



GEOGRAPHY - MEDIUM TERM PLAN - 2025/2026

Reception

Topic Looking after the oceans (Link to Year 2) (Summer)	In this unit of work, children learn:-
To understand why our oceans are becoming polluted. To understand what steps can be taken to combat polluting the ocean. To persuade people to stop polluting the oceans	- to identify things that humans do that pollute the ocean. - to think of things we can do to reduce the pollution in the ocean - to make ocean play dough and practise removing the rubbish from it. - about the impact that pollution has on our oceans and what we can do to combat ocean pollution. - to use plastic to create a poster to raise awareness of ocean pollution. - to look at some of the effects that ocean pollution has on the oceans' inhabitants. - to create a plastic bag jellyfish to demonstrate just how easily plastic bags can be mistaken for jellyfish.
Topic Climate change	In this unit of work, children learn:
To understand the impact of cutting down trees in the rainforest To understand the issue of global warming on the polar habitat To understand what I can do about climate change	- about the impact of climate change. - about the changes happening to our planet and take a closer look at deforestation. - to think of things we can do to help our planet and learn creative ways to recycle by creating art made of recycled paper. - about the impact of global warming on the polar habitat. - to focus on the impact that this will have on the wildlife and carry out an ice experiment to demonstrate the changes occurring due to global warming. - to explore the effects of climate change. - about some of the causes of climate change and think of changes that we can make to our behaviour in order to save our planet. - to create a poster promoting caring for our planet.
Topic Journeys (Autumn 2)	In this unit of work, children learn:-
To compare trains from past and present To understand why people take trains To find a train station on a map	- about why people take trains - about the benefits of taking a train - to imagine a train journey to a magical location of your choice. - Extension: construct our own train track. - what maps are used for - to look carefully at a map and find various places, including a train station. - to draw their own map.



Topic My Community/Where I live (Autumn 2)	In this unit of work, children learn:-
To name important places in my community To identify my favourite places in my community To name important people in my community	● about the significant places that are close to our home and form part of our community. ● to talk about our favourite places within our community and map them in relation to our homes. ● to identify who are important people in our community ● to consider why they are important and create a 'community token' as a way of showing our appreciation and thanks.
Topic Rainforest (Leads into Year 2/5)	In this unit of work, children learn:-
To identify parts of the rainforest To identify different animals that live in the rainforest Rainforest animals	● about the four different layers of a rainforest and some of the different species of animals that make the rainforest their home ● to make a mask ● about the rainforest, and what types of animals live there. ● to move like these animals ● to try to remember all of the different ways that they move ● to play a fun rainforest spin the wheel activity
Topic Polar Habitat (Leads into Year 1) (Spring 2)	In this unit of work, children learn:-
To identify features of a polar habitat and locate them on a globe. To name animals that live in polar habitats To identify how polar animals are adapted to the polar habitat	● to identify different animals that live in polar habitats ● to think about the weather in polar habitats and how the animals are able to live in such cold conditions. ● to create a polar painting using only our fingertips as paint brushes ● to identify some polar animals ● to think about how these animals are adapted to their snowy homes. ● to practise our fine manipulative skills as we make small cuts in paper in order to create a snowflake.



YEAR 1 (includes Fieldwork)

Where do we go to school? Where do we live?

Topic	In this unit of work, children learn:-
Local area	
The street outside our school Buildings and features near our school A survey of how we get to school Mapping your journey to school Our homes Our local area	- to share your ideas about how you could investigate the local area and help plan fieldwork in the street outside your school. - to investigate the street outside my school and do some fieldwork to observe and record what is there. - to collect information to find out how pupils in my class get to school, and why they travel that way. - to make a map of my journey to school showing the buildings and places I pass on the route. - to find my home on an aerial photograph and a large-scale plan or map. - to talk about the area where you live and find some familiar features on an aerial photograph or large-scale plan.
Topic	In this unit of work, children learn:
Our school Our school from above and our school in ten photos Jobs in our school Describing locations Fieldwork: Autumn in the school grounds	- to talk about our school and different places in its buildings and grounds - to find the features of my school grounds on an aerial photograph and a map. - to make a list of the people who work in my school and interview some of them to find out more about their job. - to use locational language to describe where things are - to use geographical vocabulary to identify seasonal signs in the school grounds
Topic	In this unit of work, children learn:-
Local area: How do we read maps and plan routes?	
Locating places in our school grounds Mapping our school grounds Planning a route Fieldwork: observing geographical features on our route. Making a map of our route Improving our school grounds	- to talk about my favourite places to play in the school grounds and locate them on an aerial photograph. - to plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map. - to plan a route to our local play area using aerial images and a large-scale map. - to observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. - to make a map of our route to a local play area. - to make a map or model to show our ideas for improving the school grounds.
Topic	In this unit of work, children learn:
Local to Global: how can we identify special places?	



