

Carclaze Community Primary School

Geography Learning overview

	Autumn 1.1	Autumn 1.2	Spring 2.1	Spring 2.2	Summer 3.1	Summer 3.2
Year 3	<p>Rivers To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.</p>	<p>Mountains To identify the highest mountain in each of the four countries of the UK and consider the relationship between mountains and weather, and mountains and people</p>	<p>Settlements Focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban). We have acknowledged that there is also diversity within these categories (e.g. London and Cardiff are both cities but they have differences as well as similarities). In this task, children compare and contrast a city and a village.</p>	<p>Agriculture How are we connected to farms and farmers? Pupils learn how to notice and understand the ways in which different aspects of the world affect each other. We look at interactions within the human world (e.g. people's choices of fruit affect the crops farmers grow). We look at interactions within the physical world (e.g. a food chain in a forest. We look at where the food we eat comes from. We look at how farms affect the landscape (interaction between the human and physical world).</p>	<p>Volcanoes How do volcanoes affect a place? Pupils are learning to notice and understand the ways in which different aspects of the world affect each other. We look at interactions within the human world (e.g. migration to an area increases settlement size), sometimes we look at interactions within the physical world (e.g. an eruption creates a crater). In the Volcanoes synoptic task, we focus on how the physical world affects the human world. Mount Etna affects people by providing an environment tourists want to visit and by enriching the soil with ash so that farmers want to farm nearby. Even scientists visit to research the volcano. Although the volcano can be dangerous, people want to live there.</p>	<p>Climate and Biomes How does the climate affect a place and the way that people live? Children can explain the effects of latitude and the impact of the Gulf Stream on the UK's climate. Children to show how the climate is affecting life in that place. For example: animals like the polar bear need fur to live in the polar climate; people can grow grapes in a temperate climate because it's not too hot or too cold.</p>
Year 4/5/6	<p>Rhine and Mediterranean Pupils will learn about:</p> <ul style="list-style-type: none"> • Rhine and Mediterranean 	<p>Population Pupils will learn:</p> <ul style="list-style-type: none"> • Characteristics of population including 	<p>Coastal processes and landforms Pupils will learn:</p>	<p>Tourism Pupils will learn:</p> <ul style="list-style-type: none"> • Depth focus: Llandudno, Wales - a seaside town (link back 	<p>Earthquakes Pupils will learn:</p> <ul style="list-style-type: none"> • Depth focus: The Christchurch earthquake, New 	<p>Deserts Pupils will learn:</p> <ul style="list-style-type: none"> • Distribution and climate of deserts

<p>2025-26</p>	<ul style="list-style-type: none"> • 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 including canals • Mediterranean Sea • Suez Canal • This unit has a synoptic element, 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). • Geographical skills: Extending use of maps and photographs 	<p>distribution and diversity. Migration.</p> <ul style="list-style-type: none"> • Depth focus: multicultural London. • Depth focus: multicultural Cardiff. • Welsh language and culture, effect of changing demographics • Welsh or British? Idea of national identity • Geographical skills: Thematic maps and using census data 	<ul style="list-style-type: none"> • Coastal processes and landforms Diversity in the UK coastline. • Processes of erosion, transportation & deposition. • Coastal landforms including beaches, headlands and bays. • 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 coast 	<p>to coastal processes in previous unit)</p> <ul style="list-style-type: none"> • Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. • The growth of tourism in the UK and overseas. • Sunshine holidays in Spain. • Advantages and disadvantages of tourism. • Sustainable tourism. • Geographical skills: Interpreting climate data 	<p>Zealand. Causes of earthquakes: tectonic plates, fault lines</p> <ul style="list-style-type: none"> • Depth focus: California & San Andreas fault, Indian Ocean tsunami • Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) • Revisits knowledge on volcanoes from Year 4 Spring 1. • Geographical skills: Thematic maps 	<ul style="list-style-type: none"> • Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. • Plants and animals in deserts How humans live and adapt in deserts • Depth focus: The Patagonian Desert • Geographical skills: Interpreting thematic maps and satellite photographs
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