**A logo for a school

Description automatically generatedFowey Primary School**

**Geography Learning overview**

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|  | **Autumn 1.1** | | **Autumn 1.2** | **Spring 2.1** | **Spring 2.2** | **Summer 3.1** | **Summer 3.2** |
| **EYFS** | **Personal History**  Children to share information about themselves, their families and their experiences. | |  |  |  |  |  |
| **Year 1/2** | 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 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 usingdata collected through fieldwork. |
| **Year 3** | **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 and contrast a city and a village. | **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 at how farms affect the landscape (interaction between the human and physical world). | **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 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 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 climate because it’s not too hot or too cold. |
| **Year 4** | **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 and contrast a city and a village. | **Agriculture**  How are we connected tofarms 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 physicalworld (e.g. a food chain in a forest. We look at where the food we eat comes from. We look at how farms affect the landscape (interaction between the human and physical world). | **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 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 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 climate because it’s not too hot or too cold. |
| **Year 5** | **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 and contrast a city and a village. | **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 at how farms affect the landscape (interaction between the human and physical world). | **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 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 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 climate because it’s not too hot or too cold. |
| **Year 6** |  | **Why does population change?**  Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts. | | **Where does our energy come from?**  Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. |  | **Can I carry out an independent fieldwork enquiry?**  Observing, measuring, recording and presenting their own fieldwork study of the local area. |  |