



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. Examples of this include our celebration of ‘Earth Day’ and participation in fieldwork activity days. Our children also focus 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
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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 physical features; devise a simple map; and use and construct basic symbols in a key 	<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> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	<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 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.

Term	2024/2025	2025/2026	2026/2027
Autumn 1	Stories <ul style="list-style-type: none"> • Mapping • Develop direction language 	Stories <ul style="list-style-type: none"> • Mapping • Develop directional language 	Stories <ul style="list-style-type: none"> • Mapping • Develop directional language
Autumn 2	Festivals and Cultural Celebrations Teeth and Healthy Eating	People Who Help Us	Ourselves
Spring 1	Fantasy <ul style="list-style-type: none"> • Investigating Maps and globes • Location – looking at hot and cold places • Climate and weather 	Pirates and Ships <ul style="list-style-type: none"> • Mapping 	Superheroes
Spring 2	Local Area <ul style="list-style-type: none"> • Our local area- features and landmarks • How has our local area changed? – focus on school 	Spring/The World Around Me <ul style="list-style-type: none"> • Climate and weather 	Under The Sea <ul style="list-style-type: none"> • Investigating maps and globes • Investigating the environment and how to look after it
Summer 1	Minibeasts <ul style="list-style-type: none"> • Habitats - Where do different minibeasts live? • How to improve our environment to support more minibeast life. 	Dinosaurs <ul style="list-style-type: none"> • Habitats – where did different dinosaurs live? 	Animals <ul style="list-style-type: none"> • Habitats – where do different animals live?
Summer 2	Transport <ul style="list-style-type: none"> • Mapping 	Dens/Homes <ul style="list-style-type: none"> • Compare and contrast homes in different countries 	Down in the Jungle <ul style="list-style-type: none"> • Location of jungles

		<ul style="list-style-type: none"> Investigate human and physical features of different places 	<ul style="list-style-type: none"> Looking at different geographical resources – maps, pictures, digital images... Climate and weather
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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 two units of work across the year. The units: My local area and Tulum, Mexico and Investigating weather and climate change 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 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.





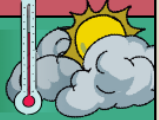






In year 4 the children study three units of work across the year. The units: Locality, Investigating weather and climate and My region and Campania, Italy. In the unit 'My region and Campania' children extend their knowledge about the world and how it is represented on maps. Children will discover the 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 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 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.

Geography Long Term Topic Plan Year 1 to 6

	Autumn	Spring	Summer
Y1	<p>The world and my school</p> <p>Where in the world do I live?</p> 	<p>Our Local Park</p> <p>What is at our local park? How do people get there?</p> 	<p>Our School Grounds</p> <p>Do our school grounds support plant life?</p> 
Y2	<p>My Local Area and Tulum, Mexico</p> <p>What are the similarities and differences between my town and Tulum, Mexico?</p> 		<p>Investigating weather and climate</p> <p>How can we record and measure weather phenomena?</p> 
Y3	<p>The United Kingdom</p> <p>What are the key geographical features of the UK, and my region?</p> 	<p>Bee conservation</p> <p>How can we make our school environment more bee friendly?</p> 	<p>Land use, economic activity and travel</p> <p>What facilities are in my local area, and how do people travel there?</p> 
Y4	<p>Italy</p> <p>What are the similarities and differences between my region and Campania, Italy?</p> 	<p>Locality Unit</p> <p>How can I use map skills to learn about my locality?</p> 	<p>Investigating weather and climate</p> <p>How can we record and measure weather phenomena?</p> 

Y5	<p>The United States</p>  <p>What are the similarities and differences between my region and the Western United States?</p>	<p>Rivers</p>  <p>What are the features of my local river?</p>	<p>Biomes and ecosystems</p>  <p>What trees, plants and animals are in our local ecosystems?</p>
Y6	<p>UK Depth Study</p>  <p>What is the economic activity of the UK and how sustainable is it?</p>		<p>Sustainability</p>  <p>How can our school reduce its plastic waste?</p>

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</p> <p>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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Understanding The World – The Natural World	
Range 3	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
Range 4	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects
Range 5	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment
Range 6	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes
ELG	<p>Understanding the World- The Natural World</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 more important processes and changes in the natural world around them, including the seasons and changing states of matter.

