

Geography Long Term Overview

Fordcombe C of E Primary School

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS + Y1 Class (Even year start)		Exploring Maps Exploring maps through discussion, story-telling, games and creative activity.		Outdoor Adventures Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.		Around the World Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.
EYFS + Y1 Class (Odd year start)		What is it like here? Locating where they live on an aerial photograph and 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.		What is the weather like in the UK? 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.		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 2		Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.		Why is our World Wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.		What is it like to live by the coast? Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
Y3 + 4 Cycle 1 (Even year start)	Rivers A UK overview. River processes, landforms and flooding. A study of the River Severn & River	Mountains Mountain ranges and famous mountains: a world overview. UK mountainous regions including Brecon	Settlements & cities Settlement types, land-use, settlements by rivers and the land-use hierarchy. Major	Agriculture Changing farming practices and the impact on landscapes. The difference	Volcanoes The structure of the earth. How and why volcanoes erupt.	Climate and biomes , A look at examples in Europe. Climate and the relationship with oceans.

	Thames, how they compare and how they contrast. Place of context of locational overview: regions & counties of England.	Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. A look at Wales and the Snowdonia region.	cities in the UK – a locational overview. A study of Cardiff and London, including the economy and transport. How do people move about in Cardiff? How do people move about in London? (tube map). How are the two cities connected to each other by transport?	between arable and pastoral farming. A study of Wales (hill-sheep farming, Snowdonia and a review of living in the mountains).	A link to settlements with a study of why people still live near volcanoes. The Mediterranean and Mount Etna. A look at why human settlements surround it.	The Mediterranean climate (link to Ancient Greeks way of life). The temperate climate. Introducing longitude and latitude and referencing Arctic and Antarctic for the first time.
Y3 + 4 Cycle 2 (Odd year start)	Rhine and Mediterranean Introduction to both as regions, 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 and the factors influencing the growth of settlements and cities from earlier units (also tying in with Y3 and Y4 history on ancient settlements).	Population Population characteristics, including distribution and diversity. Migration. A study of multicultural London and multicultural Cardiff. Welsh language and culture, and the effect of changing demographics (e.g. pupils now learning Welsh in Wales). A first look at how to use geographical data from the census. What kinds of questions do geographers ask? What are their tools?	Coastal processes (erosion, transportation & deposition) and landforms: overview. The Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean and then a study of West Wales and Cardigan Bay.	Tourism Studies on the Rhine and the Mediterranean. Why has tourism grown (a) in these areas; (b) generally in the world? Patterns of tourism. Eco-friendly and non eco-friendly tourism. The National parks in Wales and Snowdonia (links with earlier focus on Wales).	Earthquakes Tectonic plates. A study of California & the San Andreas fault	Deserts Why do deserts form? Where are they in the world in terms of latitude and in what continents. A study of the Sahara desert, who lives there, how it affects their lives and the animal life the desert supports.
Y5 + 6 Cycle 1 (Even year start)	Why is California so thirsty? In depth study of California, continuing natural resources theme. Where does it rain in California? The causes of drought and human actions that make it worse. How those in California have enabled water to be transported from one place to another.	Oceans Reviewing the distinction between oceans & seas. Oceans and climate. Oceans and trade. Oceans and the land masses we've studied – the Atlantic and West Wales. The Pacific Ocean and South America. How does our knowledge of oceans now alter and strengthen our knowledge of earlier issues and the relationships between them? Climate change, transport, food and tourism	Migration What is migration? Where do people move from and to? Why do people migrate from one country to another? A look at some case studies of people moving to the UK. A look at a multi-cultural place to live in London.	North and South America Introduction to North and South America including population distribution (across world, and zooming in to N&S America). Megacities and Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas.	The Amazon Introduction to the Amazon basin as a region: rainforests, rainforests as an ecosystem and its relationship with climate – the 'lungs of the world'.	Inter-connected Amazon Farming in the Amazon. Trading in the Amazon basin and internationally Living in the rainforest, deforestation, human settlement, economy, population distribution and movement.
Y5 + 6 Cycle 2 (Odd year start)	Energy and Climate Change What is the energy mix in the UK? The pros and cons of onshore wind power and nuclear power. What are the causes and the effects of climate change and what as	Ethiopia Diverse Ethiopia including a look at why it is the way it is. Its population, where people live and what they do as work. A look at what it is like to live in Ethiopia today, including from the	Changing Birmingham Unit of work (tbc)		Unit of work (tbc)	Unit of work (tbc)

	individuals, can we do about it.	perspective of different socio-economic groups. Biomes and agriculture in Ethiopia. A look at hydro-electricity and how wider issues have caused climate within the country.			
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