Annotating our map of the school grounds Describing and locating our favourite places The seven wonders of the natural world Human wonders of the world	- to talk about what makes a place special to us, and how we feel about places in the school grounds. - to draw a picture to show a photograph of our favourite place and talk about why it is special - to investigate special landscapes from around the world and talk about what makes them special. - to investigate special buildings from around the world and talk about what makes them special.
Topic Cold places: What is it like at the North and South Pole? (Link to Reception)	In this unit of work, children learn:-
Locating the North and South Poles The North Pole and the Arctic The South Pole and the Antarctic Arctic wildlife Antarctic wildlife Living in the Arctic Living in the Antarctic	- to explain what affects temperatures locally and why it is cold at the North and South Poles. - to locate the North and South Polar regions and describe some of their icy features. - to locate and talk about the Arctic Circle using maps and globes, and describe seasonal changes. - to use a range of geographical sources to describe Antarctica and its extreme weather and climate. - to identify some of the wildlife found in the Arctic and explain how it is affected by seasonal change. - to identify some of the wildlife found in the Antarctic and explain how it is affected by seasonal change. - to understand how people adapt to living in the harsh environments like the Arctic and give an example. - to explain what the Antarctic Treaty is and explain some reasons why people go to Antarctica.
Topic Seven Continents	In this unit of work, children learn:-



What is a continent?	• about the seven continents. • what a Geographer is and how important they are. • to look at the seven continents, comparing their size and location on our planet.
What is Europe like?	• about what the equator is. • to virtually fly across Europe, learning more about this wonderful continent. • about how many people live in Europe.
What is Australia like?	• what food you can eat if you visit and what places you would see. • to virtually fly to Australia; the continent is also known as Oceania and Australasia. • more about this small continent. • to fill our brains with facts about the population, how many countries are in Australia and the currency they use. • to look at the interesting animals and landmarks you could see if you visited Australia.
What is Africa like?	• to virtually fly to Africa. • more about this huge continent. • to fill our brains with facts about the population and how many countries are in Africa. • to look at different foods which are grown in Africa and transported all over the world. • to look at the interesting animals and landmarks you could see if you visited Africa.
What is Asia like?	• to virtually fly to Asia, which is the largest continent. • to fill our brains with facts about the population and how many countries are in Asia. • to look deeper into what the landscape is like, it ranges from rainforests to mountains and plains. • to look at the different animals you could see if you visited parts of Asia and interesting fruit grown in the continent.
What is North America like?	• to virtually fly to North America, which is the third largest continent. • to fill our brains with facts about the population and how many countries are in North America. • to look at the second largest island which is in North America, called Greenland.
What is South America like?	• about the different languages and animals in the continent. • about some different places in North America. • to read a story about some animals from Africa. • to virtually fly to South America which is in the southern hemisphere. • to fill our brains with facts about the population and how many countries are in South America.
What is Antarctica like? (Link to Cold Places unit)	• about the physical features on this continent. • to look more in depth into the Amazon rainforest which is located in this wonderful continent. • to virtually fly to Antarctica, which is the coldest continent. • to fill our brains with facts about the size of this continent, the population and the climate. • about some incredible animals which live in Antarctica. • to explore how they are able to survive such harsh conditions. • to pull together all knowledge from this unit.



YEAR 2 (includes Fieldwork)

Topic The UK: What kind of place is it?	In this unit of work, children will learn:
The UK and its surrounding seas The countries and capitals of the UK Geographical features in Scotland Geographic features in England Geographical features in Wales Geographical features in Northern Ireland	● to locate the UK on a globe and world map and annotate a map with key information. ● to locate the UK capital cities and find out some information about cities. ● to locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth. ● to locate and name some of England's geographical features using atlases, maps, photographs and Google Earth. ● to locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth. ● to locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth.
Topic London in the United Kingdom (Link/combine with previous unit and next unit)	In this unit of work, children will learn:-
What is the United Kingdom? What can you find in the United Kingdom? What is the history of London?	● about the countries within the UK. ● to draw a map of the countries within the UK and label with seas surrounding it. ● about some of the famous features from the four different countries within the UK. ● about both natural features and human features such as capital cities. ● to write a factfile for each country with some of the key information from the lesson. ● to discover how the city of London was founded, and look at the three main different groups that settled in London. ● about how London was almost destroyed twice. ● to create a timeline of our learning so that we can easily see the changes that took place in London over time.
Topic London – Life in a capital city	In this unit of work, children will learn:-



What are the landmarks in London? Locating London London as a capital city London travel and transport London parks and green spaces The River Thames Planning a day out in London	● about some of the famous landmarks in London. ● to try to place them on a map. ● to write a list of tourist attractions for people visiting London. ● to locate London and identify its features, including the River Thames on maps and aerial photographs ● to explain what is special about a capital city and locate, name and describe some of London's most significant landmarks. ● to identify and name different types of transport used in London and describe some good and bad points about them. ● to explain why it is important for cities like London to have parks and green spaces ● to explain the importance of the River Thames to London ● to explain how to travel to London, describe the landmarks you would like to visit on a day out and how to plan a route around them, using maps and geographical vocabulary. (building on previous work)
Topic Local area: Why is (our place) special?	In this unit of work, children will learn:-
Locating our place with an address and directions Key features of our local area Mapping places to visit in our local area The weather where I live and in the UK Local and national landmarks Fieldwork: our locality	● to describe where a place is and how to get there using address, maps and geographical vocabulary. ● to describe what the local area is like where they live, and name some jobs that people do there. ● to describe and show with maps where they usually go in their local area ● to use weather data to describe the pattern of weather where they live and explain how this might vary across the UK. ● to identify and locate some personal, local and national landmarks and give some reasons why they are important. ● to do fieldwork to help them describe, locate and explain special features of their local area.
Topic Understanding Brazil Extra unit (Link to Reception)	In this unit of work, children will learn:-



