

Geography Topic Overview DETAILED – St. Mary’s Catholic Primary School

| Year Group | TOPICS | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYS | Me and my community - People who help us Seasons and Weather (Autumn) | Celebrations around the World Seasons and Weather (Winter) | Big Wide World: our global community and how living things, communities and climates differ around the world. | Puddles & Rainbows Seasons and Weather (Spring) | Our Local Area (local walk) Sunshine and Flowers | Summer/Seaside Holidays Hot Places around the World |
| 1 | Our Local Area What’s it like where we live? Walk to our local park: Using a local area map. To be able to remember the journey and the stages in order. | | People and their Communities Where in the world do these people live? Study of a small area in a contrasting non-European country: Tocuaro (Mexico). Pupils will also look at a small area of the Amazon Rainforest, buildings in Timbuktu (Mali) making comparisons with our local area. | | Animals and their Habitats Where do our favourite animals live? Hot and cold areas of the world. To explain and understand the locations and places studied in different continents. | |
| 2 | | Journeys-Food Where does our food come from? Fieldwork: To identify shops selling food locally on our high street. To investigate where the plants and animals we eat come from. To understand the geography of the UK, and the types of food produced here. | | Seasons What are seasons? To observe and describe the weather and seasonal changes. To demonstrate understanding of the weather, and seasons in different parts of the UK. | | Our Wonderful World What are the 7 wonders of our world? Case studies include: the world’s highest mountain, major rivers in different continents of the world and deserts. To identify ancient world wonders, and compare them with those built in the last hundred years. |
| 3 | | Climate and Weather Why is climate important? Climate, climate zones and biomes and how these affect lives. Introduction to Climate Change. | | Our World Where on Earth are we? How maps and globes represent our world. Locate the Equator, tropics, Arctic and | | Coasts What is it like to live beside the seaside? Locate UK coastal places on a map. Explore the South East coast (UK) and discover how varied its coastline is. |

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| | | | | Antarctic and the North and South Poles. To learn about longitude/latitude, the Earth's daily rotation and its effects and time zones. | | To describe natural and built features found at the coast and identify economic activities that occur using geographical vocabulary. |
| 4 | | <p>The Americas Can you name and describe countries and regions in the Americas? Locate cities in the continent of North America and describe these cities and their states. Investigate South American regions, countries and cities, and improve knowledge about the differences between continent, country and city. To research some countries and cities in the Americas and identify similarities and differences.</p> | | <p>Rivers and the Water Cycle How does the water go round and round? Describe the Water Cycle. Fieldwork: local river (the River Frays) and a major UK river – (River Thames, Chiswick Thames). Mapping these rivers from source to mouth. How people use and change some of the world's major rivers</p> | <p>Earthquakes and Volcanoes How does the earth shake, rattle and roll? Causes, outcomes and location of earthquakes and volcanoes investigating recent case studies.</p> | |
| 5 | <p>Europe – A Study of the Alpine Region Formation of fold mountain ranges. To understand how homes are designed to suit their physical location. How tourism brings advantages and disadvantages. To understand how avalanches have influenced the Alpine landscape.</p> | | <p>Journeys – Trade Where do all of our things come from? Fruit grows in particular climatic conditions/seasons and may travel long distances. To understand that clothes can be produced fairly (Fairtrade) and sustainably. To investigate locally made and grown products.</p> | | | <p>Changes in our Local Environment How has St. Andrew's Park changed in the last 15 years? To understand that local people will have differing opinions about change in their region and to explain some ways in which development can be sustainable. Local case studies: Waterloo Wharf and St. Andrew's Park. Olympic Park (London study).</p> |

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| <p style="text-align: center;">6</p> | <p>South America – The Amazon What is life like in the Amazon? To understand what the Amazon is and where it is located. To understand the Amazon's climate and how the native animals are adapted to it. To research the Amazonian city of Manaus. To understand what life is like in the Amazon, and how it is changing. To understand how the Amazon is being damaged and how it can be protected To understand the value of the Amazon and how it can be protected.</p> | | <p>Global Warming and Climate Change How can we be more sustainable in school? To understand the threats to the health of our planet and some possible solutions (local – national – global). To understand what minerals are and question if they can be used sustainably. To understand the different types of energy available and their advantages and disadvantages. To understand the importance of protecting the oceans. To carry out an enquiry into sustainability. How can we be more sustainable in school? To be able to explain how a particular environmental issue has been caused and suggest some possible solutions. Can we plan a campaign?</p> | | <p>Our World in the future What, in our region, should we preserve for the future? To plan and carry out fieldwork to answer a given enquiry question. Town Planner FIELDWORK: What, in our region, should we preserve for the future (includes researching listed buildings)? To understand how and why housing needs change over time. To understand the importance of local work opportunities to the community. To understand that communities need a range of accessible amenities and public services. To understand how the geography of communities affects community spirit. To plan for a sustainable future for Uxbridge including:</p> <ul style="list-style-type: none"> • Housing and buildings • Industry/work • Amenities and public services | |
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