



WHOLE SCHOOL GEOGRAPHY LONG TERM PLAN



The five key geography skills:
Asking Geographic Questions;
Acquiring Geographic Information;
Organizing Geographic Information;
Analysing Geographic Information;
Answering Geographic Questions

Key Substantive Knowledge strands:

- **Place and Space**
- **Scale**
- **People, Culture and Trade**
- **Environmental Impact**
- **Physical and Human Processes**

| YEAR | AUTUMN | SPRING | SUMMER |
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| EYFS | <p>SEASONS <i>(Focus on autumn)</i></p> <p>PHYSICAL GEOGRAPHY AROUND OUR SCHOOL <i>(and the immediate area beyond.) Finding our way knowing where we are and following directional instructions.</i> LOCATIONAL KNOWLEDGE <i>Introduce and produce local map. Visiting the shops</i></p> <p>PLACE KNOWLEDGE FIELDWORK</p> <p><u>Strands:</u> <i>Place and Space</i> <i>Physical and Human processes</i></p> <p>SEASONAL CHANGES <i>Understanding and recognising seasonal change from Autumn to Winter.</i></p> <p>PHYSICAL GEOGRAPHY <u>Strands:</u> <i>Physical and Human Processes</i></p> | <p>SEASONAL CHANGES <i>Understanding and recognising seasonal change from Winter into Spring.</i></p> <p>PHYSICAL GEOGRAPHY <i>Revisit map and introduce globe. Introduce google earth looking beyond our familiar environment.</i></p> <p>PLACE KNOWLEDGE GEOGRAPHY SKILLS</p> <p><u>Strands:</u> <i>Physical and Human Processes</i> <i>Place and Space</i> <i>Scale</i></p> <p>KNOWING THE IMPORTANT PLACES IN OUR ENVIRONMENT <i>-visiting the local church / park.</i></p> <p>LOCATIONAL KNOWLEDGE FIELDWORK</p> <p><u>Strands:</u> <i>Physical and Human Processes</i> <i>Place and Space</i> <i>People, Culture and Trade</i></p> | <p>SEASONAL CHANGES <i>Understand and recognise seasonal change from Spring to Summer. Introduce concept of world differences: hot and cold places and how they are different from where we live.</i></p> <p>PHYSICAL GEOGRAPHY <i>Use maps, books computing and holiday experiences, (including food) Beginning to learn and understand the importance of where we live.</i></p> <p>HUMAN GEOGRAPHY</p> <p><u>Strands:</u> <i>Place and Space</i> <i>Physical and Human Processes</i></p> <p>JOURNEYS WE MAKE. <i>Use geographical vocabulary, including physical features and landmarks. Look at and make own simple maps.</i></p> <p>FIELDWORK GEOGRAPHY SKILLS</p> <p><u>Strands:</u> <i>Physical and Human Processes</i> <i>Place and Space</i> <i>Scale</i></p> |
| YEAR 1 | <p>WEATHER</p> <p>PHYSICAL GEOGRAPHY N.C. IDENTIFY SEASONAL AND DAILY WEATHER PATTERNS IN THE UNITED KINGDOM <i>(keeping a weather diary through the year)</i> <i>-Know and recognise main weather symbols</i></p> | | <p>SKILLS + FIELDWORK N.C. UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY. <i>-Know own address including postcode</i> <i>- Know and use the terminologies: left and right; below, next to</i> <i>-Know own address and postcode (label Teddies for picnic)</i> <i>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p> |