Where is Brazil?	● to name all seven continents in the world ● to zoom into South America and locate Brazil ● to explore some physical and human geographical features found in Brazil and compare them to where we live in the UK.
Why do people visit Brazil?	● to recap our knowledge of the seven continents in the world ● to explore some of the reasons people visit Brazil, focusing on natural areas of beauty as well as cultures and festivals that tourists come to experience. ● to compare them to cities in the UK.
What are the features of cities in Brazil?	
How do experiences within Rio de Janeiro differ?	● to look at a case study of Rio de Janeiro and the different experiences people have in different parts of the city.
How are populations within Brazil moving?	● to look at the population of Brazil and explore the reasons why some people are choosing to move from rural areas to urban areas. ● to look at the different seasonal weather patterns in Brazil
What is the weather like in Brazil?	
How is the weather in Brazil different than the UK?	● to look at weather patterns in the UK and compare these to the different weather we explored in Brazil last lesson.
Who lives in the Amazon Rainforest?	● to locate Brazil on a map ● to zoom into the north western region of Brazil and look at an example of a community living in the Amazon rainforest. ● to focus on the Amazon rainforest ● to look at reasons why it is so important to life of Earth; why it is declining in size each year and what we can do to help to protect it ● to combine all of our learning in this unit to explain the diversity of Brazil
Why is the Amazon rainforest declining in size?	
Why is Brazil difficult to describe?	
Topic Oceans and Seas (Link to Reception)	In this unit of work, children will learn:-



What is an ocean?	● about the five oceans on our earth and the location of them in relation to the 7 continents ● to order them in size and discuss why the oceans are always in motion
Where are the world's oceans?	● to look at which continents surround the oceans ● to compare the difference between an ocean and a sea ● about the different depths of the ocean
How deep is the ocean?	● about the importance of our oceans
Why are our oceans important?	● to gain more understanding of the size of the oceans and how important they are to life on Earth ● about all the wonderful animals which live in our oceans
What lives in the ocean?	● to discuss different types of habitats that they live in ● to compare the oceans surrounding the North Pole and the Equator
How is the ocean different at the North Pole and the Equator?	● to focus on what the equator is ● about some animals which are able to survive in the cold waters of the Arctic, where many other living things cannot.
Why are the oceans under threat?	● all about different human activities which are threatening our oceans ● to start by identifying what human activity is and what types of things we are doing which are causing damage to our oceans ● to look at what damage we can already see in our oceans ● about different ways people are protecting the ocean
How are people protecting the oceans?	● to look at initiatives that the government has introduced in the United Kingdom to make a difference to plastic waste ● to look at what other people are doing around the world to protect our oceans and marine life.
How can we protect our oceans?	● to consider about how we can protect our oceans ● to talk about lots of things we can do to protect this important environment.
Campaigning to protect the oceans	● about how the plastic gets into the oceans and what we can do to help others reduce their plastic waste.



YEAR 3 (includes Fieldwork)

Topic	In this unit of work, children will learn:-
Building locational knowledge: United Kingdom	
What is the geography of Scotland? (Link to work in Year 2) What is the geography of Wales? What is the geography of Northern Ireland? What is the geography of England?	• to recap our knowledge of the seven continents, and locate the UK on a world map. • to zoom into Scotland and look at the different human and physical geographical features • to compare these to the area where we live • to zoom into Wales and look at the different human and physical geographical features • to compare these to the area where we live, as well as comparing them to Scotland. • to zoom into Northern Ireland and look at the different human and physical geographical features • to think about urban and rural land use in Northern Ireland, as well as our local area. • to zoom into England and look at the different human and physical geographical features • to combine our knowledge of all of the UK countries and design a travel brochure
Topic Water, weather and climate	In this unit of work, children will learn:-
Where is Earth's water? What makes up the weather? Why does it rain? Why does the UK have wild weather? What is the reason for seasons? Why is the world's weather changing?	• learn about the water on planet Earth and where it is stored • learn about the water cycle. • to look at the differences between weather and climate • to look at the six components that make up the weather • to learn about why it rains • to learn about the three different types of rainfall (convectional, frontal and orographic) • to learn about the five main air masses that affect the weather in the United Kingdom • to learn about why we have the four different seasons in the UK: winter, spring, summer and autumn. Whilst doing this we will be learning more about the Sun and planet Earth • to learn about the atmosphere and how it is important for life on Earth • to look at how the climate has changed over time and how it continues to change • to focus on the impact of human activity on the climate
Topic Land use: how diverse are local and UK landscapes	In this unit of work, children will learn:



UK human and physical features Land use in the locality Farming in the UK Different types of land use in the UK Using grid references to identify land use Changing land use	- to identify and describe the main human and physical features of the UK using atlases and maps. - to identify some types of land use in the locality using maps and aerial imagery - to explain how different parts of the UK are used for different types of farming - to describe different types of land use in the UK - to use four figure grid references to identify different examples of land use in my local area on a 1:25000 map - to explain how land use changes affects wildlife
Topic Climate Zone: What are they and why do they matter?	In this unit of work, children will learn:
Introducing climate Using lines of latitude to locate the main climate zones Climate data and patterns The differences between climate zones and biomes Adaptations of plants and animals in different biomes Climate change	- to understand the position of the Earth in space in relation to the sun and how this affects climate - to understand what the main climate zones are and describe where they are found - to read information from climate graphs and identify patterns in data - to understand and explain the difference between climate zones and biomes - to understand how plants and animals have adapted to live in different biomes - to recognise that sudden changes in climate have an effect on living things
Topic The Water Cycle : why is it important?	In this unit of work, children will learn:
The Water cycle Water flow around buildings Water around the world Water supply and demand in the UK Water ownership Water inequalities	- to recognise, describe and sequence processes in the water cycle - to describe how buildings collect rainwater - to explain how water enters and leaves buildings and is used in many different ways - to explain why water is essential for human life - to identify some of the causes and consequences of people not being able to access water - to explain why there is a need to move water from place to place in the UK to meet demand, and how this is done - to explain some reasons why we have to pay for clean water and offer opinions as to whether this is fair or not - to explain the importance of UN Global Goal 6: clean water and sanitation



Topic Local area: how is it changing?	In this unit of work, children will learn:
Our changing place Measuring settlement change Recording local views Evidence from fieldwork Mapping changes Measuring change in a day	- to create enquiry questions about how our local place has changed - to use maps to measure and investigate settlement growth over time - to use enquiry to find out what people think about local changes - to collect data to investigate current changes in our local area and evaluate the impact of these changes - to interpret fieldwork data to find out more about where we live and how it is changing - to collect data over a school day to investigate changes in the school grounds during a single day

YEAR 4 (includes Fieldwork)

Topic Settlements: where do people live and why?	In this unit of work, children will learn:-
Settlement features Villages, towns and cities in the UK Location and growth of settlements Change in our local area Our local town Designing a new settlement	- to name and recognise the key features of villages, towns and cities - to locate and identify villages, towns and cities in atlases and on OS maps - to describe and explain some of the reasons why settlements are established and grow - to use Ordnance Survey maps and photographs to identify some changes in our local area - to use Ordnance Survey maps to identify some reasons our local town grew and compare it to another town we know - to design a new settlement that would be good for the future.
Topic Building locational knowledge: Europe	In this unit of work, children will learn:



What are the countries of Europe? What are the physical features of Europe? What are some of Europe's most important human characteristics?	● to learn about the continent of Europe ● to identify Europe on a world map ● to identify other countries, including the United Kingdom, on the map of Europe. ● to learn about the four regions of Europe: Central Uplands, Western Uplands, North European Plain and Alpine Mountains ● to learn about the tallest mountain in Europe and also the important rivers that divide Europe ● to learn about the population of Europe as well as understanding the population density in each sub-region of Europe ● to study the important cities and landmarks across Europe ● to learn more about the economy of Europe and what is traded into (imported) and traded out of (exported) Europe
Topic Europe: how diverse are its landscapes and places?	In this unit of work, children will learn:
Using maps to locate the countries of Europe Weather and climate in Europe Major cities in Europe Physical features of countries in Europe Human features of countries in Europe Tourism in Europe	● recap using atlas maps and a globe to locate the continent and countries of Europe ● to identify different climate zones in the world and describe the climate of different countries in Europe ● to recap and locate a number of major cities in Europe and understand why they are important ● to use digital and atlas maps to identify and locate key physical geographical features of Europe ● to describe key features of the human geography of Europe and use atlas maps to identify spatial patterns ● to use different sources of information to choose and plan a holiday in a European country
Topic Europe: What is it like to live in Northern Italy?	In this unit of work, children will learn:
Location and Transport Geographical features in northern Italy Village life in northern Italy A town in northern Italy Venice: a popular tourist destination Comparing northern Italy with our UK region	● to locate northern Italy on a map and describe how far it is from where we live ● to use maps to identify key physical and human geographical features in northern Italy ● to use different sources of information to investigate and compare different villages in northern Italy ● to use multiple sources of information to investigate what a town in northern Italy is like ● to describe the location and features of Venice and explain how it is affected by tourism ● to reflect on what we have learned about northern Italy and compare this area with the region of the UK where we live



Topic Migration	In this unit of work, children will learn:
What is migration?	● to learn about what migration is and how migration has affected the UK's population ● to learn about where migrants go to and from ● to learn about the different types of migration (voluntary, forced, short-term, long-term, national and international) ● to learn about the reasons why people migrate (push and pull factors) ● to learn about the advantages and disadvantages of migration for the host and source country ● to look at how migration has affected the United Kingdom ● to learn about economic migrants and look at the case study of Polish economic migrants coming to the United Kingdom to find work ● to look at push and pull factors for economic migrants ● to learn about what a refugee is and why some people are refugees ● to look at the case study of Syrian refugees to understand the push factors that led them to leave their country ● to learn about what climate change is and how it is creating climate refugees ● to look at two main causes of climate refugees and these are rising sea levels and droughts
How do migrants vary?	
How does migration affect people and places?	
What is economic migration?	
What is a refugee?	
How will climate change affect migration	
Topic Population	In this unit of work, children will learn:



Where are the world's people? What is a settlement? What affects where people live? How are settlements shaped? What makes a city? How are cities and villages different to live in? What human and physical features can I find in my settlement? Can I sketch a map of my settlement? Can I use symbols and a key in my map? How do I describe where things are in my settlement?	● to learn about different settlement types, including villages, towns and cities ● to learn about the population of earth, and where people can be found around the world ● to learn all about what a settlement is. ● to learn the key differences between villages, towns and cities, and how cities are growing in size and population ● to learn about the natural features of a place that might determine where people choose to settle ● to have the chance to design our own ideal settlement ● to learn about why settlements take the shape that they do. This will involve making a trip back in history to think about the first time that humans began to settle ● to learn all about cities ● to explore the different types of land use, including residential areas and industrial areas, as well as how cities grow and develop ● to think about the different experiences people have living in villages, towns and cities. How might life be similar? How might it be different? ● to explore the difference between human and physical features of a settlement ● to see our teacher explore his/her settlement to look for these features, then have the opportunity to investigate our own settlement ● to learn about maps. What are they, and why do we use them? ● to draw a map of our own local area ● to learn about map symbols ● to learn some common map symbols and then add them to our own map of our local area ● to draw a key to show people what each symbol means ● to learn all about directional language to help us to describe where things are in our local community
Topic How do we power the world?	In this unit of work, children will learn:
Energy production Energy use and climate change Non-renewable energy sources Renewable sources of energy Reducing energy use Solving the energy problem	● to reflect on the importance of electricity in our life ● to record how we use it for everyday activities ● to explain the links between energy use, fossil fuels, carbon emissions and climate change ● to explain why non-renewable energy sources are contributing to the energy problem ● to identify the advantages and disadvantages of renewable sources of energy, and form an opinion about their relative merits ● to explain a range of actions we and others can take to reduce energy use, and why this matters ● to explain who is responsible for the energy problem and who can help solve it



Topic Sustainable world: does it matter how we live?	In this unit of work, children learn:
Introducing sustainability Carbon footprints Using energy wisely Tackling food waste Biodiversity and sustainability Making cities more sustainable	● to explain what sustainability means to us and start to identify choices that can be made with this in mind ● to explain what a carbon footprint is and identify changes likely to make a positive difference ● to identify ways to reduce use of fossil fuels and explain why this matters ● to explain which foods have the highest carbon footprint and suggest choices that can lower this ● to explain what biodiversity is and give some reasons why nature matters for a sustainable world ● to research, identify and give examples of some ways in which cities can become more sustainable
Topic Local area: What needs changing?	In this unit of work, children learn :
Change in a local area Fieldwork tools and techniques Risk assessment and staying safe Active fieldwork Presenting data Future changes	● to use past and current sources of evidence to identify how we could investigate change in the locality ● to identify and adopt appropriate techniques to support a fieldwork enquiry ● to help plan a fieldwork visit and know how to keep ourselves safe ● to gather data and record it accurately through fieldwork ● to analyse, interpret and reflect on geographical data gathered through fieldwork ● to suggest and argue for preferred change in the local area using sources of evidence



YEAR 5 (includes Fieldwork)

Topic	In this unit of work, children will learn:-
Rivers: What's so special about them?	
Introducing rivers River processes and landforms The river's journey Flooding rivers Flooding impacts and solutions Rivers in the UK Rivers in Europe Rivers of the world Where are the world's rivers? How do rivers shape the land? What landforms do rivers create? (part 1) What landforms do rivers create? (part 2) Why are rivers important to people? What happens when a river floods?	- to describe the key features of a river system and explain how rivers drain the land - to describe processes happening in a river and landforms that they create - to describe changes in a river and its landforms as it flows along its course - to identify some causes and impacts of flooding and give recent examples - to explain the short and long term impacts of flooding and describe ways that flooding can be reduced - to locate different rivers in the UK on a map and describe the features found along the River Severn - to locate rivers in Europe on a map and explain why they are important - to locate some of the world's largest rivers and describe a journey down the Nile - to learn about the rivers around the world mainly focusing on the continents of South America, Africa and Europe - to learn about how rivers shape the land and about the four types of erosion, the four types of transportation and what deposition is - about what landforms are and how they can be created - to look at how rivers can create dramatic landforms by studying the Horseshoe Bend in the Grand Canyon and the Nile Delta in Egypt - to learn about how meanders in rivers are formed. - to look at the process of erosion and deposition in more depth. - to learn about how an oxbow lake is formed - to learn about rivers and why they are important to people - to look at two case studies – the Volga River in Russia and the Amazon river in South America. - to learn about the physical causes of flooding as well as the human factors which can increase the risk of flooding. - about dams by studying the Aswan High Dam in Egypt.
Topic: Natural Resources	In this unit of work, children learn:
What are the world's natural resources?	- to study the world's different natural resources, defining what they are and studying what they are used for - to analyse in which countries these resources can be found



