

Year A	KS1	LKS2	UKS2
Term 1	What is it like here?	Why do people live near volcanoes?	What is life like in the Alps?
Why This? Why Now?	To start the year, children use geographical skills to locate where they live on an aerial photograph , recognising human and physical features within their local context . They create maps using classroom objects before drawing simple maps of the school grounds to assess their understanding. Expanding on this they then carry out an enquiry as to how their playground can be improved.	This unit allows children to extend their KS1 knowledge of the worlds physical features by learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape . Link to Maya Civilisation	To enhance and explore children's prior knowledge of biomes, ecosystems and climate zones , children consider the climate of mountain ranges and why people choose to visit the Alps . With focus on Innsbruck , children investigate the human and physical features that attract tourists and tourism in the local area. Children develop their geographical skills by mapping recreational land use and present findings to compare the Alps to the children's own locality .
Visits or Visitors	Lesson 3 involves fieldwork on the school grounds .	Lesson 6 involves fieldwork on the school grounds .	Lesson 4 involves fieldwork in a local urban environment .
Term 2	What is the weather like in the UK?	Why are rainforests important to us?	Would you like to live in the desert?
Why This? Why Now?	Building upon their new understanding of using maps, children look at the countries and cities that make up the UK . Keeping a daily weather record and finding out more about hot and cold places in the UK then ensure that they understand our weather structure in preparation for comparisons overseas .	This unit allows children to develop an understanding of biomes, ecosystems and tropics ; building on their understanding of weather structure and hot and cold places . Children map features of the Amazon rainforest and investigate how communities in Manaus use the Amazon's resources . Children carry out fieldwork to compare and contrast different types of forest and the global human impact on the Amazon.	As a contrast to the prior unit, children are now able to investigate and explore hot desert biomes . With prior knowledge of many other climates zones and biomes , children have a good foundation to learn about the physical features of a desert and how humans interact with this environment .
Visits or Visitors	Lessons 3 and 4 involve fieldwork on the school grounds .	Lesson 5 involves fieldwork in a local woodland .	
Term 3	What can you see at the coast?	Where does our food come from?	Where does our energy come from?
Why This? Why Now?	In the last term, children expand their locational knowledge by naming and locating continents and oceans of the world and consolidate their knowledge of cities of the UK and surrounding seas. To put this into context, children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including	To consolidate this years learning, children learn more about the distribution of the world's biomes and map food imports from around the world learning also about trading fairly. Focusing on Côte d'Ivoire and cocoa beans, children learn where the food for their school dinners comes from and the argument of ' local versus global '.	To broaden children's understanding of human geography further, children develop a deep understanding of renewable and non-renewable energy sources, where they come from and their impact on society , the economy and the environment .

	land use and tourism- Something that is very appropriate to our local context.		
Visits or Visitors	Lesson 5 involves fieldwork in the local coastal town	Lesson 5 involves fieldwork on the school grounds .	Lesson 6 involves fieldwork on the school grounds .

Year B	KS1	LKS2	UKS2
Term 1	Where am I?	Who lives in Antarctica?	Why does population change?
Why This? Why Now?	To start the year, children develop geographical skills to locate the countries of the UK on a map and recognising physical and human features within the school grounds exploring directional language . Children develop this further by creating their own map using symbols in a key to create the foundational understanding for more complex map work to come.	To start this year, children extend their locational knowledge by Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton .	Children have a good understanding about the world by this point in their geographical learning. Children can now investigate why certain parts of the world are more populated than others. Children explore birth and death rates, discuss social, economic and environmental push and pull factors . Learning about the population of Britain and its impacts, enhances the children's prior geographical knowledge about Britain.
Visits or Visitors		Lesson 6 involves fieldwork on the school grounds .	Lesson 5 involves fieldwork in a local urban environment .
Term 2	Would you prefer to live in a hot or cold place?	Are all settlements the same?	Why do oceans matter?
Why This? Why Now?	Building upon last term, children are introduced to the concept of climate zones by locating hot and cold places globally and studying features of the North and South Poles and Kenya . Now children are ready to build on their locational knowledge by learning the names and locating the continents of our world which clarifies the concept of similarities and differences of climate .	Building upon the children's understanding of the UK and the local physical and human features , children start to explore different types of settlements, land use , and the difference between urban and rural . Children describe the different human and physical features in their local area and make land use comparisons with New Delhi .	Building on the children prior knowledge of seas, oceans, rivers and the water cycle , children explore the importance of our oceans and how they have changed over time . Children are able to focus on the Great Barrier Reef , specifically addressing climate change and pollution .

Visits or Visitors	Lesson 5 involves fieldwork on the school grounds .	Lesson 3 involves fieldwork in the local environment .	Lesson 5 involves fieldwork in a marine environment .
Term 3	What is it like to live in Shanghai?	What are rivers and how are they used?	Can I carry out an independent fieldwork enquiry?
Why This? Why Now?	Placing this unit at the end of the year enables children to consolidate prior place knowledge and geographical skills to access a world map . This unit has a focus on China so children can compare and identify physical features of another context (Shanghai) using aerial photographs and maps before identifying human features through exploring land-use .	This last unit of the year enables children to expand their understanding of seas and oceans to rivers ; their place in the water cycle , the name and location of major rivers and how they are used.	This unit enables children to take ownership and showcase all of the fieldwork skills they have learned so far by observing, measuring, recording and presenting their own fieldwork study of the local area .
Visits or Visitors	Lesson 1 involves fieldwork in the area surrounding the school .	Lesson 6 involves fieldwork in a river environment .	Lesson 4 involves fieldwork in a local environment .