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 : The world and my school, Our local park, Our school grounds					
	Place	Space	Scale	Physical and Human Processes	Geographical skills and fieldwork
Skills	Understand that places 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 and surrounding seas.</p> <p>Identify some key human and physical features of my local area.</p>	<p>Understand how the local area fits in within the United Kingdom.</p> <p>Understand how my classroom fits within the school.</p> <p>Understand how my school fits on the street.</p> <p>Understand how my local park fits within my local area.</p>	<p>Identify seasonal and daily weather patterns.</p> <p>Identify how the weather varies around the world.</p> <p>Identify human and physical features.</p> <p>Understand human processes in my local area, including settlements and varied land use.</p> <p>Identify human and physical geographical features in my local area.</p>	<p>Use simple fieldwork and observational skills to answer geographical questions.</p> <p>Use directional language to describe a route.</p> <p>Name and use cardinal directions.</p> <p>Devise a simple, messy map.</p> <p>Collect and record simple data.</p> <p>Present simple data in a chart</p>

Knowledge	<p>Children will learn to use simple fieldwork and observational skills to answer geographical questions about their local park/school grounds..</p> <p>Children will learn about human and physical features and use basic geographical vocabulary to describe them.</p> <p>Children will learn to collect data and present and analyse their findings</p> <p>Children will name and locate the world's seven continents and five oceans.</p> <p>Children will name and locate the four countries and capital cities of the United Kingdom.</p> <p>Children will identify the seasonal weather patterns in the United Kingdom and hot and cold areas worldwide.</p> <p>Children will learn about human and physical features and use basic geographical vocabulary to describe them</p>				

Layfield Primary School: Geography Curriculum: Year Two						
Units: My local area and Tulum, Mexico, Weather & climate						
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	Geographical skills and fieldwork
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 and surrounding seas..</p>	<p>Understand that England, Scotland, Wales and Northern Ireland are countries within the UK.</p> <p>Understand that Mexico is a North American country</p>	<p>Understand that the poles and equator impact the climate on Earth.</p> <p>Identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p> <p>Understand the differences between weather and climate.</p> <p>Identify hot and cold areas of the world in relation to the poles and the equator.</p>	Understand the similarities and differences between my country and other countries.	<p>Use atlases and globes to discover the continents and oceans of the world.</p> <p>Use 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>Use simple fieldwork and observational skills to study the school's geography.</p>

							Carry out a geographical enquiry using simple fieldwork and observational skills. Collect weather data using the equipment. Can record weather data. Present data. Analyse data
Knowledge	<p>Children will use world maps, atlases and globes to learn about the world's seven continents and five oceans.</p> <p>Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children will understand geographical similarities and differences through studying the human and physical geography of their local area and Tulum, Mexico.</p> <p>Children will identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Children will use geographical vocabulary to refer to key physical and human features.</p> <p>Children will use simple compass directions and directional language.</p> <p>Children will use aerial photographs to recognise landmarks, devise simple maps and construct basic symbols in a key.</p> <p>Children will use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p>Children will 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.</p> <p>Children will use simple fieldwork and observational skills to study the weather conditions on their school grounds.</p>						

Layfield Primary School: Geography Curriculum: Year Three								
Units: The United Kingdom, Bee conservation, Land use, economic activity and travel								
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	Sustainable development	Interdependence	Geographical skills and fieldwork
Skills	Understand that places can have	Understand that the UK is split into	Understand that England, Scotland, Wales and Northern	Understand that land has height.	Understand that England is made up of different regions. People	Suggest how to make the school locality more	Understand that UK settlements rely on different	Use compass points, four-figure grid references,

