

YPS Geography R	Autumn	Spring	Summer
Yr 1	How can we best organise our classroom?	Are all areas in the UK the same?	What clothes could I pack?
	Use simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds. Consider similarities and differences between their own school's environment and others. <i>Ongoing: Daily weather and seasonal changes should be covered across the year and revisited often and when relevant. Contrasts should be discussed in terms of local areas and other areas of study within topics.</i>	Name, locate and identify the characteristics of the four countries of the United Kingdom as well as their capital cities and its surrounding seas.	Learn about continents, oceans, hot and cold places of the world and how these are different from the UK. (7 continents and 5 oceans) Encouraging curiosity and fascination about the world.
Yr 2	What is the safest route to school?	Which part of my local area could be better?	Would you prefer to live here, or there?
	To further develop fieldwork skills, including observation and recording and also develop map skills and understanding. Exploring difference between human and physical features in our environment. <i>Ongoing: Daily weather and seasonal changes should be covered across the year and revisited often and when relevant. Contrasts should be discussed in terms of local areas and other areas of study within topics.</i>	Exploring a small area of the UK – focusing on a local area and its surrounding.	Compare human and physical features in the UK to a contrasting non-European country – Israel. This is to widen the children's perspective and locational knowledge of the world.
Yr 3	Where is best to make new homes?	How is the land used here vs there?	Would we ever have an earthquake here?
	To use previously learnt fieldwork skills in a different location, make observations, comparisons and conclusions. Explore different map types and recognise similarities and differences in their features. <i>Ongoing: Revisit countries and capitals of the UK across the year when relevant and in relation to the units of study.</i>	A study of a region of the UK that differs to us. Exploring geographical similarities and differences between the chosen area and other regions of the world or the UK, including their own locality	Children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity.
Yr 4	What is the impact of Rome's tourism?	How are our choices affecting the world?	How do rivers and mountains affect land use?
	Enable children to zoom in on and become familiar with an area in Europe. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar. <i>Ongoing: Revisit the seven continents and the five oceans. Locate Russia in relation to topics. Focus on Climate Zones (tropical, dry, temperate, continental, polar) and the differences between them across topics.</i>	Explore extreme weather, recycling or global warming. They will consider environments at a range of scales from their classroom to the whole world. Children will recognise how people can adversely affect, as well as improve the environment; problems as well as solutions.	Locate significant rivers and mountains in the UK and across the world. Children will learn how mountains are formed and where significant mountain ranges are. They will learn about major rivers and how they go from source to sea.
Yr 5	Will planting more trees help?	How and why do we import food?	Is the arctic a desert?
	Children to become more familiar with the UK's physical and human features through looking at National Parks. <i>Ongoing: Focus on Biomes and vegetation belts in relation to each of the topics</i>	Children to understand world processes. Widen children's understanding of the food we have access to, how it was reared, grown, produced, imported/exported, and how it impacts people and land.	The purpose of this unit is to learn what and where the Arctic is and why it is important in the world.
Yr 6	Where do we get our natural resources from?	Are ecosystems sustainable?	How has the world around changed?
	A study the UK through a theme of energy - its use and different impacts on our country. <i>Ongoing: Revisit northern and southern hemispheres, lines of longitude and latitude and time zones in relation to studied topics.</i>	Children will start to learn how the future of tropical rainforests and other ecosystems are closely connected to human lives and lifestyles. They will also learn about industry, farming, trade, deforestation and indigenous peoples.	Children to study the human and physical geography their local area and compare differences between the different locations. Children will consider elements such as tourism, transport, settlements, land use and change over time.