

Geography Long Term Overview: Key Stage 1

Year A 2020-21	Earlestown v London Key question: Which is best; a city or a town?	India/ Asia Key question: Are children in India just like me?	At the Farm Key question: Where does my food come from?
Rationale	Local context How is where I live different to the capital? (Heritage, aspiration) Belonging Community	Develop awareness and tolerance of other cultures – closely linked to British Values. Diversity Individuality	Links to healthy living. Well-being Increasing knowledge of local area and its economy – links to aspirations Sustainability – buying British to reduce carbon footprint.
Focus	U.K. countries, capitals and surrounding seas. Comparison of town and city (human and physical)	7 continents and 5 oceans Hot and cold places	Different types of farms. Why farms are important and how this importance has changed over time. Fieldwork – Farm visit – sketch maps and plans of farms, label features etc. How can we support the farming economy? Wealth Compare a farm in rural area of Britain compared to a more urban area, like the local area.
Seasonal and daily weather patterns – ongoing through Worldwide and science; themed weeks, history and science links.			
Year B 2021-22	Animals Around the World Key question: What is the problem with plastic?	Around My School Key question: Why should people visit my town?	A Seaside Town Key question: Are all the towns the same as Earlestown?
Rationale	Awareness of conservation issues. (Responsibility, citizenship) Compassion Stewardship Book link – Duffy’s Lucky Escape – plastic pollution in our oceans. Consequences	Local context/knowledge/ pride (Heritage) My school Know key landmarks in Earlestown and some key road names. Community Belonging	Local context Are all towns the same as Earlestown? (Heritage, diversity)
Focus	Hot and cold places 7 continents and 5 oceans	Simple mapping & fieldwork Directional language Aerial views	How does location affect a town? Lytham- comparisons- physical/ human How does location change how a place is used by people who go there? Link back to local area and London from previous learning.
Seasonal and daily weather patterns – ongoing through Worldwide and science; themed weeks, history and science links.			

Geography Long Term Overview: Lower Key Stage 2

Years 3&4 Cycle B 2020-21	U.K. Around the Counties Key question: What's in a county name?	U.K. City Study Liverpool (human and fieldwork) Key question: Why build a city near a river?	U.K. Up the Hill and along the River (physical) Key question: Why do people visit the Lake District?
Rationale	' Cultural capital ' – extending pupils knowledge beyond their own local area. Inspire aspiration by widening their physical horizons beyond Newton. Belonging Identity Cohesion	Local area study. Population study to incorporate some work on immigration, linking to British Values of tolerance and respect. Widening pupils' cultural awareness and understanding (addressing lack of local diversity)	Name key physical features of the UK. Talk knowledgeably about their country. Belonging, cohesion, identity.
Focus	Countries of the UK Counties and significant cities.	Change to an area over time – population, trade links (including historical links to the slave trade), economy. Land use patterns. Identity, diversity, fairness, integration, rights, justice, morality, wealth, class.	Key topographical features (hill, mountain, coast, river) including how these are represented on maps and globes. Recap on prior knowledge of rivers (Cycle A) Land use and economic patterns – contrast Cumbria with Merseyside? Wealth, sustainability, responsibility.
Seasonal and daily weather patterns – ongoing through Worldwise and science; themed weeks, history and science links.			

Years 3 & 4 Cycle A 2021-2022	South America (locations) Key question: How is Brazil different to the UK?	South America (human) Key question: Does everyone in South America live in the rainforest?	South America (physical) Key question: Why should the Amazonian Basin matter to me?
Rationale	Where does our country fit in with the rest of the world? Global Citizenship Cohesion	Individual liberty and responsibility. Tolerance and diversity Environmentalism – impact of Rainforest depletion on us here in Newton. Consequences, judgement, choice, stewardship,	Global citizenship Conservation Responsibility
Focus	Map/ atlas reading Naming countries Northern / Southern Hemisphere Tropics of Cancer / Capricorn Distances Compass directions Continents oceans revisit	Comparing 3 locations – identify land use, populations, economy and trade. Change over time in the Brazilian Rainforest. Impact of deforestation nationally and internationally.	Physical features and regions of South America. Structure of rivers and revisit of water cycle (science link) Why cities have developed close to rivers and the changing role of rivers over time. River Amazon v. River Mersey. Fieldwork – visit to Liverpool R. Mersey and the maritime museum.
Seasonal and daily weather patterns – ongoing through Worldwise and science; themed weeks, history and science links.			