	<p>meaning to people.</p> <p>Understand that people can choose to use land in different ways and I can give some examples</p> <p>Understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples..</p>	<p>countries and regions.</p> <p>Understand that regions are split into countries.</p> <p>Understand the countries contain settlements.</p> <p>Understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.</p>	<p>Ireland are countries in the UK.</p> <p>Understand how our region (North East) is an area within England.</p> <p>Differentiate between settlements of various sizes, including cities, towns, villages, and hamlets</p> <p>Understand that hamlets, villages, towns and cities are settlements of different sizes.</p>	<p>Identify mountains, hills and rivers on maps.</p> <p>Understand human processes in the UK, including settlements and land use. Understand that land use patterns change over time.</p> <p>Identify some key human and physical features of the UK and my region</p> <p>Understand how bees are involved in physical processes.</p> <p>Understand human processes in the UK, including settlements and land use.</p>	<p>living in these regions may have different senses of identity based on where they live.</p>	<p>environmentally friendly</p>	<p>areas of land use to thrive.</p>	<p>symbols, and keys.</p> <p>Devise a sketch map of my local area.</p> <p>Identify physical features on a map.</p> <p>Locate settlements on a map.</p> <p>Use maps and atlases to discover the United Kingdom.</p> <p>Carry out a geographical enquiry using fieldwork and observational skills.</p> <p>Record data.</p> <p>Analyse data and evaluate fieldwork.</p> <p>Devise a simple map using information</p>
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								<p>learnt from a geographical enquiry</p> <p>Use digital mapping to collect data.</p> <p>Record data using tables and questionnaires.</p> <p>Present collected data using bars and charts.</p> <p>Analyse data and explain what I have learnt</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.</p> <p>Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade.</p> <p>Children will use maps and atlases to locate countries and describe features studied.</p> <p>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> <p>Children will re-cap learning about insects focusing on bees specifically.</p> <p>Children will recall what they know about bees and what we learn about bees.</p> <p>Children will understand the key issues affecting bees and look at a case study in the East of England region.</p> <p>Children will understand how we can use our school environment to help bees.</p> <p>Children will plan and carry out effective ways to help conserve bees.</p> <p>Children will record and evaluate the effectiveness of bee conservation in school.</p> <p>Children will re-cap learning from previous units about types of settlements and land use. In this unit, pupils learn how settlements have changed over time and why original locations were chosen for settlements.</p> <p>Children will examine settlements in their local area, focusing on facilities and transport links and any change over time.</p>							

Layfield Primary School: Geography Curriculum: Year Four

Units: Italy, Locality, Investigating weather & climate

	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	Geographical skills and fieldwork
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>Understand the similarities and differences between my region and Campania and give some examples</p>	<p>Identify the continents of the world.</p> <p>Use maps to identify some of the countries of Europe and their capital cities. 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>identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p> <p>Identify the location of my settlement and</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 my local settlement is within a region of England, which is a country within the continent of Europe</p> <p>Identify climate zones worldwide and their relation to the equator and poles</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 and describe human geography.</p> <p>Understand human processes in my local settlement, including land use, types of</p>	<p>Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p>Use atlases, maps and globes to locate places and describe features studied.</p> <p>Use atlases, maps and globes to locate places and describe geographical features studied.</p> <p>Use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.</p> <p>Plan a geographical enquiry using fieldwork and observational skills.</p>

		<p>region in England and the key human and physical features.</p> <p>Understand and describe human geography, including types of settlement and land use.</p>		<p>settlements and economic activity.</p> <p>Understand the differences between weather and climate and give examples.</p> <p>Explain how the equator, poles, circles and tropics affect climate.</p> <p>Give reasons for the climate and weather in the United Kingdom.</p> <p>Identify climate zones worldwide and their relation to the equator and poles.</p>		<p>Collect weather data using a range of equipment.</p> <p>Record weather data in a variety of ways.</p> <p>Present my data using charts and graphs.</p> <p>Analyse data and explain what I have learnt.</p>
Knowledge	<p>Children 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.</p> <p>Children will learn physical geography, including volcanoes and earthquakes and human geography, including types of settlement and land use.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>Children will learn about the continent of Europe, concentrating on key physical and human characteristics, the countries and major cities.</p> <p>Children 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> <p>Children will be able to identify seasonal and daily weather patterns in the United Kingdom and the location of climate zones worldwide in relation to the equator and the North and South Poles. They will have a solid understanding of the key aspects of the main climate zones.</p> <p>Children will also understand the effects of extreme weather and its impact on people and the environment.</p> <p>Children will use fieldwork to observe, measure, record and present weather conditions using various methods on the school grounds.</p> <p>Children will use maps, atlases and digital/computer mapping to locate settlements and describe features studied.</p> <p>Children will use the eight points of a compass, four-figure grid references, symbols and key, to build their knowledge of their nearest large settlement.</p>					