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| | <p>-Name the seasons and know about the type of weather in each season -Know which is the hottest and coldest season in the UK - vocab – season, weather (continuous throughout year – links to science)</p> <p>Strands: <i>Physical and Human processes</i></p> <p>LOCATE PLACES IN THE UK AND BEYOND LOCATIONAL KNOWLEDGE N.C. NAME, LOCATE AND IDENTIFY THE FOUR COUNTRIES AND FLAGS OF THE UNITED KINGDOM -Know the names of the four countries that make up the UK & the corresponding flags - know the names of the 7 continents and the 5 oceans - vocab – ocean, sea.</p> <p>Strands: <i>Place and Space</i> <i>Scale</i> <i>Developing Geography Skills</i> Using maps and globes, asking questions, making comparisons, observing and recording.</p> | | <p>Making and using maps of the school Local Walk to Pudsey park - vocab – city, town, house, shop, farm</p> <p>Strands: <i>Physical and Human Processes</i> <i>Place and Space</i> <i>Scale</i></p> <p>PLACE KNOWLEDGE <i>Animals from around the world (link to work on science).</i></p> <p>SKILLS + FIELDWORK N.C. UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY. USE WORLD MAPS, ATLASES AND GLOBES.</p> <p>- Locate North Pole and South Pole. - Locate the equator - Know features of hot and cold places in the world – Climate</p> <p>Strands: <i>Place and Space</i> <i>Scale</i> <i>Physical Processes</i> <i>Developing Geography Skills</i> Using locational and directional language; observing, recording, making comparisons, asking questions, using maps and globes.</p> |
| YEAR 2 | <p>LOCATIONAL KNOWLEDGE N.C. NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND CAPITAL CITIES OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS. NAME AND LOCATE THE WORLD'S SEVEN CONTINENTS AND FIVE OCEANS</p> <p>HUMAN GEOGRAPHY_PHYSICAL GEOGRAPHY N.C. USE BASIC GEOGRAPHICAL VOCABULARY TO REFER TO: <u>BEACH, CLIFF, COAST, FOREST, HILL, MOUNTAIN, SEA, OCEAN, RIVER, CITY, TOWN, VILLAGE FARM.</u> Recap learning from last year:</p> <ul style="list-style-type: none"> names of the four countries that make up the UK names of the 7 continents <p>Name the capital cities of the UK (London, Edinburgh, Cardiff, Belfast Northern Ireland)</p> | <p>SKILLS + FIELDWORK N.C. USE WORLD MAPS, ATLASES AND GLOBES; USE SIMPLE COMPASS DIRECTIONS; USE AERIAL PHOTOS, CONSTRUCT SIMPLE MAPS; UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY</p> <p>LOCAL AREA STUDY – Stanningley</p> <ul style="list-style-type: none"> Undertake simple field work within the school location: Local Study (link to local history study) Use UK maps & Google Maps to locate Stanningley Locate & Recap own address (YR1) Use aerial photos, construct simple maps, including a key. | <p>PLACE KNOWLEDGE N.C. UNDERSTAND GEOGRAPHICAL SIMILARITIES & DIFFERENCES THROUGH STUDYING THE HUMAN & PHYSICAL GEOGRAPHY OF A SMALL AREA OF THE UNITED KINGDOM & OF A SMALL AREA IN A CONTRASTING NON EUROPEAN COUNTRY</p> <p>Know the main differences between a place in England and that of a small place in a non-European country (<i>Stanningley and Bulawayo, Zimbabwe</i>)</p> <p>SKILLS + FIELDWORK N.C. USE WORLD MAPS, ATLASES, & GLOBES TO IDENTIFY THE UK AND OTHER COUNTRIES USE SIMPLE COMPASS DIRECTIONS (NORTH, SOUTH, EAST & WEST) – RECAP KNOW DIRECTIONAL & LOCATIONAL LANGUAGE E.G (NEAR & FAR) – RECAP</p> |



