



Geography



At Layfield Primary school it is our vision that children will be interested and excited about the world they live in locally as well globally. We aim to develop global citizens who are aware of the world and their place in it. We want children to ask questions, learn about the diversity of places and the people who live there. We also aim to develop understanding of natural and human environments and physical and human processes.

Our Geography curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

We want our pupils to:

Love learning about the world around them.

Achieve their full potential by interpreting a range of sources.

Develop curiosity and a fascination about the world and its people.

Have fun by using maps, atlases, globes and computers.

Be inspired by learning about diverse places.

Have memorable first- hand experiences.

Learn life skills through fieldwork.

Develop as individuals with a deep understanding of the Earth's key physical and human processes.

At Layfield Primary we use the Grammarsaurus Curriculum to provide a well sequenced, coherent scheme of work that develops children's geographical knowledge, skills and subject disciplines. Key concepts of Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical skills and mapwork are taught with secondary concepts of place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development and cultural awareness and diversity ensuring children have a rich curriculum in which to learn not only geographical facts but also practice skills and develop an understanding and awareness of the impact we have on our planet and the other animals we share it with.

The Grammarsaurus Curriculum has been used to design to:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

The choice of projects follows the guidance set out in the national curriculum. At Layfield we provide children opportunity to extend their geographical skills and knowledge by taking part in special focus days. An example of this is our yearly celebration of 'Earth Day'. On or around the 22nd April each year the children learn what Earth Day is and why it began. They also focused on issues that are relevant to their own local environment as well as internationally to embed the understanding that global issues affect both near and far away places. Developing an understanding that as 'global citizen's' they have a responsibility to do what they can to look after our world.

Early Learning Goals	National Curriculum	
EY	KS1	KS2
<p>People, Culture and Communities (Birth to 5 matters) Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>Understanding the World (Development Matters) Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> 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 non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and 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 and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 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 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on 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) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, 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 including energy, food, minerals and water <p>Geographical skills and fieldwork</p>

	<p>physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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EYFS

The curriculum is taught through topics which are enriched with classroom enhancements, staff interactions, visits, and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children speech, language, and communication development. Planning is flexible and responsive to children’s needs and can be changed and adapted dependent on children’s interests.

As children are taught the differing topics, they begin to build up their geographical knowledge and skills at an appropriate age-related level. For example, when studying ‘Stories’ in Autumn 1 the children draw simple story maps of the journey of the character in the book they are reading. Mapping and location are again revisited in Spring 2 when the children study ‘Our local area’ which gives the children greater opportunity to draw maps of their local area including details which are significant to them. During this topic the children also begin to look at human and man-made features of Yarm and begin to use some basic fieldwork skills.

In Early Years, staff follow the children’s interests and fascinations which allows the opportunity to develop the children’s geographical thinking and embed learning in a way that is fun and memorable.

Early Years Long Term Topic Plan

Term	2021/2022	2022/2023	2023/2024
Autumn 1	<p style="text-align: center;">Stories</p> <ul style="list-style-type: none"> • Mapping • Develop direction language 	<p style="text-align: center;">Stories</p> <ul style="list-style-type: none"> • Mapping • Develop directional language 	<p style="text-align: center;">Stories</p> <ul style="list-style-type: none"> • Mapping • Develop directional language
Autumn 2	<p style="text-align: center;">Festivals and Cultural Celebrations Teeth and Healthy Eating</p>	People Who Help Us	Ourselves
Spring 1	<p style="text-align: center;">Fantasy</p> <ul style="list-style-type: none"> • Investigating Maps and globes • Location – looking at hot and cold places • Climate and weather 	<p style="text-align: center;">Pirates and Ships</p> <ul style="list-style-type: none"> • Mapping 	Superheroes
Spring 2	<p style="text-align: center;">Local Area</p> <ul style="list-style-type: none"> • Our local area- features and landmarks • How has our local area changed? – focus on school 	<p style="text-align: center;">Spring/The World Around Me</p> <ul style="list-style-type: none"> • Climate and weather 	<p style="text-align: center;">Under The Sea</p> <ul style="list-style-type: none"> • Investigating maps and globes • Investigating the environment and how to look after it
Summer 1	<p style="text-align: center;">Minibeasts</p> <ul style="list-style-type: none"> • Habitats - Where do different minibeasts live? • How to improve our environment to support more minibeast life. 	<p style="text-align: center;">Dinosaurs</p> <ul style="list-style-type: none"> • Habitats – where did different dinosaurs live? 	<p style="text-align: center;">Animals</p> <ul style="list-style-type: none"> • Habitats – where do different animals live?

