



Christ the King Catholic Primary School Geography Overview LTP

	Autumn	Spring	Summer
FS1	<p>Know that we live in Bromborough / Bebington / the Wirral</p> <p>Know that our country is England</p> <p>Know that there are different countries in the world</p>		
FS2	<p>Can ask questions about the world and enjoys looking at maps</p> <p>Can recognise classroom objects/shapes on a birds eye view/aerial plan of a table</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Can compose and draw their own aerial view plan of objects or for a map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Can represent and draw a larger more complex plan of more than 5 objects</p> <p>ELG: Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>		
Year 1	<p><u>What is the Geography of where I live?</u> This investigation focuses on the immediate vicinity of the school and the pupils' homes and then extends to encompass the local area.</p>	<p><u>Why don't penguins need to fly?</u> This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage.</p>	<p><u>How does the weather affect our lives?</u> This enquiry provides an opportunity for pupils to understand the concept of weather (the very changeable conditions of the atmosphere at any given moment of time) and to form a solid foundation for studying climate later in the programme.</p>
Year 2	<p><u>Why do we love being beside the seaside so much?</u> The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts.</p>	<p><u>How does Kampong Ayer compare with where I live?</u> The aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and those of people in a small diverse community in the</p>	<p><u>Why does it matter where our food comes from?</u> This investigation enables pupils to explore several key geographical concepts such as location and distribution as well as establishing a clear grasp, in simple terms, of</p>



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		country of Brunei on the tropical island of Borneo in southeast Asia.	fundamental geographical processes including economic activity and trade
Year 3	<u>Why do so many people live in megacities?</u> This investigation supports pupils to develop their understanding of the important geographical concepts of <i>settlement</i> and <i>urbanisation</i> through the study of the world's <i>megacities</i>	<u>How can we live more sustainably?</u> The main objective of this enquiry is for the pupils to understand. Using several examples, what sustainability entails and how they might approach applying those principles to their own lives.	<u>How and why is my local environment changing?</u> This enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.
Year 4		<u>Beyond the Magic Kingdom: what is the Sunshine State really like?</u> This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare the characteristics of a region of the United Kingdom.	<u>How do volcanoes affect the lives of people on Heimaey (Iceland).</u> This enquiry encourages and supports pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes. <u>Why do some earthquakes cause more damage than others?</u> This enquiry introduces pupils to some key aspects of physical geography, one of the major outcomes of tectonic activity in the world – earthquakes. Some work is also focused on volcanic activity.
Year 5	<u>Why is Port Sunlight important?</u> The enquiry begins with pupils identifying the location of Port Sunlight and addresses why this area was chosen to build Port Sunlight Village.	<u>Why is fair trade fair?</u> This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years.	<u>Why are mountains so important?</u> This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types.



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Year 6	<p><u>How is climate change affecting the world?</u> This investigation focuses initially on the personal stories of real people around the world who are being impacted upon by changes in the usual weather patterns.</p>		<p><u>Why are jungles so wet and deserts so dry?</u> This enquiry introduces pupils to the concept of climate in the context of the United Kingdom, enabling pupils to see how climate varies, even across a small country in terms of land area as the UK they are then introduced to climate zones across the world.</p> <p><u>What is a river?</u> The enquiry establishes the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition.</p>
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