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| | <p>Identify characteristics of the four countries & the capital cities (Know the main differences between a village, a city & a town; Identify the following physical features using maps and pictures: mountain, lake, river, cliff forest & beach).</p> <p>Name & locate the 4 seas of UK (Channel, North, Irish & Atlantic)</p> <p>Identify characteristics of the seas surrounding UK</p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE WORLD MAPS, ATLASES AND GLOBES</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes (To Locate four Cities) Use simple compass directions <p>Know which is N,S,E,W on a compass</p> <p><u>Strands:</u></p> <p><i>Place and Space</i></p> <p><i>Scale</i></p> <p><i>People, Culture and Trade</i></p> <p><u>Developing Geography Skills</u></p> <p>Using world and UK maps, atlases and globes; use simple compass directions, further develop locational and directional language; asking questions, observing and recording.</p> | <ul style="list-style-type: none"> Use simple compass directions Know which is N,S,E,W on a compass <p><u>Strands:</u></p> <p><i>Place and Space</i></p> <p><i>Scale</i></p> <p><i>People, Culture and Trade</i></p> <p><u>Developing Geography Skills</u></p> <p>Making comparisons; using and creating maps, including a key; using aerial photographs and digital maps; observing and recording, asking questions.</p> | <p><u>DESCRIBE LOCATION OF FEATURES & ROUTES ON A MAP.</u></p> <p><u>Strands:</u></p> <p><i>Place and Space</i></p> <p><i>Physical and Human Processes</i></p> <p><i>Scale</i></p> <p><i>People, Culture and Trade</i></p> <p><u>Developing Geography Skills</u></p> <p>Using maps, including atlases and digital maps; making comparisons; observing, asking questions; use directional & locational Language</p> |
| YEAR 3 | <p>THE RELATIONSHIP BETWEEN MAPS AND GLOBES</p> <p><u>LOCATIONAL KNOWLEDGE</u></p> <p><u>N.C. IDENTIFY THE POSITION AND SIGNIFICANCE OF LATITUDE, LONGITUDE, EQUATOR, NORTHERN HEMISPHERE, SOUTHERN HEMISPHERE, THE TROPICS OF CANCER AND CAPRICORN, ARCTIC AND ANTARCTIC CIRCLE, THE PRIME/GREENWICH MERIDIAN AND TIME ZONES (INCLUDING DAY AND NIGHT);</u></p> <p><u>LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) AND NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u></p> <p>-To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic, and the North and South Poles</p> | | <p>CLIMATE</p> <p><i>Is climate cool?</i></p> <p><u>PHYSICAL GEOGRAPHY</u></p> <p><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING: CLIMATE ZONES, BIOMES AND VEGETATION BELTS.</u></p> <ul style="list-style-type: none"> - Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them - Describe and give examples of the variety of biomes and vegetation belts - Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. -Recap weather and start to learn about climate, climate zones and biomes - Find out about the polar climate zone, and to learn about the tundra biome |