Summer 2	Transport	Dens/Homes	Down in the Jungle
	<ul style="list-style-type: none"> • Mapping 	<ul style="list-style-type: none"> • Compare and contrast homes in different countries • Investigate human and physical features of different places 	<ul style="list-style-type: none"> • Location of jungles • Looking at different geographical resources – maps, pictures, digital images... • Climate and weather

Key Stage One

In Early Years a range of experiences, visits, visitors, and activities lays a firm foundation for the development of the key concepts of locational knowledge, place knowledge, human & physical geography and geographical skills and mapwork.

In Year 1 children study three units of work across the year, the units: The world and my school, our local park and Our school grounds build on the children's current knowledge acquired in Early Years and developing new knowledge and geographical skills. The units enable children to begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children continue to develop their knowledge of our local area as they look at the location of their school on their street, including some of the other key human and physical features of the area. Children begin to explore the location of their town within the United Kingdom and learn about the UK's four countries and capital cities. They learn about the seasons in the United Kingdom and how they change. The children then look at where the United Kingdom is in the world, learning the names of the continents and oceans and look at weather and climate across the globe.

In Year 2 the children study three units of work across the year. The units; My local area and Tromso, Norway. My local area and Tulum, Mexico and Investigating weather and climate change. The units build on children's current knowledge and extend the children's knowledge of the world, particularly focusing on discover about the world, including the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles using atlases and globes. Children will develop fieldwork and map skills creating maps of the school and their local area. Children will learn the geographical human and physical features of Tulum in Mexico and Tulum in Norway and compare them to the geographical features of their own local area.

Lower Key Stage Two





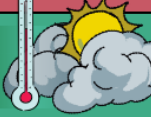




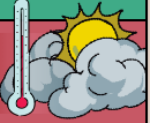
In Year 3 the children study three units of work across the year. The units: Conservation of Bees, Land use and The United Kingdom. The units build on the children's current knowledge and extends their learning. For example, in 'The United Kingdom' unit the children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure grid references, keys and symbols. In year 4 the children study three units of work across the year. The units X, 'Investigating weather and climate' and 'My region and Campania, Italy'. In the unit 'My region and Campania' children extend their knowledge about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two.

Upper Key Stage Two

In Year 5 the children study three units of work across the year. The units: My region and the Western United States, Rivers and Biomes and ecosystems'. The units build on the children's current knowledge and extend their learning. For example, in 'My region and the Western United States children will recap the key human and physical of their region in the United Kingdom. Children will discover the different countries and capital cities of North America and then focus on the Western region of the USA. Children will learn the human and physical features of the Western region of the USA, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western USA. In Year 6 the children study two units of work across the year. The units: UK depth study and sustainability.

The units build on the children's current knowledge and extends their learning. For example, in the UK depth study children carry out an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities in the UK are and the ramifications they have on the environment. In Year 6 the children also study 'Moving up' module which aims to refresh and remind children of their previous learning and prepare them for the move to KS3.

Geography Long Term Topic Plan Year 1 to 6

	Autumn	Spring	Summer
Y1	<div style="background-color: #4a86e8; color: white; padding: 5px;">The world and my school</div> <div style="background-color: #c6e0b4; padding: 5px;">Where in the world do I live?</div> 	<div style="background-color: #4a86e8; color: white; padding: 5px;">Our Local Park</div> <div style="background-color: #c6e0b4; padding: 5px;">What is at our local park? How do people get there?</div> 	<div style="background-color: #4a86e8; color: white; padding: 5px;">Our School Grounds</div> <div style="background-color: #c6e0b4; padding: 5px;">Do our school grounds support plant life?</div> 
Y2	<div style="background-color: #e91e63; color: white; padding: 5px;">My Local Area and Tulum, Mexico</div> <div style="background-color: #c6e0b4; padding: 5px;">What are the similarities and differences between my town and Tulum, Mexico?</div> 		<div style="background-color: #e91e63; color: white; padding: 5px;">Investigating weather and climate</div> <div style="background-color: #c6e0b4; padding: 5px;">How can we record and measure weather phenomena?</div> 
Y3	<div style="background-color: #000080; color: white; padding: 5px;">The United Kingdom</div> <div style="background-color: #e91e63; padding: 5px;">What are the key geographical features of the UK, and my region?</div> 	<div style="background-color: #000080; color: white; padding: 5px;">Bee conservation</div> <div style="background-color: #e91e63; padding: 5px;">How can we make our school environment more bee friendly?</div> 	<div style="background-color: #000080; color: white; padding: 5px;">Land use, economic activity and travel</div> <div style="background-color: #e91e63; padding: 5px;">What facilities are in my local area, and how do people travel there?</div> 
Y4	<div style="background-color: #4a86e8; color: white; padding: 5px;">Italy</div> <div style="background-color: #e91e63; padding: 5px;">What are the similarities and differences between my region and Campania, Italy?</div> 		<div style="background-color: #4a86e8; color: white; padding: 5px;">Investigating weather and climate</div> <div style="background-color: #e91e63; padding: 5px;">How can we record and measure weather phenomena?</div> 

