Latymer All Saints C of E Primary School

In our school we love deeply, respecting everyone and treating them with dignity;

we aspire with confidence, working hard and embracing challenge and

we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us"



GEOGRAPHY CURRICULUM OVERVIEW

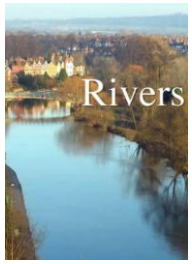
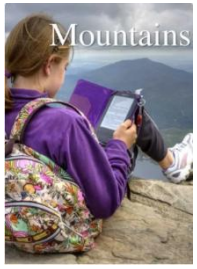
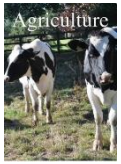
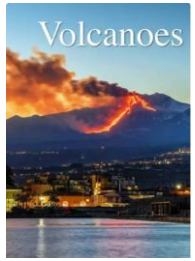
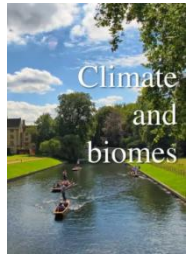
UTW	Autumn 1	Spring 1	Summer 1
People, Culture and Communities	**Our environment: What do we see at home and Nursery?** **Locational Knowledge** ● Know the place of resources and things in the Nursery. **Place Knowledge** ● Talk about what I see in my own environment (school and home) **Geographical Skills and Fieldwork** ● Use senses to explore	**Valuing differences: What is the same? What is different?** **Human and Physical Geography** ● Talk about similarities and differences in relation to friends or family, in people, countries and communities ● Developing a positive attitude about the differences between people, countries and communities	**Our Local Area: What is in my local area?** **Locational Knowledge** ● Beginning to familiarise themselves with their local environment **Place Knowledge** ● Recognise familiar signs, shops in my environment and local environment ● Talk about the transport used in my community

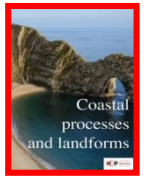
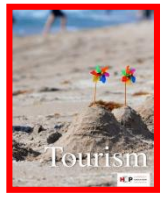
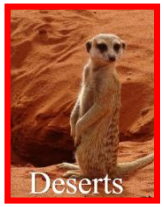
	• Sometimes ask questions about things in my direct environment **Autumn 2** **Celebrations: Who celebrates?** **<u>Locational Knowledge</u>** • Beginning to have an awareness that there are other countries in the world **<u>Human and Physical Geography</u>** • Talk about similarities and differences in relation to friends or family, in people, countries and communities • Developing a positive attitude about the differences between people, countries and communities **<u>Geographical Skills and Fieldwork</u>**Comment on recent pictures of celebrations or special times in my life e.g. Holidays	**Spring 2** **My home and places I know: Where do you go to… shop / play / eat?** **<u>Locational Knowledge</u>** • Beginning to familiarise themselves with their local environment **<u>Place Knowledge</u>** • Talk about my home and the places that I know like the park, the shops, the library	• Using the correct vocabulary to name different features of their community **<u>Geographical Skills and Fieldwork</u>** Comment on what they see and recognise on walks in the local area **Summer 2** **Journeys: Where have you travelled?** Linked to holidays they have been on a places they have been and stories they have heard **<u>Locational Knowledge</u>** • Beginning to have an awareness that there are other countries in the world **<u>Geographical Skills and Fieldwork</u>** Comment on recent pictures of celebrations or special times in my life e.g. Holidays
	Autumn	**Spring**	**Summer**
UTW **People, Culture and Communities**	**Outdoor Adventures** Link text: Where the Wild Things Are Using the senses to explore and describe the natural world around them whilst outside, children	**Exploring Maps** Link text: The Extraordinary Gardener Exploring maps through discussion, story-telling, games and creative activity, children	**Around the World** Link text: A Taste of Home Investigating diverse global environments, children compare them to their local area by

	begin to recognise the effect of the changing seasons ● Making observations about the characteristics of places (in stories, photographs or in the school grounds / local area) ● Discussing how environments in stories and images are different to the environment they live in ● Answering simple questions, guided by the teacher ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and so on ● Making observations about the features of places (in stories, photographs or in the school grounds / local area) ● Recognising features on maps (real or imaginary) ● Identifying land and water on a map or globe ● To know that places within this country can differ from each other ● To know that there are differences between places in this country and places in other countries ● To know the name of their school and the place where they live ● To know some vocabulary to describe the characteristics of different places, even if used	look at how features are represented and think about the meaning behind shapes, lines and colours on mapsIdentifying land and water on a map ● Making observations about the characteristics of places (in stories, photographs or in the school grounds / local area) ● Discussing how environments in stories and images are different to the environment they live in ● Making observations about the features of places (in stories, photographs or in the school grounds / local area) ● Ask questions about the world around them ● Answering simple questions, guided by the teacher ● Representing some of the features they notice in their school and school grounds ● Commenting on the features they see in their school and school grounds ● Recognising features on maps (real or imaginary) ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning ● Creating real or imaginary maps even if features are indistinguishable	engaging with digital maps, reading books, and participating in role play, thereby deepening their understanding of geography and cultural differences ● Making observations about the characteristics of places (in stories, photographs or in the school grounds / local area) ● Discussing how environments in stories and images are different to the environment they live in ● Answering simple questions, guided by the teacher ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes ● Making observations about the features of places (in stories, photographs or in the school grounds / local area) ● Recognising features on maps (real or imaginary) ● Identifying land and water on a map ● To know that places within this country can differ from each other ● To know that there are differences between places in this country and places in other countries ● To know the name of their school and the place where they live

