



Geography Year 1 - 6

	Geography Year 1 - 6
Year 1 Autumn	<p>Why does it matter where are food comes from? Depth focus – France. Children will know where are food comes from in the world, using their knowledge of maps to locate different food sources.</p> <p>Children will understand the terms, import and exports and know how climate effects where foods grow (i.e. too hot, too cold)</p> <p>Children will know what is meant by 'fairtrade'.</p>
Year 1 Spring	<p>Settlements</p> <p>Children will know the names of the countries in the UK and the capital cities. Children will be able to identify the surrounding seas.</p> <p>They will understand human geographical features, such as, cities and towns and why people settle in particular places.</p>
Year 1 Summer	<p>Continents – North and South Pole - Children will know the world's continents and oceans, be able to name them and locate them. Children will identify the North and south poles and discuss their topography, weather and their importance – particularly in respect to climate change. Depth focus - Antarctica</p>
Year 2 Autumn	<p>Local environment - Children will know the 4 compass points and use these when analysing maps of the local area. Children will know what the local area used to look like and how it has changed over time. Depth focus – local study of the high street in Peterborough, how it has changed over time and the significance of those changes.</p>
Year 2 Spring	<p>Comparing UK to a contrasting location – Depth focus – Africa. Children will explore the similarities and differences between the four countries of the UK. They will compare the physical features of the four countries. Children will begin to understand the human impact on the four countries. Children will use their knowledge of the UK to compare it to a contrasting location (Africa).</p>
Year 2 Summer	<p>The water cycle - Children will know where the Earth's water is located. They will know what the water cycle is. Children will explore the differences between weather and climate. They will begin to understand the impact of human activity on the climate</p> <p>Children will know the features of land coastlines and environmental features.</p>
Year 3 Autumn 1	<p>Rivers</p> <p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding.</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales)</p> <p>Wildlife in the River Severn</p> <p>Fishing, local agriculture, pollution problems.</p> <p>Geographical skills: <i>Using photographs</i></p> <p><i>How do rivers, people and land affect each other?</i></p>
Year 3 Autumn 2	<p>Mountains</p> <p>Highest mountain in each of the four countries of the UK.</p> <p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Why do people live on mountains?</p> <p>Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical theme:</p> <p>Relationship between mountains and weather Relationship between mountains and people</p> <p>Geographical skills: <i>Describing location using 4- point compass</i></p> <p><i>How do mountains interact with what is around them?</i></p>
Year 3 Spring 1	<p>Settlements & cities</p> <p>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.</p> <p>Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London?</p> <p>Patterns of settlement in Cardiff and London.</p> <p><i>How are settlements similar and different?</i></p>
Year 3 Spring 2	<p>Agriculture</p> <p>Arable farming, pastoral farming, mixed farming, how farming changes the landscape.</p> <p>How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).</p> <p>Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire</p> <p>New locational knowledge: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p>



	<p>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</p> <p><i>How are we connected to farmers?</i></p>
Year 3 Summer 1	<p>Volcanoes</p> <p>Structure and composition of the earth How and why volcanoes erupt</p> <p>Types of volcanoes</p> <p>Formation of volcanoes</p> <p>Active, dormant and extinct volcanoes</p> <p>Link to settlements with section on why people still live near volcanoes</p> <p>Deepen Mediterranean place focus via Mount Etna and human settlements around it.</p> <p>Why people visit volcanoes (work, tourism, farming, science)</p> <p>Geographical skills: Using diagrams, describing distribution</p> <p><i>How do volcanoes affect a place?</i></p>
Year 3 Summer 2	<p>Climate and biomes</p> <p>(situated, through its examples, in Europe, so that European place focus is launched simultaneously)</p> <p>Continent of Europe</p> <p>Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.</p> <p>Climate and relationship with oceans.</p> <p>Climate and biomes within climates</p> <p>Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison</p> <p>Geographical skills: World map and key lines of latitude</p> <p><i>How does the climate affect the way people live?</i></p>
Year 4 Autumn	<p>Rhine and Mediterranean</p> <p>Cologne and cities on the Rhine</p> <p>Rotterdam and the mouth of the Rhine</p> <p>How the course of the river has been changed by human activity including canals</p> <p>Mediterranean Sea</p> <p>Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p>Geographical skills: Extending use of maps and photographs</p> <p><i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>
Year 4 Autumn 2	<p>Population</p> <p>Characteristics of population including distribution and diversity. Migration.</p> <p>Depth focus: multicultural London.</p> <p>Depth focus: multicultural Cardiff.</p> <p>Welsh language and culture, effect of changing demographics</p> <p>Welsh or British? Idea of national identity</p> <p>Geographical skills: Thematic maps and using census data</p> <p><i>How and why does population distribution vary across Great Britain?</i></p>
Year 4 Spring 1	<p>Coastal processes and landforms</p> <p>Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays.</p> <p>Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</p> <p>Coastal habitats using contrasting examples, including coasts of the Indian Ocean</p> <p>Depth focus: West Wales coast</p> <p><i>How does the location of west Wales affect its coast?</i></p>



