

Geography Long Term Plan

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1					
<p align="center"><u>Our School</u></p> <ul style="list-style-type: none"> ✓ To use basic geographical vocabulary to refer to key physical features of their school. ✓ To use basic geographical vocabulary to refer to key human features of their school ✓ To observe the school environment and its grounds for human and physical features. ✓ To sketch physical and human features of their school. ✓ To use a camera in the field to record what is seen in their school. ✓ To use and understand words relating to working in the field: observe, environment, camera, photograph. ✓ To use a simple map for a route of the school. ✓ To carry out a small survey of the school. ✓ To know and recognise a map. ✓ To use locational and directional language to describe routes on a map of the school (left, right, past). ✓ To use locational and directional language to describe the location of features on a map (up, down, near, far). ✓ To devise a simple map of school. ✓ To observe and record information using sketches and memory maps. ✓ To carry out a small survey of the school. 		<p align="center"><u>Seasons and Weather</u></p> <ul style="list-style-type: none"> ✓ To name the four seasons and describe their typical seasonal and daily weather. ✓ To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. ✓ To compare places using the words hot and cold. ✓ To use words relating to weather to compare the four seasons. ✓ To recognise the equator, the North Pole and the South Pole on a globe. ✓ To ask geographical questions about weather patterns. 		<p align="center"><u>Tanzania</u></p> <ul style="list-style-type: none"> ✓ To name the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use basic geographical vocabulary to refer to key physical features of their local area. ✓ To use basic geographical vocabulary to refer to key human features of their local area. ✓ To use basic geographical vocabulary to refer to key physical features of Tanzania. ✓ To use basic geographical vocabulary to refer to key human features of Tanzania. ✓ To observe human and physical features in their locality. ✓ To sketch physical and human features in their locality. ✓ To add labels to field sketches of their locality. ✓ To use a camera in the field to record what is seen in their locality ✓ To use and understand words relating to working in the field: observe, environment, camera, photograph. ✓ To describe what is the same and what is different between England and Tanzania. ✓ To use a simple map to identify the England and Tanzania. ✓ To know and recognise a map. ✓ To ask geographical questions about the features of Tanzania. ✓ To say what they like about Tanzania compared to England. 	<p align="center"><u>Kenya</u></p> <ul style="list-style-type: none"> ✓ To understand that weather can have an impact on human and physical geography. ✓ To understand the importance of clean water. ✓ To compare trees that grow in Kenya and the UK. ✓ To use a simple map to identify the England and Kenya.
YEAR 2					
<p align="center"><u>London and the UK</u></p> <ul style="list-style-type: none"> ✓ To name the capital cities of the United Kingdom ✓ To identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ✓ To use geographical vocabulary to refer to key physical features of London. ✓ To use geographical vocabulary to refer to key human features of London, including main landmarks. 		<p align="center"><u>Mexico</u></p> <ul style="list-style-type: none"> ✓ To name and locate the world's seven continents - Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To name and locate the world's five oceans - the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To use geographical vocabulary to refer to key human features of Mexico, including main landmarks. 			

<ul style="list-style-type: none"> ✓ To observe and record human and physical features in their locality. ✓ To state some similarities about the four countries of the United Kingdom. ✓ To collect data in their locality about what human features people prefer. ✓ To use maps and atlases to identify the United Kingdom as well as England, Scotland, Wales and Northern Ireland. ✓ To use aerial photographs and plan-perspectives to recognise London landmarks and geographical features. ✓ To use simple compass directions (North, South, East, West) and location and directional language to describe the location of features on a map of London. ✓ To ask and respond to geographical questions about London. 		<ul style="list-style-type: none"> ✓ To use geographical vocabulary to refer to key physical features of Mexico ✓ To describe what is the same and what is different their locality and Mexico using some of the physical and human features that they have learnt. ✓ To use globes and atlases to identify Mexico. ✓ To use atlases and globes to identify Africa, Antarctica, Asia, Oceania, Europe, North America, and South America. ✓ To use atlases and globes to identify the Pacific Ocean, the Indian Ocean, the Atlantic Ocean, the Arctic Ocean and the Southern Ocean. ✓ To know the difference between a map and a globe. ✓ To devise a simple map of Mexico from a photograph. ✓ To construct basic symbols in a key. ✓ To observe and record information using sketches and diagrams. ✓ To ask and respond to geographical questions about Mexico. ✓ To give their own views about Mexico, giving reasons. 			
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YEAR 3

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- ✓ To know what an Ordnance Survey map is.
- ✓ To use Ordnance Survey maps to build knowledge of the United Kingdom.
- ✓ To use Topographical maps to investigate land-use patterns over time.
- ✓ To use the eight points of a compass.
- ✓ To create a simple scale drawing.
- ✓ To use map information to devise geographical questions about changes to a location over time.
- ✓ To use different evidence to draw conclusions about how an environment has changed over time.
- ✓ To collect and record evidence using scale drawings and field sketches.

