

## Geography Unit Overviews

<b>Year 1 – Autumn – Investigating our planet. What is our world like?</b>	<b>Year 1 – Spring – Investigating the UK What is my country like?</b>	<b>Year 1 – – Spring – Investigating Hot and Cold Places of the World Is the weather the same everywhere?</b>
<p>In this unit children will begin to familiarise themselves with a range of globes and maps, using a range of basic geographical vocabulary they will share their understanding of the Earth and maps.</p> <p>They will begin to explore and compare the different continents and oceans around the world and identify these in both a 2D and 3D context. Children will explore the differences between land and ocean, identifying and describing animals that may live there.</p> <p>They will ask and answer simple questions with a focus on how to look after our environment both locally and the world.</p>	<p>In this unit, children will use world maps and globes to locate the UK before identifying where they live on a map of the UK, they will then begin to identify the different countries that make up the UK and their capital cities as well as the main seas.</p> <p>Children will become weather forecasters, tracking the seasons and daily weather patterns within the UK and the local area and explaining using geographical vocabulary the main weather symbols.</p> <p>Children will then compare towns, cities and villages with a focus on their local area and the similarities and differences between local cities, countryside, towns and seaside.</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). They will make links with countries they are connected to through family background, holiday destinations and the food they eat; including how they would travel to these destinations, make comparisons with their lives and the lives of children in these countries and identify specific physical and human features of these places which give them character.</p> <p>Children will identify the similarities and differences between places and features of hot and cold places of the world and compare weather patterns of these places to the UK. 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>
<b>Year 2 – Autumn – Local Fieldwork: Our Street Where do I live?</b>	<b>Year 2 Summer – Australia Here We Come: Exploring a Distant Place What is it like to live in Australia?</b>	<b>Year 2 – Summer – Exploring Coastal Areas of the UK What is it like by the seaside?</b>
<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.</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. They will also identify daily and seasonal weather patterns using a range of observation and recording techniques.</p> <p>Children will use simple compass directions (N, E, S, and W) to describe a route and specific features of an area.</p>	<p>In this unit children will use globes, maps and atlases to locate Australia and its relation to other countries and continents as well as the oceans surrounding it.</p> <p>They will explore the different regions of Australia and their physical characteristics (landscape, climate, capital cities and landmarks) and compare the weather in Australia to the UK. They will also identify different animals that may live in the country and make comparisons.</p> <p>Children will also look at where most people live and the distribution of the population before comparing daily life of children in Australia to their own. They will focus on a small area within Australia and compare with the area they live in.</p>	<p>Weather 'forecasters'/'meteorologists' comparing weather by the coast to the weather in Blackburn.</p>

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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.		
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<p><b>Year 3 – Autumn – Local Fieldwork: Investigating Our Town Why is Blackburn a great place to live?</b></p>	<p><b>Year 3 –</b></p>	<p><b>Year 3 – Summer– A Country in Europe: The Mediterranean What is it like to live in the Mediterranean?</b></p>
<p>In this unit children will be able to name and locate a range of places within their locality and identify neighbouring towns, villages and cities, using digital mapping, aerial images and atlases. They will investigate how they are dynamic and constantly changing and why with the use of historical maps.</p> <p>Children will plan and carry out fieldwork of their town identifying human and physical features and observe and discuss the impact people can have on their local environment both positively and negatively.</p> <p>They will use digital mapping independently alongside sketch maps to work out distances and directions, drawing basic routes and adding labels.</p> <p>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 will use a range of sources including digital maps, atlases, globes, photographs and satellite images to build up a picture of Europe including its main countries, cities, coastlines, nations, rivers and mountains while using geographical language to describe its location within the wider world.</p> <p>Children will identify the main attributes of some European countries, using the eight compass points to describe their location, with a narrower focus on Italy and its regions where they will identify human and physical features and patterns of these countries and what makes them special. Children will then focus their learning on the historical city of Bologna where they will look at what makes this city so interesting, the positive and negatives of life there and make comparisons between the lives of students in Bologna and their own lives in Blackburn.</p>
<p><b>Year 4 – Autumn – Investigating Mountains, Volcanoes and Earthquakes- What makes the earth angry?</b></p>	<p><b>Year 4 – Spring – Food for Thought: Where dose Our Food Come From?</b></p>	<p><b>Year 4- Summer- Study of another region in the UK</b></p>
<p>In this unit children will use geographical language to establish the physical features, patterns and location of the famous Mount Everest before identifying significant mountain ranges around the world using a range of maps,</p>	<p>In this unit children will name and locate significant places both in the UK and around the world using globes, atlases and maps relating to the food we eat. They will look at the process of producing specific foods (from field to plate) as well as transportation and the</p>	