Year 4 Spring 2	<p>Tourism</p> <p>Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p><i>How do tourists interact with a place?</i></p>
Year 4 Summer 1	<p>Earthquakes</p> <p>Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines</p> <p>Depth focus: California & the San Andreas fault, Indian Ocean tsunami</p> <p>Effects of earthquakes</p> <p>How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>What are the pros and cons of living near a tectonic fault line?</i></p>
Year 4 Summer 2	<p>Deserts</p> <p>Distribution and climate of deserts</p> <p>Depth focus: The Sahara Desert</p> <p>How deserts are formed, variety of landscapes. Plants and animals in deserts</p> <p>How humans live and adapt in deserts</p> <p>Depth focus: The Patagonian Desert</p> <p><i>Geographical skills: Interpreting thematic maps and satellite photographs</i></p> <p><i>Why are deserts located where they are?</i></p>
Year 5 Autumn	<p>Why is California so thirsty?</p> <p>Water as a resource</p> <p>Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)</p> <p>Water resources in California</p> <p>Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California.</p> <p><i>Geographical skills: Interpreting a range of thematic maps</i></p> <p><i>How have the actions of people affected the drought in California?</i></p>
Year 5 Autumn 2	<p>Oceans</p> <p>Locational framework – world oceans, seas in Europe</p> <p>Oceans and trade, oceans and climate, major currents.</p> <p>Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America.</p> <p>Oceans and climate change, the human impact on oceans.</p> <p><i>Geographical skills: Interpreting world and thematic maps</i></p> <p><i>How do oceans affect human behaviour and settlements?</i></p>
Year 5 Spring 1	<p>Migration</p> <p>Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.</p> <p>Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts.</p> <p>Refugees, persecution, asylum, asylum seekers; challenges for refugees</p> <p>How does migration change places? London, Shetland Islands, Cambridgeshire</p> <p>Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p><i>Geographical skills: Asking questions, eight-point compass</i></p> <p><i>Why do people migrate?</i></p>



Year 5 Spring 2	<p>North and South America</p> <p>Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas. <i>Geographical skills: 4-figure references, thematic maps</i> <i>What are the pros and cons of living in a megacity?</i></p>
Year 5 Summer 1	<p>The Amazon</p> <p>A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. <i>Geographical skills: Flow diagrams, interpreting satellite photos.</i> <i>In what ways does the geography of South America affect life in the Amazon?</i></p>
Year 5 Summer 2	<p>Interconnected Amazon</p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. <i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i> <i>How does agriculture in the Amazon interact with other parts of the world?</i></p>
Year 6 Autumn	<p>Energy and climate change</p> <p>How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global <i>Geographical skills focus: Interpreting line graphs</i> <i>Disciplinary focus: Interaction</i> <i>How do local actions in the UK affect global climate?</i></p>
Year 6 Autumn 2	<p>Ethiopia</p> <p>An in-depth place focus to complement knowledge gained in History and RE. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project <i>Geographical skills focus: Population pyramids, longitude and time zones</i> <i>Disciplinary focus: Interaction</i> <i>How do global changes affect local places in Ethiopia?</i></p>
Year 6 Spring 1	<p>Changing Birmingham</p> <p>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures <i>Geographical skills: Interpretation and presentation of data</i></p>



	<p>Disciplinary focus: Change</p> <p><i>How much did Birmingham change between 1750 and the present day?</i></p>
<p>Year 6 Spring 2</p>	<p>Jamaica</p> <p>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</p> <p>Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry.</p> <p>Sustainable futures – environmental challenges faced due to tourism, ways forward</p> <p><i>Geographical skills: tbc</i></p> <p><i>Disciplinary focus: Change</i></p> <p><i>What is a preferable future for Jamaica's tourist industry?</i></p>
<p>Year 6 Summer 1</p>	<p>Local area enquiry (double unit)</p> <p>How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8- point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</p> <p>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</p>
<p>Year 6 Summer 2</p>	<p><i>Geographical skills: Ordnance survey maps, 6- figure grid references, enquiry process, local-area fieldwork</i></p> <p><i>Disciplinary focus: How geographers investigate a place</i></p> <p><i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p>