	inaccurately (hill, field, building, road, house, old) ● To know that a map is a picture of a place ● To know that a place and its features can be represented in pictures ● To know that usually water is represented in blue on a map or globe	● Beginning to use modelled directional vocabulary when describing features in the surrounding environment ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes ● To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) ● To know that a map is a picture of a place ● To know that usually water is represented in blue on a map or globe ● To know the name of their school and the place where they live ● To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old) ● To know that a place and its features can be represented in pictures ● To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind)	● To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old) ● To know that a map is a picture of a place ● To know that a place and its features can be represented in pictures ● To know that usually water is represented in blue on a map or globe

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1			**What is it like here?** (KAPOW)	**Geography Around Us** (HEP)		**What is it like to live in Africa?**

			Disciplinary Focus: Location and map skills	Disciplinary Focus: Location and map skills		Disciplinary Focus: locational and observational skills
Year 2		**WEATHER** **Is the weather today the same all around the world?** Disciplinary Focus: physical geography, interaction	**WEATHER** **Would you prefer to live in a hot or cold place?** (Kapow) Disciplinary Focus: interaction		**EXPLORING UK** **How is the place we live in similar and different to the other parts of the UK?** Disciplinary Focus: diversity	
Year 3	**Rivers** How do rivers, people and land affect each other? Geographical skills: Using photographs Disciplinary focus: interaction 	**Mountains** How do mountains and people affect each other? Geographical skills: Describing location using 4-point compass Disciplinary focus: interaction 	**Settlements** How are settlements similar and different? Disciplinary focus: diversity 	**Agriculture** How are we connected to farmers? Geographical skills: Optional local fieldwork on local shops - their sourcing, economic and ethical considerations. Disciplinary focus: interaction 	**Volcanoes** How do volcanoes affect a place? Geographical skills: Using diagrams, describing distribution Disciplinary focus: interaction 	**Climate and biomes** How does the climate affect the way people live? Geographical skills: World map and key lines of latitude Disciplinary focus: interaction 

Year 4 **Geography**	**The Rhine and Mediterranean** Big Question: How are different parts of the Rhine and the Mediterranean used by people? Disciplinary Focus: Diversity 	**Population** Big Question - How do populations differ from place to place? Disciplinary Focus: Diversity 	**Coastal process and land forms** Big Question - How does the location of west Wales affect its coast? Disciplinary Focus: Interaction 	**Tourism** Big Question: How do tourists interact with a place? Disciplinary Focus: Interaction 	**Earthquakes** Big Question: How do earthquakes and people help the environment? Disciplinary Focus: Interaction 	**Deserts** Big Question: Why are deserts located where they are? Disciplinary Focus: Diversity 
Year 5 **Geography**	**The Rhine and Mediterranean** Big Question: How are different parts of the Rhine and the Mediterranean used by people? Disciplinary Focus: Diversity	**Population** Big Question - How do populations differ from place to place? Disciplinary Focus: Diversity	**Coastal process and land forms** Big Question - How does the location of west Wales affect its coast? Disciplinary Focus: Interaction	**Tourism** Big Question: How do tourists interact with a place? Disciplinary Focus: Interaction	**Earthquakes** Big Question: How do earthquakes and people help the environment? Disciplinary Focus: Interaction	**Deserts** Big Question: Why are deserts located where they are? Disciplinary Focus: Diversity
Year 6	**The Rhine and Mediterranean**	**Population**	**Coastal process and land forms**	**Tourism**	**Earthquakes**	**Deserts**

Geography	Big Question: How are different parts of the Rhine and the Mediterranean used by people? Disciplinary Focus: Diversity	Big Question - How do populations differ from place to place? Disciplinary Focus: Diversity	Big Question - How does the location of west Wales affect its coast? Disciplinary Focus: Interaction	Big Question: How do tourists interact with a place? Disciplinary Focus: Interaction	Big Question: How do earthquakes and people help the environment? Disciplinary Focus: Interaction	Big Question: Why are deserts located where they are? Disciplinary Focus: Diversity

Please note that years 4, 5 and 6 are all following the Year 4 World curriculum for this academic year but with differentiated outcomes. This is to implement a new curriculum and ensure pupils can access the learning, which progresses based on prior learning. In 2027-2028, years 5 & 6 will be following the Y5 curriculum. In 2028-2029, the full Opening Worlds curriculum will be in place across KS2.