volcanoes and earthquakes.	<i>Compare and contrast the impact of a volcanic eruption and an earthquake.</i>	This unit allows physical processes to be explored and are linked across the term's topic to historical events – i.e Pompeii. Pupils are able to understand the processes and landscape features and how they work together.	Location Physical Features Physical Processes	erupt dormant collision magnitude meteoric intensity tsunami	
		Spr	Tomb Raiders		Physical Geography describe and understand key aspects of: physical geography including the water cycle.	<i>What is the same and what is different? Compare and contrast the water cycle to erosion, transportation and deposition.</i>	Pupils establish links to Science evaporation and condensation. Pupils gain an understanding/ deeper understanding of erosion across a different context - rivers and consider both natural and human factors. Mapping skills and knowledge of UK are applied from previous units.	Physical Processes Physical Processes	atmosphere continuous precipitation cirrus cumulus cumulonimbus stratus constantly contributing erosion landforms pollution transportation deposition	

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		Sum	All Around the World		Human geography describe and understand key aspects of: trade links.	True or false? <i>Countries export food to make money.</i>	Pupils consolidate mapping skills from either Cycle B or both Cycle A and B and develop advancing and deeper skills and knowledge/ or gain a basic understanding for new to M2 within Cycle B. Unit strengthens understanding of reliance on 'the world' even in Durham and how pupils live in a global economy.	Location Diversity Human Processes	international destination cargo import exporting natural resources	
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M3 5/6	A	Aut	Britain at War		<p>Geographical skills and fieldwork use maps, atlases, globes 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.</p> <p>Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern</p>	Would you recommend this route?	Whether Cycle A is the first or second year of M3, this mapping skills provides vital skill development opportunities alongside essential knowledge including reading longitude and latitudes and grid references. Pupils will apply these skills and knowledge with all units across the cycles.	Techniques	<p>title compass rose key lines of longitude and latitude scale northings easting ordnance</p>	<p>** sampling systematic analyse effectiveness aerial climate biome settlement economic distribution trade energy food minerals water supply Ordnance Survey (OS) population depict</p>
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					<i>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i>					
		Spr	Our Planet	√	Locational Knowledge locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics	<i>Relate your knowledge to physical and human features of North America to compare and contrast to the UK, using Durham and Alaska as specific studies.</i>	Pupils are able to use substantive knowledge of maps and continents to investigate North America and its physical and human features. Comparing their local area, home city and the UK to areas of Alaska allow the children to develop a further understanding of the diversity of the world, giving reference points.	Location Diversity Physical Features Human Features	latitude lowlands agricultural predominant colonised indigenous sparsely metropolitan populous irrigation rises numerous confluence topographic subduction seismic	

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					s, countries, and major cities					
		Sum	Life on Earth	√	Physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts.	Biomes are a way to categorise the Earth's surface. Explain.	This unit is one of great interest to the pupils as it gives a tour of the world, it's climates, wildlife and vegetation. Pupils link their understanding of latitude and longitude to make links to the biomes and climate zones and their locations. Mapping skills are widely used to identify countries with biomes and describe patterns.	Location Diversity Physical Features Human Processes	categorise aquatic inhabit terrestrial climate temperate deciduous shrubs timber ecosystem arid evaporate vegetation nocturnal permafrost migrate clusters hibernate terrestrial uninhabited nutrients expanses precipitation fertile roaming grazing carnivorous predators saline vertical detected photosynthesis aquifer latitude majority microscopic	

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	B	Aut	Past and Present		Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate 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 local area. use fieldwork to observe, measure, record and present the human and physical features in the local area	<i>Apply your knowledge of maps to make a map of your local area.</i>	Within this unit pupil must draw upon all previous knowledge and experience of maps and use skills to create own maps to enhance their local area study.	Techniques	title compass rose key lines of longitude and latitude scale northings easting ordnance	
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					using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
		Spr	Lands and Landscapes	√	Locational Knowledge Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge	Compare and contrast the physical and human features of three locations within South America.	Pupils are able to use substantive knowledge of maps and continents to investigate South America and its physical and human features. Comparing their local area, home city and the UK to areas of Alaska allow the children to develop a further understanding of the diversity of the world, giving reference points.	Location Diversity Physical Features Human Features	landmass colony sparsely indigenous median populous landlocked river basin tributary discharging citadel seismic topographic subduction	

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					Understand geographical similarities and differences through the study of human and physical geography of a region within North America (Alaska)					
		Sum	Groovy Greeks		Physical geography Describe and understand key aspects of: ☐ physical geography (Ocean Currents)	<i>Ocean currents; do they really affect us?</i>	Pupils find this physical processes unit fascinating as often have little concept of the impact of oceans and their currents on the lives of people. They are able to investigate, research, pose questions and present information drawing upon mapping skills and understanding of climates.	Human Features Physical Processes	continuous pollution gyres garbage	