



GCPS Geography Overview

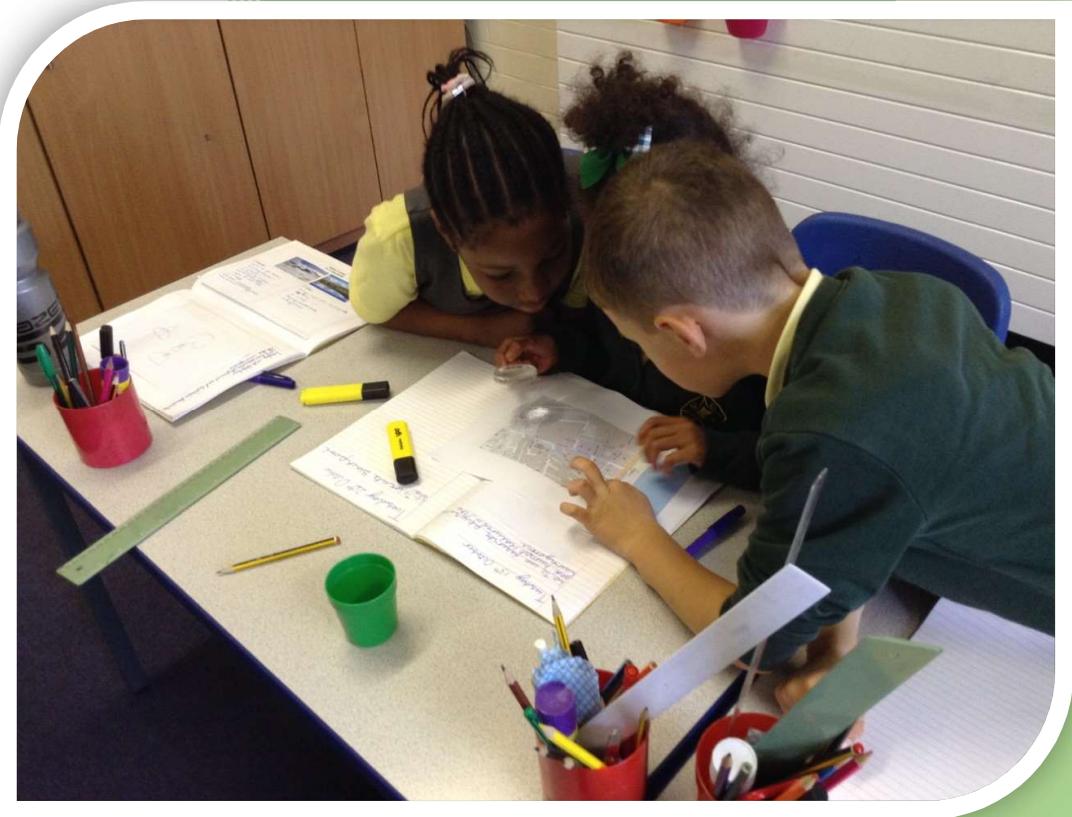
Geography Intent Statement:

It is our intention at Greenlands School to provoke and provide answers to questions about how people affect places and places affect people.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it, while fostering our school values of respect, compassion, trust, perseverance, resilience and ambition.

The children will develop an understanding of geography concepts, knowledge and skills through real life experiences and fieldwork.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives.



'Here To Learn Happily'

Key Stage One					
Overarching Skills					
<p>* identify seasonal and daily weather patterns in the United Kingdom</p> <p>* Use basic geographical vocabulary to refer to: <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>					
Unit 1		Unit 2		Unit 3	
Year 1	<p>WHAT IS IT LIKE TO LIVE IN ANTARCTICA? Name and locate the world's seven continents and five oceans Place knowledge Study the human and physical geography of a small area in a contrasting non-European country Human and physical geography Identify the location of cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>WHY DO PEOPLE LIVE IN RIBBLETON? Place knowledge Study the human and physical geography of a small area of the United Kingdom Geographical skills and fieldwork Devise a simple map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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.</p>	<p>WHERE IN THE WORLD? Geographical skills and fieldwork [would also be covered in earlier units – deeper work in this unit] 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</p>		
Year 2	<p>WHY DO PEOPLE VISIT PRESTON? Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i> Geographical skills and fieldwork Devise a simple map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>WHY DO SOME CHILDREN ONLY HAVE A VIRTUAL CLASSROOM? Locational knowledge Name and locate the world's seven continents and five oceans Human and physical geography identify location of hot area [opposite to Year 1] of the world in relation to the Equator and the North and South Poles. Place knowledge Understand geographical similarities and differences – compare with Year 1 areas studied</p>	<p>WHERE IN THE WORLD? Geographical skills and fieldwork [would also be covered in earlier units – deeper work in this unit] 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 and construct basic symbols in a key</p>		

	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.		
Lower Key Stage Two			
Overarching Skills			
Geographical skills and Fieldwork			
*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
*Use the eight points of a compass, four 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.			
Locational knowledge			
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, (Y4) the Tropics of Cancer and Capricorn,			
Year 3	<p>HOW ARE RIVERS AND MOUNTAINS FORMED AND HOW DO THEY CHANGE?</p> <p>Locational knowledge 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>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Compare with areas studied in years 1 and 2)</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle</p>	<p>WHAT IS THE IMPACT OF TOURISM ON THE LAKE DISTRICT?</p> <p>Locational knowledge 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>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Compare with areas studied in years 1 and 2)</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle human geography, including: types of settlement and land use, activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>HOW DOES FLOODING AFFECT US?</p> <p>Locational knowledge 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>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Compare with areas studied in years 1 and 2)</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle human geography, including: types of settlement and land use, activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

Year 4	<p>WHY DO PEOPLE WANT TO LIVE IN EUROPE? Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes</p>	<p>HOW CAN VOLCANOES AND EARTHQUAKES AFFECT THE WORLD? 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 – linked to recent news.</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes 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 Look at how the earthquakes and volcanoes affect people</p>	<p>DO PEOPLE LIVE NEAR AN ACTIVE VOLCANO? Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes 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>
Upper Key Stage Two			
Overarching Skills			
<p>Geographical skills and Fieldwork *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use the eight points of a compass, six 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.</p> <p>Locational knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,(Y6) the Prime/Greenwich Meridian and time zones (including day and night)</p>			
Year 5	<p>HOW ARE THE LAKE DISTRICTS THE SAME? Locational knowledge Locate the world's countries, using maps South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge</p>	<p>WHY IS THE AMAZON RAINFOREST SO VALUABLE TO THE WORLD? Locational knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge</p>	<p>ARE ALL THE RAINFORESTS THE SAME? Locational knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography</p>

	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, mountains, rivers and water cycle (revisit from year 3 and year 4)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: biomes and vegetation belts, rivers and water cycle</p> <p>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>	<p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle</p> <p>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>
Year 6	<p>WHY DOES CLIMATE CHANGE AFFECT US ALL? 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</p> <p>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> <p>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</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</p>	<p>WHERE DOES OUR FOOD COME FROM? 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</p> <p>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> <p>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</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>HOW DOES EXTREME WEATHER AFFECT US? 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</p> <p>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> <p>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</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>Place knowledge</p>

<p>understand how some of these aspects have changed over time</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography</p>	<p>Understand geographical similarities and differences through the study of human and physical geography</p>
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