	<p>Children will use digital maps (Digimap for Schools) to observe, record and present the human and physical features in the local settlement using a range of methods, including sketch maps and tables.</p> <p>Children will understand and describe human geography, including types of settlement, land use and economic activity, including tourism.</p>
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Layfield Primary School: Geography Curriculum: Year Five						
Units The USA, Rivers, Biomes and eco systems						
	Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity	Geographical skills and fieldwork
Skills	<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>Understand that physical features are significant within the local area in which they are located.</p> <p>Understand that physical features are significant within the local area in which they are located.</p>	<p>Identify the location of my region in England and the key human and physical features.</p> <p>Identify some of the countries of North/South 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 zones, vegetation belts and biomes.</p> <p>Identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA.</p> <p>Identify the Prime/Greenwich Meridian and time zones, including day and night.</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 you can find different ecosystems,</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>Identify key features of the River Trent basin, including the source and the mouth.</p>	<p>Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p>Use atlases, maps and globes to locate places and describe features studied.</p> <p>Plan a geographical enquiry using fieldwork and observational skills.</p> <p>Record data in a variety of ways.</p> <p>Present my data using charts and graphs.</p> <p>Analyse data and explain what I have learnt.</p> <p>Collect data using a range of equipment</p> <p>Use compass points and six-figure grid references to build my knowledge of the world.</p>

		<p>Identify the names and locations of the five longest rivers in England.</p> <p>Identify the location of a river in my region.</p> <p>Identify the location of the River Trent.</p> <p>Name biomes and vegetation belts that are found across the world.</p> <p>Name the biomes and ecosystems found in the UK.</p> <p>Identify the location of the New Forest</p>	<p>vegetation belts and biomes within countries.</p>	<p>Understand what rivers are and how they are formed.</p> <p>Name and explain the different features of rivers</p> <p>Understand how the climate impacts the landscape through biomes and vegetation belts.</p> <p>Understand what animals, plants and habitats can be found in a woodland ecosystem in the UK</p>		
Knowledge	<p>Children 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.</p> <p>Children 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.</p> <p>Children will study the physical geography of a region within North America, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Children will study the human geography of a region within North America, including types of settlement and land use.</p> <p>Children will use maps, atlases and globes to locate places and describe features studied.</p> <p>Children will name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Children will use maps and digital/computer mapping to describe the features studied</p> <p>Children will use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including plans, graphs, and digital technologies.</p> <p>Children will use the eight points of a compass and four and six-figure grid references.</p>					

Units UK depth study, Sustainability								
	Place	Space	Scale	Interdependence	Physical and Human Processes	Environmental Impact	Sustainable Development	Geographical skills and fieldwork
Skills	<p>Understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.</p> <p>Understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.</p>	<p>Identify the location of our region within England.</p> <p>Use clues to identify our region's key human and physical geographical features and landmarks.</p>	<p>Understand how our region is an area within England and there are counties, towns and cities within my region.</p> <p>Understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>Understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</p> <p>Understand that events in other places can impact the UK.</p> <p>Understand that what happens in the United Kingdom can impact other places.</p> <p>Understand that the actions of individuals can have a large-scale impact.</p>	<p>Understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>Explain how economic activity in the United Kingdom has changed over time.</p> <p>Understand that human actions can disrupt the natural physical processes on Earth.</p>	<p>Outline the environmental impact caused by different economic activities in the UK.</p> <p>Explain the impact that plastic waste has on the environment</p>	<p>Use facts and evidence to judge the sustainability of economic activity in the UK.</p> <p>Make suggestions on how the school can reduce the impact it is having on the environment</p>	<p>Plan a geographical enquiry using fieldwork and observational skills.</p> <p>Collect data using a range of equipment.</p> <p>Record data in a variety of ways.</p> <p>Present my data using charts and graphs.</p> <p>Analyse data and explain what I have learnt</p>
Knowledge	<p>Children 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 topographical features.</p> <p>Children will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity, trade links and the distribution of natural resources, including energy, food, minerals and water.</p> <p>Children will learn about plastic and its origins.</p>							

	<p>Children will explore the uses of plastic and the problems it can create.</p> <p>Children will explore ways of reducing plastic waste at home, at school and in general.</p> <p>Children will conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve.</p> <p>Children will then present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies.</p>
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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.