How has the use of natural resources changed? What resources does Chile have? What resources does the UK have? How does resource exploitation cause problems? What is the circular economy?	● to analyse how and why the world's population has increased in recent human history, and the effect this had had on the use of natural resources ● to analyse the various natural resources that can be found in the South American nation of Chile, looking at how geography has helped to determine this ● to analyse the natural resources that can be found in the UK, focusing on how coal helped it to become a wealthy and powerful nation ● to learn about the impacts caused by the extraction of natural resources around the world ● to learn about the linear and circular economies, and how they impact the environment
Topic Natural resources: what are they, where are they found, why are they important	In this unit of work, children learn:
Introducing natural resources Identifying renewable and non-renewable energy sources Global food production and its impacts Economic minerals and their uses Wood and its many uses Water: our essential resource	● to name some natural resources and describe how they can be used. ● to identify renewable and non-renewable energy sources and understand the difference between them ● to identify different sources of food ● to explain why food production is sometimes harmful to the planet ● to know what sustainable farming is ● to describe what economic minerals are and explain where they can be found and how we use them ● to explain the many different uses of wood and describe locations where it is grown ● to explain why water is a precious resource and identify some of the threats to its availability and distribution
Topic Local and Global: why are trees and forests important?	In this unit of work, children learn:



The benefits of trees Mapping trees locally Mapping changes in the UK's forests Global trees and forests Mapping changes in forests around the world Planning tree planting in the local area	● to identify some common British trees, and map some in the local area ● to use map information to decide whether a woodland is semi-natural ancient woodland, replanted ancient woodland, or a recent plantation ● to use maps and data sources to identify changes in the UK's woodlands and forests ● to identify and locate forests globally using atlases ● to research the significance of forests to local communities ● to consider evidence from fieldwork and other sources to find a suitable location to plant trees in the local area
Topic Coasts: What happens when the land meets the sea?	In this unit of work, children learn:
The coast of the UK Mapping the coast Coastal erosion The changing coastline Protecting the land Coastal habitats and ecosystems Coasts and tourism Coasts and the future	● to describe what a coast is and how people's lives are affected by it ● to use maps and other sources to recognise, locate and describe a range of coastal features in the UK ● to understand how coastal erosion affects people's lives ● to use geographical vocabulary to describe coastal processes ● to name and describe different types of coastal protection and discuss their effectiveness ● to identify some threats to coastal habitats around the world and explain why these places matter to wildlife ● to research and present information about a coastal place using geographical enquiry and sources ● to discuss the impacts of climate change on the coast and explain what we can do to protect it
Topic Building locational knowledge: South America	In this unit of work, children learn:



Which countries are in South America? What physical features can we find in South America? What are some of South America's most important human features? What is the geography of Chile? How are Chile and the UK similar and different?	● to recap our knowledge of the seven continents of the world, then zoom into the continent of South America ● to name and locate the countries of South America, then look at some of the physical geographical features we can find on the continent ● to compare these to the area of the UK where we live ● to look at some of the human features and economic activities on the continent ● to recap our knowledge of the seven continents of the world, then zoom into the continent of South America and focus on the country of Chile ● to explore the physical and human geographical features and look at the natural resources found there ● to recap our knowledge of the seven continents of the world, then zoom into the continent of South America and Europe ● to compare Chile and the UK and explore the similarities and differences in their human and physical geography, as well as their natural resources
Topic Building locational knowledge: North America	In this unit of work, children learn:
What are North America's countries and physical features? What are some of North America's most important human characteristics? What is the climate like in parts of North America?	● to locate North America, as well as the countries within North America, on a map. ● to learn about the five different regions of North America ● to compare two of the regions ● to learn about the major cities in North America ● to learn about how agriculture, forestry and mining are important for the continent economically ● to learn about the natural resources that North America has and where these natural resources are located within the continent ● to learn about the meaning of the word 'climate' ● to learn about the climate in two regions: The Caribbean and the Mountainous West. ● to look at how these regions will be affected by climate change
Topic North and South America: how diverse are their places and landscapes?	In this unit of work, children learn:



Using maps to locate countries in North and South America Climate of North and South America Physical geography of North and South America Human geography of North and South America Economic activities of North and South America Planning a journey through the Americas	● to locate selected countries in North and South America on a map ● to identify lines of latitude and longitude, and start to appreciate the size of these continents ● to use climate data to investigate and describe different climates in North and South America ● to describe the key features of the physical geography of North and South America, including a range of landscapes and biomes ● to describe key features of the human geography of the Americas, including population distribution and major cities ● to describe economic activities in the Americas and make comparisons between countries ● to use research to design a trip covering six geographical highlights of North and South America
Topic South America: Why does the Amazon matter? (Links back to Year 2)	In this unit of work, children learn:
Tropical and temperate rainforests Location of the Amazon rainforest Features of the Amazon rainforest Foods from tropical rainforests Brazil nut production People of the Amazon rainforest Debating the future of the Amazon rainforest Protecting the rainforests	● to explain what a rainforest is, describe the distribution of tropical and temperate rainforests, and make comparisons between these two rainforest types. ● to locate the Amazon rainforest on a world map and describe some of its geographical characteristics ● to use geographical and scientific vocabulary to describe key features of the rainforest ● to list some tropical rainforest food products, describe the climatic conditions that are necessary to grow them, and explain why these products are exported around the world ● to describe how Brazil nuts are grown, harvested, and exported, and threats to their production and trade ● to compare different types of settlement and traditional lifestyles of indigenous peoples living in the Amazon rainforest ● to explain factors which inform the deforestation debate and recognise that some people have more opportunity than others to influence decision making ● to explain why rainforests are important, identify some of the threats to rainforests, and describe some ways in which people are taking action to protect rainforests