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| <p>-Know what is meant by the term 'tropics'</p> <p>-Know the names of four countries from the southern and four from the northern hemisphere</p> <p>-Know the names of and locate at least eight European countries</p> <p>To learn about longitude, and about the Earth's daily rotation and its effects</p> <p>-To locate the International Date Line and time around the world</p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <p>-Use maps to locate European countries and capitals.</p> <p>-Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>-Understand that our flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways</p> <p>-To demonstrate the relationship between maps and globes and explore the idea of addresses</p> <p>-To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface</p> <p><u>Strands: N.</u></p> <p><u>Place and Space</u></p> <p><u>Scale</u></p> <p><u>Developing Geography Skills</u></p> <p><u>Using world maps, atlases, globes and digital mapping; asking questions, observing and recording; describe relationships</u></p> | | <p>- Find out about the hottest, driest places on Earth and the tropical desert climate zone</p> <p>- Find out about the hottest, wettest places on Earth, and to learn the term tropical rainforest biome</p> <p>- Learn about the temperate climate zone and the deciduous forest biome, and to consider climate change and preventative measures that might be taken in the UK</p> <p><u>Strands:</u></p> <p><u>Place and Space</u></p> <p><u>Physical and Human Processes</u></p> <p><u>Environmental Impact</u></p> <p>COASTS</p> <p><u>LOCATIONAL KNOWLEDGE</u></p> <p><u>N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES, COASTS AND LAND-USE PATTERNS; UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME</u></p> <p>-discover how much the children know about, and have experienced, the seaside, and to locate coastal places in the UK on a map</p> <p>- look at a region of the UK, and discover how varied its coastline is</p> <p>- use geographical vocabulary to describe, compare and contrast natural features found at the coast</p> <p>- learn about economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features</p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO BUILD THEIR KNOWLEDGE OF THE UNITED KINGDOM AND THE WIDER WORLD</u></p> <p><u>USE THE EIGHT POINTS OF A COMPASS</u></p> <p>-Field trip to the coast: ask questions, observe and record; take and use photographs;</p> <p>Make comparisons; present information</p> <p>-Use maps to locate coastal areas</p> <p>-Know and name the eight points of a compass</p> <p><u>Strands:</u></p> <p><u>Physical and Human Processes</u></p> <p><u>Place and Space</u></p> |
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| | | | <p><i>People, Culture and Trade Scale</i></p> <p><u>Developing Geography Skills</u></p> <p>Using maps, atlases, globes and digital mapping; use and understand the 8 points of a compass; ask questions, observe and record; take and use photographs;</p> <p>Make comparisons; present information</p> |
| YEAR 4 | <p>VOLCANOES AND EARTHQUAKES <i>(Can the earth shake, rattle and roll?)</i></p> <p>PHYSICAL GEOGRAPHY</p> <p><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING VOLCANOES AND EARTHQUAKES</u></p> <ul style="list-style-type: none">-Describe and understand the key aspects of volcanoes and earthquakes-Understand that the distribution of earthquakes and volcanoes follows a pattern-Learn about the 'Pacific Ring of Fire'.- Know what causes an earthquake-Label the different parts of a volcano-To understand list of hazards of the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today-Investigate recent earthquakes and volcanic eruptions and the associated issues-The Earth's crust is made of plates which can move and this can cause an earthquake which is experienced by people as the ground shaking, sometimes violently.- Earthquakes and volcanoes are most likely to occur where plates meet and these places can be dangerous places to live. <p><u>Strands:</u></p> <p><i>Place and Space</i></p> <p><i>Physical processes</i></p> <p><i>Environmental impact</i></p> <p>HUMAN GEOGRAPHY</p> <p><u>N.C DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u></p> <ul style="list-style-type: none">-To discover why people live in the vicinity of volcanoes, and | <p>THE WATER CYCLE</p> <p><i>How does water go round and round? Link to science- states of matter</i></p> <p>HUMAN GEOGRAPHY_PHYSICAL GEOGRAPHY:</p> <p><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING THE WATER CYCLE; DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u></p> <ul style="list-style-type: none">-Know and label the main features of a river-Know the name of and locate a number of the world's longest rivers-Know the name of and locate a number of the world's highest mountains-Explain the features of a water cycle-Understand where rivers and mountains fit into the water cycle.-Know why most cities are located by a river <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <ul style="list-style-type: none">-Use maps to locate the main rivers in the UK- River Study: Nell Bank Educational Visit (see additional Nell Bank Plan) <p><u>Strands:</u></p> <p><i>Physical and Human Processes</i></p> <p><i>Place and Space</i></p> <p><i>Environmental Impact</i></p> <p><u>Developing Geography Skills</u></p> <p>Use maps, atlases, globes and digital mapping; map reading; make observations and measurements (river</p> | <p>NORTH AND SOUTH AMERICA</p> <p><i>Can you come on a great American road trip?</i></p> <p>LOCATIONAL KNOWLEDGE</p> <p><u>N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS ON NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u></p> <ul style="list-style-type: none">-Enhance locational and place knowledge-Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities-Understand geographical similarities and differences through the study of a region in North and South America- discover something about North American and South American cities, and improve knowledge about the difference between continent, country, state and city- research some countries and cities of South America, and compare them to North American cities <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING</u></p> <ul style="list-style-type: none">-Learn to use the eight points of a compass – use these to locate cities in the continent of North America, and to discover something about (some of) these cities <p><u>Strands:</u></p> <p><i>Physical and Human Processes</i></p> <p><i>Place and Space</i></p> <p><i>People, Culture and Trade</i></p> <p><i>Scale</i></p> <p><u>Developing Geography Skills</u></p> <p>Use maps, atlases, globes and digital mapping; map reading; make comparisons; use and understand the 8 points of a compass; record and present information</p> |



