

Fowey Primary School



Geography Learning overview

	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
EYFS – People, Culture & Communities & The Natural World	I can explore my immediate environment. I can express some signs of Autumn	I can identify features in my immediate environment. I can describe what they can see, hear and feel whilst outside. I can express some signs of Autumn/Winter	I can describe my immediate environment and be able to draw information from a simple map. I can make observations and ask questions about what I can see, hear and feel in my own environment. I can express some signs of Winter/Spring	I can identify features of other environments. I can identify features of other environments and begin to compare to my own. I can express some signs of Spring	I can describe other environments. I can record observations of animals and plants through drawing. I can express some signs of Spring/Summer	I can explain similarities between life in this country and life in other countries . I can describe some similarities and differences between the natural world around them and contrasting environments. I can express some signs of Summer and start to compare the different Seasons.
Year 1/2 Year A		Would you prefer to live in a hot or cold place? Children learn to name and locate the seven continents, the Equator, and the North and South Poles, developing their understanding of the world's geography and climate zones. They compare life in the UK and Kenya, investigate local weather through simple fieldwork, and explore the key features of hot and cold places and how these environments affect people and living things.		Where am I? Children learn about the four countries of the United Kingdom and develop basic map skills by exploring physical and human features in their school grounds. They use directional language, aerial photographs, and simple map symbols to describe and represent places, while also reflecting on how different environments make them feel.		What is it like to live in Shanghai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai

						to features in the local area and make a simple map using data collected through fieldwork.
Year 1/2 Year B	History unit	What is it like here? Children are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	History unit	What is the weather like? Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	History unit	What is it like to live by the coast? Children learn to locate the seas and oceans around the UK and understand what the coast is, exploring physical features (cliffs, bays, stacks and arches) and human features (harbours and tourist areas). They investigate how people use the coast, including local fieldwork, and learn to collect, present and interpret data.
Year 3/4 Year A	Rivers To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.	Mountains To identify the highest mountain in each of the four countries of the UK and consider the relationship between mountains and weather, and mountains and people	Settlements Focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban). We have acknowledged that there is also diversity within these categories (e.g. London and Cardiff are both cities but they have differences as well as similarities). In this task, children compare	Agriculture How are we connected to farms and farmers? Pupils learn how to notice and understand the ways in which different aspects of the world affect each other. We look at interactions within the human world (e.g. people's choices of fruit affect the crops farmers grow). We look at interactions within the physical world (e.g. a food chain in a forest. We look at where the food we eat comes from. We look	Volcanoes How do volcanoes affect a place? Pupils are learning to notice and understand the ways in which different aspects of the world affect each other. We look at interactions within the human world (e.g. migration to an area increases settlement size), sometimes we look at interactions within the physical world (e.g. an eruption creates a	Climate and Biomes How does the climate affect a place and the way that people live? Children can explain the effects of latitude and the impact of the Gulf Stream on the UK's climate. Children to show how the climate is affecting life in that place. For example: animals like the polar bear need fur to live in the polar climate; people can grow grapes in a temperate

			and contrast a city and a village.	at how farms affect the landscape (interaction between the human and physical world).	crater). In the Volcanoes synoptic task, we focus on how the physical world affects the human world. Mount Etna affects people by providing an environment tourists want to visit and by enriching the soil with ash so that farmers want to farm nearby. Even scientists visit to research the volcano. Although the volcano can be dangerous, people want to live there.	climate because it's not too hot or too cold.
Year 3/4 Year B	Rhine and Mediterranean Pupils will learn about: - Rhine and Mediterranean - Cologne and cities on the Rhine - Rotterdam and the mouth of the Rhine - How the course of the river has been changed by human activity including canals - Mediterranean Sea - Suez Canal - This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes	Population Pupils will learn: - Characteristics of population including distribution and diversity. Migration. - Depth focus: multicultural London. - Depth focus: multicultural Cardiff. - Welsh language and culture, effect of changing demographics - Welsh or British? Idea of national identity - Geographical skills: Thematic maps and using census data	Coastal processes and landforms Pupils will learn: - Coastal processes and landforms Diversity in the UK coastline. - Processes of erosion, transportation & deposition. - Coastal landforms including beaches, headlands and bays. - Overview of Jurassic coast, including significance of its rocks, fossils and landforms.	Tourism Pupils will learn: - 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.	Earthquakes Pupils will learn: - Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines - Depth focus: California & San Andreas fault, Indian Ocean tsunami - Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) - Revisits knowledge on	Deserts Pupils will learn: - Distribution and climate of deserts - Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. - Plants and animals in deserts How humans live and adapt in deserts - Depth focus: The Patagonian Desert - Geographical skills: Interpreting thematic maps and satellite photographs

