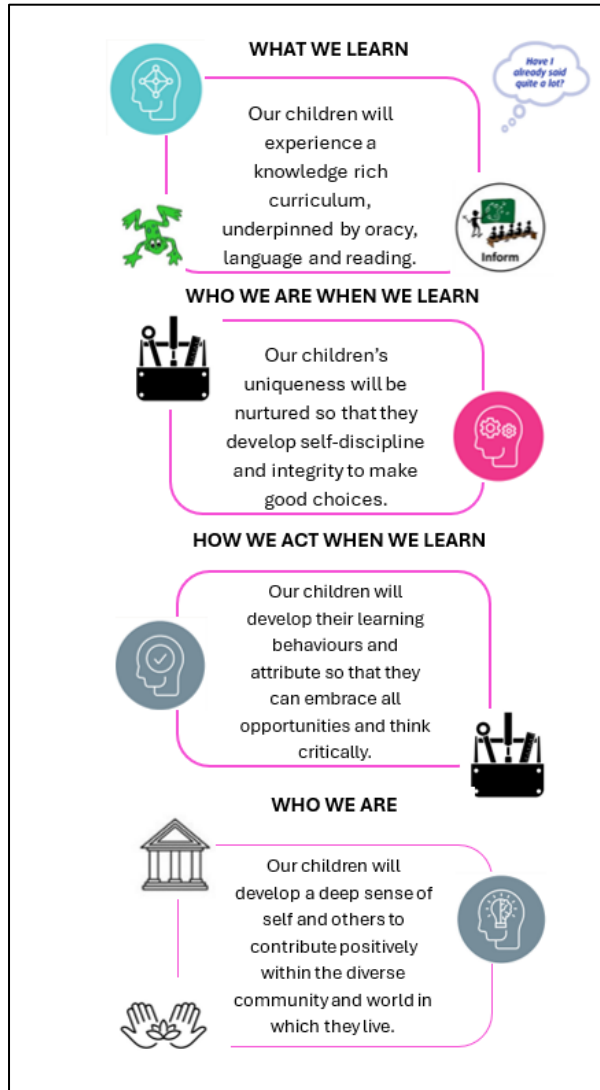


# Lifton GEOGRAPHY Overview 2024-2025



Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles:**

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass

## Curriculum intent for Geography:

As geographers, our pupils will hone their knowledge of place and location as they develop a curiosity and fascination about the world and its people. Our children will understand the world's most significant human and physical features while understanding how people interact with and impact the natural world. They will strike links between the growth of settlements through industrial progress and growth of society and settlements, enabling them to become stewards of the future and environmentally minded global citizens. They will discover how landscapes and environments, both rural and urban, have changed over time and the impact of these changes.



# Geography Overview 2024-2025 substantive knowledge content

	Autumn 1	Autumn 2	Spring 1 Temporary class restructure R/1/2	Spring 2	Summer 1	Summer 2
EYFS Year 1 Year 2	Understanding the world <b>Maps and stories of my own journey</b>		Understanding the world  <b>Hot and Cold Places in the World</b>		Understanding the world  <b>What is it like to live near the sea?</b>	
	<b>Our Local Area</b>  What is it like in and around my school?		<b>Continents</b> Are some places in the world hotter than others?		<b>Describe different environments</b> <b>Bude Study – Human and Physical Features</b>	
	<b>Locational Knowledge</b> UK Oceans Compass Points Continents revision		What are the similarities and differences (human and physical features)		What are the human and physical features where I live? Are all beaches the same?	
Year 3/4	<b>Water Cycle and Rivers</b>  What is the water cycle?		<b>Comparison Study Exeter and Rome</b> What are the similarities and differences (human and physical features)		<b>Core European Knowledge</b>	
Year 5	<b>Hemispheres and Time zones</b>		<b>Volcanoes and Earthquakes</b> Where do natural disasters occur?		<b>South America Biomes and Vegetation Belts</b> Why are environments different?	
Year 6	<b>Migration, Settlement and Land Use</b> North America Why do people migrate?		<b>Natural Resources and Trade</b>		<b>Describing locations using ariel images</b>  <b>Grid references</b>	

