

OCEPS Geography Whole School Overview

	Project 1 – Long	Project 2 - short
Year 1	Where do I live? This unit starts with ‘me and my school’ Children will explore where they live, their address, school area. From this they will move to a wider look at the UK including map skills and Geographical knowledge of human and physical features.	Why is it called Mary Steven’s Park? This is a local geography project where children find out about Mary and Ernest Stevens and meet our own Percy the park keeper. There are history links to this topic and they find out about the History of our local park.
Year 2	How is India special? The children will looking, learning and experience another culture through traditions, music and food - this topic is sure to be a keen favourite! They will compare India to the UK on a large and small scale.	Where are the coldest parts of the world and what would we find there? In this unit, children will find out about the coldest places on the planet and some of the amazing creatures who live there! A great build up to Christmas!
Year 3	Is it better to holiday in the UK or abroad? In this unit children will look at local and UK Geography Local Geography, UK (countries, counties and major cities) World Geography including Russia They will recap continents and look at major physical and human features (bridges, mountains, rivers, capital cities landmarks) They will also learn about time zones: prime and Greenwich,	Why are there so many canals in our region? How the industrial revolution impacted on the Geography of the Black Country - industries, transport and canals. Children will look at map work before and after canals and name and locate areas where canals are in the West Midlands.
Year 4	What would the world be like if there were no rainforests? In this unit children will look at South America and the Amazon rainforest. They will explore the differences and similarities of forests around the world, looking at the water cycle, rivers, biomes, and climate (the equator, southern and northern hemisphere) They will also learn about the water cycle	Where does our food come from and do we all get a fair share? From Farm to Fork. A ‘tasteful’ yet healthy journey of our food on its pathway from farm to fork including a look at world maps, naming countries and looking at climate and the impact this has on food.
Year 5	What impact are we having on our planet? In this unit we will explore ‘Reduce, reuse, recycle...?’ and why it is important, They will learn about sustainability in order to help protect our planet (including wind turbines and solar panels). They will look at climate zones, biomes and the effects of pollution and global warming	Is Oldswinford good for your mental health? Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. There will be links to traffic and the environment.

	They will study maps to locate countries and look at land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	They will create maps and use compass directions.
Year 6	<i>Why choose to live in a disaster zone?</i> Volcanoes and Earthquakes and natural disasters are a focus of this unit. Children will use their mapping skills and understanding of physical geography to study natural disasters which occur around the world including those caused by plate tectonics and extreme weather conditions. They will develop their understanding of the Earth's structure, continents, biomes, mountains, rivers and climate zones. They will consider, in human geography terms, the positive and negative effects of living in areas affected by disasters This will pull together all previous learning from KS2. Children will learn to use 6 figure grid references	<i>Where would you prefer to explore – Greek Isles or the British Isles?</i> In this unit children will conduct an in-depth study of the physical and human features of a European country at a micro and macro scale. They will use maps and sources to study major settlements, climate, mountains, islands, lakes and rivers and how they affect the tourist industry They will make comparisons to the British Isles