	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). Geographical skills: Extending use of maps and photographs		- Coastal habitats using contrasting examples, including coasts of the Indian Ocean - Depth focus: West Wales coast	Geographical skills: Interpreting climate data	volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps	
Year 5 25-26	Rhine and Mediterranean Pupils will learn about: - Rhine and Mediterranean - Cologne and cities on the Rhine - Rotterdam and the mouth of the Rhine - How the course of the river has been changed by human activity including canals - Mediterranean Sea - Suez Canal - This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already:	Population Pupils will learn: - Characteristics of population including distribution and diversity. Migration. - Depth focus: multicultural London. - Depth focus: multicultural Cardiff. - Welsh language and culture, effect of changing demographics - Welsh or British? Idea of national identity Geographical skills: Thematic maps and using census data	Coastal processes and landforms Pupils will learn: - Coastal processes and landforms Diversity in the UK coastline. - Processes of erosion, transportation & deposition. - Coastal landforms including beaches, headlands and bays. - Overview of Jurassic coast, including significance of its rocks, fossils and landforms.	Tourism Pupils will learn: - 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. Geographical skills: Interpreting climate data	Earthquakes Pupils will learn: - Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines - Depth focus: California & San Andreas fault, Indian Ocean tsunami - Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) - Revisits knowledge on	Deserts Pupils will learn: - Distribution and climate of deserts - Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. - Plants and animals in deserts How humans live and adapt in deserts - Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs

	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). Geographical skills: Extending use of maps and photographs		- Coastal habitats using contrasting examples, including coasts of the Indian Ocean - Depth focus: West Wales coast		volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps	
Year 6 25- 26	Rhine and Mediterranean Pupils will learn about: - Rhine and Mediterranean - Cologne and cities on the Rhine - Rotterdam and the mouth of the Rhine - How the course of the river has been changed by human activity including canals - Mediterranean Sea - Suez Canal - This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as	Population Pupils will learn: - Characteristics of population including distribution and diversity. Migration. - Depth focus: multicultural London. - Depth focus: multicultural Cardiff. - Welsh language and culture, effect of changing demographics - Welsh or British? Idea of national identity Geographical skills: Thematic maps and using census data	Coastal processes and landforms Pupils will learn: - Coastal processes and landforms Diversity in the UK coastline. - Processes of erosion, transportation & deposition. - Coastal landforms including beaches, headlands and bays. - Overview of Jurassic coast, including significance of its rocks, fossils and landforms. - Coastal habitats using contrasting	Tourism Pupils will learn: - 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. Geographical skills: Interpreting climate data	Earthquakes Pupils will learn: - Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines - Depth focus: California & San Andreas fault, Indian Ocean tsunami - Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) - Revisits knowledge on volcanoes from Year 4 Spring 1.	Deserts Pupils will learn: - Distribution and climate of deserts - Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. - Plants and animals in deserts How humans live and adapt in deserts - Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs

	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). • Geographical skills: Extending use of maps and photographs		examples, including coasts of the Indian Ocean • Depth focus: West Wales coast		Geographical skills: Thematic maps	
--	---	--	---	--	---	--