



# Geography at St Luke's RC Primary School



All of our Geography units of work at St Luke's are taught through the four interrelated concepts. These are locational knowledge, place knowledge, human and physical processes and geographical skills.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Understand position through words alone.</i></p> <p><i>Describe a familiar route.</i></p> <p><i>Discuss routes and locations, using words like 'in front of' and 'behind'</i></p> <p><i>Use all their senses in hands-on exploration of natural materials.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</i></p>	<p><i>Draw information from a simple map.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><b>ELGs</b> <i>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing</i></p>	<p><b>Enquiry Question:</b> What is my local area like?</p> <p><b>Concepts:</b> Space Scale</p> <p><i>Use basic geographical vocabulary to refer to: key physical features, including: city, town, house, office and shop</i></p> <p><i>Use locational and directional language to describe the location of features and routes on a map</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p>	<p><b>Enquiry Question:</b> What are the human features and physical features of Salford?</p> <p><b>Concepts:</b> Space Scale</p> <p><i>Use basic geographical vocabulary to refer to: key physical features, including: city, town, house, office and shop</i></p> <p><i>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its</i></p>	<p><b>Enquiry Question:</b> How is the land used in Greater Manchester?</p> <p><b>Concepts:</b> Space Scale</p> <p><i>Name and locate geographical regions identify 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</i></p> <p><i>Describe and understand key aspects of: human geography, including: land use</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate</i></p>	<p><b>Enquiry Question:</b> What are the settlement patterns of the North West?</p> <p><b>Concepts:</b> Space Scale</p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</i></p> <p><i>Describe and understand key aspects of: human geography, including: types of settlement</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p><b>Enquiry Question:</b> What resources does the UK have and what does it trade?</p> <p><b>Concepts:</b> Space Scale Interdependence</p> <p><i>Describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid</i></p>	<p><b>Enquiry Question:</b> How can we map the UK using your key knowledge?</p> <p><b>Concepts:</b> Space Scale</p> <p><i>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including</i></p>

	<p><i>on their experiences and what has been read in class.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons.</i></p>		<p><i>surrounding environment.</i></p>	<p><i>countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>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.</i></p>	<p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>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.</i></p>	<p><i>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	<p><i>the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>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.</i></p>
--	--	--	--	---	---	--	--

		<p><b>Enquiry Question:</b> Would you prefer to live in the town, city or countryside?</p> <p><b>Concepts:</b> Environmental impact Cultural awareness</p> <p><i>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, farm, house and shop</i></p> <p><i>Use locational and directional language to describe the location of features and routes on a map</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p>	<p><b>Enquiry Question:</b> How and where do people live around the world?</p> <p><b>Concepts:</b> Cultural awareness Environmental impact</p> <p><i>Name and locate the world's seven continents and five oceans</i></p> <p><i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, soil, vegetation and weather key human features, including: city, town, village and house</i></p> <p><i>Use world maps, atlases and globes to identify the United Kingdom and its</i></p>	<p><b>Enquiry Question:</b> How does the culture in France differ to the UK?</p> <p><b>Concepts:</b> Cultural awareness Cultural diversity</p> <p><i>Locate the world's countries, using maps to focus on Europe concentrating on environmental regions, key physical and human characteristics and major cities</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world</i></p>	<p><b>Enquiry Question:</b> How diverse is Europe?</p> <p><b>Concepts:</b> Space Scale Cultural awareness Cultural diversity Interdependence</p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate</i></p>	<p><b>Enquiry Question:</b> Does the world depend on South America?</p> <p><b>Concepts:</b> Space Scale Interdependence</p> <p><i>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region within South America</i></p> <p><i>Describe and understand key aspects of:</i></p>	<p><b>Enquiry Question:</b> Why is the climate of North America so diverse?</p> <p><b>Concepts:</b> Scale Scale</p> <p><i>Locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p><i>Understand geographical similarities and differences through</i></p>
--	--	---	--	---	--	--	--

			<p><i>countries, as well as the countries, continents and oceans</i></p> <p><i>Use simple compass directions and locational and directional language to describe the location of features</i></p>		<p><i>countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</i></p>	<p><i>physical geography, including: climate zones</i></p> <p><i>human geography, including: economic activity including trade links</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</i></p>	<p><i>the study of human and physical geography of a region within North America</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</i></p>
--	--	--	---	--	---	---	---

		<p><b>Enquiry Question:</b> Why do we like to be beside the seaside?</p> <p><b>Concepts:</b> Environmental impact Cultural awareness</p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, valley, season and weather key human features, including: city, town, village, house, port, harbour and shop</i></p> <p><i>Use locational and directional language to describe the</i></p>	<p><b>Enquiry Question:</b> Where would you prefer to live: England or Kenya?</p> <p><b>Concepts:</b> Scale Space Cultural awareness Cultural diversity</p> <p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p> <p><i>Use basic geographical vocabulary to refer to: key physical features, including: mountain, sea, ocean, river, and weather key human features, including: city, house, and shop</i></p> <p><i>Use world maps, atlases and globes to identify the United</i></p>	<p><b>Enquiry Question:</b> Where is the world would you like to live?</p> <p><b>Concepts:</b> Scale Space</p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of</i></p>	<p><b>Enquiry Question:</b> Why is the River Irwell so important to Greater Manchester?</p> <p><b>Concepts:</b> Interdependence</p> <p><i>Name and locate geographical regions and identify human and physical characteristics, key topographical features (including coasts and rivers)</i></p> <p><i>Describe and understand key aspects of: physical geography, including: rivers and the water cycle</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid</i></p>	<p><b>Enquiry Question:</b> Should the Amazon rainforest be important to us all?</p> <p><b>Concepts:</b> Space Scale Cultural awareness Cultural diversity Environmental impact Sustainable development</p> <p><i>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</i></p>	<p><b>Enquiry Question:</b> Why are there so many natural disasters?</p> <p><b>Concepts:</b> Space Scale Environmental impact Sustainable development Interdependence</p> <p><i>Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</i></p>
--	--	--	--	---	---	---	--

		<p><i>location of features and routes on a map</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p>	<p><i>Kingdom and its countries, as well as the countries, continents and oceans</i></p> <p><i>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p> <p><i>Devise a simple map; and use and construct basic symbols in a key</i></p>	<p><i>the United Kingdom and the wider world</i></p> <p><i>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.</i></p>	<p><i>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><i>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.</i></p>	<p><i>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts human geography, including: economic activity including trade links</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</i></p>	
		<p><b>Enquiry Question:</b> Where do the leaves go in winter?</p> <p><b>Concepts:</b> Environmental impact</p> <p><i>Identify seasonal and daily weather patterns in the United Kingdom</i></p> <p><i>Use basic geographical vocabulary to refer</i></p>					

		<i>to: key physical features, including: season and weather</i>					
--	--	---	--	--	--	--	--