

LHJS Geography Curriculum Overview 2024-25

Link to future learning Link to previous learning **fieldwork**

NC objective		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> <u>Y3 – Conflict (land use)</u> <u>Y4 – Inventions (features of the south east)</u>	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> <u>Y3 – Home (physical features of our region)</u> <u>Y6 – Legacy (sustainability)</u> <u>Studying maps and aerial photographs</u> <u>Surveying local people</u>	STRUCTURES <i>How are mountains always on the move?</i> <u>Physical geography: mountains (Case study: Snowdon)</u> <u>Y3 – Civilisation (comparative study)</u> <u>Y4 – Health (biomes)</u> <u>Y6 – Survival (volcanoes and earthquakes)</u> <u>Designing questionnaires to find out how local people use Holly Hill park.</u>	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> <u>Y4 - Inventions (energy); Power (natural resources)</u> <u>Yr 5 – Journeys (food; sustainability)</u> <u>Exploring ways to reduce our school's carbon footprint (surveys; questionnaires; observations; sketches)</u>
Spring		CONFLICT <i>Why do we live here?</i> <u>Human geography, including: types of settlement and land use</u> <u>KS1 – hot and cold places</u> <u>Y3 – Civilisation (regions of the UK; types of settlement)</u> <u>Y3 – Home (comparing our region to Northern Italy)</u> <u>Land use survey</u>	POWER <i>Do natural resources make a country powerful?</i> <u>Human geography: the distribution of natural resources (Case study: Brazil)</u> <u>Y4 – Health (biomes; SA; Brazil)</u> <u>Y5 – Journeys (economic activity and trade links)</u> <u>Use of secondary sources</u>	LIFE <i>How do rivers support life?</i> <u>Physical geography: rivers and the water cycle (case study: River Meon)</u> <u>Y3 – Civilisation (features of southeast)</u> <u>Yr 5 – Structures (mountains)</u> <u>Y5 – Journeys (physical and human features of local area)</u> <u>River study of the Meon</u>	SURVIVAL <i>Why live near an active volcano?</i> <u>Physical geography: volcanoes and earthquakes (Case study: Hawaii)</u> <u>Y3 – conflict (settlement and land use)</u> <u>Y5 - Structures (mountains)</u> <u>Y6 – Identity (Jamaica)</u> <u>Use of secondary sources and maps; finding out about the human geographical aspects; remote fieldwork</u>
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 of a region within Europe (Italy)</u> <u>describe and understand key aspects of climate zones</u> <u>Y3 – Conflict (land use; our local area)</u> <u>Y4 – Health (biomes)</u> <u>Use of photographs and maps to compare two areas</u>	HEALTH <i>What would change around school if we lived in a different biome?</i> <u>Physical geography: biomes and vegetation belts</u> <u>Y3 – Civilisation (climate zones)</u> <u>Y4 – Power (natural resources)</u> <u>Yr 5 – Journeys (economic activity and trade links)</u> <u>Yr 6 – sustainability</u> <u>Investigating woodland biodiversity in our school grounds</u>	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> <u>Y3 – Conflict (reasons for settlement in local area)</u> <u>Y3 – Civilisation (climate zones)</u> <u>Y4 – Power (resources; trade); Health (biomes)</u> <u>Y5 – Life (rivers)</u> <u>Y6 – Legacy (sustainability)</u> <u>Investigating Fair Trade in our local shops</u>	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> <u>Y3 – Civilisation (our local area) Conflict (land use; climate zones)</u> <u>Y4 – Health (biomes)</u> <u>Y6 – Survival (volcanoes and earthquakes)</u> <u>Make deductions about the geography of Jamaica using maps, graphs and data.</u>