

Geography Unit Overviews

Reception - Autumn- What is my classroom like?	Reception- Spring- What is the street like?	Reception- summer- What are houses like around the world?
<p>In this unit children will identify features in the classroom. They will use directional language to navigate around the classroom. They will map the classroom using messy maps.</p>	<p>In this unit children will identify features of the street our school is on. They will use directional language to navigate around the street. They will map the street using messy maps. They will use geographical language to identify both physical and Human features i.e terraced house, church, tree, lamppost, road ect.. Focus on houses and look at the different house types.</p>	<p>In this unit children will identify features of houses around the world. They will be able to discuss some similarities and differences between them. Look at the story The Can Caravan and A Place Called Home: Look Inside Houses Around the World. Discuss these different types of houses.</p>
Year 1 – Autumn – Field work- St.Adian’s school and its grounds	Year 1 – Spring – U.K countries and capital cities.	Year 1 – Spring – Hot and Cold Places
<p>In this unit children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds.</p>	<p>In this unit, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George’s Channel.)</p>	<p>In this unit children will name and locate significant places of the world including the world’s seven continents and five oceans using a range of maps, atlases, globes and digital mapping (Google Earth). Children will identify and compare the hot and cold places in the world. They will then make links to which animals live in hot and cold places and compare these.</p>
<p>What do the UK’s seasons and weather patterns look like and how do they change?</p> <p>In this unit, children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions and start to consider how these affect human activity.</p>		
Year 2 – Autumn – Continents and Oceans	Year 2 Summer – Local Field work: Central Mill Hill	Year 2 – Summer – Livingstone, Zambia
<p>In this unit children will name the world’s seven continents and five oceans using a range of maps, atlases, globes and digital mapping (Google Earth). . They will study the climate and environment of the Arctic and Antarctic making comparisons between the two, as well as countries close to the Equator.</p>	<p>In this unit children will name, locate and explore the locality of where they live and plan a simple route using a variety of maps, photographs, aerial photographs and digital mapping. They will identify different land use purposes, their advantages and disadvantages and both human and physical features; describing how these may have changed over time through walks around the local area using a variety of observation and recording skills.</p>	<p>In this unit children will use globes, maps and atlases to locate Africa and its relation to other countries and continents as well as the oceans surrounding it. They will explore the location of Zambia and zoom in on the town of Livingstone Looking at the physical characteristics (landscape, climate, and landmarks) and compare the weather in Livingstone to Blackburn. They will also identify and make comparisons between the two towns.</p>

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	<p>Children will use simple compass directions (N, E, S, and W) to describe a route and specific features of an area. They will then create their own maps and symbols of the school and the local area using photographs of key locations identified using digital mapping.</p>	
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Year 3 – Autumn – North America- Alaska-		Year 3 – Local Geography (Pleasington)
<p>In this unit, children will identify North America and identify the key states and areas of important e.g New York, Washington, Alaska. Children will explore a region in America; Alaska including aspects of the Arctic. They will be exposed to a range of different maps (including Arctic map, Northern Hemisphere and Asia/Australia-centric maps). They will identify Russia's location relative to Alaska.</p>		<p>In this unit children will be able to name and locate a range of places within Mill Hill and Pleasington. They will do this by using digital mapping, aerial images, atlases and fieldwork. They will zoom in and investigate the smaller village of Pleasington and where it is located in comparison to Mill Hill. Children will plan and carry out fieldwork of Mill Hill and Pleasington identifying human and physical features, building on their knowledge of Mill Hill and developing their knowledge of Pleasington. They will compare the two locations identifying similarities and differences. They will observe and discuss the impact people can have on their local environment both positively and negatively. They will use digital mapping independently alongside sketch maps to work out distances and directions, drawing basic routes and adding labels. Children will use their findings from the fieldwork investigation to express opinions on key issues in the town and communicate their findings using a range of methods.</p>
Year 4 – Autumn – South America- (Amazon basin, River)	Year 4 – Spring – Mountains	Year 4- Summer- Climate zones and Biomes

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<p>In this theme, children locate and study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. The children will learn about the types of food, minerals, energy and trade/industry generated from this part of the world. They will also explore settlement sizes and transport links. They will then learn about the wider country of Brazil in which most of the Amazon rainforest is located.</p>	<p>In this unit, children will identify the key features of a mountain and understand how different types of mountains are formed. They will identify the 7 peaks and locate these as well as the 3 peaks in the United Kingdom. Children will look at climate and life on mountains. They will zoom in on the Himalayas and understand the role these mountains play in the lives of the people who live there.</p>	<p>In this theme, children will research climate zones and biomes across the world. Children will identify what a biome is and how a biome can be identified. They will identify and learn key features about 2 of the different biomes, these could include, aquatic, grassland, forest, cold desert, hot desert, tropical rainforest or tundra.</p>
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Year 5 – Autumn- Rivers	Year 5 – Spring- Volcanoes and Earthquakes	Year 5- Summer- European region- (Europe then Greece)
<p>In this unit, children learn about rivers and the water cycle. A fieldwork trip will take place to a local river where students will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects, and is influenced by, rivers (including the building of the water-powered mill itself). They will identify other key rivers in the UK and the world. They will also link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans. They will also research the effects of flooding.</p>	<p>In this unit children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They should learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They may begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.</p>	<p>In this unit, children learn about an area <u>within</u> Europe. The children will locate Europe and investigate key information about its principal countries including those countries who are in the European Union and who are not. Pupils will zoom into the Mediterranean to identify its locality and understand why tourists visit. They will further zoom into Greece then Athens and learn about both the physical and human features of this locality and compare these to Mill Hill.</p>
Year 6 – Autumn –	Year 6 – Spring – United Kingdom- Liverpool city centre	Year 6 – Summer - Blackburn town or city?

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	<p>In this unit Children research what, exactly, is meant by the UK and GB. They will deepen their knowledge of key topographical and human features in each of the UK's countries. They will then focus on the city of Liverpool. They will develop their map and fieldwork skills to identify recent changes to the city. They will use their gained knowledge to discuss why changes take place and how human geography changes over time. They will also identify changes created as a result of The Blitz.</p>	<p>In this unit children will use their knowledge of geography from throughout KS1 and KS2 to produce a presentation or case study with their findings to the rest of the class.</p> <p>They will complete research, fieldwork and collect evidence to answer the question; Should Blackburn be a town or a city?</p>
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