



# Laurus Primary Geography Year Overview

*Intent: To inspire a curiosity and fascination about the world and its people.*

Substantive Knowledge	Disciplinary Knowledge			
Cartography Climate Human land use Natural landscapes Population	Space	Place	Scale	Human/Physical Processes

	Autumn	Spring	Summer
<b>Understanding the World</b>  <i>Pupils are provided with opportunities to develop a range of highly transferable skills, values and attributes, including: problem-solving, observation, collaboration, open-mindedness, courage, resilience, curiosity and a sense of what is fair and equitable. These combine to allow them to explore, interpret and 'experience' the environment around them and the wider world, as well as providing foundations on which all future learning can be built. All components are subject to change and adaptation depending on the needs and interests of the children. Key skills are encouraged throughout the year in holistic learning.</i>			
<b>Pre- School</b>	<b>Endpoint questions:</b>  <b>Place:</b> Where do you like to go? <b>Space:</b> Where is it? <b>Scale:</b> Is it large or small? <b>Physical Processes:</b> What do you notice?		
	Disciplinary knowledge: Place/ Scale	Disciplinary knowledge: Space	Disciplinary knowledge: Physical Processes/Place
<b>Reception</b>	<b>Endpoint questions:</b>  <b>Place:</b> What is it like? What happens there? How do places change? How does this make you feel? <b>Space:</b> Where is it located? Where in the world is it? How do we get there? Can you draw a map? <b>Scale:</b> Is it nearby or far away? What size is it? <b>Physical Processes:</b> Is life there similar/different? In what ways?		
	Disciplinary knowledge: Place/ Scale	Disciplinary knowledge: Space	Disciplinary knowledge: Physical Processes /Place
<b>Key Stage 1:</b>  <i>In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality. This includes naming and locating the continents and oceans as well as the countries and capital cities within the UK. They should understand basic subject-specific vocabulary relating to human and physical geography such as naming key features, identifying weather/climate and comparing two contrasting locations. They should begin to use geographical skills, including using an atlas, world maps and a globe, as well as first-hand observation in their local surroundings to enhance their locational awareness.</i>			
<b>Year 1:</b>	<b>How can I find my way around where I live?</b> Disciplinary knowledge: Place Substantive knowledge: Cartography Procedural knowledge: Map reading	<b>How do maps help us to understand where we live?</b> Disciplinary knowledge: Place Substantive knowledge: Cartography Procedural knowledge: Interpreting sources	<b>Why are settlements where they are?</b> Disciplinary knowledge: Human/Physical Processes Substantive knowledge: Natural landscapes/Human land use Procedural knowledge: Interpreting sources
<b>Year 2</b>	<b>What are the Earth's continents and oceans?</b> Disciplinary knowledge: Space	<b>What are the significant differences across Africa?</b> Disciplinary knowledge: Human/Physical Processes	<b>How are places on different continents similar and different?</b> Disciplinary knowledge: Human/Physical Processes



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	<b>Substantive knowledge:</b> Cartography <b>Procedural knowledge:</b> Map reading	<b>Substantive knowledge:</b> Natural landscapes/Human land use <b>Procedural knowledge:</b> Interpreting sources	<b>Substantive knowledge:</b> Natural landscapes/Human land use <b>Procedural knowledge:</b> Interpreting sources
<b>Key Stage 2:</b>			
<i>In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes naming and locating the world's countries and naming the counties and cities in the UK. This then leads on to identifying key human and physical features, using technical vocabulary and explaining how they have changed over time. This should be developing their existing knowledge in more depth such as: longitude, latitude, tropics, time zones, land use patterns, types of settlements and economic activity.</i>			
<b>Year 3</b>	<b>What are rivers and what do they provide us?</b> <b>Disciplinary knowledge:</b> Human/Physical Processes <b>Substantive knowledge:</b> Natural landscapes <b>Procedural knowledge:</b> Interpreting sources	<b>What can we learn from different maps?</b> <b>Disciplinary knowledge:</b> Space <b>Substantive knowledge:</b> Cartography <b>Procedural knowledge:</b> Map reading	<b>What does data tell us about Europe?</b> <b>Disciplinary knowledge:</b> Place <b>Substantive knowledge:</b> Population <b>Procedural knowledge:</b> Analysing data
<b>Year 4</b>	<b>What makes the counties of England different?</b> <b>Disciplinary knowledge:</b> Space <b>Substantive knowledge:</b> Natural landscapes <b>Procedural knowledge:</b> Interpreting sources	<b>What do population facts tell us about Asia?</b> <b>Disciplinary knowledge:</b> Place <b>Substantive knowledge:</b> Population <b>Procedural knowledge:</b> Analysing data	<b>What are the global consequences of human activity?</b> <b>Disciplinary knowledge:</b> Scale <b>Substantive knowledge:</b> Climate <b>Procedural knowledge:</b> Analysing data/interpreting sources
<b>Year 5</b>	<b>How have plate tectonics shaped North America?</b> <b>Disciplinary knowledge:</b> Human/Physical Processes <b>Substantive knowledge:</b> Natural landscapes <b>Procedural knowledge:</b> Interpreting sources	<b>How have the physical features of Central America influenced human activity?</b> <b>Disciplinary knowledge:</b> Space <b>Substantive knowledge:</b> Natural landscapes/Human land use <b>Procedural knowledge:</b> Interpreting sources	<b>How are six-figure grid references used to navigate?</b> <b>Disciplinary knowledge:</b> Space <b>Substantive knowledge:</b> Cartography <b>Procedural knowledge:</b> Map reading
<b>Year 6</b>	<b>How does the geography of the Caribbean influence settlement and tourism?</b> <b>Disciplinary knowledge:</b> Human/Physical Processes <b>Substantive knowledge:</b> Natural landscapes/Human land use <b>Procedural knowledge:</b> Analysing data/interpreting sources	<b>Is land use change always positive?</b> <b>Disciplinary knowledge:</b> Place <b>Substantive knowledge:</b> Human land use <b>Procedural knowledge:</b> Interpreting sources	<b>What are the significant differences in data between the Bahamas and Wales?</b> <b>Disciplinary knowledge:</b> Scale <b>Substantive knowledge:</b> Climate <b>Procedural knowledge:</b> Analysing data