

LHJS Geography Curriculum Overview 2024-25

NC objective

Link to future learning

Link to previous learning

fieldwork

	Year 3	Year 4	Year 5	Year 6
Autumn	CIVILISATION <i>Where are we and how do we know?</i> <u>To 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</u> Y3 – Conflict (land use) Y4 – Inventions (features of the south east)	INVENTIONS <i>Where in our school grounds is the best location for a renewable energy source?</i> <u>Locational knowledge: name and locate UK geographical regions...identifying human and physical characteristics</u> Y3 – Home (physical features of our region) Y6 – Legacy (sustainability) Studying maps and aerial photographs Surveying local people	STRUCTURES <i>How are mountains always on the move?</i> <u>Physical geography: mountains (Case study: Snowdon)</u> Y3 – Civilisation (comparative study) Y4 – Health (biomes) Y6 – Survival (volcanoes and earthquakes) Designing questionnaires to find out how local people use Holly Hill park.	LEGACY <i>How can we make our school greener?</i> <u>Use fieldwork to observe, measure, record and present...using a range of methods</u> Y4 - Inventions (energy); Power (natural resources) Yr 5 – Journeys (food; sustainability) Exploring ways to reduce our school's carbon footprint (surveys; questionnaires; observations; sketches)
Spring	CONFLICT <i>Why do we live here?</i> <u>Human geography, including: types of settlement and land use</u> KS1 – hot and cold places Y3 – Civilisation (regions of the UK; types of settlement) Y3 – Home (comparing our region to Northern Italy) Land use survey	POWER <i>Do natural resources make a country powerful?</i> <u>Human geography: the distribution of natural resources (Case study: Brazil)</u> Y4 – Health (biomes; SA; Brazil) Y5 – Journeys (economic activity and trade links) Use of secondary sources	LIFE <i>How do rivers support life?</i> <u>Physical geography: rivers and the water cycle (case study: River Meon)</u> Y3 – Civilisation (features of southeast) Yr 5 – Structures (mountains) Y5 – Journeys (physical and human features of local area) River study of the Meon	SURVIVAL <i>Why live near an active volcano?</i> <u>Physical geography: volcanoes and earthquakes (Case study: Hawaii)</u> Y3 – conflict (settlement and land use) Y5 – Structures (mountains) Y6 – Identity (Jamaica) Use of secondary sources and maps; finding out about the human geographical aspects; remote fieldwork
Summer	HOME <i>How and why is our region different to Northern Italy?</i> <u>Place knowledge: understand geographical similarities and differences of a region within Europe (Italy) describe and understand key aspects of climate zones</u> Y3 – Conflict (land use; our local area) Y4 – Health (biomes) Use of photographs and maps to compare two areas	HEALTH <i>What would change around school if we lived in a different biome?</i> <u>Physical geography: biomes and vegetation belts</u> Y3 – Civilisation (climate zones) Y4 – Power (natural resources) Yr 5 – Journeys (economic activity and trade links) Yr 6 – sustainability Investigating woodland biodiversity in our school grounds	JOURNEYS <i>Does everybody benefit equally from the global food trade?</i> <u>Human geography: economic activity and trade links (case study: Southampton Docks)</u> Y3 – Conflict (reasons for settlement in local area) Y3 – Civilisation (climate zones) Y4 – Power (resources; trade); Health (biomes) Y5 – Life (rivers) Y6 – Legacy (sustainability) Investigating Fair Trade in our local shops	IDENTITY <i>Why did people emigrate from Jamaica to the UK?</i> <u>Place knowledge: understand geographical similarities and differences of a region within North America (Jamaica)</u> Y3 – Civilisation (our local area) Conflict (land use; climate zones) Y4 – Health (biomes) Y6 – Survival (volcanoes and earthquakes) Make deductions about the geography of Jamaica using maps, graphs and data.