

Laurance Haines School CURRICULUM OVERVIEW



LAURANCE HAINES
SCHOOL

Geography

	AUTUMN 1 Local Geography	AUTUMN 2 Geography through history	SPRING 1 Geography through science	SPRING 2 Geography through the arts	SUMMER 1 Contrasting place study	SUMMER 2 Environmental study
Year 1	<p>Introduction to maps – plan views. Become familiar with school grounds, home & playgrounds. Use geographical vocabulary to compare buildings and play grounds.</p> <ul style="list-style-type: none"> If any children have been to a school in another country you can look at similarities and difference from their own school. 	<p>UK - locate four countries & their capitals. Locate prominent castles around the UK. Describe physical landscapes in the UK using geographical vocabulary.</p>	<p>Look at aerial photographs to explore land use of farms. Discuss the way humans use the land and how products are moved around the country or sold.</p> <ul style="list-style-type: none"> Carbon footprint Food miles Look at land use/farms in other locations around the world. 	<p>Use simple compass directions & directional language linked to instructional games. N, S, E, W</p>	<p>AFRICA Name and locate seven continents. Name oceans/seas around Africa. Describe desert climate & link to position of the equator. Describe human and physical features of an African settlement. Use geographical vocabulary to describe African landscapes.</p> <ul style="list-style-type: none"> Is your information up to date Always include captions under any pictures as people perceptions of images will differ. Are you showing a variety of images from that location and not just 1 place/person? Be mindful of the way you are 	<p>Conservation of the Oceans Locate and name 5 oceans of the world. Use geographical vocabulary to describe human interaction with the oceans. Describe the features of the seaside.</p> <ul style="list-style-type: none"> How are oceans used all over the world?

					<p>speaking about a location – be aware of your own views of this place and how the child might feel if they are from the location you are teaching them and you are using negative terminology to describe the location.</p> <ul style="list-style-type: none"> • Rather than using the terminology 'poor' 'rich' say 'who has the more sustainable life' • Evaluate geographical terminology 'slums' 'developed/developing' 	
Year 2	<p>Read and draw picture maps and routes to school. Use keys to identify features. Identify landmarks on a map of Watford. Locate premier football clubs on UK map.</p>	<p>Recognise similarities and differences between a historic map of London and London today. Use & describe photographs of London landmarks. Identify and follow the route of River Thames.</p> <ul style="list-style-type: none"> • There is naturally a heavy focus on differences as they are easier to spot but make sure similarities 	<p>Identify and name the planets. What does the earth look like from space? Use satellite images to identify continents. Record and describe UK weather patterns Locate NASA on a USA map.</p>	<p>Use compass directions to navigate around the school grounds. Describe physical features of the natural environment using geographical vocabulary.</p>	<p>INDIA Describe some differences between the seven continents. Identify the human and physical features of an Indian settlement using geographical vocabulary. Locate the River Ganges on a map of India.</p> <ul style="list-style-type: none"> • Be mindful of images you choose to share – don't just show the rundown 	<p>Conservation of Woodlands Use geographical vocabulary to describe human interaction with the physical landscape. Woodlands - Identify organisations that work to protect the natural environment, i.e. The Woodland Trust</p> <ul style="list-style-type: none"> • Are there any overseas organisations that the UK uses

		<p>and differences are balanced</p> <ul style="list-style-type: none">•			<p>areas of the ganges</p> <ul style="list-style-type: none">• Is your information up to date• Always include captions under any pictures as people perceptions of images will differ.• Are you showing a variety of images from that location and not just 1 place/person?• Be mindful of the way you are speaking about a location – be aware of your own views of this place and how the child might feel if they are from the location you are teaching them and you are using negative terminology to describe the location.• Rather than using the terminology 'poor' 'rich' say 'who has the more sustainable life'• Evaluate geographical terminology 'slums'	<p>or the UK helps when protecting the natural environment</p>
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					'developed/devel oping'	
Year 3	Explore the Leavesden area. Describe changes in land use over time. Use historical maps & photographs to compare similarities & differences. Investigate the impact of the film industry on Watford .	Identify some natural UK resources & physical features of the landscape. Investigate what materials were used for survival in the Stone Age.	Name and locate some of the world's major countries. Compare and contrast the 5 oceans. Use navigation maps. Interpret maps using keys. Use the 8 points of a compass.	Locate and describe the position of Egypt, Cairo & the River Nile on a map. Recognise features on plan views of excavation works in Egypt. <ul style="list-style-type: none"> • Be mindful of images you choose to share – don't just show the rundown areas of the ganges • Is your information up to date • Always include captions under any pictures as people perceptions of images will differ. • Are you showing a variety of images from that location and not just 1 place/person? • Be mindful of the way you are speaking about a location – be aware of your own views of this place and how the child might feel if they are from the location you are teaching them and you are using negative 	ICELAND Compare the human and physical features of Iceland with the UK. Understand geographical processes linked to volcanoes earthquakes and geysers. Describe reasons behind Iceland being a popular tourist destination. <ul style="list-style-type: none"> • Encourage critical thinking WHY things are the way they are in relation to the location not just what is happening there • Always include captions under any pictures as people perceptions of images will differ. • Look at the positive and negative effects of Iceland being a popular tourist destination 	Wildlife Conservation - Bees Track the journey of bees during pollination season. Draw maps of the school edible garden, identifying plants that attract insects.

