

Geography unit overviews 2024/2025 onwards

EYFS	EYFS
<p>During Autumn 1 we will be discussing different types of houses. This will begin by looking at the book <i>You Choose</i>. We will then talk about our own homes and their features. We will look at different homes in books and on a local walk. Our construction areas will support this learning. In continuous provision the children will be encouraged to design and discuss their creations. In PSHE we will celebrate diversity at St. Aidan's. Our 'We all smile in the same language at St. Aidan's' display will be the introduction to this. We will look at the world map and where all of the children and their families are from. Parents will support us in this via Class Dojo and at Rhyme Times. Following on from this we will display 'Hello' in all of the languages spoken by our reception class and have a language of the week for our registers.</p> <p>During Autumn 2 we will learn about a variety of celebrations, including Diwali. This topic will include artwork, food tasting and music.</p> <p>During Spring 1 we will learn about Chinese New Year. Again we will explore a variety of media to support this and we will refer back to our work on Diwali. We will look at similarities and differences. One of our role play areas will be a Travel Agents. We will look at a variety of countries in holiday brochures and receive postcards from around the world (from Travelling Bear).</p>	<p>During Spring 2 we will continue to learn about celebrations. We will learn about Eid and again link our learning back to previous work. There will be lots of opportunities in continuous provision to support this.</p> <p>During Summer 1 and 2 we will develop our work on maps. This will be done through messy maps. These will be introduced by looking at the book <i>What the Ladybird Heard</i>. We will also look at the book <i>The Troll</i>. Children will be encouraged to make a variety of messy maps- including farm maps (linked to our trip) and treasure maps. During continuous provision the children will be given the opportunity to create messy maps of obstacle courses and then create these for their peers in our outdoor area.</p>
Year 1 – What is the United Kingdom? ✓	Year 1 – Where are the hot and cold places in the world? ✓
<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 plants and animals live in hot and cold places and compare these. They will start to think about what it would be like for people to live in extreme hot and cold climates.</p>
Year 2 – Local Field work: Central Mill Hill- Where do I live and play? ✓	Year 2- Is life different in Zambia ✓
<p>In this unit children will learn simple fieldwork skills, including observation and recording, to study the geography of their school, its grounds and where they live and play. They 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.</p> <p>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>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>	<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>
Year 3 – Volcanoes and earthquakes. ✓	Year 3 – Why do people go on holiday to Spain? ✓

<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 within Europe- Spain. 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 Spain and learn about both the physical and human features of this locality and compare these to Mill Hill.</p>
<p><b>Year 4 - Mountains ✓</b></p>	<p><b>Year 4 Local Field study- Pleasington including local rivers ✓</b></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 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> <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><b>Year 5 - National Parks in the UK ✓</b></p>	<p><b>Year 5- Where does my food come from? ✓</b></p>
<p><b>The purpose</b> of this unit is for the children to study a <b>region</b> of the <b>United Kingdom</b>. They will start by learning what is meant by a <b>National Park</b> and where they are in the UK. They will then identify the key <b>topographical features</b> of The Lake District National Park (e.g. hills, mountains, lakes and forests) and identify the different uses for land including leisure, tourism and farming. Children will begin to explore different types of vegetation. They will compare The Lake District with their own locality and other previously studied areas.</p>	<p>In this unit children will be able to describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale. They will also understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'. Pupils will use maps and atlases to locate the source of a range of food products and understand how natural resources and climate determine where our food comes from and how trade connects different countries and their populations. They will look at how global trade affects the lives of workers in less economically developed countries and the types of goods we export and trade.</p>
<p><b>Year 6- The Americas ✓</b></p>	<p><b>Year 6 Liverpool and Blackburn- town or city? ✓</b></p>
<p>In this unit, children will identify North America and identify the key states and areas of importance 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</p>	<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</p>

location relative to Alaska. 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. 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.

place and how human geography changes over time. They will also identify changes created as a result of The Blitz. 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. They will complete research, fieldwork and collect evidence to answer the question; Should Blackburn be a town or a city?