



Farington Primary School Yearly Overview – Geography

	Autumn	Spring	Summer
EYFS	<u>Outdoor Adventures</u> Using our senses to explore and describe the natural world around us beginning to recognise the effect of the seasons.	<u>Exploring Maps</u> Exploring maps by looking at how features are represented with shapes, lines and colours.	<u>Around the World</u> Investigating and comparing environments to our local area looking at digital maps, books and role play.
Year 1	<u>What is it like here?</u> Recognise local features and create maps of the school's grounds. The	<u>What is the weather like in the UK?</u> Studying the countries and cities that make up the UK, children will discuss the four seasons and their weather. They will also investigate UK's hot and cold places.	<u>What is it like to live in Shanghai?</u> Children begin by looking at the continents, oceans and countries outside of the UK with a focus on China. They will focus on physical and human features and compare to their local area.
Year 2	<u>Would you prefer to live in a hot or cold place?</u> Understand a basic concept of climate zones, mapping out hot and cold places. Compare features in the North and South Pole and Kenya.	<u>Why is our world wonderful?</u> Identify features and characteristics of the UK as well as other places in the world. Naming and locating oceans and looking at natural habitats.	<u>What is it like to live by the coast?</u> Name and locate continents and oceans in the world, looking at the countries, cities and seas surrounding the UK.
Year 3	<u>Why do people live near volcanoes?</u> Looking at tectonic plates and their boundaries. Children learn how mountains are formed	<u>Who lives in Antarctica?</u> Learning about latitude and longitude and climate. Children will look at the Antarctic circle, exploring the physical features and how humans have adapted to work there.	<u>Are all settlements the same?</u> Looking at different types of settlements and land use, focusing on the differences between urban and rural. They will look at physical and human features in their local area and how these have changed over time. They will then compare to New Dheli.

Year 4	<u>Why are rainforests important to us?</u> Looking at biomes and climate, children will locate the Amazon rainforest and look at the physical features and layers. They will explore people who live there and the impact of human activity.	<u>Where does our food come from?</u> Looking at how the world's biomes have been distributed and mapping food imports from around the world. Children will learn about trading fairly, where their school dinners come from and the pros and cons of local versus global. There will be a focus on Cote d'Ivoire and cocoa beans.	<u>What are rivers and how are they used?</u> Looking at the different ways water is stored and moved to develop an understanding of the water cycle. Children will name and map major rivers both in the UK
Year 5	<u>What is life like in the Alps?</u> Looking at the climate of mountain ranges and considering why people choose to visit the alps. Children will look at Innsbruck and the human and physical features. They will investigate tourism and present their findings.	<u>Why do oceans matter?</u> Exploring the significance of our oceans, learning how humans use and impact them and how this has changed over time. Children will study the Great Barrier Reef and how plastic and pollution effects it. They will use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	<u>Would you like to live in the desert?</u> Recapping knowledge of biomes looking at hot desert biomes and their various characteristics, children will map the largest global deserts. Using the Mojave Desert as a case study, children will learning about the human and physical features and how humans use deserts and the environmental threats that can occur.
Year 6	<u>Why does population change?</u> Children will explore why certain areas are more populated than others. They will look at factors that influence birth rates, death rates and use case studies. Children will look at social, economic and environmental push and pull factors that influence migration.	<u>Where does our energy come from?</u> Children will explore time zones around the world with a focus on natural resources and energy found in the US and the UK. They will look at renewable and non-renewable energy sources and carry out fieldwork on the school grounds.	<u>Can I carry out an independent fieldwork enquiry?</u> Children will plan and carry out their own independent enquiry, exploring an issue in their local area. They will develop an enquiry, design their own data collection methods and record, analyse and present their findings.