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| | <p>what measures can be taken to make life safer in earthquake zones</p> <p>Strands: <i>Place and Space</i> <i>Physical and Human processes</i> <i>People, culture and trade</i></p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <p><i>Link to History topic on Victorians – Local History Study</i> -To discover Victorian buildings in the local area, and to plot these on a map -Identify the key Victorian features of my local area. -Further develop map reading and field sketching skills.</p> <p>Strands: <i>Place and Space</i> <i>Scale</i> <i>Physical and Human processes</i></p> <p><u>Developing Geography Skills</u> Use maps, atlases, globes and digital mapping; map reading; Field sketching; take and use photographs; observe, record and present information</p> | <p>study); take and use photographs; record and present information</p> | |
| YEAR 5 | <p>CHANGES OVER TIME <i>How is our country changing?</i></p> <p>LOCATIONAL KNOWLEDGE <u>N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES (INCLUDING HILLS, MOUNTAINS, COASTS AND RIVERS), AND LAND-USE PATTERNS; AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME</u> -Name and locate some key topographical features of the UK and their own region -Understand that regions change over time and that change is continual -explain how the local area has changed and how it might change in the future</p> | <p>EUROPEAN REGIONAL STUDY – THE ALPS <i>Where should we go on holiday? – A study of the Alpine Region of Europe</i></p> <p>LOCATIONAL KNOWLEDGE <u>N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u> -Know the names of a number of European capitals -Be taught to understand a region of another European country</p> <p>HUMAN GEOGRAPHY <u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE</u></p> | <p>THE AMAZON <i>What is it like in the Amazon?</i></p> <p>LOCATIONAL KNOWLEDGE <u>N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u> -understand what the Amazon is and where it is located</p> <p>HUMAN GEOGRAPHY <u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u> -Understand what life is like in the Amazon and how it is changing</p> |



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| | <p>HUMAN GEOGRAPHY</p> <p><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS</u></p> <p>-Understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable -understand that change is happening in the local area, and that changes will continue to happen</p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE THE EIGHT POINTS OF A COMPASS, FOUR AND SIX-FIGURE GRID REFERENCES, SYMBOLS AND KEY (INCLUDING THE USE OF OS MAPS) TO BUILD THEIR KNOWLEDGE OF THE UNITED KINGDOM; USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <p><u>LOCAL AREA STUDY</u> -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. The children will take part in a fieldwork study in their local area, investigating the question: <i>Is our local area changing?</i></p> <p><u>Strands:</u> <i>Place and Space</i> <i>Physical and Human processes</i> <i>Scale</i> <i>People, Culture and Trade</i> <i>Developing Geography Skills</i> Use maps (including Ordnance Survey), atlases, globes and digital mapping; map reading; use 4 -figure grid-references field sketching; take and use photographs; observe, record and present information. Use the 8 points of a compass Ask and answer questions. Make Predictions</p> | <p><u>DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u></p> <p>-Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human features. -To understand that houses are built to suit their location and purpose -To understand the importance of the tourist industry to Alpine communities, and to understand that tourism also brings disadvantages</p> <p>PHYSICAL GEOGRAPHY</p> <p><u>DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING MOUNTAINS</u></p> <p>-Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant physical features. -To understand how glaciers and avalanches have influenced the Alpine landscape -To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing</p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <p>-Be taught to understand some of the physical and human processes that shape a region -Use maps to focus on countries, cities and regions in Europe -To be able to use physical and political maps to identify a region in Europe</p> <p><u>Strands:</u> <i>Physical and Human Processes</i> <i>Place and Space</i> <i>Environmental Impact</i> <i>People, Culture and Trade</i> <i>Scale</i> <i>People, Culture and Trade</i> <i>Developing Geography Skills</i></p> | <p>- Understand how the Amazon is being damaged and how it can be protected -Research and write a report about the Amazonian city of Manaus</p> <p>PHYSICAL GEOGRAPHY</p> <p><u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL GEOGRAPHY, INCLUDING: CLIMATE ZONES, RIVERS, MOUNTAINS</u></p> <p>-Understand the Amazon's climate and how the native animals are adapted to it</p> <p>SKILLS + FIELDWORK</p> <p><u>N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED</u></p> <p>-Locate the Amazon region on a map of the world -Locate the Amazon basin and Amazon River on a map of South America. - Know and name the eight countries that the Amazon region spans.</p> <p><u>Strands:</u> <i>Place and Space</i> <i>Scale</i> <i>Physical and Human Processes</i> <i>Environmental Impact</i> <i>People, Culture and Trade</i> <i>Developing Geography Skills</i> Use maps, atlases, globes and digital mapping; map reading; use 4 -figure grid-references Make comparisons; use and understand the 8 points of a compass; record and present information. Ask and answer questions. Make predictions</p> |
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| | | <p>Use maps, atlases, globes and digital mapping. Use 4 -figure grid-references record and present information. make comparisons; use and understand the 8 points of a compass; record and present information. Ask and answer questions. Make predictions</p> | |
| YEAR 6 | <p>GLOBAL TRADE LINKS <i>Where does all our stuff come from?</i> HUMAN GEOGRAPHY <u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u> -Understand that our food and clothes can come from all over the world -Understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl -Understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed -Investigate locally made and grown products available in our area, and to investigate locally imported products available in our area -Understand the perspectives of a range of people on a geographical issue, and to understand that what people buy affects the lives of others -Explain the journey of a product to their home SKILLS + FIELDWORK USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED - Use an atlas to locate countries. LOCATIONAL KNOWLEDGE <u>N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) AND NORTH AND SOUTH AMERICA, CONCENTRATING ON</u></p> | <p>THREATS TO THE HEALTH OF OUR PLANET <i>Are we damaging our world?</i> HUMAN GEOGRAPHY <u>N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY, FOOD, MINERALS AND WATER</u> -To understand the threats to the health of our planet and some possible solutions -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 be able to explain how a particular environmental issue has been caused and suggest some possible solutions SKILLS + FIELDWORK N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED -Use maps, atlases and globes to locate countries and describe features studied -Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world Strands: <i>Physical and Human Processes</i> <i>Place and Space</i> <i>Environmental Impact</i> <i>People, Culture and Trade</i> <i>Scale</i> <i>Developing Geography Skills</i></p> | <p>LOCAL AREA STUDY <i>How will our world look in the future?</i> LOCATIONAL KNOWLEDGE <u>N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL FEATURES (INCLUDING HILLS, MOUNTAINS, COASTS AND RIVERS), AND LAND-USE PATTERNS; AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME</u> -Plan for a sustainable future for our area -Locate key topographical features of the local area on a map HUMAN GEOGRAPHY -Understand how and why housing needs to change over time - Understand the importance of local work opportunities to the community - Understand that communities need a range of accessible amenities and public services -Understand how the geography of communities affects community spirit SKILLS + FIELDWORK N.C. USE MAPS, ATLASES, GLOBES, AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED; USE THE EIGHT POINTS OF A COMPASS, FOUR AND SIX-FIGURE GRID REFERENCES, SYMBOLS AND KEY (INCLUDING THE USE OF ORDNANCE SURVEY MAPS) TO BUILD THEIR KNOWLEDGE OF THE UNITED KINGDOM AND THE WIDER WORLD -Plan and carry out fieldwork to answer a given enquiry question -Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. -Use maps and symbols to build their knowledge of the local area</p> |



