

Lyminster Primary School's Geography Curriculum

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1		Discrete – the weather in Autumn, identifying seasonal and daily weather patterns	<p>Cycle A Long, Long Ago Children will be learning about the geography of the Stone Age world and how this has changed/is different. We will also be learning about places in our country that we can visit to find fossils. We will also be learning about the Jurassic coast, the home of Mary Anning.</p> <p>Cycle B Carnival of Animals (Rainforests) Locate the rainforests in a map looking at locations in terms of continents, countries etc. Compare the physical and human geographical features between there and here. Understanding the difference in climate etc related to the equator/tropics. Considering links between us and the rainforest eg food, trade.</p> <p>Cycle C Lyminster Dragons (Local Study) Study the key human and physical characteristics of our school and its surrounding environment – construct maps and conduct surveys to better understand local issues etc.</p>	<p>Cycle A Long, Long Ago Children will be learning about the geography of the Stone Age world and how this has changed/is different. We will also be learning about places in our country that we can visit to find fossils. We will also be learning about the Jurassic coast, the home of Mary Anning.</p> <p>Cycle B Carnival of Animals (Rainforests) Locate the rainforests in a map looking at locations in terms of continents, countries etc. Compare the physical and human geographical features between there and here. Understanding the difference in climate etc related to the equator/tropics, and linking this to work on biomes. Considering links between us and the rainforest eg food, trade.</p> <p>Cycle C Lyminster Dragons (Local Study) Study the key human and physical characteristics of our school and its surrounding environment – construct maps with recognizable symbols, classification of buildings etc. Design surveys to better understand local issues etc.</p>	<p>Cycle A Long, Long Ago Children will be learning about the geography of the Stone Age world and how this has changed/is different. We will also be learning about places in our country that we can visit to find fossils. We will also be learning about the Jurassic coast, the home of Mary Anning.</p> <p>Cycle B Carnival of Animals (Rainforests) Locate the rainforests in a map looking at locations in terms of continents, countries etc. Compare the physical and human geographical features between there and here. Understanding the difference in climate etc related to the equator/tropics, and linking this to work on biomes. Understanding the importance of the Amazon river to the rainforest and comparing to the Arun. Considering links between us and the rainforest eg food, trade.</p> <p>Cycle C Lyminster Dragons (Local Study) Study the key human and physical characteristics of our school and its surrounding environment – construct maps with recognizable symbols, classification of buildings etc. Design surveys to better understand local issues etc and present the data in appropriate ways. Consider the importance of the River Arun for the local area through time.</p>	<p>Cycle A The Anglo Saxons- how places have changed over time, impact on human and physical geography, looking at maps and globes, countries in Europe and places in the U.K</p> <p>Cycle B</p>	<p>Cycle A</p> <p>Cycle B</p>

