Samuel Allsopp
Primary & Nursery School

# GEOGRAPHY CURRICULUM LONG TERM PLANNING OVERVIEW DOCUMENT

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn | | What is it like here? | Would you prefer to live in a hot or cold place? | Why do people live near volcanoes? | Why are rainforests important to us? | What is life like in the Alps? | Why does population change? |
| | Week 1 | **Where in the world are we?** To locate the school on an aerial image. | **Where are the continents?** To name and locate the seven continents. | **How is the Earth constructed?** To name and describe the layers of the Earth. | **Where in the world are tropical rainforests?** To describe and give examples of a biome and find the location and some features of the Amazon rainforest. | **Where are the Alps?** To locate the Apls on a map. | **How is the global polulation changing?** To understand the change and distribution of the global population. |
| | Week 2 | **What can we see in our classroom?** To create a map of the classroom. | **Where are the coldest places on Earth?** To locate the North and South Poles. | **Where are mountains found?** To explain how and where mountains are formed. | **What is the Amazon rainforest like?** To describe the characteristics of each layer of a tropical rainforest. | **What is it like in the Alps?** To locate the key physical and human characteristics of the Alps. | **What are birth and death rates?** To define birth and death rates and describe why they change. |
| | Week 3 | **What can we find in our school grounds?** To locate key features on the playground. | **Where is the equator?** To locate the equator on the world map. | **Why and where do we get volcanoes?** To explain why volcanoes happen and where they occur. | **Who lives in the rainforest?** To understand the lives of indigenous peoples living in the Amazon rainforest. | **Why do people visit the Alps?** To describe the physical and human features of an Alpine region. | **Why do people migrate?** To recognise the push and pull factors influencing migration. |
| | Week 4 | **Where are the different places in our school?** To draw a simple map. | **What is life like in a hot place?** To compare the UK and Kenya. | **What are the effects of a volcanic eruption?** To recognise the negative and positive effects of living near a volcano. | **How are rainforests changing?** To describe why tropical rainforests are important and understand the threats to the Amazon. | **What is there to do in our local area?** To investigate what there is to do in the local area using data collection. | **How is climate change impacting the population?** To begin to understand the impact climate change can have on the global population. |
| | Week 5 | **How do we feel about our playground?** To investigate how we feel about our playground. | **Do we live in a hot or cold place?** To investigate local weather conditions. | **What are eathquakes and where do we get them?** To explain what earthquakes are and why they occur. | **How is our local woodland used?: Data collection** To understand how local woodland is used using a variety of data collection methods. | **How are the Alps different from our local area?** To understand similarities and differences between the local area and Alpine area. | **How is pollution impacting our environment?: Date collection** To collect data showing how population impacts the amount of traffic and litter in the area. |
| | Week 6 | **Can we make our playground even better?** To create a design to improve our playground. | **Would you prefer to live in a hot or cold place?** To identify key features of hot and cold places. | **Where have the rocks around school come from?** To observe and record the location of rocks around the school grounds and discuss findings. | **How is our local woodland used?: Findings** To analyse and present findings on how the local woodland is used. | **What is life like in the Alps?** To understand the human and physical geography of the Alps. | **How is pollution impacting our environment?: Findings** To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Spring | | What is weather like in the UK? | Why is our world wonderful? | Who lives in Antarctica? | Where does our food come from? | Why do oceans matter? | Where does our energy come from? |
| | Week 1 | **Where is the UK?** To locate the four countries of the UK. | **What are some of the UK's amazing features and landmarks?** To identify geographical characteristics of the UK. | **What is a climate?** To understand the position and significance of lines of latitude. | **How can our food choices impact the environment?** To explain the impact of food choices on the environment. | **How do we use our oceans?** To explain the importance of our oceans. | **Why is energy important?** To know why energy sources are important. |
| | Week 2 | **What are the four seasons?** To identify seasonal changes in the UK. | **Where are some of the world's most amazing places?** To locate some of the world's most amazing places. | **Where is Antarctica?** To describe the location and physical features of Antarctica. | **What does it mean to trade responsibly?** To understand the importance of trading responsibly.. | **What is the Great Barrier Reef?** To locate and describe the significance of the Great Barrier Reef. | **What is renewable energy?** To understand the benefits and drawbacks of different energy sources. |
| | Week 3 | **What are the compass directions?** To identify the four compass directions. | **Where are our oceans?** To know the names of the five oceans and locate them on a map. | **Who lives in Antarctica?** To describe the human features of Antarctica. | **How do we get our chocolate?** To describe the journey of a cocoa bean. | **Why are our oceans suffering?** To explain the impact humans have on coral reefs and oceans. | **How does the United States generate energy?** To understand how energy is generated in the United States. |
| | Week 4 | **What is the weather like today?** To investigate daily weather patterns. | **What is amazing about our local area?** To understand how to draw physical and human features on a sketch map. | **Who was Shackleton?** To use four-figure grid references to plot Shakleton's route to Antarctica. | **Where does our food come from?** To map and calculate the distance food has travelled. | **What can we do to help our oceans?** To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. | **How does the United kingdom generate energy?** To know how energy sources and distributed in an area. |
| | Week 5 | **Is the weather the same everywhere in the UK?** To identify daily weather patterns in the UK. | **Why are natural habitats special?** To investigate local habitats and record findings. | **Can we plan an expedition around school?** To plan a simple route on a map using compass points. | **Are our school dinners locally sourced?** To design and use data collection methods to find where our food comes from. | **How littered is our marine environment? – Data colletion** To collect data on the types of litter polluting a marine environment. | **What is the best way to generate energy?** To explain reasons for choosing an energy source. |