Y5			
Y6			

Early Years Foundation Stage

The curriculum is taught through topics which ensure continuous provision and the skills progression as outlined in 'Birth to 5 Matters':

Understanding The World - People & Communities	
Range 3	<ul style="list-style-type: none"> Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.
Range 4	<ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from, others.
Range 5	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience; Shows interest in different occupations and ways of life indoors and outdoors.
Range 6	<ul style="list-style-type: none"> Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
ELG	<p>People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Mathematics – Spatial Awareness	
Range 5	<ul style="list-style-type: none"> • Responds to and uses language of position and direction.
Range 6	<ul style="list-style-type: none"> • May enjoy making simple maps of familiar and imaginative environments, with landmarks; • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.

Key Stage 1 & 2

Layfield Primary School: Geography Curriculum: Year One					
Units					
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
Skills	Understand that places have meaning to people.	Understand that the world has seven continents and five oceans. Understand that the UK is split into countries.	Understand how the local area fits in within the United Kingdom.	Identify seasonal and daily weather patterns.	
Knowledge	Children will name and locate the world's seven continents and five oceans. Children will name and locate the four countries and capital cities of the United Kingdom. Children will identify the seasonal weather patterns in the United Kingdom and hot and cold areas worldwide. Children will learn about human and physical features and use basic geographical vocabulary to describe them.				

Vocabulary	atlas, beach, capital, city, climate, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, mountains, ocean, office, plan perspective, river, seasonal, shop, town, trade, valley, village, volcano, weather
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Layfield Primary School: Geography Curriculum: Year Two					
Units					
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
Skills	Understand that places can have meaning to people.	<p>Understand that the world has seven continents and five oceans.</p> <p>Understand that the UK is split into countries.</p> <p>Identify some key human and physical features of my local area.</p> <p>Use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>Use a key.</p>	<p>Understand that England, Scotland, Wales and Northern Ireland are countries within the UK.</p> <p>Understand how my local area fits within the United Kingdom.</p>	Understand that the poles and equator impact the climate on Earth.	Understand the similarities and differences between my country and other countries.
Knowledge	Children will use world maps, atlases and globes to learn about the world's seven continents and five oceans. Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will understand geographical similarities and differences through studying the human and physical geography of their local area and Tulum, Mexico. Children will identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Children will use geographical vocabulary to refer to key physical and human features. Children will use simple compass directions and directional language. Children will use aerial photographs to recognise landmarks, devise simple maps and construct basic symbols in a key. Children will use simple fieldwork and observational skills to study the geography of the school and its grounds.				

Vocabulary	Aerial photograph, atlas, beach, characteristics, city, cliff, climate, coast, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, landmark, locality, location, map, mountain, ocean, office, port, river, sea, season, soil, shop, symbol, town, valley, vegetation, village, weather
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Layfield Primary School: Geography Curriculum: Year Three					
Units					
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
Skills	<p>Understand that places can have meaning to people.</p> <p>Understand that people can choose to use land in different ways.</p>	<p>Understand that the UK is split into countries and regions.</p> <p>Understand that regions are split into countries. Identify some key human and physical features of the UK and the region.</p> <p>Use compass points, four-figure grid references, symbols and keys.</p>	<p>Understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>Understand how our region (North East) is an area within England.</p>	<p>Understand that land has height.</p> <p>Identify mountains, hills and rivers on maps.</p> <p>Understand human processes take that place in the UK, including settlements.</p>	<p>Understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>
Knowledge	<p>Children will 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. They will understand how some of these aspects have changed over time. Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. Children will use maps and atlases to locate countries and describe features studied. Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world.</p>				
Vocabulary	<p>aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village</p>				