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<p>AUTUMN 2</p>		<p>Discrete – the weather in winter, identifying seasonal and daily weather patterns</p>	<p>Cycle A Island Life Place knowledge regarding the UK – countries and cities; comparison with the geographical features of another island; constructing our own fantasy island maps by first looking at maps of our local area etc. Climate change and how it is affecting our planet and the dramatic change in Iceland's physical features.</p> <p>Cycle B</p> <p>Cycle C</p>	<p>Cycle A Island Life Locational knowledge of cities and counties of the UK, physical and human features of an island. constructing our own fantasy island maps by first looking at maps of our local area etc. Comparison of the UK to another island - Iceland. How active geology is shaping Iceland (volcanoes etc). Climate change and how it is affecting our planet and the dramatic change in Iceland's physical features. Investigating local issues and attitudes around climate change and our environment.</p> <p>Cycle B</p> <p>Cycle C Natural Disasters – to gain an understanding of the impact of national and global disasters, in particular volcanoes and earthquakes.</p>	<p>Cycle A Locational knowledge of cities and counties of the UK, physical and human features of an island. constructing our own fantasy island maps by first looking at maps of our local area etc. Comparison of the UK to another island - Iceland. How active geology is shaping Iceland (volcanoes etc). Climate change and how it is affecting our planet and the dramatic change in Iceland's physical features. Investigating local issues and attitudes around climate change and our environment. Visiting the River Arun and considering its importance.</p> <p>Cycle B</p> <p>Cycle C Natural Disasters – to gain an understanding of the impact of national and global disasters, in particular volcanoes and earthquakes.</p>	<p>Cycle A Pole to Pole! Tracking Shackleton's and others' journeys - Use maps, atlases, globes- identify position, significance of latitude/ longitude; Equator; Northern & Southern Hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic, & time zones (including day and night). Consider our impact on the planet, the evidence around this and making convincing arguments for change.</p> <p>Cycle B Local Study: Creating a sustainable plan for Littlehampton's Future! Comparison of the different land use and landscapes in our area. 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>Cycle A Pole to Pole! Tracking Shackleton's and others' journeys - Use maps, atlases, globes- identify position, significance of latitude/ longitude; Equator; Northern & Southern Hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic, & time zones (including day and night). Consider our impact on the planet, the evidence around this and making convincing arguments for change.</p> <p>Cycle B Local Study: Creating a sustainable plan for Littlehampton's Future! Comparison of the different land use and landscapes in our area. 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>SPRING 1</p>	<p>Ask simple geographical questions like "What is it like to live in this place?" Understand how places are linked to other places by air, road and Sea. Use locational and directional language to describe the location of features and routes. Draw simple maps and plans.</p>	<p>A Kenyan safari! Ask simple geographical questions like "What is it like to live in this place?" Comparison of Littlehampton and an area of Kenya (incl looking at and labelling aerial photographs) Discussion of the equator and poles and why it is hotter in Kenya. Use maps and atlases to locate England and Kenya – discussion of continents (and oceans)</p>	<p>Cycle A, B and C India: Compare India to UK – locate both on a map – revise continents and oceans; compare geographical features (focus on cities by making comparisons to London, Edinburgh, Cardiff and Belfast, and how different cultures and languages can exist in one 'country' etc; multiculturalism). Use labelled maps and photos to discuss the differences.</p>	<p>Cycle A, B and C America = Class Country Locate America on a map and relate to the equator, tropics, thinking about different climates and environmental regions. Introduction to 'biomes'. Compare the human and physical features of USA with UK with a focus on settlements, landmarks, and population density. Why are there so many people in this part of the country compared with that? Which do you think is the better country to visit and why?</p>	<p>Cycle A, B and C Italy = Class Country Use maps to identify the countries of Europe and compare their features. Which countries would you most like to visit and why? Compare the human and physical geography and match pictures/photos to locations on a map. Focus on landmarks, rivers and mountains.</p>	<p>Human & physical features and characteristics of Greece as compared to the UK – how have these features shaped the lives of the people who live there? How have they changed over time?</p>	<p>Human and physical features and characteristics of Japan as compared and contrasted to the UK, including through the different land uses now and in the past. Studying the impact of natural disasters on Japan's geography.</p>
<p>SPRING 2</p>		<p>Discrete – the weather in Spring, identifying seasonal and daily weather patterns</p>					

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<p>SUMMER 1</p>	<p>Under the Sea (biennial so may occur in Y1) - awareness that environmental issues exist</p>	<p>Discrete – the weather in Summer, identifying seasonal and daily weather patterns</p>	<p>Cycle A Geography component not essential for coverage Place & Locational Knowledge (comparing countries)- Locate on world map and concentrate on their environmental regions, key physical and human characteristics and major cities. Children to choose an issue/country/region that they would like to learn about and choose the way in which they would like to raise awareness about how to make a change.</p> <p>Cycle B</p> <p>Cycle C</p>	<p>Cycle A Geography component not essential for coverage Place & Locational Knowledge (comparing countries)- Locate on world map and concentrate on their environmental regions, key physical and human characteristics and major cities. Children to choose an issue/country/region that they would like to learn about and choose the way in which they would like to raise awareness about how to make a change.</p> <p>Cycle B</p> <p>Cycle C</p>	<p>Cycle A Geography component not essential for coverage Place & Locational Knowledge (comparing countries)- Locate on world map and concentrate on their environmental regions, key physical and human characteristics and major cities. Children to choose an issue/country/region that they would like to learn about and choose the way in which they would like to raise awareness about how to make a change.</p> <p>Cycle B</p> <p>Cycle C</p>	<p>The water cycle & fieldwork at the river Arun (whilst using as a starting point for Artwork also) - field notes, photos, evidence of past use, using deduction, history of the river and its importance in trade and transport</p>	<p>Cycle A</p> <p>Cycle B</p>
<p>SUMMER 2</p>	<p>Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area. Name, describe and compare familiar places. Link their homes with other places in the local community. Suggest ideas for improving the school environment.</p>	<p>Let's Get Outside!/The World in Our Hands</p> <p>Use photos and maps to look at the route to the beach or forest, pick out key features, and devise our own memory maps. Discussion of compass directions.</p>	<p>Cycle A</p> <p>Cycle B Lyminster Through Time! Studying, constructing and comparing maps of the local area and looking at how it has changed and why.</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B Lyminster Through Time! Studying, constructing and comparing maps of the local area and looking at how it has changed and why. Using recognisable symbols and classification of buildings on own maps. Design surveys to better understand local issues etc and present the data in appropriate ways.</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B Lyminster Through Time! Studying, constructing and comparing maps of the local area and looking at how it has changed and why. Using recognisable symbols and classification of buildings on own maps. Design surveys to better understand local issues etc and present the data in appropriate ways Consider the importance of the river Arun and how this has changed over time.</p> <p>Cycle C</p>		