

Geography Long Term Plan

2023-2024



YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>WHAT ABOUT THE WEATHER? (Ongoing all year)</p>		<p>POPPING OUT: AROUND PERCY MAIN</p>		<p>BRILLIANT BEACHES.</p>	
	<p><i>Identify seasonal and daily weather patterns in the UK.</i></p> <p><i>Link with Science and daily day of the week chart to include weather options.</i></p> <p><i>What do the weather symbols mean, which weathers do you expect at different times of the year?</i></p>		<p><i>Understand geographical similarities and differences through studying the human and physical geography of the local area.</i></p> <p><i>Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location</i></p>		<p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (a seaside town)</i></p> <p><i>To recognise basic human and physical features.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p>	

			<p><i>of features and routes on a map.</i></p> <p><i>Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks.</i></p> <p><i>Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography.</i></p>		<p><i>key physical features, including: Coast line, shore, climate, beach, sea, cliff.</i></p> <p><i>Key human features, including: Town, village, city, office, shop, factory, flat, home, house,</i></p> <p><i>Terraced, semi-detached, detached.</i></p> <p><i>Lighthouse, lifeboat, harbour, port, pier.</i></p> <p><i>Vocabulary: address, location</i></p> <p><i>Locational and simple directional language [for example, near and far; left and right] to describe the location of features and routes on a map.</i></p> <p><i>Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography.</i></p>	
2	MY SCHOOL	INDIA V's ENGLAND		MAPPING: OUR WORLD.		
	<p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</i></p>	<p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area in a</i></p>		<p><i>Locational knowledge</i></p> <p><i>Name and locate the world's seven continents and five oceans</i></p> <p><i>Human and physical geography</i></p>		

	<p><i>construct basic symbols in a key</i></p> <p><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> <p><i>Use simple compass directions (North South East and West).</i></p>	<p><i>contrasting non-European country</i></p> <p><i>use basic geographical vocabulary to refer to:</i></p> <p><i>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>		<p><i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Geographical skills and fieldwork</i></p> <p><i>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.</i></p>	
3	OUR CHANGING EARTH.			MINING: WHERE, WHAT AND WHY? (Link to local history)	
	<p><i>Human and physical geography</i></p> <p><i>Describe and understand key aspects of:</i></p> <ul style="list-style-type: none"> <i>• volcanoes and earthquakes</i> 			<p><i>Place knowledge</i></p> <p><i>Locational knowledge</i></p> <p><i>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.</i></p> <p>LINK TO HISTORY. CONTRASTING LOCATION - WALES</p> <p><i>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</i></p>	

				<i>a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>	
4		WATER CYCLE (Link to and plan alongside Science topic)		WHAT LIVES WHERE AND WHY? (Link to Science topic, focus on European animals)	GREECE V's ENGLAND (2 week comparison study)
		<i>Describe and understand key aspects of: the water cycle</i>		<i>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</i> <i>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)</i> <i>Time zones can be planned in maths</i>	<i>Place knowledge - Modern Greece</i> <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the European country and the United Kingdom.</i>
5		NORTH AMERICA: URBAN AND RURAL			HOW DID NEWCASTLE GROW?
	<i>Describe and understand key aspects of: rivers</i>	<i>Locational knowledge</i> <i>Locate the world's countries, using maps to</i>	<i>Place knowledge</i> <i>Understand geographical similarities and</i>		<i>Human and physical geography</i>

		<i>focus on North America, concentrating on their environmental regions, key physical features</i>	<i>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</i>		<i>Describe and understand key aspects of:</i> <ul style="list-style-type: none"> • <i>Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water</i> *Link to heritage project	
6						
		Locational knowledge Locate the world's countries, using maps to focus on South America , concentrating on 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 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 <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region in a within south America and the United Kingdom - Linking to Mayan history topic