YEAR 6

Topic	In this unit of work, children learn:
Local fieldwork	
Why do geographers do fieldwork? Tools of fieldwork: maps Fieldwork: can I create a sketch map of roads in my community? Tools for fieldwork: surveys and questionnaires Fieldwork: Can I create a field sketch of my community? How do geographers develop an enquiry question? Fieldwork: Can I collect data about road use in my community? How do geographers present their data? What do geographers do with their data?	• to learn what fieldwork is and explore why geographers do fieldwork • to learn about the different types of fieldwork that geographers do • to learn about different types of maps and their purposes • to learn how to use four and six figure grid references to find locations on a map • to learn what a sketch map is and look at the key steps to creating a sketch map • to use these steps to create a sketch map of the roads in our community • to learn about surveys and questionnaires • to learn about surveys and how they are used in fieldwork studies • to explore questionnaires and how questions can be used to obtain a wide range of data • to learn what field sketches are and how they can be used • to practise producing our own field sketch of our local community • to learn how geographers develop an enquiry question • to look at the processes used to identify a question • to use this process to identify a question that we will use for our own fieldwork study • to learn about how to collect data about road use • to learn how to safely collect fieldwork data • to look at how we can collect data about road use from home or locally • to learn how geographers present their data • to learn why data presentation is important and then look at how our data could be presented • to present the data from our fieldwork study • to draft an analysis and conclusion of our fieldwork • to review as to whether the enquiry question has been answered
Topic Around the world in 80 days : What have we learnt about our world?	In this unit of work, children learn:



Geography is all around us Geography in the news Geographical skills: Describing the UK The role of geographers: Focus on Europe Environmental geography: focus on North and South America Contrasting climates: Asia and Antarctica Tourism: Oceania Natural resources and sustainability: focus on Africa	● to reflect on geography as a subject and discuss the value of learning geography ● to reflect on and discuss how geography helps us to understand the world and how it works ● to use maps and geographical skills to investigate the geography of the UK ● to use geographical knowledge, skills and data to investigate different places ● to reflect on and discuss the landscapes, environment and physical features of North and South America ● to apply our knowledge and skills to explain some of the geographical differences between Asia and Antarctica ● to describe some tourist destinations in Oceania and discuss positive and negative consequences of tourism ● to list some of Africa's natural resources and describe some of the consequences of mining cobalt
Topic Mountains and volcanoes: What, where and why?	In this unit of work, children learn:
The formation of mountains Mountains and their features The UK's peaks Volcanoes and their features Living near volcanos The impact of eruptions: Eyjafjallajökull, Iceland	● to use geographical vocabulary to describe and explain how mountains are formed and shaped over time ● to recognise and name the key features of a mountain landscape and describe the conditions found on Mount Everest ● to name and locate the UK's highest peaks and use OS maps to identify major physical and human features of Yr Wyddfa ● to recognise the key features of a volcano and use geographical vocabulary to name and explain them ● to describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes ● to describe and explain the forces at work when volcanoes erupt, and how these may alter the landscape and environment
Topic Mountains, volcanoes and earthquakes	In this unit of work, children will learn:-



What is the earth made of? What are fold mountains? How are volcanoes made? How does an earthquake occur? What happens when a volcano erupts? What happens when an earthquake occurs? How can we protect against earthquakes?	● about the structure of the earth ● what the earth is made of ● where volcanoes occur and why ● about mountain ranges across the world and how they are formed ● about how ocean trenches are formed ● about how volcanoes are formed ● about different types of volcanoes and conclude by recapping on where volcanoes are located ● about why tectonic plates move, what an earthquake is and why they occur ● to look at a case study, which means an example, of a volcanic eruption ● to consider the immediate and long-term effects of the eruption ● to think about the reasons why people choose to live near volcanoes ● to look at a case study, which means an example, of an earthquake ● about the causes of a tsunami ● about measure cities have taken to protect their people and the city's infrastructure against earthquakes.
Topic Earthquakes: how do they change the world?	In this unit of work, children learn:
The causes of earthquakes Measuring earthquakes The location of major earthquake zones Earthquakes and tsunamis: Honshu, Japan, 2011 Preparing and responding to earthquakes People and earthquakes: Turkey 2023	● to describe and explain what causes an earthquake ● to describe and explain how we measure earthquakes ● to describe and explain the location of major earthquake zones ● to describe and explain the causes and consequences of the earthquake in Tohoku, Japan, 2011 ● to describe and explain how the impact of an earthquake can be lessened by being prepared and that different parts of the world have different capacities to respond ● to explain the responding to earthquakes involves many different people locally, nationally and internationally
Topic Building locational knowledge – hemispheres and tropics	In this unit of work, children learn:
What are the hemispheres? What time is it in different countries? What is the geography of the Arctic and Antarctic?	● to learn about the hemispheres, which divide the world into two equal halves ● to explore the Northern and Southern hemispheres as well as the Equator, an imaginary line which circles around the Earth, halfway between the North and South Poles ● to explore the concept of time zones, learning why time varies across different parts of the world ● to learn about the International Date Line ● to explore the regions of the Arctic and the Antarctic, finding similarities and differences between them



