



Sedley's Church of England Primary School

Geography Overview – Year A

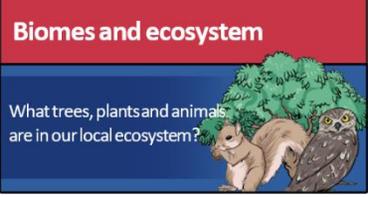
What are the aims and intentions of this curriculum?

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of the 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.

**Locational Knowledge, Place Knowledge, Human and Physical Geography,
Geographical Skills and Fieldwork**

Children will:

- Develop an interest in the past and begin to understand how the past has influenced the world and **community** that we live in today. (**diversity**)
- Develop chronological understanding and an ability to question, analyse and evaluate, thus enabling them to work **creatively** as historians.

Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>The world and my school Human and physical geography and place knowledge</p> <p>Where in the world do I live?</p> 	<p>Investigating weather and climate Human and physical geography, geographical skills and Fieldwork</p> <p>How can we record and measure weather phenomena?</p> 	<p>Brazil Place knowledge and human and physical geography</p> <p>What are the similarities and differences between my region and Northern Brazil?</p> 
Spring Term	<p>My local area and Tulum, Mexico Locational knowledge</p> <p>What are the similarities and differences between my town and Tulum, Mexico?</p> 	<p>Bee conservation Place knowledge, Human and physical geography</p> <p>How can we make our school environment more bee friendly?</p> 	<p>UK Depth Study Locational knowledge, place knowledge, Human and physical geography</p> <p>What is the economic activity of the UK and how sustainable is it?</p> 
Summer Term	<p>Our local park Human and physical geography and place knowledge</p> <p>What is at our local park? How do people get there?</p> 	<p>Italy Human and physical geography, Locational knowledge</p> <p>What are the similarities and differences between my region and Campania, Italy?</p> 	<p>Biomes and Ecosystems Human and physical geography and Locational knowledge</p> <p>What trees, plants and animals are in our local ecosystem?</p> 



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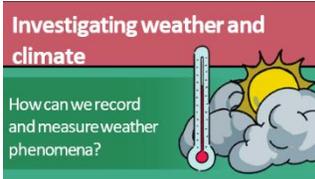
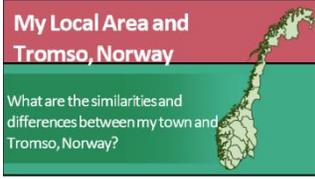
Geography Overview – Year B

What are the aims and intentions of this curriculum?

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of the 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.

Locational Knowledge, Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork

- Children will:
- Develop an interest in the past and begin to understand how the past has influenced the world and **community** that we live in today. (**diversity**)
- Develop chronological understanding and an ability to question, analyse and evaluate, thus enabling them to work **creatively** as historians.

Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Autumn Term</p>	<p>Investigating weather and climate Human and physical geography, geographical skills and Fieldwork</p> <p>How can we record and measure weather phenomena?</p> 	<p>The United Kingdom Locational knowledge and place knowledge Regional study – Kent</p> <p>What are the key geographical features of the UK, and my region?</p> 	<p>Why do rivers rush to the sea? Human and physical geography</p> <p>River (fieldwork)</p> 
<p>Spring Term</p>	<p>Our School Grounds Locational knowledge/Human and physical geography</p> <p>Do our school grounds support plant life?</p> 	<p>Land use, economic activity and travel Place knowledge and human and physical geography</p> <p>What facilities are in my local area, and how do people travel there?</p> 	<p>Sustainability Place Knowledge, Human and physical geography</p> <p>How can our school reduce its plastic waste?</p> 
<p>Summer Term</p>	<p>My Local Area and Tromso, Norway Human and physical geography, place knowledge, locational knowledge</p> <p>What are the similarities and differences between my town and Tromso, Norway?</p> 	<p>Greece Place knowledge and human and physical geography</p> <p>What are the similarities and differences between my region and the South Aegean, Greece?</p> 	<p>The United States Locational knowledge, Place Knowledge, Human and physical geography</p> <p>What are the similarities and differences between my region and the Western United States?</p> 

