Geography Long-term Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | | **Are all settlements the same?** | **Why do people live near Volcanoes?** | | | **Who lives in Antarctica?** |
| Year 4 | **Where does our food come from?** | | | **What are rivers and how are they used?** | **Why are rainforests important to us?** | |
| Year 5 | **Would you like to live in a desert?** | | **What is life like in the Alpes?** | | **Why do Oceans Matter?** | |
| Year 6 | **Where does our energy come from?** | | **Why does the population change?** | | | **Can they carry out an independent field study?** |

Geography Long-term Overview

| | Autumn 1 | Autumn 2 |
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| Year 3 | | **Are all settlements the same?**<br><br>Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations. |
| Year 4 | **Where does our food come from?**<br><br>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. | |
| Year 5 | **Would you like to live in a desert?**<br><br>Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape. | |
| Year 6 | **Where does our energy come from?**<br><br>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork | |

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| | investigation considering the best location for a solar panel on the school grounds | |

| | Spring 1 | Spring 2 |
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| Year 3 | **Why do people live near Volcanoes?**<br><br>Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. | |
| Year 4 | | **What are rivers and how are they used?**<br><br>Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. |
| Year 5 | **What is life like in the Alps?**<br><br>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings. | |
| Year 6 | **Why does the population change?**<br><br>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies | |

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| | to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment. | |

| | Summer 1 | Summer 2 |
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| Year 3 | | **Who lives in Antarctica?**<br><br>Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far |
| Year 4 | **Why are rainforests important to us?**<br><br>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. | |
| Year 5 | **Why do Oceans Matter?**<br><br>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to | |

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| | investigate the amount and type of litter in their nearest marine environment. | |
| Year 6 | | **<u>Can they carry out an independent field study?</u>**<br><br>Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings. |