YEAR 4

Greece

- ✓ To name and locate the countries of Europe.
- ✓ To identify the Northern Hemisphere, Southern Hemisphere and the Equator.
- ✓ To identify and understand the main physical features of Greece, including the woodland biome and vegetation belts.
- ✓ To describe and understand key aspects of human geography in Greece, including settlements and land use.
- ✓ To express similarities and differences in geographical features of Greece compared to the United Kingdom.
- ✓ To understand how settlements and land-use in Greece have changed over time.
- ✓ To use maps and atlases to locate the countries of Europe.
- ✓ To use a range of geographical sources to build knowledge of Greece and to compare it with the United Kingdom.
- ✓ To use four-figure grid references.
- ✓ To use digital mapping to create maps of Ancient and modern Greece.
- ✓ To use a range of geographical sources to pose and reflect on questions in relation to human

North America

- ✓ To name and locate some countries in North America
- ✓ To know the difference between a country and a state.
- ✓ To understand how the physical and human features of a location leads to differences in population.
- ✓ To identify and compare some human features of different locations in North America.
- ✓ To identify and compare the physical features of different locations in North America.
- ✓ To use maps and atlases to locate the countries of North America
- ✓ To use a range of geographical sources to identify the features of some of the countries in North America.

		<p>and physical features of Greece and the United Kingdom.</p> <ul style="list-style-type: none"> ✓ To use evidence of past and present to formulate conclusions about why a country has changed over time. ✓ To collect and record evidence using colour-coded maps. <p>Rivers & the Water Cycle</p> <ul style="list-style-type: none"> ✓ To understand rivers and the water cycle. 			
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YEAR 5

<p>Time and Place</p> <ul style="list-style-type: none"> ✓ To name and locate the countries of Europe, including their capital cities. ✓ To identify the position 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. 	<p>Volcanoes, Earthquakes and Natural Disasters</p> <ul style="list-style-type: none"> ✓ To identify and understand the main physical features of mountains, volcanoes and earthquakes. ✓ To use geographical vocabulary to describe similarities and differences in geographical features of Rome compared to the United Kingdom, both in the past and the present. ✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape. ✓ To use maps and atlases to locate the capital cities of European countries ✓ To use satellite imagery to analyse the globe and to locate key locations from space. ✓ To use a Topographic map to recognise and compare land height. ✓ To use six-figure grid references, symbols and keys. ✓ To draw a sketch - map from a high viewpoint. ✓ To propose ideas and hypothesise about natural disasters. ✓ To use historical and geographical evidence to justify hypothesise on changes to Europe over time. <p>To collect and record data using a charts and sketch-maps.</p>				
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YEAR 6

<p>Antarctica</p> <ul style="list-style-type: none"> ✓ To name and locate the world's countries, including Russia and its major cities. ✓ To understand the significance of how latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian affect time zones, day and night ✓ To identify, describe and understand the physical features of Antarctica, including its biome. 			<p>South America</p> <ul style="list-style-type: none"> ✓ To name and locate the world's countries, focussing on North and South America and their environmental regions and major cities. ✓ To identify, describe and understand the physical features of the marine biome. ✓ To describe and understand human threats to the marine biome. ✓ To describe and understand trade links and the distribution of natural resources from South America.
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<ul style="list-style-type: none">✓ To describe and understand different climate zones.✓ To describe the impact of Science stations and human intervention on Antarctica.✓ To understand how human intervention has changed the Antarctic biome and landscape.✓ To select and use relevant maps, atlases, globes or computer mapping to locate Russia and its major cities.✓ To select relevant maps, atlases, globes or computer mapping to locate North America and South America and their major cities.✓ To recognise and use atlas symbols.✓ To use lines of Longitude and Latitude on maps.✓ To evaluate the quality of information gathered when responding to geographical questions.✓ To use atlas symbols to make deductions about a geographical location.✓ To use charts to display data that match geographical deductions about a location.			<ul style="list-style-type: none">✓ To recognise and describe using a range of sources and geographical vocabulary the similarities and differences of trade links and natural resource distribution between their locality and South America.✓ To use an Economic map to recognise economic activity and resources.✓ To recognise and use atlas symbols.✓ To evaluate the quality of information gathered when responding to geographical questions.✓ To use atlas symbols to make deductions about a geographical location.✓ To use charts to display data that match geographical deductions about a location.
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