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## Lache Primary School

### Whole School Geography Overview

*A high-quality geography curriculum should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.*

National Curriculum 2014

#### Early Years:

##### People, Culture, and Communities

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.

#### NC Key Stage 1: subject content

##### Locational Knowledge

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.

##### 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 non-European country.

##### Human and Physical Geography

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;

**key physical features vocabulary including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;

**key human features, vocabulary including:** city, town, village, factory, farm, house, office, port, harbor and shop.

#### NC Key Stage 2: subject content

##### Locational Knowledge

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).

##### Place Knowledge

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.

##### Human and Physical Geography

describe and understand key aspects of:

**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.



#### Additional Opportunities:

- Inspire afternoons
- Parental involvement groups
- Enrichment days
- Writing weeks
- RE week
- Community projects
- Educational and residential visits
- Outside visitors:

cooking from around the world

Farmers

School ink charity visits

Zoo Key stage One and Two link and zoo keeper

Youth liaison officer and allotments

#### Geographical Skills

##### Key Stage 1

Use maps globes

Use simple compass directions

Use locational and directional language

Use aerial photographs and plan perspectives

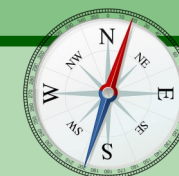
Use simple fieldwork and observational skills

##### Key Stage 2

Use maps, atlases, globes, digital/computer mapping

Use eight points of a compass

Use fieldwork to observe, measure, record and present human and physical features



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>World Explorers</b></p>  <p>Explore the physical and human features of the UK</p> <p>Explore world continents/oceans and UK countries/capitals/weather and climate in the UK &amp; around the world. Antarctica and surrounding oceans , America Switzerland , Japan and Russia</p> <p>Use simple compass directions: Using story : Hattie Peck the Journey Home</p> <p>Explore the human and physical features of countries.</p> <p><b>Where in the World is Barnaby Bear?</b></p>  <p>Compare and contrast lache and Chester Kenya weather and climate.</p> <p>Explore the human and physical features of countries.</p> <p>Use maps and atlases</p> <p>Identify seasonal and daily weather patterns in the UK. Hot and cold areas in relation to the equator and North and south poles.</p> <p>Use field work and observational skills To study the geography of their school</p>	<p><b>World Kitchen</b></p>  <p>Explore world continents/oceans and UK countries/capitals</p> <p>Use basic geographical vocabulary to refer to human and physical features of Italy, Spain, China and Mexico for example: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor and shop.</p> <p>Use aerial photographs of Italy, Spain, China and Mexico... and plan perspectives to recognise land marks such as the Coliseum, The Great Wall, and the Basilica and basic human and physical features such as shops, beaches and mountain ranges.</p> <p>Use simple compass directions to direct to a place of interest in each of the countries. This begins by using compass directions to get to a specific point on the playground which then progresses to a challenge of how to get to the local beach from a specific spot in Spain.</p> <p>Use world maps, atlases and globes to support learning and to teach perspective of the distance of countries from each other.</p>	<p><b>Chester-Lache</b></p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical features including hills, mountains, coasts, and rivers. Looking at land-use patterns and how they have changed over time. Using ordinance survey maps to compare and contrast the changes over time</p> <p><b>Stone Age to Iron Age</b></p> <p>Using Satellite maps to investigate Land-use patterns; and understand how some of these aspects have changed over time</p> <p>Physical features : Seas surrounding UK and Major Rivers \; Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee. Mersey and Exe</p> <p>Coordinates between major cities of UK</p> <p><b>Pyramids to Paris</b></p> <p>Find similarities and differences, studying human and physical geography looking at UK and country in Europe- Italy</p> <p>Identify</p> <p>Describe and understand key aspects of human and physical geography</p> <p>Use maps etc. to locate countries and describe features studied</p>	<p><b>Roman Chester</b></p> <p>Name and locate counties and cities of the United Kingdom: England and Wales Geographical regions Study of local area of Chester as a Roman fort identifying human features: including Hadrian's Wall, Chester museum Amphitheatre, Roman gardens. Physical characteristics, key topographical feature : River Dee</p> <p>Using a map of UK, Europe, middle east and North Africa to create a Roman Conquest time line</p> <p><b>Extreme earth</b></p> <p>Volcanoes: studying types of volcano studying Pompeii Italy Earthquakes,: locations of earthquakes around the world and their severity . Tsunami: Study of the 26.12.04 Boxing Day tsunami in the Indian Ocean mountains</p> <p>Rivers: part of water cycle study Human/physical geography- volcanoes, mountains, rivers, earthquakes &amp; studies of the world's geographical region of where they happen</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern &amp; Southern hemisphere , the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, Prime/Greenwich Meridian and time zones including day and night..</p> <p>Extreme temperatures studying Oymyakon in Russia and Dallol in Ethiopia</p> <p>Study of animals that adapt to extreme temperatures Death valley Nevada and the artic</p> <p>Study the effects humans have on climate change</p> <p>Use the 8 points of a compass, four and six figure references, symbols and keys to build their knowledge of the UK and wider</p>	<p><b>North America</b></p> <p>Locate the world's countries using maps, looking at environmental regions, physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><b>Where did the Vikings and Saxons invade and settle</b></p> <p>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</p> <p><b>Chester Zoo</b></p> <p>Field skills– locality and Chester. Change of land use over time</p>	<p><b>South America Jungle Fever</b></p>  <p>(Study of South America- concentrate on environmental regions, key</p> <p>physical/human aspects and locate countries and major Cities.</p> <p>Describe and understand key aspects of:</p> <p><b>physical geography, including:</b> climate zones, and rivers (Amazon River)</p> <p><b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p>  

