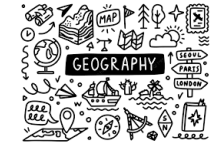




## Geography Overview

<b>Year A</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>KS1</b>	<b>Our city</b>  Locating Keyham Barton Primary in our local area, and identifying local physical and human features on a map and during <b>fieldwork in the school grounds.</b>	<b>Our country</b>  Locating Plymouth in the UK; identifying the four countries of the UK; some key human and physical features.	<b>Uganda</b>  Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Uganda (Kikandwa - where our link school is).
<b>LKS2</b>	<b>Investigating mountains and volcanoes</b>  Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies e.g. Etna and La Soufriere (Montserrat - British territory overseas and previous capital city, Plymouth, was destroyed by eruptions).	<b>United Kingdom</b>  Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK. <b>Field Sketch of human and physical features of North Down/Alexandra Parks - school has engaged in Mini-Police projects in both.</b>	<b>Rainforests</b>  Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest - links to sustainability and Laudato Si). <b>Eden Project visit - fieldwork linked to plant adaptations in each of the four layers.</b>
<b>UKS2</b>	<b>Improving the environment</b>  Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment (Laudato Si). <b>Field visit to Plymouth's Incinerator to learn about how energy can be generated from waste.</b>	<b>Climate across the world</b>  Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming. Address the misconception that our climate has always changed (changes that normally would take hundreds of thousands of years are only taking decades). Link to Laudato Si.	<b>Rivers and the Water Cycle</b>  Investigating water and building their understanding the water cycle (previously covered in LKS2 science) and the distribution of the world's water; considering land use along major World rivers e.g. Danube (met in previous learning about Europe) and Mississippi.



<b>Year B</b>			
<b>KS1</b>	<b>Seaside</b>	<b>Rivers, seas and oceans</b>	<b>Weather/Hot and Cold</b>
	Becoming mini mappers studying the human and physical geography of Devil's Point with an introduction to scale and fieldwork.	Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas - to build on the previous unit and fieldwork.	Hot and cold deserts - locating hot and cold deserts, and identifying common physical and human features - address the misconception that deserts are only ever hot.
<b>LKS2</b>	<b>Europe</b>	<b>Earthquakes and human settlements</b>	<b>Dartmoor</b>
	Countries of Europe - comparing human and physical features of Europe, including a case study comparing the impact of tourism on Plymouth and on the Amalfi coast (a contrasting coastal location).	Understanding why earthquakes take place and what effects they had in Haiti (LIC)(another Caribbean country building on their previous knowledge of volcanic activity impacting life in Montserrat from Year A) and Japan (HIC) - address the misconception that natural disasters only impact poor countries.	What are National Parks? Where are they located? What is their purpose? What impact do humans have on Dartmoor's human and physical geography? Field work on Dartmoor looking at the impact of humans on moor - is tourism always positive? - Link back to the Europe unit..
<b>UKS2</b>	<b>The Americas</b>	<b>On the move</b>	<b>I am a geographer</b>
	Investigating world trade (link to Fairtrade and Laudato Si). Understanding the distribution of the world's natural resources and these are traded between places across the World.	Understanding push and pull factors in migration from the Northern Triangle to the USA (builds on previous unit's knowledge); understanding the benefits of migration to the UK - address the misconception that immigration is a negative event.	Posing questions, completing fieldwork and presenting a geographical investigation. Make the data collection and its analysis the focus of this unit rather than new substantive knowledge being introduced. Link to Eco Award and Laudato Si.