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<p>atlases, globes and satellite photographs. They will then use Ordnance Survey maps and symbols to develop their map skills through identifying the significant mountain ranges of the British Isles before studying Snowdon more closely.</p> <p>Children will study the formation of mountains and volcanoes, recognising how the environment can impact on people both positively and negatively.</p> <p>Children will also study the impact of earthquakes, their location around the world using satellite images, atlases, globes and maps as well as why and how they happen</p>	<p>impact this may have on the environment.</p> <p>Children will identify what is needed in order for food to grow and how this links to the weather, climate and seasons around the world.</p> <p>Children will compare what foods are eaten in this country and how this compares to places around the world. They will also identify and discuss the consequences of insufficient food as a result of natural disasters/famine.</p>	
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<p><b>Year 5 – Autumn- Rivers</b></p> <p><b>Why don't rivers flow in a straight line?</b></p>	<p><b>Year 5 – Spring/ Summer – Double Unit – Amazon Adventures: The Amazon Basin (including Longitude and Latitude and Brazil) compare this to north America.</b></p>	<p><b>What is so special about North America?</b></p> <p><b>Will the rain forest still be here in 100 years time?</b></p>
<p>In this unit children will learn that rivers and river systems are dynamic; changing landscapes which can have a fundamental impact on people's lives. They will understand the journey of a river from source to sea and the process and consequences of flooding. They will also look at how the uses of rivers has changed over time. Children will carry out an in-depth study of a local river, they will developing their digital mapping skills to locate and measure the route of the river as well as adding annotations and photographs to explain places and features. Children will also use four-figure grid references and relevant OS map symbols to identify features. They will then use a range of maps, globes, atlases and satellite images to identify and study major rivers both in the UK and around the world.</p>	<p>In the unit children will use maps, globes and images to locate Brazil and its place in the wider world alongside discovering and describing, using geographical language, the human and physical features of the country. They will identify a number of countries within both North and South America before exploring and comparing climate data within Brazil with the UK. Children will apply their knowledge of climate through exploring longitude, latitude and time zones around the world as well as understanding the tropics of Cancer and Capricorn. They will look at what life is like in Brazil, investigating culture, human and physical diversity before exploring the Amazon River and Amazon Basin, using Google Earth to track its route from source to sea. Through this they will explore issues of migration across Brazil from the North to the South of the country building on their knowledge of push and pull factors. Children will then explore the Amazon rainforest developing an understanding of tribes and what it is like to live in the rainforest as well as issues surrounding deforestation and the global impact of this, using their presentation skills to present their findings.</p>	
<p><b>Year 6 – Autumn – Investigating World Trade</b></p> <p><b>Where do our clothes and technology come from?</b></p>	<p><b>Year 6 – Spring – Are we damaging our world?</b></p>	<p><b>Year 6 – Summer - School Travel Plan: Transition Unit</b></p>
<p>In this unit children will use maps and atlases to explore where their</p>	<p>In this unit children will understand the positioning of the Earth and</p>	

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<p>clothes come from in order to understand how they are linked to people and places around the world. Digital mapping will be used to locate and identify ports, docks and shipping routes in the UK using the zoom in and out tool.</p> <p>They will discuss the importance of exports and imports, industrial areas and ports and how natural resources, land mass and climate around the world affect this. Children will consider the journey their clothes make from source to sale and how the UK links to the rest of the world. They will explore patterns between global trade data and exports/imports.</p> <p>Children will also recognise how trade affects people in different ways and how their actions can impact people around the world, including an understanding of Fairtrade and its impact on different people.</p>	<p>the impact this has on climate. They will explore climate data from around the world, using maps, atlases, globes and satellite images, and make comparisons using geographical language to explain features and patterns.</p> <p>Children will explore the difference between climate and biomes, discovering significant locations, including the Arctic and Antarctic, around the world and researching plants and animals that live there.</p> <p>They will then explore how these environments can change including specific environmental issues and the impact this has.</p> <p>.</p>	
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