# Geography incorporated in other areas of the curriculum

YEAR 1	YEAR 2	YEAR3	YEAR 4	YEAR 5	YEAR 6
<p><b>Literacy</b></p> <p>Goldilocks and the One Bear:: Looking at New York human and physical geography .</p> <p><b>History</b></p> <p>Space race: human and physical geography of America, Canada, Russia and United Kingdom</p> <p><b>RE</b></p> <p>Locate prominent Islamic countries around the world.</p>	<p><b>History</b></p> <p>Queen Victoria on a world map compare the British Empire. Compare and contrast of seaside town then and now. Using dated Scottish library maps</p> <p>Great Fire of London: looking at maps of London and discuss lots of features of London at the time and how the geography impacted on the spread of the fire.</p> <p><b>Literacy</b></p> <p>Dragon Machine, map making and plan rc “safe land”.</p>  <p><b>Technology</b></p> <p>compass directions during Coding lessons.</p>	<p><b>History</b></p> <p>Romans– look at maps and areas of Europe and the UK where they invaded and conquered</p> <p>Stone Age– Look at where they were located around the world and the changes from the stone age to the bronze age</p> <p><b>Literacy</b></p> <p>Escape to Pompeii— Looking at where Pompeii is and the eruption that happened</p>	<p><b>History</b></p> <p><b>Ancient Greece</b></p> <p>Describe the major geographical features of Greece, including mountains and bodies of water.</p> <p>Determine why Greece’s geography has played such a crucial role in defining the country.</p> <p>Explaining why Greece’s geography has been so important in shaping the country’s agriculture.</p>	<p><b>PSHE</b></p> <p>explore how people around the world respond to natural disasters.</p> <p>To explore how famine, drought and poverty affect people around the world</p> <p>To explore how human activity can affect climate change</p> <p><b>History</b></p> <p>Chester Zoo: changes of land use over time</p> <p>Looking at climates: creating animal habitats from around the world.</p>	<p><b>History</b></p> <p>Locate countries involved in WW1 including maps of Europe</p> <p><b>Science</b></p> <p>We look at extreme environments like Arctic and Desert during our study of animal adaptations. We also study the Galapagos Islands during our study of Darwin.</p> <p><b>English</b></p> <p>During our ‘How to save the Tiger’ and ‘The island unit we look at various habitats from around the world. We also cover how volcanic islands are formed and change over a period of time.</p> <p><b>History</b></p> <p>Maya– We look at human and physical features of Maya civilisations geographically. We undertake and in-depth study of Chichen Itza.</p>

# Visitors

YEAR 1	YEAR 2	YEAR3	YEAR 4	YEAR 5	YEAR 6
<p>Local farmer to discuss weath-er affects on crops/animals.</p> <p>Contact Ha-warden Weath-er station</p>	<p>Lache allot-ment club to discuss what is grown locally.</p> <p>Cooking food from around the world. Ask in parents and visitors from around the world</p>	<p>Lache resident to discuss land use changes over time ( put request out on Weduc)</p> <p>Facebook re-quest for how and where you travel to work questionnaire</p>	<p>Zoo keeper to discuss chang-es to land use at Chester Zoo and creating habitats that are different to our local cli-mate in Ches-ter</p>	<p>Water ways visitor to dis-cuss water pol-lution.</p>	<p>Develop a web link with South American School</p>



# Geographers in the School Environment

As geographers our classrooms, libraries and reading sheds contain books that celebrate fiction and non fiction text that are of geographical interest.

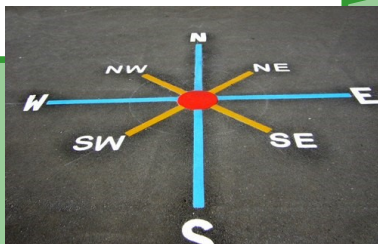


As geographers in our school we use our geographical knowledge to help us care for our planet.

As geographers we compare and contrast places around the world with our



As geographers we can use compass points on the playground and classroom to develop our geographical skills.



As geographers our classrooms have United Kingdom and world maps. We can locate and plot local and world -wide places of personal significance to share with members of our class