Topic Biomes	In this unit of work, children will:
What are the Earth's biomes? Where are Earth's biomes? What affects an ecosystem? What is the tundra? What is the taiga? What are the grasslands? How are biomes being damaged? How are biomes being protected and preserved? Are biomes all equally fragile? (part 1) Are biomes all equally fragile? (part 2)	● learn about the earth's six major biomes ● learn about their specific climates and how these climates are impacted by their proximity to the equator and the amount of rainfall they receive ● learn where the Earth's six major biomes are located and how their position on the Earth impacts their climates ● consider the huge variation that exists within continents ● learn about climatic factors and human activities that impact biomes and the ecosystems within them ● learn about the climatic factors and location of the tundra ● learn about the flora and fauna that are present there ● learn about the climatic factors and location of the taiga ● learn about the flora and fauna that are present there ● learn about the climatic factors and location of the grasslands ● learn about the flora and fauna that are present there ● learn about global warming and climate change ● learn how climate change, predominantly caused by human activity, is putting the world's biomes at risk ● learn about conservation, both in relation to plants (flora) and animals (fauna) ● look specifically at conservation of forests and conservation of corn buntings, a bird that lives in the United Kingdom ● consider what you can do to support conservation in your local area ● learn about the threats that the forest biomes across the globe are facing ● learn about the outcomes or consequences of these threats on the biomes' flora and fauna, as well as the impact on us as humans ● consider which of the three forest biomes is the most fragile and why ● learn about the threats that the tundra, grassland and desert biomes across the globe are facing ● learn about the outcomes or consequences of these threats on the biomes' flora and fauna, as well as the impact on us as humans ● consider which of the three biomes are the most fragile and why
Topic Time zones: can we time travel on planet Earth?	In this unit of work, children learn:
Day and night Longitude and time zones The International Date Line and time Travel and Time	● to explain why we have day and night and what lines of longitude are ● to identify the Prime Meridian and understand time zones ● to use time and date maps and the International Date Line to explore time zones around the world ● to understand that time zones can have an effect on travel



Topic Global trade: how do we get our stuff?	In this unit of work, children learn:
Global trade Imports and exports Supermarkets and global supply chains Patterns of production Global transportation of goods Ethical trading	● to investigate how we are linked to other people and places through global trade in clothing ● to use import and export data to investigate global trade in commodities and manufactured goods ● to understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains ● to investigate the production of a mobile phone and describe some of the effects the manufacturing process has on people's lives ● to describe how different types of goods are transported from producers to supermarkets and evaluate the costs and benefits of different forms of transport ● to explain how the choices we make can affect other people, places and environments, and reflect on our own opinions about ethical trade
Topic Farms and Factories	In this unit of work, children learn:
The geography of food Changes in the food we eat Sourcing our food The distance food travels Making our food World food supplies Food and climate change The future of food production	● to describe the processes involved in commercial bread production ● to describe how food production, processing and distribution has changed over time and identify potential positive and negative impacts of these changes ● to explain the impact that climatic and seasonal differences have on food availability ● to explain what food miles are and analyse the positive and negative impacts of both locally produced and imported food ● to describe how cocoa is grown and the processes involved in manufacturing chocolate, and identify some of the challenges facing small-scale cocoa farmers ● to understand and explain reasons why some people don't have enough to eat and share our opinions about potential actions that can be taken to help end world hunger ● to describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food ● to describe ways in which farming and food production have changed over time and investigate ways to taking action to make food systems fairer and better for our planet and its people
Topic Globalisation	In this unit of work, children learn:



What is globalisation?	to look at what globalisation means then explore the different views on when globalisation began
How has globalisation changed the way we communicate?	why transport has been important for globalisation
How does globalisation affect trade?	- to look at how the way we communicate has changed and then explore whether access to the internet is equal - about the effects of changing communication - about what trade is and explore how globalisation has affected trade
What does globalisation have to do with fashion?	- how trade affects different people - to find out what fast fashion is and then look at how the clothing industry has changed
Where were your clothes made?	- to look at the impacts of the globalised fashion industry - to find out where some of your clothes are made and then calculate how far these clothes travel
What does globalisation have to do with food?	- to look at how the fashion industry impacts the environment - about the companies that control many of the world's largest food brands and then find out what TNCs are - to look at the positive and negative impacts of the globalised food industry
Where does our food come from?	about food miles and then explore why our food comes from so many different countries
Where will globalisation lead us?	- about the effects of increasing food miles - to reflect on where globalisation will lead us - about global inequalities and explore what the future holds for globalisation
How globalised is your life?	- to explore whether globalisation has made the world a better place - to think about how globalised our daily lives are - to reflect on our day-to-day activities and how these are connected to globalisation
What impact has globalisation had on your life?	- to create a poster displaying how globalisation impacts our day-to-day life - to write a script for a short video on globalisation - to reflect on how the globalised industries impact our life and how they impact the world - to reflect on the positives and negative impacts of globalisation

WHOLE SCHOOL

Topic – Location, Location	
	Activities are about closer understanding of places. Pupils draw conclusions about different parts of the world at the same time possibly adding to their knowledge of topics studied in earlier years.