Layfield Primary School: Geography Curriculum: Year Four

Units

	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
Skills	<p>Understand that places can have meaning to people and make some suggestions or examples.</p> <p>Understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>Identify the continents of the world.</p> <p>Use maps to identify some of the countries of Europe and their capital cities.</p> <p>Identify some key physical features and settlements in Campania.</p> <p>Identify the location of the North East of England (our region) and the key human and physical features.</p> <p>Compare key physical features in Campania to those in my own region.</p>	<p>Understand how our region is an area within England, and there are towns and cities within my region.</p> <p>Understand that Campania is a region within Italy.</p> <p>Understand that England and Italy are countries within the continent of Europe.</p>	<p>Understand that physical processes are the natural forces that change Earth's physical features.</p> <p>Understand how the tectonic movement has shaped the Earth's surface.</p> <p>Understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>Understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>Understand the similarities and differences between our region and Campania and give some examples.</p> <p>Understand that cultural identity may vary from region to region.</p>
Knowledge	<p>Pupils will identify the position and significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian. Pupils will learn physical geography, including volcanoes and earthquakes and human geography, including types of settlement and land use. Pupils will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Pupils will learn about the continent of Europe. Concentrating on key physical and human characteristics, the countries and major cities. Pupils will understand geographical similarities and differences through the study of human and physical geography of a region of England and a region in Europe.</p>				
Vocabulary	<p>Aerial photograph, Arctic Circle, atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather</p>				

Layfield Primary School: Geography Curriculum: Year Five					
Units					
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
Skills	<p>Understand that people in a particular region can have a strong identity linked to their region.</p> <p>Understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and give some examples.</p>	<p>Identify the location of my region in England and the key human and physical features of our region.</p> <p>Identify some of the countries of North America and their capital cities.</p> <p>Identify some key settlements in the Western USA.</p> <p>Give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p> <p>Identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>Identify how physical geography & climate can affect the type and location of settlements in Western USA.</p>	<p>Understand how our region is an area within England, and there are towns and cities within our region.</p> <p>Understand that England is a country within the continent of Europe.</p> <p>Understand that the USA is a country within the continent of North America.</p> <p>Understand that the West is a region within the USA.</p> <p>Understand that there are states, cities and towns within the West region of the USA.</p> <p>Make comparisons between our country and the US in terms of the size of the land and the population.</p>	<p>Understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>Understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>Understand how tectonic movement has shaped the Earth's surface.</p> <p>Understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>Understand the similarities and differences between our country and other countries and give some examples.</p> <p>Explain the reasons for these similarities and differences.</p> <p>Understand that cultural identity may vary from region to region.</p>
Knowledge	<p>Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. Pupils will study the physical geography of a region within North America, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Pupils will study the human geography of a region within North America, including types of settlement and land use. Children will use maps, atlases and globes to locate places and describe features studied.</p>				
Vocabulary	<p>aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather</p>				

Layfield Primary School: Geography Curriculum: Year Six							
Units							
	Place	Space	Scale	Interdependence	Physical and Human Processes	Environmental Impact	Sustainable Development
Skills	Understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	Identify the location of our region within England. Use clues to identify our region's key human and physical geographical features and landmarks.	Understand how our region is an area within England. Understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	Understand how the United Kingdom and other countries depend on each other via the trade of resources and products. Understand that what happens in the United Kingdom can have an impact on other places.	Understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market. Explain how economic activity in the United Kingdom has changed over time.	Understand that humans impact the environment in many ways, including burning fossil fuels. Understand that human behaviour can trigger global effects such as climate change. Understand how different industries in the United Kingdom can harm the environment.	Understand that it is important to consider sustainability when approaching economic development. Suggest ways in which industries in the United Kingdom can become more sustainable for future generations.
Knowledge	Pupils will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and key topographical features. Pupils will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.						
Vocabulary	agriculture, automation, distribution, economic activity, energy, environment, factory, farm, fieldwork, generation, global, healthcare, human processes, interaction, interdependent, location, map, minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation						

The Geography Curriculum and its delivery by staff intends to ensure that all children build a curiosity and fascination about the world and its people.

Using the topics in the Grammarsaurus curriculum children should be equipped with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.