WHOLE SCHOOL GEOGRAPHY LONG TERM PLAN



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| | <p><u>THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES</u></p> <p>- Name and locate several countries where my clothes and food originate.</p> <p><u>Strands:</u></p> <p><i>Place and Space</i></p> <p><i>Physical and Human processes</i></p> <p><i>People, Culture and Trade</i></p> <p><i>Environmental Impact</i></p> <p><i>Scale</i></p> <p><u>Developing Geography Skills</u></p> <p>Use maps, atlases, globes and digital mapping; map reading; field sketching; take and use photographs; observe, record and present information.</p> <p>Ask and answer questions.</p> <p>Make predictions</p> <p>Investigate</p> <p>Make Comparisons</p> | <p>Use maps, atlases, globes and digital mapping.</p> <p>record and present information.</p> <p>make comparisons; use and understand the 8 points of a compass;</p> <p>record and present information.</p> <p>Ask and answer questions.</p> <p>Make predictions</p> | <p><u>Strands:</u></p> <p><i>Physical and Human Processes</i></p> <p><i>Place and Space</i></p> <p><i>Environmental Impact</i></p> <p><i>People, Culture and Trade</i></p> <p><i>Scale</i></p> <p><u>Developing Geography Skills</u></p> <p>Use maps, atlases, globes and digital mapping; map reading; use 4 and 6-figure grid-references</p> <p>Make comparisons; use and understand the 8 points of a compass; record and present information.</p> <p>Ask and answer questions.</p> <p>Make predictions</p> |
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