## Disciplinary/Interdisciplinary Knowledge overview

	MAP SKILLS	FIELDWORK
YEAR 1	<ul style="list-style-type: none"> <li>● Follow directions (up, down, left, right, forwards, backwards)</li> <li>● Draw pictures of imaginary places and from stories</li> <li>● Use own symbols on imaginary map</li> <li>● Use a simple picture map to move around the school: recognise that it is about a place</li> <li>● Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to an adult asking another child or adult about familiar environments</li> <li>● Draw simple features they observe in their familiar environment</li> <li>● Add colour and textures to prepared sketches</li> <li>● Recognise a photo taken by a teacher as a record of what they have seen</li> <li>● Use every day language to describe features i.e. bigger and smaller</li> </ul>
YEAR 2	<ul style="list-style-type: none"> <li>● Follow directions as Year 1 and include NSEW</li> <li>● Draw a map of a real or imaginary place (e.g add detail to a sketch map from aerial photograph)</li> <li>● Begin to understand the need for a key</li> <li>● Use class agreed symbols to make a simple key</li> <li>● Follow a route on a map</li> <li>● Use a plan view</li> <li>● Use an infant atlas to locate places</li> <li>● Begin to spatially match places (e.g recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>● Ask a familiar person prepared questions about a familiar environment</li> <li>● Draw an outline of simple features they observe</li> <li>● Add colour, texture and detail to prepared field sketches</li> <li>● Join labels to correct features</li> <li>● Use a camera in the field to help to record what they have seen</li> <li>● Label the photo</li> <li>● Use everyday non standard units i.e. hands for length</li> </ul>
YEAR 3 & 4	<ul style="list-style-type: none"> <li>● Use 4 compass points with confidence and begin to use 8 compass points</li> <li>● Use letter/number co-ordinates to locate features on a map confidently</li> <li>● Make a map of a short route experienced, with features in correct order</li> <li>● Make a simple scale drawing</li> <li>● Know why a key is needed</li> <li>● Begin to recognise symbols on an OS map</li> <li>● Locate places on large scale maps (i.e. find UK or India on a globe)</li> <li>● Follow a route on a large scale map</li> <li>● Begin to match boundaries (i.e. find same boundary or a count on different scale maps)</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest questions to ask as part of an investigation</li> <li>● Use appropriate geographical vocabulary</li> <li>● Use a data base to present findings</li> <li>● Pick out the key lines and features of a view in the field using a view finder to help</li> <li>● Annotate their own sketches with descriptive and explanatory labels</li> <li>● Add title, location and direction to a sketch</li> <li>● Suggest how photos provide useful evidence for investigations</li> <li>● Locate a photo on a map and annotate the photo</li> <li>● Use easy to read instruments</li> <li>● Count and record different types at the same time using a tally</li> <li>● Organise and present results</li> </ul>
YEAR 5 & 6	<ul style="list-style-type: none"> <li>● Use 8 compass points confidently and accurately</li> <li>● Use 4 figure co-ordinates confidently to locate features on a map</li> <li>● Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</li> <li>● Draw a variety of thematic maps based on their own data</li> <li>● Begin to draw plans of increasing complexity</li> <li>● Use and recognise OS map symbols</li> </ul>	<ul style="list-style-type: none"> <li>● Select the appropriate method for collecting evidence</li> <li>● Evaluate the quality of evidence</li> <li>● Interrogate and amend information collected</li> <li>● Select field sketching as an investigation technique</li> <li>● Evaluate their sketches against criteria and improve it</li> <li>● Annotate sketches to describe and explain geographical processes and patterns</li> </ul>

- Use atlas symbols and begin to use atlases to find out about other features of places
- Compare maps with aerial photos
- Select a map for a specific purpose
- Follow a short route on an OS map. Describe features shown on an OS map
- Find and recognise places on maps of different scales
- Use a scale to measure distance
- Draw/use maps and plans at a range of scales

- Use photography as a technique if appropriate to their investigation
- Select and use a range of measuring instruments in investigations
- Organise and present results in a variety of ways