Geography Long Term Overview: Upper Key Stage 2

Cycle B 2022-2023	<p align="center">North America (locations) Key question: Did Europeans have the right to claim the territories?</p>	<p align="center">North America (human/physical) Contrasting regions – Alaska and the Caribbean. Key question: Are we all responsible for tackling climate change?</p>	<p align="center">Earthquakes, Volcanoes and Tsunamis Key question: Can natural disasters ever be avoided?</p>
Rationale	<p>‘Special relationship’ – the influence and reciprocity of N.A. (esp USA) and Britain. Legacy of British rule (both + and -) Did Europeans have the right to claim the territories?</p> <p>Diversity Tolerance and respect Responsibility, tradition, oppression, freedom, consequences, fairness.</p>	<p>Ecological impact of climate change on the countries of the Arctic Circle and coral reefs. What is the worldwide impact? Sustainable tourism – how to preserve natural features without negatively impacting local economy. Why should we care in Britain? (Responsibility)</p> <p>Consequences, duty, stewardship, sustainability</p>	<p>Understanding the geographical impact of volcanoes in shaping our world, particularly Scotland and Northern Ireland.</p> <p>How modern technologies can contribute to increase possibility of earthquakes and tsunamis – eg fracking and hydroelectric dams.</p> <p>(Responsibility) Consequences, choice, morality, common good, sustainability</p>
Focus	<p>Naming and locating the countries, seas and oceans of North America. Understanding its location in relation to the other continents.</p> <p>Arctic Circle Prime/Greenwich Meridian Time zones</p>	<p>5 physical regions of N. America Greenland and Alaska – physical make-up, inc flora and fauna of area. Impact of climate change and the effects on the rest of the world.</p> <p>Recap: Arctic Circle Prime/Greenwich Meridian Time zones</p>	<p>The structure of a volcano, their geographical locations around the world and why people choose to live near them.</p> <p>What are earthquakes and tsunamis, how do they happen and what damage do they cause? How are people’s lives affected by these natural phenomena and how far can human activity be held responsible for the frequency of these disasters?</p>
<p>Seasonal and daily weather patterns – ongoing through Worldwide and science; themed weeks, history and science links.</p>			

Cycle A 2021-2022	<p align="center">Europe (locations)</p> <p align="center">Key question: How is the UK similar to Poland?</p>	<p align="center">Europe (region in depth study – Poland) (human & physical) Landscapes and Tourism Tatra v Lake District</p> <p align="center">Key question: What are the common features of a mountain environment?</p>
Rationale	<p align="center">Our continent: Where do we fit in? Similarities/Differences Brexit and migration – challenging bias and prejudice. Link to British Values: Democracy Cohesion, community, diversity, identity, integration.</p>	<p align="center">Diversity and community cohesion Links to British Values: tolerance and respect. Cohesion, community, diversity, identity, integration.</p>
Focus	<p>Locating Europe and its constituent countries on maps and globes. Describing location using compass points, lines of latitude and longitude etc Explore the climates, landscapes and coasts of different regions of Europe.</p>	<p>Focus on Poland. Physical features – Tatra Mountains, Great Masurian Lakes, Carpathian Mountains. Human features – Bialowieza National Park, economic activity linked to Carpathian Mountains (ski resort) Fieldwork – visit to a Polish foodstore. Invite a Polish parent or employee to talk to the children about differences in economic and social life/ weather/climate/ Changes over time in Polish economy and impact of EU membership.</p>
<p>Seasonal and daily weather patterns – ongoing through Worldwide and science; themed weeks, history and science links.</p>		