				terminology to describe the location.		
Year 4	<p>Complete a study of St Albans, Hertfordshire. Use city map/street plans.</p> <p>Compare the human and physical features of St Albans with Watford.</p> <p>Explain why the Romans settled in St Albans.</p>	<p>Use historical maps to locate the Roman empire. Locate and describe Roman towns in the UK. Identify Roman roads in the UK.</p> <ul style="list-style-type: none"> Always include captions under any pictures as people perceptions of images will differ. 	<p>Investigate the water cycle and make connections to physical landscapes. Explain how the formation of the ice caps is linked to climate, temperature and the position of the sun. Locate the mountain ranges in the world and UK.</p> <ul style="list-style-type: none"> Think of your children can you represent them by choosing a mountain range from their country instead of the typical Himilayas/Alps 	<p>Plot the voyage of the Titanic on a map. Compare paper maps with modern day technology to navigate the seas safely.</p>	<p>NEW YORK + MEGACITIES</p> <p>Describe the human and physical features of New York.</p> <p>Describe and understand key aspects of human geography including: land use, economic activity & trade links. Compare New York City with other global megacities.</p> <p>Megacities</p> <ul style="list-style-type: none"> Tokyo Delhi Shanghai São Paulo Ciudad de México Dhaka Al-Qahirah (Cairo) Beijing <ul style="list-style-type: none"> Encourage critical thinking WHY things are the way they are in relation to the location not just what is happening there Always include captions under any pictures as people perceptions of images will differ 	<p>Endangered Animals</p> <p>Locate areas in the world where specific animals are endangered. Investigate how habitats are being affected by human activity.</p> <ul style="list-style-type: none"> Encourage critical thinking WHY things are the way they are in relation to the location not just what is happening there David Attenborough
Year 5	<p>Investigate physical and human landscapes and towns in Hertfordshire?</p>	<p>Use European maps to investigate where the Vikings came from and why?</p>	<p>Investigate how the sun, planets and earth are linked.</p>	<p>Explain geographical inspiration behind famous sculptures in the UK and abroad (Angel of the</p>	<p>AMAZON BASIN</p> <p>Describe the physical features of the Amazon Rainforest.</p>	<p>Fair trade in the Rainforests</p>

	<p>Use Ordinance Survey maps to locate features. Name and locate main towns & cities in Hertfordshire.</p>	<p>Compare climates of Scandinavia and the UK.</p>	<p>Describe how does the moon affects the tides. Explain how the position of the sun affects climate and seasons.</p>	<p>North & Christ the Redeemer in Brazil).</p> <ul style="list-style-type: none"> • Think of your children can you represent them by choosing a famous sculpture from their country instead of the typical Christ the Redeemer 	<p>Locate and describe the journey of the River Amazon. Compare Amazon River to a UK river (River Gade – fieldwork).</p> <ul style="list-style-type: none"> • Be mindful of images you choose to share – don't just show the rundown areas of the 'The Amazon' • Is your information up to date • Always include captions under any pictures as people perceptions of images will differ. • Are you showing a variety of images from that location and not just 1 place/person? • Be mindful of the way you are speaking about a location – be aware of your own views of this place and how the child might feel if they are from the location you are teaching them and you are using negative terminology to describe the location. 	<p>Locate and describe where a variety of food comes from – palm oil. Use, interpret & analyse maps of global deforestation.</p> <ul style="list-style-type: none"> • Carbon footprint • Food miles • Look at land use of palm oil from in other locations around the world. • Be mindful of images you choose to share – don't just show the rundown areas of the 'The Amazon' • Is your information up to date • Always include captions under any pictures as people perceptions of images will differ. • Are you showing a variety of images from that location and not just 1 place/person? • Be mindful of the way you are speaking about a location – be aware of your own views of this place and how the child might feel if they are
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Year 6	Identify and validate transport links in the local area using OS maps. Locate and evaluate the route of The Grand Union Canal .	Draw conclusions from comparing historical maps of the British Empire with current world maps. Evaluate critically how the British Empire grew in Victorian times.	Locate and identify lighthouses around the UK coast. Use 4 & 6 figure grid references to describe the position of landmarks. Investigate the role of the Royal National Lifeboat Institution. <ul style="list-style-type: none"> What do other countries use as 'lighthouses' how are they different/similar 	Analyse WW2 maps & German occupation charts. Evaluate critically how the geography of the UK affected the outcome of WW2. <ul style="list-style-type: none"> Be mindful of images you choose to share Always include captions under any pictures as people perceptions of images will differ. Are you showing a variety of images from that location and not just 1 place/person? Be mindful of the way you are speaking about a location – be aware of your own views of this place and how the child might feel if they are from the location you are teaching them and you are using negative terminology to 	ENGLISH SEASIDE TOWN Complete an in depth study of a seaside town. Use geographical vocabulary to compare human and physical features with Watford. Investigate coastal erosion on the Dorset coast. <ul style="list-style-type: none"> Be mindful that a large number of children would not have been to a seaside before (only 1% of visitors to national parks/seaside's are of the BAME population) 	Campaigners and Climate Change Locate Tropic of Cancer and Capricorn. Explain connections between severe weather events, their location in the world and climate change.

				describe the location.		
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Questions to consider before choosing a location

- Is there a location you could chose that will better represent your class?
- What are your own personal views of this location?
- What views of this location are you trying to portray/ is it balanced?
- Are you showing different aspects of this location?

Questions to ask the children when learning about a new location

- What were your assumptions of the place before we started learning about it and how have they changed?
- Why is it important to find out what a place is really like? The importance of having a balanced view.