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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. |
| **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 |
| **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.