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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **3** | **Rivers*** Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges.
* How rivers get their water - the source, springs, the water cycle **(and so prepares for relationship between mountains**

**and weather in Autumn 2)**.* How do rivers shape the land? The river’s load. Flooding.
* Depth focus: River Severn: builds sense of place (and so

prepares for later work on agriculture & Wales)* Wildlife in the River Severn
* Fishing, local agriculture, pollution problems.
* How do rivers, people and land affect each other?
 | **Mountains*** Highest mountain in each of the four countries of the UK.
* Mountain ranges and mountainous regions: Brecon

Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.* Why do people live on mountains?
* Depth focus: Andes and terraced farming
* Depth focus: Snowdonia **(in preparation for Wales…see**

**Cardiff in Spring 1)*** Sustained geographical theme:
* Relationship between mountains and weather
* Relationship between mountains and people
 | **Settlements & Cities*** Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.
* Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?)
* How is London shaped by the River Thames?
* London as a conurbation and London boroughs
* Two cities: Cardiff and London, inc economy & transport.
* How do people move about in Cardiff? How do people move about in London? (e.g. tube map).
* Patterns of settlement in Cardiff and London.
* Map Skills: using a grid to find and compare locations.
 | **Agriculture*** Arable farming, pastoral farming, mixed farming, how farming changes the landscape.
* How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).
* Sheep farming in Wales - Snowdonia.
* Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn).
* New locational knowledge: Sussex
* Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.
* Optional local fieldwork investigating local shops – their sourcing, economic and ethical considerations.
* This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food?
 | **Volcanoes*** Structure and composition of the earth
* How and why volcanoes erupt
* Types of volcanoes
* Formation of volcanoes
* Active, dormant and extinct volcanoes
* Link to settlements with section on why people still live near volcanoes
* Deepen Mediterranean theme via Mount Etna and human settlements around it.
* Why people visit volcanoes (work, tourism, farming, science)
 | **Climate and Biomes*** (situated, through its examples, in Europe, so that European theme is launched simultaneously)
* Continent of Europe
* Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.
* Climate and relationship with oceans.
* Climate and biomes within climates
* Depth focus 1) Mediterranean climate
* Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5.
* Introduce latitude here.
* Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic.
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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **4** | **The Rhine and the Mediterranean*** Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine
* How the course of the river has been changed by human activity incl canals
* Mediterranean Sea (introduce term ‘peninsula’)
* Suez Canal
* This will be quite a synoptic unit, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).
* Strong knowledge foundation now laid for continuing
* focus on Rhine and Mediterranean, working towards full regional comparison at end Year 5.
 | **Population*** Characteristics of population incl distribution and diversity. Migration.
* Depth focus: multicultural London.
* Depth focus: multicultural Cardiff.
* Welsh language and culture, effect of changing demographics
* Welsh or British? Idea of national identity
* First look at how to use geographical data: the census.
* What kinds of questions do geographers ask? What are their tools?
 | **Coastal Processes and Landforms*** Processes of erosion, transportation & deposition
* Overview of Jurassic coast, including significance of its rocks, fossils and landforms.
* Coastal habitats using contrasting examples, including coasts of the Indian Ocean
* Depth focus: West Wales
 | **Tourism*** Depth focus 1: a seaside town (link back to coastal processes in previous unit)
* Depth focus 2: Wales - especially national parks, Snowdonia, links to early focus on Wales in various units;
* Also revisit and use locational and place knowledge of Rhine and Mediterranean in Year 4 Autumn 1. Also use tourism references in Volcanoes Year 3 Summer 1
* As appropriate: Patterns of tourism. Growth of tourism.
* Eco-friendly and non-eco friendly tourism.
* Types of tourism, e.g. cultural, adventure
* Map Skills 4: grid squares, 4-figure references, some map symbols
 | **Earthquakes*** Causes of earthquakes: tectonic plates and fault lines
* Effects of earthquakes
* How humans live in earthquake zones and adapt their settlements (e.g. Japan)
* Depth focus: California & the San Andreas fault
* Revisit knowledge on volcanoes from Year 4 Spring 1.
 | **Deserts*** Arid and semi-arid parts of the world
* Causes of deserts including desertification
* Types of deserts in different parts of the world: Asia, Africa, Australia
* Polar deserts in Antarctica and the Arctic
* Flora and fauna in deserts
* How humans live and adapt in deserts, inc desert art among indigenous Australians
* The Great Steppe of Central Asia
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| **5** | **As Year 4, supplemented by:*** Royal Geographical Society Map skills lessons
* Use of ICT/Digimaps/iPads to plan field study
* Use of Ordnance Survey maps and grid reference work
* Eight-point compass work
* Field study of coastlines

Comparison study of UK region and non-European region |
| **6** | **As Year 4, supplemented by:*** Royal Geographical Society Map skills lessons
* Use of ICT/Digimaps/iPads to plan field study
* Use of Ordnance Survey maps and grid reference work
* Eight-point compass work
* Field study of coastlines

Comparison study of UK region and non-European region**.** Compare three contrasting regions:● Wales and/or a UK city,● Mediterranean and/or Rhine,● Amazon basin and/or California.Draw together with a synoptic exercise. Key themes: Land-use and use of natural resources, (sustainability and climate change), Tourism and migration – ethical questions, values and attitudes. How have people and place affected the settlements in Wales, the Mediterranean and the Amazon? |

Class teachers to plan in field trips where appropriate, **a minimum** of 1 Geography field trip per year.