KS1 and KS2 Geography Overview Christ Church Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**What is it like here?** -Locating where they live on an aerial photograph, children recognise local features. -They create maps using classroom objects before drawing simple maps of the school grounds. -Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. Fieldwork: In school playground	**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. -Children compare features in the North and South Poles and Kenya as well as in the local area. -They learn the four compass points and the names and location of the seven continents.	**Why do people live near volcanoes?** -Learning how the Earth is constructed and about tectonic plates and their boundaries. -Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes.	**Why are rainforests important to us?** -Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. -They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. -Learning about the people who live in the	**What is life like in the Alps?** -Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. -They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	**Why does population change?** -Looking at global population distribution, children think about why certain areas are more populated than others. -They explore the factors that influence birth and death rates and use case studies to illustrate these. -Children consider and discuss the social, economic and environmental push and pull factors that influence migration.

			-They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	rainforest, children discuss the impact of human activity locally and globally.		-Fieldwork is carried out to explore the impact of population on the local environment.
Spring	**What is the weather like in the UK?** -Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. -They consider how we change our behaviour in response to different weather	**Why is our world wonderful?** - Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. -Naming the oceans and locating these on a world map.	**Who lives in Antarctica?** -Learning about latitude and longitude, pupils consider how this links to climate. -Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. -They explore the physical features	**Where does our food come from?** -Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. -They explore where the food for their school dinners comes from and the	**Why do oceans matter?** -Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. -Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made	**Where does our energy come from?** -Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. -Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. -They carry out a fieldwork investigation considering the best location for a solar

	and keep a weather diary or record. -Finally, children investigate the UK's hot and cold places using weather maps with a simple key. Fieldwork: In school playground	-Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. -Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	pros and cons of local versus global.	including making eco-friendly choices. -They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment. Fieldwork: Thames Estuary (e.g. Southend) or Kent (e.g. Whitstable)	panel on the school grounds. Fieldwork: school grounds
Summer	**What is it like to live in Shanghai?** -Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. -They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through	**What is it like to live by the coast?** -Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. -They learn about the physical features of the Jurassic Coast and how humans	**Are all settlements the same?** -Exploring different types of settlements and land use, pupils consider the difference between urban and rural. -They describe the different human and physical features in their local area and how these	**What are rivers and how are they used?** -Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. -They name and map major rivers both in the UK and globally. -Children learn about the features and courses of a river and how they are	**Would you like to live in the desert?** -Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. -The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. -Children also consider how humans use	**Can I carry out an independent field enquiry?** -Planning and carrying out their own independent enquiry, children explore an issue in their local area. -They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.

	exploring land-use. -Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork. Fieldwork: In Redhill Street and Cumberland Market.	have interacted with this over time, including land use, settlements and tourism. Fieldwork: Thames Estuary (e.g. Southend)	have changed over time. -Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	used by humans, before studying a local river to spot these features. Fieldwork: River Thames	deserts and the environmental threats that can occur in this landscape.	