

Geography Long Term Plan

2021-2022



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring1</u>	<u>Spring2</u>	<u>Summer1</u>	<u>Summer2</u>
<u>Year One</u>	Identify seasonal and daily weather patterns in the UK.	<p>Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom</p> <p>Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map</p> <p>Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks</p>		<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (<u>a seaside town</u>)</p> <p><u>To recognise landmarks and basic human and physical features.</u></p>		

		<p>Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography</p>		<p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		
Year Two	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p> <p>Use simple compass directions (North South East and West) and locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map</p>			<p>Locational knowledge Name and locate the world's seven continents and five oceans</p> <p>Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North South East and West) and locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map</p>	<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to: χ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>χ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
Year Three	<p>Human and physical geography Describe and understand key aspects of:</p>			<p>Place knowledge Locational knowledge Name and locate counties and cities of the UK, geographical</p>	<p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries</p>	

	<ul style="list-style-type: none"> • volcanoes and earthquakes 			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	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 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.	
<u>Year Four</u>		Human and physical geography Describe and understand key aspects of: the water cycle		Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Place knowledge - Modern Greece Understand geographical similarities and differences through the study of human and physical geography of a region of the European country and the United Kingdom
<u>Year Five</u>		Locational knowledge Locate the world's countries , using maps to focus on North America , concentrating on their environmental regions, key physical features	Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within north America and the United Kingdom – compare and contrast London and New York		Human and physical geography Describe and understand key aspects of: <ul style="list-style-type: none"> • rivers • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water 	
<u>Year Six</u>		<ul style="list-style-type: none"> • mountains 			Locational knowledge Locate the world's countries, using maps to focus on South America , concentrating on	Place knowledge •Understand geographical similarities and differences through the study of

					<p>their environmental regions, key physical and human characteristics, countries, and major cities (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>human and physical geography of a region in a within south America and the United Kingdom</p>
<p><u>Penguins</u></p>	<p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • volcanoes and earthquakes 	<p>Year 5 Locational knowledge</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical features</p>	<p>Year 5 Place knowledge</p> <p>Understand geographical similarities and differences through the study of</p> <p>human and physical geography of a region within north America and the United Kingdom – compare and contrast London and New York</p>	<p>Place knowledge Locational knowledge</p> <p>Name and locate counties and cities of the UK, 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</p>	<p>Geographical skills and fieldwork 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 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.</p> <p>Year 5 Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • rivers • Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including 	<p>Year 5</p> <p>A local history study – crossing the river – the development of ferries, bridges and tunnels that cross the Tyne</p> <p>This could be:</p> <ul style="list-style-type: none"> ♣ a depth study linked to one of the British areas of study ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

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