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| | Week 6 | **How do people prepare for the weather?**<br>To understand how the weather changes with each season. | **How can we look after natural habitats?**<br>To understand how to present findings in a bar chart. | **How did our expedition go?**<br>To follow instructions involving compass points and map a simple route. | **Is it better to buy local or imported food?**<br>To discuss the advantages and disadvantages of of both locally and imported food. | **How littered is our marine environment? – Findings**<br>To present, analyse and evaluate data collected. | **Where is the best place for a solar panel on the school grounds?**<br>To collect and present data on where to position a solar panel on the school grounds. |
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| **Summer** | | **What is it like to live in Shanghai?** | **What is it like to live by the coast?** | **Are all settlements the same?** | **What are rivers and how are they used?** | **Would you like to live in the desert?** | **Can I carry out an independent fieldwork enquiry?** |
| | Week 1 | **What can we see in our local area?**<br>To recognise physical and human features. | **Where are the seas and oceans surrounding the UK?**<br>To locate the seas and oceans surrounding the UK. | **What is a settlement?**<br>To describe different types of settlements. | **What is the water cycle?**<br>To describe how the water cycle works. | **What is a hot desert biome?**<br>To summarise the characteristics of a desert biome. | **Developing an enquiry question.**<br>To develop an enquiry questions. |
| | Week 2 | **Can we map our local area?**<br>To draw a sketch map. | **What is the coast?**<br>To explain what the coast is. | **How is land used in my local area?**<br>To identify the human and physical features in the local area. | **How is a river formed?**<br>To recognise the features and courses of a river. | **Where are deserts located?**<br>To locate and explore features of deserts. | **Creating data collection methods.**<br>To determine the most effective data collection methods for fieldwork. |
| | Week 3 | **Where in the world is China?**<br>To name and locate some continents on a world map. | **What are the features of the Jurassic Coast?**<br>To identify the physical features of the coast. | **Can I explain the location of features in my local area?**<br>To discuss why physical and human features are in particular locations. | **Where can we find rivers?**<br>To name and locate some of the world's longest rivers. | **What physical features are found in a desert?**<br>To describe the physical features of a desert environment. | **Mapping a route.**<br>To plan a route for a fieldwork trip. |
| | Week 4 | **What can you see in China?**<br>To identify physical and human features in a non-European country. | **How do people use Weymouth?**<br>To identify human features on the coast. | **How has my local area changed over time?**<br>To describe how land use in the local area has changed. | **How are rivers used?**<br>To describe how rivers are used. | **How can people use deserts?**<br>To explain the different ways humans can use deserts. | **Collecting the data.**<br>To collect the data to answer the enquiry question. |
| | Week 5 | **What is Shanghai like?**<br>To describe what it is like in Shanghai. | **How do people use our local coast? (Data collection)**<br>To investigate how people use the local coast. | **How is land used in new Delhi?**<br>To identify land use in New Delhi. | **What can we find out about our local river?**<br>To identify and locate human and physical features on a map. | **What are the threats to deserts?**<br>To describe some of the threats facing deserts. | **Analysing the data.**<br>To determine an answer to the enquiry question. |
| | Week 6 | **How is Shanghai different to our local area?**<br>To compare Shanghai to a small area of the UK. | **How do people use our local coast? (Findings)**<br>To present findings on how people use the local coast. | **How does land use in New Delhi compare with my local area?**<br>To compare land use in two different locations. | **What features does our local river have?**<br>To collect data on the features of a local river. | **Would you like to live in the desert?**<br>To explore the similarities and differences between two physical environment. | **Presenting the data.**<br>To present my findings. |